PROGRAM REVIEW STEERING COMMITTEE
Non-Instructional *Comprehensive* Evaluation Guide

Department/Program:

Author(s):

Directions for PRSC Team: For each component of the program review, please rate the response as one of the following: Initial, Evolving, Established. All areas marked as initial or evolving need further clarification in the comments section.

SECTIONS	SUBCRITERIA	Initial	Evolving	Established	Comments
Section I and II **Service Area Overview & Update, Reflection and Description** I.1-II.3	Program review team represents collaborative effort. (I.2)	☐ no evidence of broad participation in the development of program review	☐ some evidence of participation other than lead author	☐ substantial evidence of participation other than the lead author	
	Mission statement (II.1)	☐ no mission statement	☐ mission statement is not clear, concise or descriptive	☐ clear, concise and descriptive mission statement is provided	
	Service area mission supports the College Mission. (II.2)	☐ no discussion of how the service area mission supports the College Mission	☐ limited discussion of how the service area mission supports the College Mission	☐ detailed discussion of how the service area mission supports the College Mission	
	Catalog description is updated and accurate. (II.3)	☐ description has not been reviewed within the last year	☐ N/A	☐ description has been reviewed within the last year	
Section III **Course, Curriculum, Assessment and Student Success** **(credit courses only)** III.1-III.15	Active course outlines have been reviewed in the last five years. (III.2-3)	☐ no or some courses have been reviewed in the last five years	☐ N/A	☐ all courses have been reviewed in the last five years	
	Analysis of SLO findings, including successes, challenges and any changes made as a result. (III.5-6)	☐ no analysis of SLO findings	☐ limited analysis of SLO findings	☐ thorough analysis of SLO findings	
	Discussion of department/ discipline course success rates across past 5 years. (III.7-8)	☐ no discussion or report of course success rates	☐ limited discussion or report of course success rates	☐ thorough discussion and report course success rates	

Section III (Cont'd)	Discussion of any equity gaps or factors (internal or external) that may affect the department/ discipline course success rate. (III.9-10)	☐ no discussion of equity gaps or factors that may affect department/ discipline course success rates	☐ limited discussion of equity gaps or factors that may affect department/ discipline course success rates	☐ thorough discussion of equity gaps or factors that may affect department/ discipline course success rates	
	Discussion of specific steps the department or discipline will take to address equity gaps and the impact of those steps on the comprehensive program review goals. (III.11-12)	☐ did not identify steps to improve services and/or address equity gaps and potential impact on goals	☐ identified general steps to improve services and/or address equity gaps and potential impact on goals	☐ identified specific steps provided that the service area will take to address equity gaps and potential impact on goals	
	Discussion of data to explain differences between online and face-to-face student success rates. (III.13-14)	☐ no discussion of differences between online and face-to-face student success rates; no discussion of what the program will do to address disparities.	☐ limited discussion of differences between online and face-to-face student success rates; limited discussion of what the program will do to address disparities.	☐ thorough discussion of differences between online and face-to-face student success rates; thorough discussion of what the program will do to address disparities.	
	Discussion of mechanisms (e.g., processes, methods, models, practices) in place to ensure regular and effective contact within online courses (III.15)	☐ no discussion on how the service area will ensure regular and effective contact within online courses	☐ limited discussion on how the service area will ensure regular and effective contact within online courses	☐ thorough discussion on how the service area will ensure regular and effective contact within online courses	

Section IV	Degrees and certificates data for the past five years reported. (IV.2-3)	☐ no report on number of degrees/certificates awarded; no indication of degree/certificate review in past five years	☐ report on number of degrees/certificates awarded OR indication of complete degree/certificate review in past five years (not both)	☐ report on number of degrees/certificates awarded; indication of complete degree/certificate review in past five years	
Degree & Certificate Programs IV.1-IV.9					
	Degrees and certificates are meeting the needs of students and/or articulation with four year institutions. (IV.4-6)	☐ no discussion of how degrees and certificates are meeting the needs of students and/or articulation	☐ limited discussion of how degrees and certificates are meeting the needs of students and/or articulation, with some discussion of potential or necessary changes	☐ thorough discussion of how degrees and certificates are meeting the needs of students and/or articulation, with thorough discussion of potential or necessary changes	
	Currently assessing PLO's within the 4-year cycle. (IV.7)	☐ not currently assessing PLOs and no plan to assess	☐ not currently assessing PLOs but plan to assess PLOs in place	☐ plan to assess PLOs in place and PLOs are being assessed	
	PLO's in the catalog are an accurate reflection of the department or discipline's current learning objectives. (IV.8)	☐ PLOs in catalog are not accurate reflection of department/discipline learning objectives	N/A	☐ PLOs in catalog are an accurate reflection of department/discipline learning objectives	

