



Comprehensive Instructional Program Review Rubric

Thank You for Participating in the Program Review Process

We appreciate your time and commitment to this important work. The Program Review Rubric is a communication tool designed to facilitate dialogue between teams and ensure consistency in evaluation.

GOLD Team Members

Use the rubric as a guide when completing your CIPR. Aim to meet or exceed expectations for each section. If an item does not meet expectations or requires improvement, please provide a clear explanation. If an item is not applicable to your program, indicate this by marking it N/A with a brief note.

Self-Study Draft Due to Silver Team Captain: 2nd Week of November

SILVER and GREEN Team Members: How to Use the Rubric

For each section, you must:

- Check the appropriate rating box for each rubric row.
 - **Exceeds** – The response is thorough, well-developed, and clearly grounded in the program’s experiences. It includes, as appropriate, detailed explanations, relevant evidence, multiple examples, specific short-term/long-term goals, realistic timelines, detailed action plans, and thoughtful reflection.
 - **Meets** – The response addresses all parts of the prompt and remains relevant. It may be concise or moderately detailed and typically includes general examples, data, and explanation.
 - **Does Not Meet** – The response is missing, incomplete, or does not sufficiently address all parts of the prompt. It may lack clarity, relevance, or supporting detail.
- Provide written comments for any items marked “**Exceeds**” or “**Does Not Meet**”
- ACCJC
 - Check the box in the ACCJC Column to identify any responses that represent **exemplary examples** for accreditation evidence gathering purposes. The ACCJC box is only available for items that are crosswalked to Accreditation Standards.
- Ensure alignment between rubric categories and the corresponding sections of the CIPR. The CIPR template includes detailed instructions for reference.

SILVER Team Members

The Silver Team is responsible for completing one unified rubric that summarizes the team's evaluation. The Silver Team Captain—typically a member of PRC, SLOC, or Research—will submit this rubric to the Gold Team.

Three options to complete the work:

- Collaborate as a group to complete the rubric together.
- Each member completes the rubric individually, followed by a group discussion to determine final scores.
- Divide the sections among team members; the Captain consolidates and finalizes the rubric based on team input.

Completed Rubric Due to Gold Team Captain: 2nd Week of December

GREEN Team Members

The Green Team is responsible for the final evaluation and program disposition recommendation. The Green Team Captain will submit **one completed rubric** with a status recommendation:

- Without Qualifications
- With Qualifications
- Program Discontinuance

Three options to complete the work:

- Collaborate as a group to complete the rubric together.
- Each member completes the rubric individually, followed by a discussion to finalize scores and recommendations.
- Divide sections among team members; the Captain compiles the scores and leads the final review and recommendation process.

Completed Rubric with Recommendation Due to PRC Co-Chairs (Crystal Hilton & Stacey Bartlett): Last Week of March



Need help? – Please email or call Crystal Hilton at chilton@shastacollege.edu, cell phone 530-227-7281.

Crystal Hilton, chilton@shastacollege.edu and Stacey Bartlett, sbartlett@shastacollege.edu



Background Information

CRITERIA	Status		COMMENTS
Term and year of last CIPR	<input checked="" type="checkbox"/>	Completed	
	<input type="checkbox"/>	Not Applicable	
1. Reflections since last CIPR: <ul style="list-style-type: none"> • Goals Achieved • Goals in Progress • Evidence of Impact • Resources Received 	<input checked="" type="checkbox"/>	Completed	Really good reflections from the previous CIPR with updates on some of the goals that were noted previously. It was great to hear how they have expanded the course formats to increase access and flexibility. They mention a program map but did not include it. It would be nice to see that document. GREEN TEAM: Program maps have been included.
2. CTE Accreditation or Regulatory Agency	Optional		
3. Year of current review	<input checked="" type="checkbox"/>	Completed	
4. List Gold Team Members and Silver and Green Team Captains	<input type="checkbox"/>	Completed	The Green Team captain is missing.
5. Attached Curriculum Map	<input checked="" type="checkbox"/>	Completed	
6. Attached Program Map	<input checked="" type="checkbox"/>	Completed	

