SPRING 2021
PROGRAM REVIEW STEERING COMMITTEE
Comprehensive Evaluation Guide
Instructional
FINAL

Department/Program: _____

Author(s): _____

PRSC Approved: 5/21/2020

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 area review team represents collaborative effort. (I.2)	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 and Student Success (III.1-III.15)	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	
Section III: Curriculum Review (III.1-III.3)	Discussion of how program is preparing students for transition. (III.2)	☐ 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	
	Steps and rationale for planned changes for curriculum. (III.3)	☐ 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	
Section III: SLOs/PLOs (III.4-III.9)	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	
	Discussion of student-learning related success and challenges. (III.6)	☐ no discussion of student-learning related successes and challenges	☐ limited discussion of student-learning related successes and challenges	☐ thorough discussion of student-learning related successes and challenges	

Section III: Student Achievement (III.7-III.12)	Discussion of program area success rate changes within the past 4 years. (III.7)	☐ no discussion of course success rates	☐ limited discussion of course success rates	☐ thorough discussion of course success rates	
	Discussion of program area 4-year goals of success rate across all courses. (III.8)	☐ no discussion or report of 4-year goal for course success rates	☐ limited discussion or report of 4-year goal for course success rates	☐ thorough discussion or report of 4-year goal for course success rates	
	Discussion of any equity gaps or factors (internal or external) that may affect the department/ discipline course success rate.　　(III.9)	☐ 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. (III.10)	☐ 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 (a) short-term; (b) next four years.　　(III.11)	☐ no discussion on action steps taken to address equity gaps	☐ limited discussion on action steps taken to address equity gaps	☐ thorough discussion on action steps taken to address equity gaps	
	Discussion on other data the program area is using to inform planning. (III.12)	☐ no discussion on other data used to inform planning	☐ limited discussion on other data used to inform planning	☐ thorough discussion on other data used to inform planning	

Section III: Distance Ed (III.13-III.16)	Discussion of differences in success rates between distance education vs. in-person student success rates. (III.13)-14)	☐ 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.　　(III.15)	☐ 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.　　(III.16)	☐ 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: Degree/Certificate Programs (IV.1-IV.16)	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.4-5)	☐ 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.6)	☐ 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.7)	☐ 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.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	
	PLO's are mapped to course SLO's. (IV.9)	☐ PLOs not mapped to course SLOs	N/A	☐ PLOs are mapped to course SLOs	

Section IV: Career Exploration and Program Demand (IV.10-IV.12)	Describe how the program is helping students explore careers in their program area. (IV.10)	☐ no discussion of how the program is helping students explore careers in the program area	☐ limited discussion of how the program is helping students explore careers in the program area	☐ thorough discussion of how the program is helping students explore careers in the program area	
	The program addresses the latest labor market data for careers (including transfer students). (IV.11)	☐ no discussion of labor market data and implications	☐ limited discussion of labor market data and implications	☐ thorough discussion of labor market data and implications	
	Discuss labor market implications for the program's curriculum. (IV.12)	☐ no discussion of labor market implications for curriculum	☐ limited discussion of labor market implications for curriculum	☐ thorough discussion of labor market implications for curriculum	

Section IV: Strengths, Challenges & External Influences (IV.13-IV.16)	Describe your program area strengths or challenges. (IV.13-14)	☐ 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.15)	☐ 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.16)	☐ 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)	