

## 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
<i>Term and year of last CIPR</i>	<input checked="" type="checkbox"/>	<i>Completed</i>	The submitted Self-Study clearly explains that the Human Services program has not completed a prior CIPR within the new 6-year cycle, but it does reference the work completed at the time of the last program review, including development of stackable certificates and collaboration with community partners. This provides appropriate historical context and satisfies expectations for this field. <span style="color: green;">Green Team: Correction to the comment above. This is the Case Management Cert.</span>
	<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>	The reflection is <b>thorough, specific, and well-connected to measurable program improvements</b> . The program documents: <ul style="list-style-type: none"> <li>• Successful collaboration with community partners such as Hill Country.</li> <li>• Creation and implementation of the Level 1 and Level 2 Case Management certificates.</li> <li>• Evidence of positive impact, including community need and student employment outcomes.</li> <li>• An advisory committee that continues to guide program direction.</li> </ul> This section reflects <b>strong alignment with CIPR expectations</b> , offering clear evidence of completed goals and ongoing work.
2. CTE Accreditation or Regulatory Agency	<i>Optional</i>		
3. Year of current review	<input checked="" type="checkbox"/>	<i>Completed</i>	The year (25–26) is clearly listed as required in the Self-Study Template. No issues.
4. List Gold Team Members and Silver and Green Team Captains	<input checked="" type="checkbox"/>	<i>Completed</i>	Gold Team members are clearly listed. Silver and Green Team Captains were not yet filled in at the time of document submission.
5. Attached Curriculum Map	<input checked="" type="checkbox"/>	<i>Completed</i>	<ul style="list-style-type: none"> <li>• Level 1 Certificate Map: Coursework correctly includes ENGL C1000, HUSV 12, HUSV 70, and SOC 1.</li> <li>• Level 2 Certificate Map: Coursework correctly includes all Level 1 courses plus HUSV 14, SOC 25, PSYC C1000, ECE 1, and HUSV 94.</li> </ul>
6. Attached Program Map	<input checked="" type="checkbox"/>	<i>Completed</i>	The program map information is current, accurate, and aligns with the data in the public-facing catalog pages for Level 1 and Level 2.

## 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"/>	
	<input checked="" type="checkbox"/>	Meets		
	<input type="checkbox"/>	Does not meet		
2. Current or recent challenges that hinder students from reaching their goals	<input type="checkbox"/>	Exceeds		Reviewer 1: The CIPR provides a clear explanation of faculty capacity limits, modality preferences, and the challenge of students stopping at Level 1. The identification of collaboration needs between counselors and employers is relevant and appropriately grounded in program experience. Additional detail on documented student feedback or data-based evidence of challenges would strengthen the response. Reviewer 2: Additional information regarding which programs and worksites that we collaborate with that want a level two certificate (who are they and why do they want it). Perhaps a plan for completing both level 1 and level two at the same time. <b>Green Team: Could the challenge of level 1 completers not completing level 2 be resolved with marketing and an imbedded information module in level 1?</b>
	<input checked="" type="checkbox"/>	Meets		
	<input type="checkbox"/>	Does not meet		
3. PLOs and Narratives (Accreditation 2.9)	<input type="checkbox"/>	Exceeds	<input type="checkbox"/>	<b>Green Team: The team recognizes the challenges of one FT faculty leading the charge on PLO assessment and it is great to see that the Gold Team is thinking about PLO Assessment. Consider developing an assessment strategy.</b>
	<input checked="" type="checkbox"/>	Meets		
	<input type="checkbox"/>	Does not meet		

