



PROGRAM REVIEW RUBRICS & FEEDBACK FORMS

Presentation to the Academic Senate

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Liza Kakos, Lamia Raffo & Bri Hays

PRSC JOURNEY TO DATE

The program review feedback process has evolved over the years

Prior to 2019, IPRPC review focused on ratings of poor/very poor to excellent, which did not describe the program's journey or evolution

When PRSC launched in 2019, the emphasis was on acknowledging where each program was on its journey – using a scale of Initial, Evolving, Established to describe this – and providing recommendations and connections to support to help the program advance

In 2024, ACCJC released a rubric to help colleges self-assess and advance in each of the standards

And in 2024, PRSC heard feedback from authors that they were either unaware of the feedback they were receiving or that the feedback was not specific enough, so we went back to the drawing board

ACCJC RUBRICS

- Descriptive
- Provide guidance for how to advance on the journey
- 4 levels
 - Initial
 - Emerging
 - Developed
 - Highly Developed

Appendix D ACCJC Rubrics for Institutional Alignment and Transformation

ACCJC's Rubrics for Institutional Alignment and Transformation are a resource to prompt collegial dialogue and critical self-reflection between institutional stakeholders and peer reviewers. The rubrics are intended to assist institutions as they deepen their practices with respect to Accreditation Standards throughout the accreditation cycle and promote the achievement of equitable student success. The rubrics offer an opportunity for stakeholders to reflect aspirationally and in the spirit of continuous improvement and mission fulfillment.

STANDARD	Initial	Emerging	Developed	Highly Developed
1.1. The institution has established a clearly defined mission that appropriately reflects its character, values, structure, and unique student demographics. The institution's mission articulates its commitment to ensuring equitable educational opportunities and outcomes for all students.	The institution has established a mission.	The institution has established a clearly defined mission that appropriately reflects its character, values, structure, and unique student demographics.	<p>The institution has established a clearly defined mission that appropriately reflects its character, values, structure, and unique student demographics.</p> <p>The institution's mission articulates its commitment to ensuring equitable educational opportunities and outcomes for all students.</p>	<p>The institution has established and is fulfilling a clearly defined mission that appropriately reflects its character, values, structure, and unique student demographics.</p> <p>The institution has achieved equitable educational opportunities and outcomes for all students.</p>
1.2. The institution establishes meaningful and ambitious goals for institutional improvement, innovation, and equitable student outcomes.	The institution has established goals for institutional improvement, innovation, and equitable student outcomes.	The institution has established meaningful and ambitious goals for institutional improvement, innovation, and equitable student outcomes.	<p>The institution has established meaningful and ambitious goals for institutional improvement, innovation, and equitable student outcomes. The institution is utilizing and sharing data to make improvements toward the achievement of its goals and outcomes.</p>	<p>The institution has established meaningful and ambitious goals for institutional improvement, innovation, and equitable student outcomes. The institution has achieved those goals and outcomes and utilizes its data to look forward and build on its success.</p>

PRSC PROPOSED RUBRICS/FEEDBACK FORMS

Rubric criteria were designed to help communicate what the committee is looking for with each program review question/item

Comment boxes are available for PRSC members to provide detailed feedback, including commendations, recommendations, and campus supports that may help the program advance based on its own analysis

4 descriptive levels/ratings, modeled after the ACCJC rubrics

- **Initial – the program is just beginning its journey**
- **Emerging – the program is making progress on its journey**
- **Developed – the program has reached an important milestone**
- **Highly Developed – the program has not only reached the milestone but set forth plans to continue in its journey/advance**

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

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, 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.

Academic Senate Approved:

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 <input type="checkbox"/> Yes <input type="checkbox"/> 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.	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
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?				
Comments:				

PRSC
PROPOSED
RUBRICS/
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FORMS

QUESTIONS?