

## 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     Silver team final rubric

CRITERIA	Status		COMMENTS
<i>Term and year of last CIPR</i>	<input checked="" type="checkbox"/>	<i>Completed</i>	
	<input type="checkbox"/>	<i>Not Applicable</i>	
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"/>	<i>Completed</i>	Thorough and descriptive with highlighted successes  Nice job of noting change and demonstrating impacts.
2. CTE Accreditation or Regulatory Agency	<i>Optional</i>		
3. Year of current review	<input checked="" type="checkbox"/>	<i>Completed</i>	
4. List Gold Team Members and Silver and Green Team Captains	<input checked="" type="checkbox"/>	<i>Completed</i>	Gold and silver listed Green team captain listed.
5. Attached Curriculum Map	<input checked="" type="checkbox"/>	<i>Completed</i>	Curriculum maps included
6. Attached Program Map	<input checked="" type="checkbox"/>	<i>Completed</i>	One for each degree and CT program

## 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"/>	<i>Exceeds</i>	<input checked="" type="checkbox"/>	Mission and learning outcomes align well with college. Pathways show gainful employment. Extremely thorough. They discuss employment, transfer, work skills and training in support of Advisory, removing barriers and more.
	<input type="checkbox"/>	<i>Meets</i>		
	<input type="checkbox"/>	<i>Does not meet</i>		
2. Current or recent challenges that hinder students from reaching their goals	<input checked="" type="checkbox"/>	<i>Exceeds</i>		They discuss a variety of changes from recent changes in accounting to lack of faculty.
	<input type="checkbox"/>	<i>Meets</i>		
	<input type="checkbox"/>	<i>Does not meet</i>		

3. PLOs and Narratives (Accreditation 2.9)	<input type="checkbox"/>	<i>Exceeds</i>	<input type="checkbox"/>	<p><b>Green:</b> Although there is discussion, the metric of using program completers does not address the prompt. The gold team shared how PLO's are linked to student success through course and degree completion, however, narrative and/or measurements on how students successfully <u>met each PLO</u> was not provided, per silver team recommendation.</p> <p>In the final CIPR, the gold team did include that they met with the SLO coordinator per the silver team's recommendation, which is great. We can also appreciate that the gold team "sees the importance of assessing, discussing, improving PLO's".</p>
	<input type="checkbox"/>	<i>Meets</i>		
	<input checked="" type="checkbox"/>	<i>Does not meet</i>		

## 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"/> <i>Exceeds</i> <input type="checkbox"/> <i>Meets</i> <input type="checkbox"/> <i>Does not meet</i>	<input checked="" type="checkbox"/>	The department does a great job of supporting club participation weekly and with season elements of celebration and professional development.
2. Collaboration between the program and academic support, and student services (Accreditation Standard 2.7, 2.8)	<input type="checkbox"/> <i>Exceeds</i> <input checked="" type="checkbox"/> <i>Meets</i> <input type="checkbox"/> <i>Does not meet</i>	<input type="checkbox"/>	Please share more about ASCENT and expand on what you are doing. Share about collaboration and address this more thoroughly. This was not addressed in the final CIPR, and additional detail describing the various types of collaboration would be beneficial
3. Institutional partnerships with other schools, businesses, or organizations (Accreditation Standard 2.2)	<input type="checkbox"/> <i>Exceeds</i> <input checked="" type="checkbox"/> <i>Meets</i> <input type="checkbox"/> <i>Does not meet</i>	<input type="checkbox"/>	They speak to this briefly but could expand in more detail about partnerships (as they did in section I discussing the mission). This section could have been expanded upon in more detail
4. Efforts to promote collaboration between full-time, part-time faculty, and dual	<input type="checkbox"/> <i>Exceeds</i> <input checked="" type="checkbox"/>		

<i>enrollment partners</i>	<input type="checkbox"/>	<i>Meets</i>		
		<i>Does not meet</i>		
<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"/>	<i>Exceeds</i>		
	<input checked="" type="checkbox"/>	<i>Meets</i>		
	<input type="checkbox"/>	<i>Does not meet</i>		
<i>6. Faculty ensures online courses are accessible and maintains regular and substantive interaction (ACCJC Distance Education Policy, Standard 2.6)</i>	<input type="checkbox"/>	<i>Exceeds</i>	<input type="checkbox"/>	They speak to what full-time faculty do but do not include any specific measures regarding part-time faculty. Please include any specific measures regarding part time faculty and the part time faculty evaluation process. Additional details were included regarding collaboration, discussion, and feedback with part time faculty
	<input checked="" type="checkbox"/>	<i>Meets</i>		
	<input type="checkbox"/>	<i>Does not meet</i>		