Section 1 – Mission and Learning Outcomes

CRITERIA	Status		*ACCJC*	COMMENTS
1. Alignment with Mission (Accreditation Standard 1.1, 1.5, 2.9)	<input checked="" type="checkbox"/>	Exceeds	<input checked="" type="checkbox"/>	Please explain further how the Art Department meets community needs. Is it by saying the classes are full by mid-July for fall semester illustrating the department is meeting the community’s needs? Great job with the Annual Art Exhibition. (Lower case t on #3) GREEN TEAM: Community engaged through exhibitions and local art shows
	<input type="checkbox"/>	Meets		
	<input type="checkbox"/>	Does not meet		
2. Current or recent challenges that hinder students from	<input type="checkbox"/>	Exceeds		The green team appreciates the additional explanation regarding challenges described (structural capacity rather than student demand). More detail was



reaching their goals	<input checked="" type="checkbox"/>	Meets		included describing faculty shortage, safety, pedagogical challenges
	<input type="checkbox"/>	Does not meet		
3. PLOs and Narratives (Accreditation 2.9)	<input type="checkbox"/>	Exceeds	<input type="checkbox"/>	The PLOs are well defined. We look forward to hearing the narratives at the next CIPR.
	<input checked="" type="checkbox"/>	Meets		
	<input type="checkbox"/>	Does not meet		GREEN TEAM: PLO's are stated, however there was no narrative analysis provided. The gold team shared that PLO assessments were not available, however SLO's regularly assessed and align with PLO's, and included SLO assessment (studio critiques, portfolio development, written analysis, art history research). Plan to prioritize PLO data by developing structured plan to establish assessment methods, data collection process, regular review cycle We look forward to seeing their PLO data collection plan in future annual area plans. While a formal plan was not listed, we recognize that takes time to collaborate with other discipline faculty to develop a thoughtful plan. We recommend they consult with the research department and SLO committee.

Section 2 – Instructional Practices

CRITERIA	Status	*ACCJC*	COMMENTS
1. Promotes students' sense of belonging, connection, and engagement (Accreditation Standard 2.8)	<input checked="" type="checkbox"/>	Exceeds	The Art department and programs do an exceptional job at building belonging into their programs. They highlight their gallery that showcases student and faculty-led shows and how they provide collaborative approach. In addition, the Art department provides examples of how through the art curriculum and instruction, they connect with students and invest in their artistic growth. They provide great examples of how they accomplish this, while also acknowledging the ongoing challenges of funding. GREEN TEAM: Supports the assessment of the Silver Team
	<input type="checkbox"/>	Meets	
	<input type="checkbox"/>	Does not meet	
2. Collaboration between the program and academic support, and student services	<input type="checkbox"/>	Exceeds	It was clear in their examples that the Art Department works closely with many student services. The note about how serving students from various backgrounds enriches the classroom is a beautiful point and demonstrates their approach to
	<input checked="" type="checkbox"/>		



<i>(Accreditation Standard 2.7, 2.8)</i>	<input type="checkbox"/>	<i>Meets</i> <i>Does not meet</i>		student needs. GREEN TEAM: The narrative would have benefited from a few specific examples of how the Art department “engages” with EOPS, PACE, Umoja, or STEP-UP. Engagement can be passive or involved, and having examples would help us understand what is occurring. Additional elaboration would also benefit the broader Shasta College community.
<i>3. Institutional partnerships with other schools, businesses, or organizations (Accreditation Standard 2.2)</i>	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<i>Exceeds</i> <i>Meets</i> <i>Does not meet</i>	<input checked="" type="checkbox"/>	Great examples of how the Art Department has collaborated with many other stakeholders. GREEN TEAM: Supports the assessment of the Silver Team
<i>4. Efforts to promote collaboration between full-time, part-time faculty, and dual enrollment partners</i>	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	<i>Exceeds</i> <i>Meets</i> <i>Does not meet</i>		How are PT faculty members included in the decision-making process for the department or integrated into the department as a whole? GREEN TEAM: The Art Department addressed the question raised by the Silver Team And verbalized the need for improvement in this section
<i>5. Processes and strategies used to establish and maintain academic standards and consistency across sections of the same course taught in varied modalities and by different instructors</i>	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	<i>Exceeds</i> <i>Meets</i> <i>Does not meet</i>		
<i>6. Faculty ensures online courses are accessible and maintain regular and substantive interaction (ACCJC</i>	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	<i>Exceeds</i> <i>Meets</i> <i>Does not meet</i>	<input type="checkbox"/>	Great explanation of how the Art Department is creating accessible online content. More examples of how they are applying Universal Design for Learning principals could be helpful for the broader Shasta College community. For example, are the online courses evaluated using a specific accessibility tool? Do they use a specific template for online courses?



