

PROGRAM REVIEW STEERING COMMITTEE

2025-2026 Instructional Comprehensive PR Feedback Form & Rubric

Department/Program:

Academic Senate Approved:

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.

PROCESS

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; does not include names of collaborators	description of ways input was collected both within and beyond the department; includes names of collaborators	
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	
Comments:			

Program Reflection and Description

	Initial	Emerging	Developed	Highly Developed
Provide your program's mission statement. If your program does not have a mission statement, what is your timeline for creating a mission statement?	no discussion of program's mission statement and/or plan to create a mission statement	program does not currently have a mission statement but plans/timelines for creating a mission statement were discussed	program has a mission statement, described the mission statement	program has a mission statement, described the mission statement and connected the mission statement and/or department goals
Is the program description in the current college catalog up to date and accurate? If you answered no above, what steps will you take to revise the college catalog description?	description not current/up to date/accurate; no discussion of plan/timeline to update	description not current/up to date/accurate, but plan/timeline to update was discussed	description is current/up to date/accurate	description is current/up to date/accurate and plan to ensure catalog information is current is discussed
Describe how your program advances the College's vision of equity, excellence, and social justice through education. How does the program reflect the College's mission and values?	no discussion of how the program advances the college vision or reflects the mission and values	general discussion of how the program advances the college vision and reflects the mission and values, but no specific examples	general discussion of how the program advances the college vision, and reflects the college mission, including specific examples	detailed discussion of how the program advances the college vision and reflects the college mission, including specific examples
Comments:				

Courses Curriculum, Assessment and Student Success

	Initial	Emerging	Developed	Highly Developed
Access the 5-Year Curriculum Review Cycle. Have all of your active course outlines been reviewed within the last five years? If you answered "No" above, please explain.	less than half of the program's active course outlines have been reviewed in the past 5 years	over half, but not all, of the program's active course outlines have been reviewed in the past 5 years	all of the program's active course outlines have been reviewed in the past 5 years	all of the program's active course outlines have been reviewed in the past 5 years and a summary of recent course changes/improvements is noted
Please list any planned changes from the current semester forward for curriculum (courses, degrees, and/or certificates) and the rationale for those changes.	no changes discussed and no discussion of why no changes were needed	planned changes to curriculum discussed but no rationale provided	planned changes to curriculum discussed and rationale provided or no changes needed and rationale provided	planned changes to curriculum discussed with timelines and rationale provided
	No	Yes		
Please upload the 2-year course rotation(s)/schedule(s) for each associate degree covered by this program review.	no course rotation/schedule or list with courses and semester/year offered is uploaded	course rotation/schedule or list with courses and semester/year offered is uploaded		
For Transfer Programs: How is your program meeting the transfer needs of students, and/or articulation with four-year institutions?	no discussion of how program is meeting the needs of transfer students and/or articulation with 4-year institutions	general discussion of how program is meeting the needs of transfer students and/or articulation with 4-year institutions	general discussion of how program is meeting the needs of transfer students and/or articulation with 4-year institutions including specific examples	detailed discussion of how program is meeting the needs of transfer students and/or articulation with 4-year institutions including specific examples and discussion of relevant, available data
Please upload an updated, current version of your SLO assessment plan. (Ideally, the updated plan should specify assessment semesters for all courses over the next 4 years, between this comprehensive program review and the next.)	no assessment plan uploaded	assessment plan uploaded and plan specifies assessment semester for all courses over the next 4 years (schedule information only, p.1)	assessment plan uploaded and plan specifies assessment semester for all courses over the next 4 years (schedule information plus some additional components of assessment plan but not all)	assessment plan uploaded and plan specifies assessment semester for all courses over the next 4 years; addresses all areas in plan template (schedule, mapping, method of assessment, and communication plan)
What do your SLO data suggest about student experiences, successes, and challenges in your service area?	no discussion	general discussion of student experiences, successes, or challenges but no specific examples	discussion of student experiences, successes, or challenges including specific examples	detailed discussion of student experiences, successes, or challenges including specific examples
Share an example of meaningful, innovative, equitable, and/or student-centered SLO assessment happening in your program.	no examples shared	example shared but minimal details provided	example shared with details provided	example shared with details provided and discussion of next steps

Discuss how your SLO data are being used for course and/or program improvements for student retention, success, and/or goal achievement.		no discussion		general discussion of how SLO data are being used but no details or specific examples		discussion of how SLO data are being used with specific examples		detailed discussion of how SLO data are being used with specific examples
Comments:								

