

## 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](mailto:chilton@shastacollege.edu), cell phone 530-227-7281.

Crystal Hilton, [chilton@shastacollege.edu](mailto:chilton@shastacollege.edu) and Stacey Bartlett, [sbartlett@shastacollege.edu](mailto:sbartlett@shastacollege.edu)

## Background Information

CRITERIA	Status		COMMENTS
Term and year of last CIPR	<input checked="" type="checkbox"/>	Completed	NA for AS 1605-new program
	<input checked="" type="checkbox"/>	Not Applicable	
1. Reflections since last CIPR: <ul style="list-style-type: none"> <li>• Goals Achieved</li> <li>• Goals in Progress</li> <li>• Evidence of Impact</li> <li>• Resources Received</li> </ul>	<input checked="" type="checkbox"/>	Completed	
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 checked="" type="checkbox"/>	Completed	
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 type="checkbox"/>	Exceeds	<input type="checkbox"/>	Green Team: The Gold Team provided a detailed description of how both the Allied Health program and the Biological Sciences program contributed to the Shasta College mission. However, the Gold Team should give a specific example of the Allied Health program's success, like the example of the student experiences used for the Biological Sciences program. In addition, although AA 1605 is new, explaining how it aligns with the mission is of value to this document.
	<input checked="" type="checkbox"/>	Meets		
	<input checked="" type="checkbox"/>	Does not meet		
2. Current or recent challenges that hinder students from	<input type="checkbox"/>	Exceeds		Because the COVID-19 pandemic forced many courses to shift fully online, lab experiences were especially affected, as science is fundamentally a hands-on discipline. While some courses now offer online lectures paired with in-
	<input checked="" type="checkbox"/>			

<i>reaching their goals</i>	<input type="checkbox"/>	<i>Meets</i>  <i>Does not meet</i>		<p>person labs, limiting courses to a hybrid format may hinder students who learn more effectively through fully in-person instruction.</p> <p>The Gold Team did a strong job identifying potential challenges. The Silver Team suggests exploring solutions in greater depth to further strengthen this section.</p> <p><i>The Green Team: The Gold Team gave a good description of challenges students face, such as the effects of COVID-19 and the struggles of low-income students. The report could, however, benefit from going into more detail on interventions used to combat these challenges.</i></p>
<b>3. PLOs and Narratives (Accreditation 2.9)</b>	<input type="checkbox"/>  <input type="checkbox"/>  <input checked="" type="checkbox"/>	<i>Exceeds</i>  <i>Meets</i>  <i>Does not meet</i>	<input type="checkbox"/>	<p>PLOs are present; however, several narratives are missing or too vague. Please revise and provide clearer explanations.</p> <p>Perhaps consider reviewing the wording of AA1507 PLO1. The current phrasing “<i>Apply the scientific method to solve a question</i>” may benefit from refinement. A possible alternative could be: “<i>Implement the scientific method to analyze a question and draw evidence-based conclusions.</i>” (<i>Green Team notes this phrasing has been included</i>)</p> <p><i>The Green Team: Also notes that there is no mention of the planning for this in Section 5. Detailed planning including methods of assessment and timing or sequence would benefit this document and aid the faculty in meeting their goals.</i></p>

## Section 2 – Instructional Practices

CRITERIA	Status	*ACCJC*	COMMENTS
<b>1. Promotes students’ sense of belonging, connection, and engagement (Accreditation</b>	<input checked="" type="checkbox"/>  <input type="checkbox"/>	<i>Exceeds</i>  <i>Meets</i>	<input type="checkbox"/> <p>It is evident that the Gold Team recognizes the importance of belonging, connection, and student engagement. To more fully address this area, the team is encouraged to strengthen the narrative by outlining current strategies and/or planned future initiatives. The following suggestions may be helpful:</p>