<i>Distance Education Policy, Standard 2.6)</i>				GREEN TEAM: The response to the prompt meets the criteria of the rubric. We are happy to see that the Art Department will follow up with Yun-Pu to potentially develop a tool to assist the larger campus community with online course design.
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Section 3 – Program Data Analysis (Accreditation Standard 1.3)

CRITERIA		Status	*ACCJC*	COMMENTS
1. Degrees and/or certificates awarded (Accreditation Standard 1.3)	<input type="checkbox"/>	<i>Exceeds</i>	<input type="checkbox"/>	Good job explaining why the AA/As is needed even when the numbers are low.
	<input checked="" type="checkbox"/>	<i>Meets</i>	<input type="checkbox"/>	GREEN TEAM: We understand that some of the courses offered in the AA are helpful for students who intend to transfer and develop more competitive portfolios. Why wouldn't it be an option to list those courses as electives for the ADT, rather than maintaining a local degree that has only one or two completers? This question is worth considering and addressing for the next CIPR
	<input type="checkbox"/>	<i>Does not meet</i>		
2. Equity: Award distribution (Accreditation Standard 1.3)	<input type="checkbox"/>	<i>Exceeds</i>	<input type="checkbox"/>	Great work explaining who is getting the awards and degrees, and the plans for the future.
	<input checked="" type="checkbox"/>	<i>Meets</i>	<input type="checkbox"/>	GREEN TEAM: Supports the assessment of the Silver Team
	<input type="checkbox"/>	<i>Does not meet</i>		



<p>3. Median time to degree (Accreditation Standard 2.5)</p>	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	<p><i>Exceeds</i></p> <p><i>Meets</i></p> <p><i>Does not meet</i></p>	<input type="checkbox"/>	<p>To be clear is it 6.2 years is the average for a student to complete TTb?</p> <p>GREEN TEAM: We appreciated the discussion on the time to completion and recognize that the data sample includes COVID-19 time period, which had a significant impact on art instruction and it's primarily the hands-on delivery. We also appreciated the additional explanation of bottlenecks that contribute to a longer median time to completion. They clearly explained many of the barriers to reducing the time to completion. We want to recognize the steps they are taking to address these issues, such as reducing the number of art history classes to be able to offer more studio courses and trying to utilize additional classroom spaces. While these are complex issues to address, you can see they are trying to address them while also recognizing their role in community enrichment.</p>
<p>4. Enrollment trends and interventions</p>	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	<p><i>Exceeds</i></p> <p><i>Meets</i></p> <p><i>Does not meet</i></p>		<p>GREEN TEAM: Good explanation of the structural capacity and it's impact on enrollment. Agreed that enrollment-focused interventions may not be helpful with the particular challenges they face. However, they are responding to those challenges by adjusting course offerings, utilizing additional classrooms to make space for studio art courses, and offering substitutions. They shared that overall enrollment has increased by 10.3 % and although they now have a qualified watercolor instructor their plan is to prioritize high demand courses and request more qualified faculty.</p>
<p>CTE Only:</p> <ul style="list-style-type: none"> Labor market trends and demand for graduates Job placement and hiring rates 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<p><i>Exceeds</i></p> <p><i>Meets</i></p> <p><i>Does not meet</i></p>		<p>Not applicable.</p>
<p>5. Retention Rates: A - Comparison to college average</p>	<input type="checkbox"/> <input checked="" type="checkbox"/>	<p><i>Exceeds</i></p>	<input checked="" type="checkbox"/>	<p>The statistics are clear as well as the reasoning. The section on equity is particularly strong.</p>