Degree and Certificate Programs								
		Initial		Emerging		Developed		Highly Developed
For each degree and certificate indicate how many awards were conferred in the past five years. Please comment on any trends and provide context to explain any increases or decreases.		no spreadsheet uploaded, no comments made		spreadsheet uploaded but no comment on the data trends, context, or implications		spreadsheet uploaded; discussion of the data trends		spreadsheet uploaded; discussion of the data trends, context, and implications
Indicate when each degree and certificate was last reviewed and updated (semester), if this information is available (e.g., via internal program records or Curriculum Committee minutes).		no information on last degree/certificate review provided		information provided on some but not all degrees/certificates in the discipline/program		information provided on all degrees/certificates in the discipline/program		information provided on all degrees/certificates in the discipline/program and plans for any upcoming changes are noted
Can students complete the degree/certificate requirements within a two-year period? If you answered "No" above, please explain.		response of "No" with no plan to come into compliance		response of "No" with plan to come into compliance		response of "Yes"		response of "Yes" and discussion of how the program ensures students can complete degrees within 2 years
	Multiple Choice (check all that apply)							
For programs with degrees and/or certificates: How is your program currently assessing its PLOs? Please select all that apply.		SLO-to-PLO mapping		direct assessment w/capstone course project, test or assignment		shared PLO assessment across the ACPs		Other
		Initial		Emerging		Developed		Highly Developed
PLOs need to be assessed every 4 years. Please provide the following for each degree/certificate: -the most recent semester each of your program(s) assessed PLOs; -brief summer of findings; and -overview of changes made as a result		no information on PLO assessment provided		PLO assessment for some programs discussed, including most recent semester for assessment, but other information missing		PLOs for each program assessed, brief summary of findings provided		PLOs assessed, brief summary of findings, and overview of changes made
		Initial		Emerging		Developed		Highly Developed
For programs with degrees and/or certificates: Are all of your degree maps completed? ☐ Yes ☐ No, what are your plans to complete the degree maps for your program?		no, degree maps not posted, no explanation		no, degree maps not completed but general plan to complete degree maps noted		no, degree maps are not completed for some programs and plans are described for remaining program maps to be completed, including timelines		yes, degree maps completed for all programs
For programs with degrees and/or certificates: Are the degree maps posted to the college website? ☐ Yes ☐ No, what are your plans to publish the degree maps for your program?		n, degree maps not posted, no plans to publish noted		no, degree maps not posted but general plan to post degree maps noted		no, some but not all degree maps not posted but plan to post degree maps, including timelines, noted		yes, degree maps posted for all programs
		Initial		Emerging		Developed		Highly Developed
For programs with degrees and/or certificates: How are you currently assessing your PLOs? If you are not currently assessing PLOs, what is your plan to assess PLOs in the future?		no description of how the program is currently assessing PLOs and no plan to assess PLOs		outline or bulleted summary of how the program plans to assess PLOs in the future		description of how the program is currently assessing PLOs		description of how the program is assessing PLOs and plans to sustain PLO assessment
For programs with degrees and/or certificates: How are your PLO assessments informing improvements/changes to your program?		PLOs not assessed		PLOs assessed and results summarized but no changes or improvements mentioned		PLOs assessed and results summarized; changes or improvements based on the results are noted		PLOs assessed and results summarized; changes or improvements based on the results are noted and plans for continuous improvement included
Comments:								

Student Achievement								
		Initial		Emerging		Developed		Highly Developed
Please describe any enrollment changes (increases/decreases) over the past 4 years 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 description of enrollment changes		general summary of enrollment changes; no specific examples or context provided		detailed description of enrollment changes and context for these changes		detailed description of enrollment changes and context for these changes and connection to department goals/plans
If your program has seen a significant decline in enrollment over the past 4 years, what resources or support would be helpful to improve program enrollment and access?		no response		description of challenges but no mention of questions, resources/support needed		description of challenges, questions, resources/support needed		description of challenges, questions, resources/support needed and initial plans to address enrollment decline
What is the program doing to increase student enrollment or access?		no explanation of what the program is doing to increase student enrollment/access		general overview of what the program is doing to increase student enrollment/access		detailed description of what the program is doing to increase student enrollment/access, including specific examples		detailed description of what the program is doing to increase student enrollment/access, including specific examples, connected to department goals/plans
What is your program's overall course success rate? How has it changed over the past 4-6 years? Please note any trends and context for the data.		no discussion of program success rate/trends		general overview of program success rate/trends		detailed description of program success rate and trends with specific data		detailed description of program success rate/trends and context for these trends

Please review the college-wide and program data sets, which have identified equity gaps based on the following criteria: 3% n=10 students/enrollments. Which groups are experiencing equity gaps in your program for success rate and/or retention rate? Please discuss all equity gaps identified in the data.		no discussion of equity gaps		general overview of equity gaps but no specific data points or examples		detailed description of equity gaps with specific data points/examples		detailed description of equity gaps with specific data points/examples and comparison to previous years
What department/discipline (or institutional) factors may be contributing to these lower rates of success for these groups of students?		no discussion of department/institutional factors		brief/general overview of department/institutional factors; no specific examples		detailed reflection on department/ institutional factors with specific examples		detailed reflection on department/institutional factors with specific examples and initial plans to address
How has this data shaped your comprehensive program review goals and action steps? Please include specific actions the program will take to address equity gaps.		no discussion of how data has shaped goals/action steps		general overview of how data has shaped goals/action steps		detailed description of how data has shaped goals/action steps, including specific examples/links to goals		detailed description of how data has shaped goals/action steps, including specific examples/links to goals; information on how the program will use the data to inform their work
Discuss your department/discipline's plan for diversifying department faculty in alignment with the GCCCD Board Resolution 20-015		no discussion of plans to diversify department faculty		brief overview of plans to diversify faculty, no specific examples or details provided		detailed description of plans to diversify faculty, including specific examples/details provided		detailed discussion on plans to address diversity hiring practices and connected to department plans/goals
What other qualitative or quantitative data, if any, is the department/discipline using to inform its planning for this comprehensive program review? Please reference additional internal or external data, such as retention and enrollment, student survey results, focus groups, student throughput, or other data, if there are any notable trends.		no discussion of other data (in addition to standard program review data) the department is using		brief, general overview of other data the department is using to inform its planning; no specific data points or examples provided		detailed description of other data the department is using to inform its planning; specific data points and examples provided		detailed description of other data the department is using to inform its planning; specific data points and examples provided and connection to goals/plans noted
Comments:								