<i>Standard 2.8)</i>	<input type="checkbox"/>	<i>Does not meet</i>		<ul style="list-style-type: none"> <li>• Highlight specific actions faculty take to support students’ sense of belonging, connection, and engagement.</li> <li>• Consider describing practices such as maintaining high expectations while providing strong support, and implementing evidence-based strategies known to improve STEM success. Examples include offering early, low-stakes practice with frequent formative feedback, using real-world examples for context, avoiding assumptions about prior knowledge, and incorporating diverse examples of scientists and patient cases.</li> <li>• You may also explore the idea of a pre-semester boot camp to help prepare students and ensure they understand course expectations.</li> </ul> <p>Green Team: Gold Team did a great job expanding on how the program exceeds in this area. There are several activities that promote a sense of belonging for students, including close proximity to and integration of the MESA Program that supports students in STEM pathways, promoting teamwork between students to foster a sense of connection and the public display of group projects for all to admire, supplemental instruction is also embedded in those courses that prove to be the most challenging. The program has future plans of implementing a pre-semester Success Skills Bootcamp to address learning gaps and student readiness.</p>
<i>2. Collaboration between the program and academic support, and student services (Accreditation Standard 2.7, 2.8)</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"/>	<p>TLC, MESA, and PACE provide valuable support to students. Referring students to peer tutors through the TLC, maintaining weekly communication between the MESA coordinator (Jessica Knight) and faculty about student readiness and opportunities, and collaborating with the PACE office to ensure equitable testing experiences for students with accommodations are all strong practices. To further meet this area, the Team suggests considering the following:</p> <ul style="list-style-type: none"> <li>• Explore offering additional tutoring based on each semester’s needs. This flexibility could better support students on different campuses or those enrolled in hybrid courses.</li> <li>• Consider whether online tutoring hours are available and accessible for students taking hybrid classes.</li> <li>• Evaluate whether tutoring can be aligned with the needs of student groups who historically have lower success rates. In another section, it was noted that “One factor for this higher number is likely the lower-than-average</li> </ul>

				<p>success and retention rates for Anatomy, Physiology, and Microbiology.” How might we improve success rates for these students?</p> <ul style="list-style-type: none"> <li>Medical Terminology is available as a non-credit course. This may be a strong foundational recommendation for students who may need extra preparation.</li> </ul> <p><i>Green Team: Gold Team adequately outlined collaborative efforts</i></p>
<p>3. Institutional partnerships with other schools, businesses, or organizations (Accreditation Standard 2.2)</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>The Gold Team does a strong job outlining efforts related to Dual Enrollment courses at local high schools and the Shasta College Global Expedition Program. Additionally, the department’s commitment to student success is evident through its structured pathways supporting transfer to four-year institutions, particularly California State University, Chico and the University of California, Davis.</p> <p>The Silver Team suggests evaluating the potential benefits of offering an Allied Health or Health Science degree for students pursuing program-specific pathways such as Nursing, Dental Hygiene, Medical Imaging, Physical Therapist Assistant program, etc. that require the completion of program specific degrees.</p> <p>A consortium has been formed by Dr. Dhanuka from the city council to move forward with establishing a med school in Redding. <a href="#">Here is a local article</a>. The biology program may like to consider what role it plays, if any in this project/pathway.</p> <p><i>Green Team: The Gold Team expanded on the areas of interest identified by the Silver Team particularly adding the intention to evaluate the benefits of offering an Allied Health or Health Science Degree for students pursuing program-specific pathways. The team also plans to monitor community action groups such as the group working on a local med school.</i></p>
<p>4. Efforts to promote collaboration between full-time, part-time faculty, and dual enrollment partners</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>The Gold Team demonstrates a strong commitment to student achievement through regular faculty collaboration and the use of shared instructional practices that promote equitable learning experiences across all sections and modalities.</p> <p>To exceed in this area, consider establishing a plan for more intentional collaboration with HSUP programs that rely on these courses.</p>

				Green Team: The Gold Team outlined a plan to collaborate with HSUP. This is an exciting opportunity for interdepartmental collaboration.
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	<input type="checkbox"/>	Exceeds		Faculty within the Allied Health and Biological Sciences programs maintain consistency across sections and instructional modalities through intentional coordination and shared resources. Department meetings each semester provide structured opportunities to review course outlines, discuss laboratory sequencing, align grading standards, and evaluate assessments for clarity and equity.
	<input checked="" type="checkbox"/>	Meets		
	<input type="checkbox"/>	Does not meet		
6. Faculty ensures online courses are accessible and maintains regular and substantive interaction (ACCJC Distance Education Policy, Standard 2.6)	<input type="checkbox"/>	Exceeds	<input type="checkbox"/>	Faculty teaching online and hybrid courses in the Allied Health and Biological Sciences programs ensure accessibility and student engagement through adherence to universal design principles and compliance with Shasta College's Online Education Policy and Procedural Recommendations.
	<input checked="" type="checkbox"/>	Meets		
	<input type="checkbox"/>	Does not meet		