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

CRITERIA	Status	*ACCJC*	COMMENTS
<i>1. Degrees and/or certificates awarded (Accreditation Standard 1.3)</i>	<input type="checkbox"/>	<i>Exceeds</i>	All degrees and certs have strong numbers of completers. Growth is evident in each of these certs and degrees as well.  Data tables present with data findings but difficult to read.  <b>GREEN TEAM:</b> The rest of the certs and degrees have benefited from auto-award efforts, contributing to a solid increase in awards conferred  I know they updated their ADT to 2.0, has that change contributed to the decrease we are seeing in the number of ADTs being awarded over time?
	<input checked="" type="checkbox"/>	<i>Meets</i>	
	<input type="checkbox"/>	<i>Does not meet</i>	

<p>2. Equity: Award distribution (Accreditation Standard 1.3)</p>	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	<p>Exceeds</p> <p>Meets</p> <p>Does not meet</p>	<input type="checkbox"/>	<p>Data shows equity trending towards college demographics over the last 5 years. Strategies to continue this trend were identified.</p> <p><b>GREEN TEAM:</b> Looks like positive trends toward better equity in award attainment. It is below the CCCC target of 78 units. Is it the ADT that is contributing to the higher unit accumulation, or a different degree option that is causing the increase? It may be wise to review the data disaggregated by award to identify trouble areas.</p>
<p>3. Median time to degree (Accreditation Standard 2.5)</p>	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	<p>Exceeds</p> <p>Meets</p> <p>Does not meet</p>	<input type="checkbox"/>	<p>The time to completion has decreased from 4.3 years to 3.3 years over the last 3 academic years. This year a new ASCENT program has been started. It is a cohort model designed to help with completion and retention of the AST Business degree. This is innovative and will help to continue reducing time to completion.</p> <p><b>GREEN TEAM:</b> The time to degree has decreased a full academic year, however the number of units attempted and earned is excessive. The units attempted and earned fell below the CCCC target of 78 units. Is it the ADT that is contributing to the higher unit accumulation, or a different degree option that is causing the increase? It may be wise to review the data disaggregated by award to identify trouble areas.</p>
<p>4. Enrollment trends and interventions</p>	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	<p>Exceeds</p> <p>Meets</p> <p>Does not meet</p>		<p>Program enrollment is significantly increased by 43% over the last 5 years. This growth is consistent amongst all demographics.</p> <p>No enrollment data at the course and section level identified. No interventions mentioned to increase enrollment though may not be needed as growth is occurring naturally. Please answer the prompts by expanding on course specific information that reflects the data.</p> <p><b>GREEN TEAM:</b> The program addressed the Slivers Team's suggestion to discuss course-level data and interventions.</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 checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<p>Exceeds</p> <p>Meets</p> <p>Does not meet</p>		<p>Lots of great labor market data identified. The data provided shows the need and demand for the business degree and certificate programs we offer.</p> <p>Job placement and hiring data is more difficult to obtain though specific data for a 3 year period for Entrepreneurship graduates was presented showing a high employment rate.</p> <p><b>GREEN TEAM:</b> The program did a good job addressing this prompt.</p>