Distance Education Course Quality & 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 of how the department ensures RSI		brief, general overview of how the department ensures RSI; 1 specific example provided		detailed discussion of methods for ensuring RSI; 2-3 specific examples provided; implementation is clearly demonstrated as department-wide		detailed discussion methods for and plan to continue ensuring RSI, including details and progress made on implementation of the plan; 4 or more specific examples provided; implementation is clearly demonstrated as department-wide
If there are differences in success rates for distance education (online) versus in-person classes, what will the program do to address these disparities? If there are no differences, what did the program do to achieve that?		no discussion of distance education data/success rates		brief, general overview of distance education data/success rates		detailed discussion of distance education data/success rates, including specific data points; general plans to address gaps in success rate (if applicable) are included		detailed discussion of distance education data/success rates, including specific data points; general plans to address gaps in success rate (if applicable) are included, and if no gaps in success rate, explanation/context provided
Comments:								

Examples of methods to ensure RSI:

- facilitated group discussion boards (not just posting the question but actually responding to student questions)
- student-specific comments in SpeedGrader for assignments/exams
- following up with students who are falling behind or no longer attending class or are not active in Canvas
- synchronous class meetings

Career Exploration and Program Demand								
	No	Yes						
Is your program a career education program (e.g., does it prepare students to directly enter the workforce)?		no (PRSC team: skip this section and note in the comments)		yes (PRSC team: complete the section below)				
For Career Education Programs ONLY	Initial	Emerging	Developed	Highly Developed				
For Career Education Programs: For Career Education Programs: How is your program meeting labor market demand and preparing students to enter the workforce?		no discussion of how program is meeting the needs of labor market/workforce		general discussion of how program is meeting the needs of labor market/workforce		discussion of how program is meeting the needs of labor market/workforce with specific examples		detailed discussion of how program is meeting the needs of labor market/workforce with specific examples and advisory committee information/meeting notes
Please share your observations about the employment rate for your program over the last 4 years.		no observations noted		general observations summarized, but no specific details or data points referenced		detailed observations summarized with specific details/data points referenced		detailed observations summarized with specific details/data points referenced, including context and connection to goals/plans
What is the institution-set standard for your program's employment rate? The institution set standard is what you would consider the lowest acceptable employment rate for your program (or "floor").		no institution-set standard noted		institution-set standard noted, but no context provided		Institution-set standard noted, context provided		institution-set standard noted, context provided; connection to goals/plans
What would you like your program's employment rate to be, ideally (stretch goal)?		no stretch goal noted		stretch goal noted, but no context provided		stretch goal noted, context provided		stretch goal noted, context provided; connection to goals/plans
What do the latest labor market data reveal about the careers (including those for transfer students) for which your program prepares students? Consider what career information you would share with students on a career or transfer pathway in your area.		no discussion of labor market implications for the program		brief, general discussion of labor market implications for the program; no specific examples or data points referenced		detailed discussion of labor market implications for the program, including specific examples/data points		detailed discussion of labor market implications for the program, including specific examples/data points and connection to goals/plans
Please upload your career education program advisory committee minutes for the past 4 years.		no advisory committee meeting minutes uploaded		minutes for 1 to 2 advisory committee meetings uploaded		minutes for 3-4 advisory committee meetings uploaded		
Comments:								

Strengths, Challenges & External Influences				
	Initial	Emerging	Developed	Highly Developed

Please describe your program's strengths.		no discussion of program strengths		brief, general discussion on program area strengths		detailed discussion on program area strengths, including specific examples		detailed discussion on program area strengths, including specific examples and connection to goals/plans
Please describe your program's challenges.		no discussion of program challenges		brief, general discussion on program area challenges		detailed discussion on program area challenges, including specific examples		detailed discussion on program area challenges, including specific examples and connection to goals/plans
Please describe external influences that affect your program (both positively and negatively).		no discussion of external influences		brief, general discussion on external influences		detailed discussion on external influences, including specific examples		detailed discussion on external influences including specific examples and connection to goals/plans
Given these factors, what opportunities exist for the service area to advance the College's goals in the next 4 years?		no discussion of opportunities		brief, general discussion on opportunities		detailed discussion on opportunities, including specific examples		detailed discussion on opportunities, including specific examples and connection to goals/plans
Comments:								

Program Goals									
SECTIONS		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)			