### Section 3 – Program Data Analysis (Accreditation Standard 1.3)

CRITERIA	Status	*ACCJC*	COMMENTS
1. Degrees and/or certificates awarded (Accreditation Standard 1.3)	<input checked="" type="checkbox"/>	Exceeds	<p>There is a significant number of completers for the Allied Health degree. This may present an opportunity to highlight the factors contributing to its success. Additionally, the statement "Biological Sciences averaged 13 degrees awarded over the five-year period" is unclear. Does this mean an average of 13 degrees per year? Please clarify the language.</p> <p>Green Team: The question about averages is still unclear. However, the Program should be commended for their commitment and action to pedagogical integration of support services and alignment of faculty office hours to open lab times, shared CANVAS templates, lab manuals, and collaborative grading.</p>
	<input checked="" type="checkbox"/>	Meets	
	<input type="checkbox"/>	Does not meet	

<p>2. Equity: Award distribution (Accreditation Standard 1.3)</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>Consider addressing how the program plans to increase the number of Allied Health degrees earned by male students. Health Science programs face similar challenges, which may present an opportunity for interdepartmental collaboration.</p> <p><i>Green Team: Ideas were generated to normalize the presence of men in nursing and clinical settings. We might further suggest researching other similar programs who have greater gender equity and borrowing ideas from their programs.</i></p>
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<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 checked="" type="checkbox"/>	<p>The time to degree for AA1507 is commendable.</p> <p>For AA1511 Allied Health, please address the following for the reader: The reported average time to degree is 4.8 years, with students completing an average of 84 units—both higher than the target of 3 years. Does this timeframe include periods when students are waiting for admission into their respective programs? If so, are there opportunities to reduce wait times? Additionally, what actions can the program take to positively impact this metric?</p> <p><i>Green Team: Time to completion seems to be an ongoing challenge. The Gold Team did note a few ideas such as enhanced student support such as tutoring, childcare, financial aid, and academic counseling but these are all external to the program. Considerations might be staggered scheduling so that if a student drops in one term there is another class to take later in the term. Reviewing student behaviors, stop outs, and so forth with the Research Department might provide further insights.</i></p>
<p>4. Enrollment trends and interventions</p>	<input checked="" 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>The expansion of class availability is commendable. Could a similar approach be applied to tutoring services to help further increase student success?</p> <p><i>Green Team: Gold Team noted better partnering with TLC and MESA, integrating embedded tutors into high-rigor prerequisites. Note: Section 5 discusses updated lab spaces and equipment but there is not mentioned how more modalities and times of courses are planned. It's noted in this section that "The department has an ongoing goal of expanding offerings..."</i></p>
<p>CTE Only:</p> <ul style="list-style-type: none"> <li>Labor market trends and demand for graduates</li> <li>Job placement and hiring rates</li> </ul>	<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>NA</p>
<p>5. Retention Rates: A - Comparison to college average B - Retention rate</p>	<input checked="" type="checkbox"/> <input type="checkbox"/>	<p><i>Exceeds</i></p> <p><i>Meets</i></p>	<input type="checkbox"/>	<p>The Silver Team suggests the following to strengthen this narrative:</p> <ul style="list-style-type: none"> <li>Consider collaborating with Health Science programs that require ANAT, PHYS, and MICRO as prerequisites to evaluate program admission determinants, such as science grades. While there may be a correlation</li> </ul>

