**Administrative Unit Program Review Check List**

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| **Administrative unit** |  | **Date of Review** | |  | |
| **Assessment/Review Cycle** |  | **Reviewers** | |  | |
| **Please mark your responses to the following statements** | | | | | |
| **Statement** | | | **Yes** | **Needs**  **Improvement** | **No** |
| **Administrative Unit**. The administrative unit is identified. | | |  |  |  |
| **Assessment Cycle.** The assessment cycle is identified. | | |  |  |  |
| **Submitted by and Date:** The person directly responsible for completing the assessment plan submits the assessment plan to the committee. Generally, this is the office or program head. | | |  |  |  |
| **Supervisor and Date submitted.** Date submitted to supervisor. | | |  |  |  |
| **College’s Mission Statement.** The approved college mission is included, and a description in terms of how the AU supports this. | | |  |  |  |
| **College’s Mission Vision.** The approved college vision is included, and a description in terms of how the AU supports this. | | |  |  |  |
| **College’s Mission Core Values.** The approved college core values are included, and a description in terms of how the AU supports them | | |  |  |  |
| **College’s Strategic Goals.** The approved college strategic goals *directly relevant to the* department and the AU are included, and a description in terms of how the AU supports them. | | |  |  |  |
| **AU Mission Statement, Goals, and Objectives.** AU’s mission, goals, and objectives are included. | | |  |  |  |
| **AU Description, Data and Trends Analysis.** Data on current staffing and other resources; descriptions of their appropriateness are included, and how do they serve the population of the college; some significant changes that occurred and may have impacted the AU’s services; methods used for evaluation and the results; and how results were used to make improvements to services; and other relevant data to AU’s program review. | | |  |  |  |
| **SWOC Analysis.** An analysis of Strengths, Weaknesses, Opportunities, and  Challenges is included. | | |  |  |  |
| **Evaluation of Process.** A description of the *on-going* systematic method used to assess AU’s effectiveness, and some examples in terms of how program review lead to continuous quality improvement. | | |  |  |  |
| **Service Area Outcome Assessments.** This section includes list of AU’s service area outcomes, dates of assessment, the assessment methodologies used including established criteria for success, summary of data and how results are used to inform improvements, the section also provides a description of the identified *challenges* that are yet to be addressed by AU, and how these outcomes are linked to the college’s strategic goals. | | |  |  |  |
| **Evaluation of Progress toward previous Goals.** This section provides descriptions of (a) goals from previous review, (b) levels of success achieved, and (c) resources allocated including efficacy of spending. | | |  |  |  |
| **Short-term and Long-Term Goals.** This section provides descriptions of the AU’s short-term and long-term goals including action plans, measurable outcomes anticipated for these goals, and others. | | |  |  |  |
| **Requests for Resources.** This section provides the AU’s (a) short- and long- term goals, (b) the type of resources need as presented in dollar amount, and (c) potential source of funding. | | |  |  |  |
| **AU Program Review Summary.** This section provides the reader with an overview of the highlights, themes, and key segments of the AU’s program review. This section should include only new information that is not mentioned in the preceding sections of the AU program review report. | | |  |  |  |