## Section 2 – Instructional Practices

CRITERIA	Status		*ACCJC*	COMMENTS
1. Promotes students' sense of belonging, connection, and engagement (Accreditation Standard 2.8)	<input type="checkbox"/>	Exceeds	<input type="checkbox"/>	<b>Green Team: The narrative provided clearly outlines how communication happens with varied stakeholders but does not address how your program promotes students' sense of belonging, connection, and engagement. The Narrative shows clear collaboration with community members and how working with the community helps the students build connections not only with each other but also</b>
	<input checked="" type="checkbox"/>	Meets		
	<input type="checkbox"/>	Does not meet		

				with future employers.
2. Collaboration between the program and academic support, and student services (Accreditation Standard 2.7, 2.8)	<input type="checkbox"/>	Exceeds	<input type="checkbox"/>	Green Team: The Gold Team outlined how the program collaborates with academic support and students services, however are there any additional efforts beyond what is required? The Gold Team does discuss how faculty work with the PACE office and connects student Nichole Smith for academic support.
	<input checked="" type="checkbox"/>	Meets		
	<input type="checkbox"/>	Does not meet		
3. Institutional partnerships with other schools, businesses, or organizations (Accreditation Standard 2.2)	<input checked="" type="checkbox"/>	Exceeds	<input type="checkbox"/>	The section strongly explains partnerships with Hill Country and other agencies and demonstrates clear alignment with accreditation expectations. The program shows responsiveness to employer needs and uses partners effectively.  Green Team: This section shows the clear connection made with Hill Country and additional programs within the college to help connect students to relevant future job opportunities and gaining valuable experience.
	<input type="checkbox"/>	Meets		
	<input type="checkbox"/>	Does not meet		
4. Efforts to promote collaboration between full-time, part-time faculty, and dual enrollment partners	<input type="checkbox"/>	Exceeds		Reviewer 1: The program provides a good description of regular communication with adjunct faculty and new efforts to involve them in trainings. Adding examples of shared curriculum work, co-developed assessments, or shared review of course data would strengthen the response. Reviewer 2: Could dual enrollment partners potentially benefit from this program. Perhaps training HS students to be able to obtain employment out of HS. Green Team: The Green Team recommends more structured collaboration. This section describes the collaboration with part time faculty and plan moving forward to help make the program more cohesive.
	<input checked="" type="checkbox"/>	Meets		
	<input type="checkbox"/>	Does not meet		
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		Green Team: While there is a commitment to quality by the one FT faculty in this area, there are opportunities for improvement. Things to consider: how is cognitive load addressed for students in the program with regard to course design? Consider OEI alignment to ensure CCC design standards that support student success.  Clearly states efforts to maintain academic consistency and provides regularly provides feedback to faculty teaching in different modalities.
	<input checked="" type="checkbox"/>	Meets		
	<input type="checkbox"/>	Does not meet		
6. Faculty ensures online courses are accessible and	<input type="checkbox"/>	Exceeds	<input type="checkbox"/>	This area was not filled in within the CIPR draft and needs a complete response describing accessibility checks, universal design practices, and examples of how faculty maintain regular and substantive interaction
	<input checked="" type="checkbox"/>			

<i>maintains regular and substantive interaction (ACCJC Distance Education Policy, Standard 2.6)</i>	<input type="checkbox"/>	<i>Meets</i>  <i>Does not meet</i>	<p>Green Team: Changed to Meets. The writer added reports from PT faculty with regard to accessibility and RSI. The team might consider OEI alignment to ensure accessibility requirements are met as well as regularly using the tools immediately available such as TidyUP and Accessibility Checker in Canvas.</p> <p>This section provides clear examples from part time faculty on how they are maintaining RSI and working to make their course accessible and equitable.</p>
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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"/>  <input checked="" type="checkbox"/>  <input type="checkbox"/>	<i>Exceeds</i>  <i>Meets</i>  <i>Does not meet</i>	<input type="checkbox"/>	<p>Green Team: The Level 1 Case Management Certificate has consistently awarded more than 10 per year after it was launched in 2021-22. Marketing is mentioned to increase completers. What steps are being taken in these efforts?</p>
2. Equity: Award distribution (Accreditation Standard 1.3)	<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>Green Team: The demographics of the Level 1 and Level 2 Case Management Certificates are representative of the overall race/ethnicity profile for the college.</p>