<p><i>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>Does not meet</i></p>		<p>between science grades and program success, programs that require these courses also have seven-year recency requirements. It may be worthwhile to discuss the validity of an A in Anatomy taken six years ago versus a C in Anatomy taken last semester.</p> <ul style="list-style-type: none"> <li>• Since “traditionally, students take Anatomy as the first in this series of core courses, and it is a very challenging course. Students may enter the course unprepared and find it necessary to drop and retake the course another semester,” consider ways to increase support or preparation for this course.</li> <li>• While equitable grading was mentioned, implementation was not detailed. Could instructors be encouraged to participate in the Equity Institute course and share strategies with other faculty?</li> <li>• There is opportunity for more specificity regarding efforts to increase students’ sense of belonging. Faculty plan to collaborate with one another and with support programs to implement strategies that foster belonging and community. Are there evidence-based strategies that have been used such as Caring Campus, The PERSISTENCE Project, or Grading for Equity?</li> </ul> <p>Green Team: The Gold Team addressed the issues noted in the Silver Team findings and did a nice job of explaining the strategies.</p>
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6. <i>Success Rates:</i> <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>	<input type="checkbox"/>	<i>Exceeds</i>	<input type="checkbox"/>	The data show above-average success rates in BIOL1, BOT1, and ZOOL1, but significantly lower success rates in core science courses for AA1511 and AS1605. Excellent work identifying strategies to address these disparities. To further strengthen this area, consider the following suggestions: <ul style="list-style-type: none"> <li>• Compare success and retention rates for 8-week block science courses versus semester-long courses to identify potential trends.</li> <li>• Consider the implications of adding additional prerequisite courses for MICRO, particularly how this may affect the total number of units students must complete, as programs requiring MICRO already have higher-than-usual unit loads.</li> <li>• Explore what factors contribute to some students' success versus others.</li> <li>• Review the recommendations outlined in Question 5 of this section.</li> </ul>
	<input checked="" type="checkbox"/>	<i>Meets</i>		
	<input type="checkbox"/>	<i>Does not meet</i>		
Green Team: The Gold Team elaborated on interventions to increase success rates.				

## Section 4 – Curriculum

CRITERIA	Status		*ACCJC*	COMMENTS
1. <i>Challenges to offering key courses (Accreditation Standard 2.5)</i>	<input type="checkbox"/>	<i>Exceeds</i>	<input type="checkbox"/>	The team has identified multiple solutions to address scheduling challenges, with space appearing to be one of the largest barriers. Prioritizing additional lab space, as suggested, will be beneficial. Is there also an opportunity to offer more block scheduling?  Green Team: Gold Team has updated with Silver Team suggestions.
	<input checked="" type="checkbox"/>	<i>Meets</i>		
	<input type="checkbox"/>	<i>Does not meet</i>		
2. <i>Unnecessary or bottleneck courses and strategies</i>	<input type="checkbox"/>	<i>Exceeds</i>		
	<input checked="" type="checkbox"/>	<i>Meets</i>		
	<input type="checkbox"/>	<i>Does not meet</i>		
3. <i>Stacking certificates/awards. Timelines and action items</i>	<input type="checkbox"/>	<i>Exceeds</i>	<input type="checkbox"/>	The narrative does a good job providing an overview of AS1605 and AA1511. However, it is somewhat vague in distinguishing the two. Please clarify for the reader the specific benefits of each degree, how the degrees complement one another, and
	<input checked="" type="checkbox"/>			

	<input type="checkbox"/>	<i>Meets</i>  <i>Does not meet</i>	<p>whether earning dual degrees provides tangible advantages for Health Science students. Additionally, include any feedback from industry that supports the value of pursuing both degrees.</p> <p><i>Green Team: The Gold Team further clarified the distinction between the two degrees, including their purposes and target student populations.</i></p>
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4. Justification for keeping courses active or deactivate (ACCJC Eligibility Requirement: 20)	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	<i>Exceeds</i> <i>Meets</i> <i>Does not meet</i>		
5. Current course scheduling helps or hinders efficient program completion (Accreditation Standard: 2.5)	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	<i>Exceeds</i> <i>Meets</i> <i>Does not meet</i>	<input type="checkbox"/>	<p>Priority need for increasing space through building renovation. Offering multiple modalities without course overlap.</p> <p>Green Team: The Gold Team should be commended for offering core courses in multiple modalities, exploring a block schedule to address enrollment demand, and making the most of a challenging situation. However, reliance on a single lab for multiple core courses is creating a clear bottleneck.</p>
6. CPL opportunities and plan to expand	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	<i>Exceeds</i> <i>Meets</i> <i>Does not meet</i>		
7. CPL support or resources and identified challenges or concerns	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	<i>Exceeds</i> <i>Meets</i> <i>Does not meet</i>		
8. Program map and timely completion	<input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<i>Exceeds</i> <i>Meets</i> <i>Does not meet</i>		<p>Map attached. Narrative missing.</p> <p>Green Team: The narrative for two programs was discussed but missing AA1605. A map, however, is included.</p>

