FALL 2021
PROGRAM REVIEW STEERING COMMITTEE
Comprehensive Evaluation Guide
Instructional
FINAL

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 Overview and Update (I.1-4)	Program Review represents collaborative effort **in preparing document with department and Dean.**(I.1-I.4)	Not rated	Not rated	Not rated	
Section II: Program Reflection and Description (II.1-II.4)	Mission statement. (II.1)	☐ no mission statement	☐ mission statement is not clear, concise or descriptive	☐ clear, concise and descriptive mission statement is provided	
	Program area advances the college mission, vision and values. (II.2)	☐ no discussion of how the program area mission supports the College mission, vision and values	☐ limited discussion of how the program area mission supports the College mission, vision and values	☐ thorough discussion of how the program area mission supports the College mission, vision and values	
	Program supports guided pathways (II.3)	☐ no discussion of how the program area supports the guided pathways initiative	☐ limited discussion of how the program area supports the guided pathways initiative	☐ thorough discussion of how the program area supports the guided pathways initiative	
	Catalog description is updated and accurate. (II.4)	☐ description is not up to date and accurate and no plan to revise	☐ description is not up to date and accurate but the program summarized plan to revise	☐ description is up to date and accurate	
Section III: Course Curriculum, Assessment (III.1-III.15) Section III: Curriculum Review (III.1-III.3)	Active course outlines have been reviewed in the last five years. (III.1)	☐ not all courses have been reviewed in the last five years	☐ N/A	☐ all courses have been reviewed in the last five years	
	Steps and rationale for planned changes for curriculum. (III.2)	☐ no discussion of steps or rationale for planned changes to curriculum	☐ limited discussion of steps or rationale for planned changes to curriculum	☐ thorough discussion of steps or rationale for planned changes to curriculum	
	Discussion of how program is preparing students for transition. (III.3)	☐ no discussion of how the program is preparing students for transition	☐ limited discussion of how the program is preparing students for transition	☐ thorough discussion of how the program is preparing students for transition	
Section III: SLOs/PLOs (III.4-III.5)	Assessment Plan uploaded. (III.4)	☐ no Assessment Plan uploaded	N/A	☐ Assessment Plan uploaded	
	High-level analysis of SLO findings over the past 1 to 4 years. (III.5)	☐ no analysis of SLO findings/results	☐ limited analysis of SLO findings/results	☐ thorough analysis of SLO findings/ results	

Section IV: Degree/Certificate Programs (IV.1-IV.27)	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	
	Degrees, certificates, and preparation for industry certifications are meeting the needs of students for transfer and/or workforce. (IV.4)	☐ no discussion of how degrees, certificates, and preparation for industry certification are addressing transfer and/or workforce needs	☐ limited discussion of how degrees, certificates, and preparation for industry certification are addressing transfer and/or workforce needs	☐ thorough discussion of how degrees, certificates, and preparation for industry certification are addressing transfer and/or workforce needs	
	Degrees and certificates can be completed within a two-year period. (IV.4)	☐ students cannot complete degree/certificate requirements within 2 years	N/A	☐ students can complete degree/certificate requirements within 2 years	
	Discussion on how currently assessing PLO's within the 4-year cycle. (IV.5)	☐ not currently assessing PLOs; no discussion of PLO assessment	☐ limited discussion of PLO assessment	☐ thorough discussion of PLO assessment	
	PLO's in the catalog are an accurate reflection of the department or discipline's current learning objectives. (IV.6)	☐ 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	
	PLO's are mapped to course SLO's. (IV.7)	☐ PLOs not mapped to course SLOs	N/A	☐ PLOs are mapped to course SLOs	

Section IV: Student Achievement (IV.8-IV.13)	Discussion of program area success rate changes within the past 4 years. (IV.8)	☐ no discussion of course success rates	☐ limited discussion of course success rates	☐ thorough discussion of course success rates	☐
	Discussion of qualitative/quantitative data informing program review. (IV.9)	☐ no discussion of data informing program review	☐ limited discussion of data informing program review	☐ thorough discussion of data informing program review	
	Discussion of any equity gaps or factors (internal or external) that may affect the department/ discipline course success rate. (IV.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 department/discipline factors contributing to lower success rates for these group of students. (IV.11)	☐ no discussion of department/ discipline factors contributing to lower success rates	☐ limited discussion of department/ discipline factors contributing to lower success rates	☐ thorough discussion of department/discipline factors contributing to lower success rates	
	Discussion of action steps taken to address equity gaps and diversify faculty in the (a) short-term; (b) next four years.(IV.12)	☐ no discussion on action steps taken to address equity gaps or diversifying faculty	☐ limited discussion on action steps taken to address equity gaps and/or diversifying faculty	☐ thorough discussion on action steps taken to address equity gaps and diversifying faculty	
	Discussion on what program learned from transition to remote learning. (IV.13)	☐ no discussion on what was learned from the transition to remote learning	☐ limited discussion on what was learned from the transition to remote learning	☐ thorough discussion on what was learned from the transition to remote learning	