3. Median time to degree (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"/>	
4. Enrollment trends and interventions	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	<i>Exceeds</i> <i>Meets</i> <i>Does not meet</i>		
<i>CTE Only:</i> <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 checked="" type="checkbox"/> <input type="checkbox"/>	<i>Exceeds</i> <i>Meets</i> <i>Does not meet</i>		
5. Retention Rates: <i>A - Comparison to college average</i> <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>	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<i>Exceeds</i> <i>Meets</i> <i>Does not meet</i>	<input type="checkbox"/>	<p>The narrative provides thoughtful analysis with demographic context, including DI identification for Hawaiian/Pacific Islander students. The reflection is strong and includes realistic intervention areas.</p> <p><i>Green Team: Retention rates for the three HUSV courses required for the certificates have improved in the past 5 years. In the past two years, success rates have been between 80 and 90%.</i></p>

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 checked="" type="checkbox"/>	<i>Exceeds</i>	<input type="checkbox"/>	The explanation contextualizes success rates within the student population's characteristics and proposes a relevant faculty development intervention. The reflection is honest, data-driven, and aligned with the rubric.
	<input type="checkbox"/>	<i>Meets</i>		
	<input type="checkbox"/>	<i>Does not meet</i>		

### 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"/>	Green Team: Outlines the challenges in the various pathways this degree can take (local AA for specific jobs or transfer to social work). A strong emphasis on face to face classes due to the nature of the ultimate work.
	<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 type="checkbox"/>	Green Team: The degree has been narrowed to allow for the multiple pathways a student may take (AA or transfer or potential youth wellness coaching).
	<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"/>	Green Team: The Team would like to acknowledge the forward thinking when developing these certificates in making them stackable. There are stackable certificates for the AA degree and the new youth wellness coaching pathway has been added to the degree path.
	<input checked="" type="checkbox"/>	<i>Meets</i>		
	<input type="checkbox"/>	<i>Does not meet</i>		

Green team: There are no courses needing deactivation

<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: There are no courses needing deactivation.</p>
<p>5. Current course scheduling helps or hinders efficient program completion (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>Green Team: Multiple formats and times for classes are offered.</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>The CIPR provides a thoughtful and honest assessment of the challenges in implementing CPL in Human Services. The reflection is realistic but currently lacks a plan or timeline. Green Team: The team would like to acknowledge that the one FT faculty would like to explore opportunities such as CPL but does not have the capacity to do so as the only FT faculty in the program.</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>The CIPR provides a thoughtful and honest assessment of the challenges in implementing CPL in Human Services. The reflection is realistic but currently lacks a plan or timeline (same as above). Green Team: The team would like to note that the Gold Team would like to explore CPL opportunities and that the process would be complicated due to the nature of the discipline. Perhaps consider the Portfolio process of CPL?</p>
<p>8. Program map and timely completion</p>	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	<p>Exceeds Meets Does not meet</p>		<p>Green Team: The program map is being updated with the new curriculum with input from an interdisciplinary team including counseling and faculty.</p>

## Section 5 – Summary and Future Plans

CRITERIA	Status	*ACCJC*	COMMENTS
1. Short and long-term goals with strategies, timelines, budget, responsible parties	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input checked="" type="checkbox"/> Does not meet		Green Team: There remains some work to do in this area. While the Gold Team identifies goals that align with the recommendations and challenges threaded throughout the document, the Green Team is unclear as to long term versus short term goals as well as timelines, project leads, or supports needed. This document serves as the Annual Plan for the year. Specific Projects might include: <ul style="list-style-type: none"> <li>PLO Assessment Strategy</li> <li>Plan to increase completers of stackable certificates (Level 1 to Level 2)</li> <li>Data to assess employment after graduation</li> <li>Increasing program enrollment to reach target of 10 completers</li> </ul>
2. Additional information or reflection the Gold Team chooses to share	Not Scored		The reflection is positive and aligned with the rubric expectations.
3. Program is most proud of...	Not Scored		Strong and aligned with program mission and community service values.

### Green Team Summary:

Recommendation for program disposition:	<input type="checkbox"/> Without Qualifications: <input checked="" type="checkbox"/> Green Team: This is a newer program and the Gold Team recognized the value of the CIPR process in evaluating the program and identifying opportunities. Developing strong strategies and short and long term program goals that include timelines, budgets, responsible parties, and necessary supports will help to ensure that the program's next review will be even more robust. <input type="checkbox"/>
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