PROGRAM REVIEW STEERING COMMITTEE
2025-2026 Instructional Annual Update Feedback Form & Rubric

Department/Program:

Author(s):

Academic Senate Approved:

Directions for PRSC Team: For each component of the program review, please rate the response as one of the following: Initial, Emerging, Developed and Highly Developed. Please provide comments on recommendations and commendations within each area. Note that each criterion corresponds with a question in the program review template/Nuventive module. Include links and referrals to resources wherever possible on recommendations.

Program Overview and Update

	No	Yes		
Please briefly share the ways in which you collaborated with colleagues within and outside of your department to gather input to inform your program review.	no description of ways input was collected both within and beyond the department	description of ways input was collected both within and beyond the department		
Please briefly share the ways in which you collaborated with your Dean on your program review to discuss your vision, goals, and resource needs/requests	no description of collaboration/discussion with dean of vision, goals, resource needs	description of collaboration/discussion with dean of vision, goals, resource needs		
	Initial	**Emerging**	**Developed**	**Highly Developed**
Summary of changes, additions, and achievements in program since last program review annual update	no summary of changes, additions, and achievements in program since last program review annual update	outline of changes, additions, and achievements in program since last program review annual update provided; no discussion of how these changes impacted the department/student experience	description of changes, additions, and achievements in program since last program review annual update provided, including a discussion of how these changes impacted the department/student experience	description of changes, additions, and achievements in program since last program review annual update provided, including a discussion of how these changes impacted the department/student experience; implications for college strategic goals and/or department goals are discussed
Comments:				

Assessment & Student Achievement

	Initial	**Emerging**	**Developed**	**Highly Developed**
SLO 4-year assessment cycle on track ☐ Yes ☐ No Identified courses not assessed, explanation of why	less than 50% of courses have been assessed; department is not on track to assess learning outcomes for all of its courses within the 4-year assessment cycle	50% to 80% of courses have been assessed; department is progressing but is still not on track to assess all course learning outcomes within the 4-year assessment cycle	80% to 99% of courses have been assessed; department is on track to assess learning outcomes for all of its courses within the 4-year assessment cycle	100% of courses have been assessed; department is on track to assess learning outcomes for all of its courses within the 4-year assessment cycle
Please share any outcomes assessment projects your program has worked on in the last year, including SLOs on Canvas, PLOs by ACP, Equitable Assessment Strategies (innovative collective/common assessments, project-based, work-based learning, student-centered, etc.), or other.	no outcome assessment projects were attempted/started in the past year	at least one outcome assessment project was attempted/started but results and implications were not discussed	at least one outcome assessment project was attempted/started and results were discussed	at least one outcome assessment project was attempted/started and results and implications were discussed
Comments:				

Student Achievement

	Initial	**Emerging**	**Developed**	**Highly Developed**
Please discuss any equity gaps in access or success and share what the program will do to address them.	no discussion of equity gaps in access or success or actions taken to address them	equity gaps in access or success were noted but implications/actions taken were not discussed	equity gaps in access or success were noted and implications/actions taken were discussed	equity gaps in access and success were noted, implications/actions were discussed; actions were connected to department goals/plans
Please describe any enrollment changes (increases/decreases) over the past year and the context for these changes. For example, context for enrollment changes may include shifts in modality, class scheduling time change, using block scheduling, program specific outreach to feeder schools and community partners about the program, ACP or program in-reach events, community presentations, labor market demand, industry changes etc. If your program has seen a significant decline in enrollment over the past year, what resources or support would be helpful to improve program enrollment and access?	no discussion of enrollment changes	discussion of enrollment changes; no context provided; no plans to improve	discussion of enrollment changes; context provided; plans to improve noted	discussion of enrollment changes; context provided; plans to improve noted with steps and timeline specified
Comments:				

Distance Education Course Success

	Initial	Emerging	Developed	Highly Developed
If your department offers distance education classes, how do you ensure Regular and Substantive Interaction (RSI) is being implemented?	no discussion on RSI being implemented	discussion of plan for ensuring RSI	discussion of plan for ensuring RSI, progress made on implementation of the plan	discussion of plan for ensuring RSI, progress made on implementation of the plan; implementation is clearly demonstrated as department-wide

Comments:

Program Goals

	Initial	Emerging	Developed	Highly Developed
Goal Status: For Each Goal				
IF Completed: description of results or explanation for status	no results discussed	results discussed, but no supporting data or evaluation information	results discussed with supporting data/evaluation information	results discussed with supporting data/evaluation information; future implications/plans noted
IF Not Started: explanation of barriers	no discussion of rationale for not starting on the goal	discussion of rationale for not starting on the goal	discussion of rationale for not starting on the goal, plan to start working on the goal noted	discussion of rationale for not starting on the goal, plan to start working on the goal clearly explained with timelines
IF In Progress: explanation of completed or in progress action steps	no explanation or description of progress made	explanation/description of progress made	explanation/description of progress made with specific action steps for the year on this goal	explanation/description of progress made with specific action steps for the year on this goal with details for expected outcomes and measures
IF New Goals Added in Fall 2024 Program Review	no action steps/plans discussed	action steps/plans for 2024-25 discussed	action steps/plans for 2024-25 discussed; resource needs identified, evaluation plan noted	action steps/plans for 2024-25 discussed; resource needs identified, evaluation plan noted; goal rationale includes assessment and/or student achievement data

	No	Yes		
IF Deleted: description of results or explanation for status	no rationale discussed for deletion of goals	clear rationale provided for goal deletion		

Goal Mapping:

	No	Yes		
College Strategic Goal Indicated:	no program goals mapped to a college strategic goal	at least one program goal is mapped to a college strategic goal		

	No	Yes		
Resources Requested to Achieve Goal:	no resource needs noted	at least one resource need noted		

Comments:

Resources Requested to Achieve Goals:

What resources were requested to achieve program goals?

	Initial	Emerging	Developed
For Each Resource Request: Resource request 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)	limited connection to department/discipline goal or action step(s)	clear connection to department/discipline goal or action step(s)