<p><i>B - Retention rate trend</i> <i>C - Interventions to improve</i> <i>D - Equity: Identify DI groups and strategies (Accreditation Standard 1.3)</i></p>	<input type="checkbox"/>	<p><i>Meets</i> <i>Does not meet</i></p>	<p>GREEN TEAM: Most art courses exceed the 80% benchmark for retention with steady improvement. Plan for courses lower than 80 % is for faculty to communicate expectations so students recognize rigor and workload, implement early alert systems adoption, and incorporate classroom climate surveys regarding student experiences. We love the strategies noted that include more diverse exhibitions and working with Umoja to increase representation and belonging in groups with lower retentions.</p> <p>Regarding disproportionate impact, the plan is to recognize the equity gap by addressing limited student success and retention, as well as representation and belonging in the classroom experience (some perceive courses as “easy”). Additionally, faculty will identify those who are struggling through the early alert system while fostering an inclusive and affirming environment by increasing diverse artists with course content and discussions. Student feedback will be sought out regarding the classroom climate, barriers to success that will ensure all students feel seen heard, valued. Lastly, the college gallery will expand their commitment to diverse exhibitions.</p>
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<p>6. Success Rates: <i>A - Comparison to college average and ISS</i> <i>B - Success rate trend</i> <i>C - Interventions to improve</i> <i>D - Equity: Identify DI groups and strategies (Accreditation Standard 1.3)</i></p>	<input type="checkbox"/>	<i>Exceeds</i>	<input checked="" type="checkbox"/>	<p>A. Good B. Nice—stating why trends may lead to lower numbers in certain classes C. Yes Great work with stats.</p> <p>GREEN TEAM: 3.6-c: Regarding success, the plan mirrors comments above: reinforce clear expectations for course rigor and workload early in the term (especially for elective courses), support student engagement, promote successful course completion through engagement, integration of diverse artistic perspectives in course content through student feedback. 3.6-d: The plan includes supporting and encouraging students to complete coursework at a passing level, reinforce clear expectations for course rigor and completion, utilize the early alert system, foster inclusive classroom environments that support engagement and persistence, place emphasis on improving successful course completion outcomes (this one would benefit from additional descriptive detail).</p>
	<input checked="" type="checkbox"/>	<i>Meets</i>		
	<input type="checkbox"/>	<i>Does not meet</i>		

Section 4 – Curriculum

CRITERIA	Status	*ACCJC*	COMMENTS
<p>1. Challenges to offering key courses (Accreditation Standard 2.5)</p>	<input type="checkbox"/>	<i>Exceeds</i>	<p>The identified course as the exception may be “Art 21B” : Intermediate Freehand Drawing. Explanation of offering is concise, and would be great to see this notated on our Program Map area as only being offered once a year.</p> <p>GREEN TEAM: Program map will be revised to reflect this course offering. A good explanation was provided describing the challenges to offering key courses</p>
	<input checked="" type="checkbox"/>	<i>Meets</i>	
	<input type="checkbox"/>	<i>Does not meet</i>	
<p>2. Unnecessary or bottleneck courses and strategies</p>	<input type="checkbox"/>	<i>Exceeds</i>	<p>Addressed one course, ART 15 that is not advisable to be removed, even if having lower enrollment. Strategies to address lower enrollment?</p> <p>GREEN TEAM: The local AA has only had two completers a year for the past 5 years.</p>
	<input checked="" type="checkbox"/>	<i>Meets</i>	



	<input type="checkbox"/>	<i>Does not meet</i>		Will adding a prerequisite to the other courses actually be a benefit or a barrier? Although challenges were shared (structural challenges due to space and flexibility, enrollment capacity and bottlenecks, faculty issues due to a low pool of qualified part time faculty), benefits need to be considered.
3. Stacking certificates/awards. Timelines and action items	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	<i>Exceeds</i> <i>Meets</i> <i>Does not meet</i>	<input type="checkbox"/>	Art Faculty and Counselors have had discussion around certificates and how this is not feasible for these degree options due to the necessary art portfolio work and extended art knowledge needed for art careers. What makes a student successful in the AA Art and ADT programs?