## 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"/>	<i>Exceeds</i>		<p>The Silver Team proposed one short-term and one long-term goal. While the short-term goal includes details about microscopes, the narrative lacks project-specific information, such as strategies to achieve the goal, timeline, and responsible parties. To strengthen this area, the Silver Team suggests providing more details about the equipment updates needed, as the CIPR directly informs the Annual Planning process. Including this information will enable program reviewers to better support these efforts.</p> <p>Additionally, throughout the CIPR, challenges with student success and retention in ANAT, PHYS, and MICRO were highlighted in several areas. There may be an opportunity to create a short- or long-term goal that specifically addresses these courses, such as course redesign supported by evidence-based practices, financial resources, and interdepartmental collaboration. This would be an appropriate area to request funding for collaborative design efforts. Here</p> <p>Here are a couple of resources for reference:</p> <ul style="list-style-type: none"> <li>• <a href="#">High Structure Course Design for Student Engagement, Retention, and Success</a></li> <li>• <a href="#">Fostering student success in introductory biology   College of Science   Oregon State University</a></li> </ul> <p>Green Team: The Gold Team painted a clear picture for readers of their strategic plan to address Student Equity, Retention, and Success through the implementation of a High-Structure Course Design model that reinforces learning and fosters a safe learning environment where students can pursue content mastery. Furthermore, the team outlined future equipment purchases and 1600 building renovations. The team introduced a plan to ensure 'long-term persistence' by addressing barriers. The plan includes flexible scheduling such as hybrid and evening courses and low or no cost textbooks.</p> <p>Green Team: One area that needs addressing in future planning is the effort to assess PLO's as discussed in Section I. 3. <b>Additional areas show up in section 3 whereby new ideas were generated and discussed but not reflected in future plans.</b> Recommendation that prior to next Annual Plan, further efforts to expand on</p>
	<input type="checkbox"/>	<i>Meets</i>		
	<input checked="" type="checkbox"/>	<i>Does not meet</i>		

			how items identified in Section 3 will be planned and executed with due dates and key persons responsible.
2. Additional information or reflection the Gold Team chooses to share	<i>Not Scored</i>		<p>Something worth noting from the Gold Team review is the connection between the degrees included in this CIPR and the degrees most students in Health Sciences are ultimately pursuing (such as Nursing, PTA, and Dental Hygiene). This raises several important questions:</p> <ul style="list-style-type: none"> <li>• Is there value in offering all of the degrees currently included?</li> <li>• How does the data for these Biological Science degrees relate to the data for the Health Sciences programs students often continue into?</li> <li>• In what ways are students being served by earning both an Allied Health degree and, for example, a Nursing degree? What are the specific benefits to the student?</li> <li>• How might the relationship between the two divisions influence completer outcomes and time to degree?</li> </ul> <p>These questions may help clarify the purpose and effectiveness of the program pathways and identify opportunities for alignment or improvement.</p> <p><i>Green Team: It is evident that the Gold Team really evaluated and considered the comments and suggestions made by the Silver Team. The final CIPR demonstrates commitment to students and it is clear that faculty are committed to continuous program improvement. Although there are areas remaining that would benefit from additional consideration and planning, this is a very well done and presented body of work.</i></p>
3. Program is most proud of...	<i>Not Scored</i>		The Silver Team would like to acknowledge the hard work of the Gold Team on this report. This is a complex and challenging program that serves students across multiple divisions. It is clear that the faculty are dedicated to supporting students and genuinely invested in the ongoing improvement of the program.

**Green Team Summary:** It is evident that the Gold Team really evaluated and considered the comments and suggestions made by the Silver Team. The final CIPR demonstrates commitment to students and it is clear that faculty are committed to continuous program

improvement. Although there are areas remaining that would benefit from additional consideration and planning, this is a very well done and presented body of work.

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