

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	In Programs Under Review" section (page 3), "Non-Credit" should be one word (no hyphen, lower case "C").
	<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	
2. CTE Accreditation or Regulatory Agency	Optional		N/A
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	Green Team Captain = Paul Calkins
5. Attached Curriculum Map	<input checked="" type="checkbox"/>	Completed	Linked in Question 4
6. Attached Program Map	<input checked="" type="checkbox"/>	Completed	Not attached, but Program Maps do not exist for noncredit certificates.

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"/>	Clear and concrete support for college Mission.
	<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		
	<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"/>	
	<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 checked="" type="checkbox"/> Meets <input type="checkbox"/> Does not meet	<input type="checkbox"/>	
2. Collaboration between the program and academic support, and student services (Accreditation Standard 2.7, 2.8)	<input checked="" type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Does not meet	<input checked="" type="checkbox"/>	<p>Gave specific examples of collaborating with other support staff specifically at the Tehama campus. Bilingual student support is huge!</p> <p>Agree with Silver Team comments + added ACCJC checkbox because this is a great example for accreditation of collaboration between the program + Student Services.</p>
3. Institutional partnerships with other schools, businesses, or organizations (Accreditation Standard 2.2)	<input type="checkbox"/> Exceeds <input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does not meet	<input type="checkbox"/>	<p>“Non-credit” should be one word (no hyphen) (although that word is not in the approved PLO as it appears in the catalog: “Upon successful completion of this certificate, the student should be able to meet all of the course-level student learning outcomes from the highest-level course in the program, ESL 336.”)</p>
4. Efforts to promote collaboration between full-time, part-time faculty, and dual enrollment partners	<input type="checkbox"/> Exceeds <input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does not meet		
5. Processes and strategies used to	<input type="checkbox"/> Exceeds		

<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"/>	<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"/>	
	<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>	The collaboration on a process to streamline the transcription of ESL awards and get them counted toward the college’s award metrics is fantastic! The first letters of “fall” and “spring” (“Fall 2024” and “Spring 2025”) should be capitalized before final publication on the website because they refer to specific academic terms. For years before 2024 – 2025, the CIPR refers to years 2020 – 2024, but information on the Institutional Research page appears only to cover 2022 – 2023.
	<input checked="" type="checkbox"/>	<i>Meets</i>	
	<input type="checkbox"/>	<i>Does not meet</i>	
<i>2. Equity: Award distribution (Accreditation Standard 1.3)</i>	<input type="checkbox"/>	<i>Exceeds</i>	To move this category to “Meets” or “Exceeds,” please include the college demographic rates for a clearer sense of how these demographics compare to the college as a whole. The revised draft does now include ESL Certificate of Completion Award demographics in comparison to the Shasta College student population.
	<input checked="" type="checkbox"/>	<i>Meets</i>	
	<input type="checkbox"/>	<i>Does not meet</i>	

3. Median time to degree (Accreditation Standard 2.5)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<i>Exceeds</i> <i>Meets</i> <i>Does not meet</i>	<input type="checkbox"/>	N/A
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>		To move this category to “Meets” or “Exceeds,” please use the table in data hub to show the enrollment rates over the past five years and describe how you determined the 14% increase. Enrollments rates over the last five years are now included in this CIPR as well as analysis and excellent supporting narrative. The Gold Team also notes that two new in-person courses have been introduced to the Tehama campus to help win back pre-Covid enrollments.
<i>CTE Only:</i> <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"/>	<i>Exceeds</i> <i>Meets</i> <i>Does not meet</i>		N/A
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)	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	<i>Exceeds</i> <i>Meets</i> <i>Does not meet</i>	<input type="checkbox"/>	Congratulations on excellent student retention overall!

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"/>	To move this category to “Meets” or “Exceeds,” please include specific course/section data to support claims of lower-than-average success rates and low enrollment numbers (6B). Feel free to include screenshots from the data hub dashboard. Specific course/section data as well as the screenshots from the data hub have been added to the final CIPR. 6B: “non-credit” should be one word (no hyphen).
	<input checked="" 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>	Recommend providing details on why the listed course offerings are a challenge. Details have been duly added.
	<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>	Bottleneck courses have already been removed when the certificate was simplified, bravo!
	<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>	N/A
	<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>		
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"/>	There is extensive detail regarding impediments (classroom “shuffling”) and “helps” (the new ESL 348 – English for Health Careers, for example, a course combining English language development and health-specific vocabulary for students seeking entry-level health care work). ESL 348 is seen as a new attraction.
6. CPL opportunities and plan to expand	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<i>Exceeds</i> <i>Meets</i> <i>Does not meet</i>		This is a great example of CPL being used for native speakers, thank you for highlighting this!
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>		Curriculum map attached. With only 3 courses, a program map does not exist and is not needed for NCR.1001.

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>	The linked file " NCR. 1001 Goals.docx " cannot be opened
	<input type="checkbox"/>	<i>Meets</i>	Thorough and worthy goals!
	<input type="checkbox"/>	<i>Does not meet</i>	In the final draft, the "Goals" document is accessible and has been included.
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>		The cross-departmental collaboration that has taken place to ensure that ESL certificate awards are now being counted toward the college's award metrics is worth celebrating!

- **Green Team Summary:** This final draft of the ESL program review contains several highlights, especially regarding new developments on the Tehama campus. The self-study shows active collaboration between student success facilitators and instructors to guide students through the registration process and provide computer assistance for those with low digital literacy skills. Also, Institutional Research in collaboration with Admissions and Records has made it easier for students to apply for their certificate, further assuring that ESL awards get counted toward the college's "award metrics."
- To help win back pre-Covid enrollments, two new in-person classes have been added to the Tehama campus for spring 26. And another attraction to new enrollments in Tehama is the new ESL 348, "English for (Health) Careers," which aims to prepare students for entry-level healthcare jobs.
- In providing a unique blend of academic and student support services, the ESL department is a valuable resource for non-native speakers wishing to advance. As they put it in their closing section, "Our classes level the playing field for immigrants in our community."

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>