

Instructional Program Review 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 Instructional Area Program Update I.1-4	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	
	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					
SLO and PLO (II. A.1-2)	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	
	Analysis of SLO findings, including successes,	<input type="checkbox"/> no analysis of SLO findings	<input type="checkbox"/> limited analysis of SLO findings	<input type="checkbox"/> thorough analysis of SLO findings	

	challenges and any changes made as a result. (II.A.2)				
SLO and PLO (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	N/A	<input type="checkbox"/> PLOs are mapped to course SLOs	
B. Student Achievement (II.B. 1-7) All programs	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	<input type="checkbox"/> limited discussion of changes in department/discipline's success rate across all courses	<input type="checkbox"/> thorough discussion of changes in department/discipline's success rate across all courses	
	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 department/discipline's success rate pertaining to college's 2024 goal	<input type="checkbox"/> thorough discussion of department/discipline's success rate pertaining to college's 2024 goal	

<p>Distance Ed (II.C. 2-4)</p>	<p>Discussion of equity gaps and factors (internal or external) contributing to lower success rates for certain groups (II.B.3-4).</p> <p>Discussion of specific steps to address equity gaps and the impact of those steps on annual program review. (II. 5-6)</p> <p>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)</p> <p>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)</p>	<p><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</p> <p><input type="checkbox"/> no discussion of steps to address equity gaps or ways the steps inform the goals set in annual program review</p> <p><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</p> <p><input type="checkbox"/> no discussion of differences between online and face-to-face student success rates; no discussion of what the</p>	<p><input type="checkbox"/> limited discussion on equity gaps (e.g., by gender and ethnicity) or the institutional factors that may be contributing to lower success rates</p> <p><input type="checkbox"/> limited discussion of steps to address equity gaps and ways the steps inform the goals set in annual program review</p> <p><input type="checkbox"/> limited discussion of ways department/discipline works across instruction and student services to advance the college's student success and equity goals</p> <p><input type="checkbox"/> limited discussion of differences between online and face-to-face student success rates; limited discussion of what</p>	<p><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</p> <p><input type="checkbox"/> thorough discussion of steps to address equity gaps and ways the steps inform the goals set in annual program review</p> <p><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</p> <p><input type="checkbox"/> thorough discussion of differences between online and face-to-face student success rates; no discussion of what</p>	
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	Discussion of mechanisms (e.g., processes, methods, models, practices) in place to ensure regular and effective contact within online courses (C.3)	<p>program will do to address disparities.</p> <input type="checkbox"/> no discussion on how the department/discipline will ensure regular and effective contact within online courses	<p>the program will do to address disparities.</p> <input type="checkbox"/> limited discussion on how the department/discipline will ensure regular and effective contact within online courses	<p>the program will do to address disparities.</p> <input type="checkbox"/> thorough discussion on how the department/discipline will ensure regular and effective contact within online courses	
Section III: Previous Goals	<p>Previous goals support College Strategic Goals. (III.1-3)</p> <p>For goal status identified as “deleted” or “completed,” appropriate rationale was given. (III.4-5)</p> <p>For goal status identified as “in progress” or “not started,” action steps and evaluation plans are discussed. (III.6-7)</p>	<input type="checkbox"/> no discussion of how previous goal(s) advance(d) College Strategic Goals <input type="checkbox"/> no rationale given for deletion or completion of goals <input type="checkbox"/> no action steps or evaluation plans are discussed	<input type="checkbox"/> limited discussion of how previous goal(s) advance(d) College Strategic Goals <input type="checkbox"/> limited rationale given for deletion or completion of goals <input type="checkbox"/> some action steps or evaluation plans are discussed for applicable goals	<input type="checkbox"/> thorough discussion of how previous goal(s) advance(d) College Strategic Goals <input type="checkbox"/> thorough rationale given for deletion or completion of goals <input type="checkbox"/> action steps or evaluation plans are discussed for all applicable goals	
Section IV: New Goals	<p>New goals support College Strategic Goals. (IV.1-3)</p> <p>New goals informed by assessment results, student achievement data, or other</p>	<input type="checkbox"/> no discussion of how new goal(s) advance(s) College Strategic Goals <input type="checkbox"/> no discussion of rationale/data	<input type="checkbox"/> limited discussion of how new goal(s) advance(s) College Strategic Goals <input type="checkbox"/> limited discussion of rationale/data	<input type="checkbox"/> thorough discussion of how new goal(s) advance(s) College Strategic Goals <input type="checkbox"/> thorough discussion of rationale/data	

	<p>data/rationale provided. (IV.4)</p> <p>Action steps and evaluation plans are discussed. (IV.5-6)</p>	<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	
<p>RESOURCE REQUESTS LINKED TO PROGRAM REVIEW GOALS</p>	<p>Resource requests are linked to specific department/discipline goals and action steps and include details on the expected impact on the program.</p>	<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)	