

PROGRAM REVIEW STEERING COMMITTEE

Spring 2020 Annual Update 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	Program Review team represents collaborative effort. (I.2)	<input type="checkbox"/> no evidence of broad participation in the development of program review	<input type="checkbox"/> some evidence of participation outside of lead author	<input type="checkbox"/> substantial evidence of participation beyond the lead author	
Instructional Area Program Update 1-4	I. Summary of changes, additions, and achievements in program since last program review annual update. (I.4)	<input type="checkbox"/> no summary of changes, additions, and achievements in program since last program review annual update	<input type="checkbox"/> limited summary of changes, additions, and achievements in program since last program review annual update	<input type="checkbox"/> thorough summary of changes, additions, and achievements in program since last program review annual update	
Section II	Course SLOs assessment plan on file with SLOAC. (II.A.1)	<input type="checkbox"/> no SLO assessment plan on file	N/A	<input type="checkbox"/> SLO assessment plan on file	
SLO and PLO (II.A.1-2)	Analysis of SLO findings, including successes, challenges and any changes made as a result. (II.A.2)	<input type="checkbox"/> no analysis of SLO findings	<input type="checkbox"/> limited analysis of SLO findings	<input type="checkbox"/> thorough analysis of SLO findings	
(II. A.4-6)	Currently assessing PLO's. (II.A.4)	<input type="checkbox"/> no discussion of PLO assessment	<input type="checkbox"/> limited discussion of PLO assessment	<input type="checkbox"/> thorough discussion of PLO assessment	
	PLOs in the catalog are an accurate reflection of the department/discipline's current learning objectives. (II.A.5)	<input type="checkbox"/> PLOs in catalog are not an accurate reflection of department/discipline learning objectives	N/A	<input type="checkbox"/> PLOs in catalog are an accurate reflection of department/ discipline learning objectives	
	PLOs are mapped to course SLOs. (II.A.6)	<input type="checkbox"/> PLOs not mapped to course SLOs		<input type="checkbox"/> PLOs are mapped to course SLOs	
	Changes in success rate across all department/ discipline courses. (II.B.1)	<input type="checkbox"/> no discussion of changes in department /discipline's success rate across all courses	N/A	<input type="checkbox"/> thorough discussion of changes in department/ discipline's success rate across all courses	

SECTIONS	SUBCRITERIA	Initial	Evolving	Established	Comments
B. Student Achievement All Programs (II.B.1-7)	Discussion of department/ discipline's success rate pertaining to college's 2024 goal. (II.B.2)	<input type="checkbox"/> no discussion of department/discipline's success rate pertaining to college's 2024 goal	<input type="checkbox"/> limited discussion of changes in department/ discipline's success rate across all courses	<input type="checkbox"/> thorough discussion of department/ discipline's success rate pertaining to college's 2024 goal	
	Discussion of equity gaps and factors (internal or external) contributing to lower success rates for certain groups (II.B.3-4).	<input type="checkbox"/> no discussion on equity gaps (e.g., by gender and ethnicity) or the institutional factors that may be contributing to lower success rates	<input type="checkbox"/> limited discussion of department/discipline's success rate pertaining to college's 2024 goal	<input type="checkbox"/> thorough discussion on equity gaps (e.g., by gender and ethnicity) or the institutional factors that may be contributing to lower success rates	
	Discussion of specific steps to address equity gaps and the impact of those steps on annual program review. (II. 5-6)	<input type="checkbox"/> no discussion of steps to address equity gaps or ways the steps inform the goals set in annual program review	<input type="checkbox"/> limited discussion on equity gaps or ways the steps inform the goals set in annual program review	<input type="checkbox"/> thorough discussion of steps to address equity gaps and ways the steps inform the goals set in annual program review	
Distance Ed (II.C.2-4)	Discussion of specific steps the department/discipline will take to address ways department/discipline works across instruction and student services to advance the college's student success and equity goals. (II.7)	<input type="checkbox"/> no discussion of ways department/discipline works across instruction and student services to advance the college's student success and equity goals	<input type="checkbox"/> limited discussion of ways department/disciplien works across instructiona and student services to advance the college's student success and equity goals	<input type="checkbox"/> thorough discussion of ways department/discipline works across instruction and student services to advance the college's student success and equity goals	
	Discussion of data to explain differences between online and face-to-face student success rates and what the department/discipline will do to address the disparities. (C.1-2)	<input type="checkbox"/> no discussion of differences between online and face-to-face student success rates; no discussion of what the program will do to address disparities.	<input type="checkbox"/> limited discussion of differences between online and face-to-face student success rates; limited discussion of what the program will do to address disparities.	<input type="checkbox"/> thorough discussion of differences between online and face-to-face student success rates; no discussion of what the program will do to address disparities.	
Section III: Previous Goals	Discussion of mechanisms (e.g., processes, methods, models, practices) in place to ensure regular and effective contact within online courses (C.3)	<input type="checkbox"/> no discussion on how the department/ discipline will ensure regular and effective contact within online courses	<input type="checkbox"/> limited discussion on how the department/ discipline will ensure regular and effective contact within online courses	<input type="checkbox"/> thorough discussion on how the department/discipline will ensure regular and effective contact within online courses	
	Previous goals support College Strategic Goals. (III.1-3)	<input type="checkbox"/> no discussion of how previous goal(s) advance(d) College Strategic Goals	<input type="checkbox"/> limited discussion of how previous goal(s) advance(d) College Strategic Goals	<input type="checkbox"/> thorough discussion of how previous goal(s) advance(d) College Strategic Goals	
	For goal status identified as "deleted" or "completed," appropriate rationale was given. (III.4-5)	<input type="checkbox"/> no rationale given for deletion or completion of goals	<input type="checkbox"/> limited rationale given for deletion or completion of goals	<input type="checkbox"/> 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. (III.6-7)	<input type="checkbox"/> no action steps or evaluation plans are discussed	<input type="checkbox"/> some action steps or evaluation plans are discussed for applicable goals	<input type="checkbox"/> action steps or evaluation plans are discussed for all applicable goals	

SECTIONS	SUBCRITERIA	Initial	Evolving	Established	Comments
Section IV: New Goals	New goals support College Strategic Goals. (IV.1-3)	<input type="checkbox"/> no discussion of how new goal(s) advance(s) College Strategic Goals	<input type="checkbox"/> limited discussion of how new goal(s) advance(s) College Strategic Goals	<input type="checkbox"/> thorough discussion of how new goal(s) advance(s) College Strategic Goals	
	New goals informed by assessment results, student achievement data, or other data/rationale provided. (IV.4)	<input type="checkbox"/> no discussion of rationale/data	<input type="checkbox"/> limited discussion of rationale/data	<input type="checkbox"/> thorough discussion of rationale/data	
	Action steps and evaluation plans are discussed. (IV.5-6)	<input type="checkbox"/> no discussion of action steps or evaluation plans	<input type="checkbox"/> limited discussion of action steps or evaluation plans	<input type="checkbox"/> thorough discussion of action steps and evaluation plans	
RESOURCE REQUESTS LINKED TO PROGRAM REVIEW GOALS	Resource requests are linked to specific department/ discipline goals and action steps and include details on the expected impact on the program.	<input type="checkbox"/> no connection to department/discipline goal or action step(s)	<input type="checkbox"/> limited connection to department/discipline goal or action step(s)	<input type="checkbox"/> clear connection to department/discipline goal or action step(s)	