

## 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>	
	<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>	
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>	
5. Attached Curriculum Map	<input checked="" type="checkbox"/>	<i>Completed</i>	
6. Attached Program Map	<input checked="" type="checkbox"/>	<i>Completed</i>	

## 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"/>	<i>Exceeds</i>	<input type="checkbox"/>	The program clearly shows how CIS supports the college mission. The examples about workforce preparation, industry-aligned curriculum, and strong ties to local employers demonstrate alignment with mission.
	<input checked="" 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 type="checkbox"/>	<i>Exceeds</i>		The section identifies staffing shortages as the main barrier and explains how this has affected offerings and completions. Given the ongoing need, it is recommended that the faculty request a hire each year and develop a short-term plan should approval of a full-time new hire take a few cycles.
	<input checked="" type="checkbox"/>	<i>Meets</i>		
	<input type="checkbox"/>	<i>Does not meet</i>		

3. PLOs and Narratives (Accreditation 2.9)	<input checked="" type="checkbox"/>	<i>Exceeds</i>	<input checked="" type="checkbox"/>	Strong section. The updated PLOs are well-organized, and the explanation of how they were revised gives good insight into the thought process. Clear connection to curriculum and assessment work. The program proactively performed a substantial revision and modernization of PLOs and SLOs to ensure alignment with recent program changes and industry relevance.
	<input type="checkbox"/>	<i>Meets</i>		
	<input 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 type="checkbox"/>	<i>Exceeds</i>	<input checked="" type="checkbox"/>	Program provides multiple opportunities for students to connect both formally and informally through clubs and open labs. Students are also provided multiple opportunities to interact with industry professionals and the broader community through events, competitions, and high school outreach.
	<input checked="" type="checkbox"/>	<i>Meets</i>		
	<input type="checkbox"/>	<i>Does not meet</i>		
2. Collaboration between the program and academic support, and student services (Accreditation Standard 2.7, 2.8)	<input type="checkbox"/>	<i>Exceeds</i>	<input type="checkbox"/>	The faculty appear to have a good relationship with the IA counselor. The team appears to have a good connection with PACE and other support services.
	<input checked="" type="checkbox"/>	<i>Meets</i>		
	<input type="checkbox"/>	<i>Does not meet</i>		
3. Institutional partnerships with other schools, businesses, or organizations (Accreditation Standard 2.2)	<input type="checkbox"/>	<i>Exceeds</i>	<input type="checkbox"/>	Program notes deep connectedness to local high school CIS programs and in doing so creates clear secondary to post-secondary education pathway.
	<input checked="" type="checkbox"/>	<i>Meets</i>		
	<input type="checkbox"/>	<i>Does not meet</i>		
4. Efforts to promote collaboration between full-time, part-time faculty, and dual enrollment partners	<input type="checkbox"/>	<i>Exceeds</i>		There's evidence of consistent collaboration such as shared shells, content and communication.
	<input checked="" type="checkbox"/>	<i>Meets</i>		
	<input type="checkbox"/>	<i>Does not meet</i>		
5. Processes and strategies used to	<input type="checkbox"/>	<i>Exceeds</i>		The program has solid structures in place. Master shells and shared assessments are good practices.

<i>establish and maintain academic standards and consistency across sections of the same course taught in varied modalities and by different instructors</i>	<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 checked="" type="checkbox"/> Meets <input type="checkbox"/> Does not meet	<input type="checkbox"/>	Green team suggests that all CIS faculty do an annual RSI check-in with the COLT Team.

### 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"/> Exceeds <input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does not meet	<input type="checkbox"/>	Many industry certifications are acknowledged that are not tracked by college.
2. Equity: Award distribution (Accreditation Standard 1.3)	<input type="checkbox"/> Exceeds <input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does not meet	<input type="checkbox"/>	CIS is traditionally male dominated field. Department is commended for participation in N.E.W to promote nontraditional career fields for women. 13% growth in the last 4 years of women in the CIS degrees is commendable.

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"/>	It currently takes 3.3 years but strategies and factors to reduce time to 3 years are identified by CIS faculty. Specifically hiring new full-time faculty and having students meet with dedicated interest area counselors.
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>		Several CIS sections are under enrolled. Consider creating a mirrored non-credit course for CIS 90 for A+ certification. This would provide a free option for students and allow the college to promote test preparation for employable skills. Also, it could provide a “hook” for students who thought they did not want to go to college. Imagine students who don’t want to attend college but need a job. This could give young people hope (and employability) and drive interest in the program. It would also fill some of those seats the GOLD team mentioned in the analysis. The shortened time component could really be a selling point. Take one class and get certified! They can start working and will return to further improve their skills...Network+ and Security+. It was noted that Network+ is not in the catalog (likely because CCNA is more advanced), consider if that could be added as a steppingstone for students in the program. It could serve as a milestone or motivational incentive if CIS 31 provides that foundational knowledge to pass that assessment. Although some interventions are suggested, these primarily add classes to the schedule without considering how enrollment may be improved in other courses. Green team recommends a deep dive into enrollment patterns and the development of additional strategies for the low-enrolled courses.
<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 checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<i>Exceeds</i> <i>Meets</i> <i>Does not meet</i>		Great analysis.
5. Retention Rates: A - Comparison to college average B - Retention rate trend C - Interventions to	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	<i>Exceeds</i> <i>Meets</i> <i>Does not meet</i>	<input type="checkbox"/>	Strong 89.9% retention rates identified. Upward trending over last 5 years + 5%

<i>improve D - Equity: Identify DI groups and strategies (Accreditation Standard 1.3)</i>				
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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 checked="" type="checkbox"/>	<i>Exceeds</i>	<input type="checkbox"/>	Very nice job and commendable work getting success rates above ISI in most sections. Consider taking a close look at CIS 23 as that course appears to have variable success rates than other CIS courses. That course may be worth reviewing for specific interventions.
	<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 acknowledges the thoughtful analysis of challenges.
	<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"/>	Very thoughtful narrative response. See suggestions above about test preparation for A+ etc. This could really provide hope and opportunity for people who need jobs to support their families. It could also prevent people in our community from paying for expensive programs to gain these certifications. People should not pay thousands of dollars for what may be subpar education, promoting A+ cert as non-credit could be helpful in this regard.
	<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 appreciates the thoughtful ideas and looks forward to seeing the outcomes. Working closely with the dedicated CIS counselors ensures students are sequencing courses in efficient manner to get the many certificates offered.
	<input checked="" type="checkbox"/>	<i>Meets</i>		
	<input type="checkbox"/>	<i>Does not meet</i>		

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>		Green acknowledges the strong collaboration with Math department.
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 type="checkbox"/>	Nice work on block scheduling. Time is the enemy to completion and block schedules really help!
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 checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<i>Exceeds</i> <i>Meets</i> <i>Does not meet</i>		Solid planning and solutions to CPL. Nice work!
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>		

## 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>	Very thoughtful plan.
	<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>		
3. Program is most proud of...	<i>Not Scored</i>		“We take great pride in our students who achieve industry certifications and go on to build successful, living-wage careers right here in our community. Even more rewarding is seeing those same graduates return as employers, eager to hire and support the next generation of CIS students.”

### Green Team Summary:

The CIS program faculty has created a thoughtful and comprehensive six-year plan. Not only did they include goals, but they outlined actionable steps to meet those goals. Over the next 6 years they plan to rebuild instructional capacity, modernize technology, and advance student equity and success. They will continue collaborating with the counseling department and local employers to ensure that Shasta College's CIS graduates are prepared for high-demand, living-wage careers.

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>