Section IV: Distance Ed (IV.14-IV.17) *if applicable*	Discussion of differences in success rates between distance-education vs. in-person student success rates (not including emergency remote teaching in 20-21). (III.14-15)	☐ no discussion of differences between distance education vs. in- person success rates; disparities	☐ limited discussion of differences between online and in-person student success rates; disparities	☐ thorough discussion of differences between online and in-person student success rates; disparities	☐
	Discussion of mechanisms (e.g., processes, methods, models, practices) in place to ensure regular and effective contact within online courses (not including emergency remote teaching in 20-21). (III.16)	☐ no discussion on how the department/ discipline will ensure regular and effective contact within online courses	☐ limited discussion on how the department/ discipline will ensure regular and effective contact within online courses	☐ thorough discussion on how the department/discipline will ensure regular and effective contact within online courses	
	Discussion of tools and strategies be used for online students to engage and support student success (not including emergency remote teaching in 20-21). (III.17)	☐ no discussion of what the program will do to address disparities	☐ limited discussion of what the program will do to address disparities	☐ no discussion of what the program will do to address disparities	

Section IV: Career Exploration and Program Demand (IV.18-IV.23)	Describe program observations for employment rate. (IV.19) *if applicable*	☐ no discussion of how program observes employment rates	☐ limited discussion of how program observes employment rates	☐ thorough discussion of how program observes employment rates	
	The program addresses the institution-set standard for program's employment rate. (IV.20 *if applicable*	☐ no discussion of institution-set standard for program employment rate	☐ limited discussion of institution-set standard for program employment rate	☐ thorough discussion of institution-set standard for program employment rate	
	Discuss of program's ideal employment rate. (IV.21) *if applicable*	☐ no discussion on program's ideal employment rate	☐ limited discussion program's ideal employment rate	☐ thorough discussion program's ideal employment rate	
	Discuss your program's plans for successful student transition (IV.22)	☐ no discussion of program's plan for student success data	☐ limited discussion of program's plan for student success data	☐ thorough discussion of program's plan for student success data	
	Discuss labor market data implications for careers for your program (IV.23)	☐ no discussion of labor market data and implications	☐ limited discussion of labor market data implications	☐ thorough discussion of labor market data and implications	

Section IV: Strengths, Challenges & External Influences (IV.24-IV.27)	Describe your program area strengths or challenges. (IV.24-25)	☐ no discussion on program area strengths or challenges	☐ limited discussion on program area strengths or challenges	☐ thorough discussion on program area strengths or challenges	
	Describe external influences that affect you program area (positive or negative). (IV.26)	☐ no discussion of external influences	☐ limited discussion on external influences	☐ thorough discussion on external influences	
	Discussion on opportunities that exist to advance student success and equity in the next 4 years. (IV.27)	☐ no discussion on opportunities that exist	☐ limited discussion on opportunities that exist	☐ thorough discussion on opportunities that exist	

Section V: Previous Goals (V1-3)	For goal status identified as "Deleted" or "Completed," appropriate rationale or summary of results was given. (V.2,3)	☐ no rationale or results given for deletion or completion of goals	☐ limited rationale or results given for deletion or completion of goals	☐ thorough rationale or results given for deletion or completion of goals	

Section VI: 4-Year Goals (VI.1-6)	New goals support College Strategic Goals. (VI.2,3)	☐ no discussion of how new goal(s) advance(s) College Strategic Goals	☐ limited discussion of how new goal(s) advance(s) College Strategic Goals	☐ thorough discussion of how new goal(s) advance(s) College Strategic Goals	
	New goals informed by assessment results (SLO/PLO), student achievement data, or other data/rationale provided. (VI.4)	☐ no discussion of how new goals are informed by data or other information; no rationale provided	☐ limited discussion of how new goals are informed by data or other information; limited rationale provided	☐ thorough discussion of how new goals are informed by data or other information; thorough rationale provided	
	Action steps are discussed. (VI.5)	☐ no discussion of action steps	☐ limited discussion of action steps	☐ thorough discussion of action steps	
	Not Rated: Resource requests specified as action steps. (VI.5)	N/A	N/A	N/A	
	Discussion on how this goal will be evaluated. (VI.6)	☐ no discussion of how this goal will be evaluated	☐ limited discussion of how this goal will be evaluated	☐ thorough discussion of how this goal will be evaluated	

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.	☐ no connection to department/ discipline goal or action step(s)		☐ clear connection to department/ discipline goal or action step(s)	