<p>5. Retention Rates:          A - Comparison to college average          B - Retention rate trend          C - Interventions to improve          D - Equity: Identify DI groups and strategies (Accreditation Standard 1.3)</p>	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	<p><i>Exceeds</i>  <i>Meets</i>  <i>Does not meet</i></p>	<input type="checkbox"/>	<p>Thorough analysis of retention rates, interventions and equity data. Retention rates are good and improving over the last 5 years. Built in student support from the ASCENT program and embedded counseling should continue to increase retention of students. DI data though below institution standards has shown steady improvement over the last 5 years.</p> <p><b>GREEN TEAM:</b> The program did a good job addressing this prompt.</p>
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<p>6. Success Rates:          A - Comparison to college average and ISS          B - Success rate trend          C - Interventions to improve          D - Equity: Identify DI groups and strategies (Accreditation Standard 1.3)</p>	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	<p>Exceeds          Meets          Does not meet</p>	<input type="checkbox"/>	<p>The success rate exceeds the institution’s set standard and has steadily increased over the last 5 years. Tutoring and open source textbooks are identified as helping this increase in success rates.</p> <p>6-B: Not met, please include evidence and data at course and section level that supports growth of the success rate.</p> <p>6-C: Would benefit from the addition of interventions based on the specific data you will add to 6-B.</p> <p>*You might want to consider including an addendum for the graphs as they are difficult to view*</p> <p><b>GREEN TEAM:</b> The program did a good job addressing this prompt.</p>
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### Section 4 – Curriculum

CRITERIA		Status	*ACCJC*	COMMENTS
<p>1. Challenges to offering key courses (Accreditation Standard 2.5)</p>	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	<p>Exceeds          Meets          Does not meet</p>	<input type="checkbox"/>	<p>Please specify which courses might need to be cancelled due to low demand. Please specify which courses are in high demand and have a “wait list”.</p> <p><b>Green Team: Although challenges were mentioned, the gold team inquiry was not addressed</b></p>
<p>2. Unnecessary or bottleneck courses and strategies</p>	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	<p>Exceeds          Meets          Does not meet</p>		<p>BUAD 44 only offered in the fall. Faculty propose adding an additional course in the spring semester which will improve/reduce bottleneck challenges while ensuring that students complete courses in a timely manner.</p>
<p>3. Stacking certificates/awards. Timelines and action items</p>	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	<p>Exceeds          Meets          Does not meet</p>	<input type="checkbox"/>	<p>CT 3352 designed to stack AS 1085 and AS 1521.</p> <p><b>Agreed</b></p>



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>		BUAD 30 (real estate course) is not active and is not part of the interest area. <b>Agreed</b>
5. Current course scheduling helps or hinders efficient program completion (Accreditation Standard: 2.5)	<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"/>	Faculty recognizes challenges associated with balancing life, work, and school for face to face learners. All courses offered online which “broadens the audience and reduces bottlenecks in course sequencing”.
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>		Veteran’s services-there is a preapproval process in place. 3 CPL courses from military align with BUAD 41, 66, and 91. No resources to support additional CPL courses (after much discussion and brainstorming).
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 type="checkbox"/>	<i>Exceeds</i> <i>Meets</i> <i>Does not meet</i>		All courses but BUAD 44 offered spring and fall. Several courses also offered in summer. Courses designed to build on knowledge students have gained from previous semesters.

## 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>	Short and long term goals explain needs of program (and specific courses). Goal is to maintain success and retention above benchmarks and to align with the labor market demand. Timelines, projected expenses, and responsible parties listed for short term and long term goals.
	<input type="checkbox"/>	<i>Meets</i>	
	<input type="checkbox"/>	<i>Does not meet</i>	
2. Additional information or reflection the Gold Team chooses to share	<i>Not Scored</i>		The business program is commended for exceptional student success and increases in enrollment and course completion. The gold team shared about collaborative efforts on behalf of the faculty and shared that creative, innovative additions (such as ASCENT and dual enrollment) are instrumental in promoting student success and achievement.
3. Program is most proud of...	<i>Not Scored</i>		Gold team is proud of continuing program growth and student enrollment, increased number of completers and awards, partnerships and collaboration, and community involvement and engagement. The business program is “solid, strong, dependable, impactful”.

**Green Team Summary:** *The program collaborates well with its Advisory Committee. All courses are offered in an online option to aid student throughput. The program has seen increased success rates, enrollments and completions. Very strong student engagement with club participation, ASCENT programming, and Dual Enrollment.*

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>

The silver team commends the gold team for a strong program and solid first draft formative assessment. Suggestions include formatting the font size for a more uniform appearance and spacing throughout (as it is challenging to read information when it is compacted together). It is also important to note that CIPR’s are public documents, so ensuring that the document is easy to review is imperative. Several areas would

benefit from additional data, and we encourage you to refer to suggested comments throughout the rubric. The silver team thanks the gold team very much for the opportunity to review the business CIPR and provide constructive feedback.