<p>4. Justification for keeping courses active or deactivate (ACCJC Eligibility Requirement: 20)</p>	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	<p>Exceeds Meets Does not meet</p>		<p>GREEN TEAM: The department recommends Art 301 for deactivation</p>
<p>5. Current course scheduling helps or hinders efficient program completion (Accreditation Standard: 2.5)</p>	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<p>Exceeds Meets Does not meet</p>	<input checked="" type="checkbox"/>	<p>Detailed, specific response capturing information from Section 3 and reflects on plan to support change. The institution schedules classes in alignment with student needs and program pathways to ensure students have the opportunity to complete programs (including baccalaureate programs, if offered) within a reasonable period of time. The institution evaluates the degree to which scheduling facilitates timely completion of degrees, certificates, and transfer. The institution reflects on time-to-completion data in program review and institutional evaluation, and devises plans to improve completion rates</p>
<p>6. CPL opportunities and plan to expand</p>	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	<p>Exceeds Meets Does not meet</p>		<p>No plans to develop CPL opportunities. This is addressed in discussion with experts in the CPL area as defined, would be great to see future references to CPL type work. GREEN TEAM: concerns were addressed in more detail describing alignment with the nature of instruction which may create equity concerns (may disproportionately benefit students with prior access or instruction potentially creating unequal opportunities for students entering the program). We appreciate the thoughtful discussion around their concerns with CPL as it relates to the unique needs of their discipline.</p>
<p>7. CPL support or resources and identified challenges or concerns</p>	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	<p>Exceeds Meets Does not meet</p>		<p>Challenges in offering CPL opportunities addressed. However, more to understand with transferability of CPL credits. CSU campuses accept all CPL credits, currently. CPL is also accepted as Cal-GETC. GREEN TEAM: We understand the department's concerns and encourage them to continue discussions with Buffy about adopting CPL in their area. CPL opportunities</p>



				only help and benefit students.
<i>8. Program map and timely completion</i>	<input type="checkbox"/>	<i>Exceeds</i>		Program map area not addressed is the AA Art degree. Please include comments on this program map.
	<input checked="" type="checkbox"/>	<i>Meets</i>		Area counselors were consulted and there was work in the past year on updating program map.
	<input type="checkbox"/>	<i>Does not meet</i>		GREEN TEAM: The department resolved the Silver Team's concerns.



Section 5 – Summary and Future Plans

CRITERIA	Status	*ACCJC*	COMMENTS
1. Short and long-term goals with strategies, timelines, budget, responsible parties	<input checked="" type="checkbox"/>	Exceeds	The goals are well defined with an action plan to complete them. GREEN TEAM: Very clear updates to their future plans. I look forward to seeing the work accomplished in the annual area plans and the next program review.
	<input type="checkbox"/>	Meets	
	<input type="checkbox"/>	Does not meet	
2. Additional information or reflection the Gold Team chooses to share	Not Scored		
3. Program is most proud of...	Not Scored		GREEN TEAM: Gold team most proud of program popularity and faculty commitment to fostering excellence through student engagement and achievement I want to acknowledge their commitment to serve diverse students and community needs by offering high-quality instruction in the arts. I am also excited about the Tribal Art exhibition in 2027!

Green Team Summary: *The Art Department worked diligently to meet the standards of this overall process including thoughtful rewrites and meaningful discussion about future plans and goals. They are a popular program with increased enrollments, where students feel welcome and experience a sense of belonging. Diversity is embraced and valued. Faculty are supportive and learning is collaborative. The Gallery is part of the student, campus, and community experience.*

Recommendation for program disposition:	<input checked="" type="checkbox"/>	Without Qualifications
	<input type="checkbox"/>	With Qualifications
	<input type="checkbox"/>	



		<i>Discontinue</i>
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