Section IV Cont'd	PLO's are mapped to course SLO's. (IV.9)	□ PLOs not mapped to course SLOs	N/A	□ PLOs are mapped to course SLOs	
	Description of student population served and how program addresses student needs. (V.1-2)	□ no discussion of service area's student population or how the service area ensures it is meeting student needs	□ limited discussion of service area's student population or how the service area ensures it is meeting student needs	□ thorough discussion of service area's student population or how the service area ensures it is meeting student needs	
Student Service Area Assessment & Data Analysis V.1-V.6 (Yes. For service areas that provide direct service to students)	Discussion on access, success and/or other data relevant to service area. (V.3)	□ no discussion of data or reports relevant to the service area	□ limited discussion of data or reports relevant to the service area	□ thorough discussion of data or reports relevant to the service area	
	Discussion of steps your service area is taking to advance the college's student success and equity goals. (V.4)	□ did not identify steps to advance the College's student access, success or equity goals	□ identified general steps to advance the College's student access, success or equity goals	□ identified specific steps to advance the College's student access, success or equity goals	
	SLOs/SSOs are being assessed. (IV.5-6)	□ not currently assessing SLOs/SSOs and no plan in place	□ plan to assess SLOs/SSOs in place but not yet assessed	□ SLOs/SSOs are in place and being assessed	

Section VI	Discussion of ways the service area works to advance the college's student success and equity goals. (VI.1)	□ no discussion of ways to advance the College's student access, success or equity goals	□ limited discussion of ways to advance the College's student access, success or equity goals	□ thorough discussion of ways to advance the College's student access, success or equity goals	
Service Area Assessment & Institutional Effectiveness VI.1-VI.6	Discussion of research or local data and/or reports and implications for practice (VI.2)	□ no discussion of data/reports or implications for practice	□ limited discussion of data/reports and implications for practice	□ thorough discussion of data/reports and implications for practice	
	Identified program strengths and challenges. (VI.3-4)	□ no discussion of program strengths or challenges	□ limited discussion of program strengths and challenges	□ thorough discussion of program strengths and challenges	
	Identified external factors and opportunities for improvement. (IV.5-6)	□ no discussion of external factors and opportunities for improvement	□ limited discussion of external factors and opportunities for improvement	□ thorough discussion of external factors and opportunities for improvement	

Section VII: Previous Goals	Previous goals support College Strategic Goals. (VII.1-3)	□ no discussion of how previous goal(s) advanced College Strategic Goals	□ limited discussion of how previous goal(s) advanced College Strategic Goals	□ thorough discussion of how previous goal(s) advanced College Strategic Goals	
	For goal status identified as "deleted" or "completed," appropriate rationale was given. (VII.4-5)	□ no rationale given for deletion or completion of goals	□ limited rationale given for deletion or completion of goals	□ thorough rationale given for deletion or completion of goals	

	For goal status identified as "in progress" or "not started", action steps and evaluation plans are discussed (VII.4-5)	☐ no action steps or evaluation plans are discussed	☐ some action steps or evaluation plans are discussed for applicable goals	☐ action steps or evaluation plans are discussed for all applicable goals	

Section VIII: New Goals	New goals support College Strategic Goals. (VIII.1-3)	☐ no discussion of how new goal(s) advanced College Strategic Goals	☐ limited discussion of how new goal(s) advanced College Strategic Goals	☐ thorough discussion of how new goal(s) advanced College Strategic Goals	
	New goals informed by assessment results, student achievement data, or other data/rationale provided (VII.4-5)	☐ no discussion of rationale/data	☐ limited discussion of rationale/data	☐ thorough discussion of rationale/data	
	Action steps and evaluation plans are discussed (VII.5-6)	☐ no discussion of action steps or evaluation plans	☐ limited discussion of action steps and evaluation plans	☐ thorough discussion of action steps and evaluation plans	

RESOURCE REQUESTS LINKED TO PROGRAM REVIEW GOALS	Resource requests are connected to service area goals and action steps and include details on the expected impact on the program.	☐ no connection to service area goal or action step(s)	☐ limited connection to service area goal or action step(s)	☐ clear connection to service area goal or action step(s)	