

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	
	<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	The narrative provides a thorough and reflective overview of progress since the last review, clearly identifying major achievements (brochure development, stackable certificates, collaboration on SLO/PLO alignment, improved student supports). Evidence of impact—such as the increase from 20 → 48 graduates—is clearly documented. The reflection also includes meaningful discussion of current student needs, trauma-informed considerations, and plans for the ADT.
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 type="checkbox"/>	Completed	Green Team: Gold Team members listed, other team information omitted.
5. Attached Curriculum Map	<input checked="" type="checkbox"/>	Completed	Maps are provided in the supplemental documents and show alignment with the streamlined degree structure.
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 checked="" type="checkbox"/>	Exceeds	<input checked="" type="checkbox"/>	The program provides excellent alignment with all four mission themes, explicitly linking each PLO to specific mission statements. The narrative demonstrates strong understanding of the program’s purpose, community impact, and workforce relevance. The examples regarding high need for service providers, transfer preparation, and local community partnerships strengthen the alignment.
	<input 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		Green Team: Clearly defines barriers. Consider what the plan is. Are curriculum changes being made to make WEE optional? Has a request for additional FT faculty been submitted in Annual Plans?
	<input checked="" type="checkbox"/>			

	<input type="checkbox"/>	<i>Meets</i>		
		<i>Does not meet</i>		
3. PLOs and Narratives (Accreditation 2.9)	<input type="checkbox"/>	<i>Exceeds</i>	<input type="checkbox"/>	<p>1st reviewer comments: The draft describes the plan for PLO assessment but does not include the required <i>narrative summaries, success rates, or modality comparisons</i>. A plan exists, but the section currently does not meet expectations because outcomes data and multi-year analysis are not included.</p> <p>2nd reviewer comments: The draft states that “a plan is in place,” but does not give details about a timeline or outcomes of multi-year PLO assessments.</p> <p>Green Team: Changed to Meets. Timeline for PLO Assessment system added. While the Green Team recognizes the challenges of one FT faculty leading the charge 2032 is a very generous timeline. This will be the next time the program will have a CIPR due, however the Gold Team might consider a sooner deadline on this project.</p>
	<input checked="" 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>	Green Team: While the sentiment is authentic and real in the 2 nd instructor quote, the Gold Team may reconsider the language and paraphrase or shorten as this is a public facing document. It sounds like the Social Work Club was a great way for students to connect with their discipline. The section speaks clearly to connections made within the college and community volunteer opportunities.
	<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>	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? There is a connection between academic needs, student supports, and programs on campus.
	<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	<input checked="" type="checkbox"/>	<i>Exceeds</i>	Partnerships are very strong and well-documented: ACE program presence, advisory board collaboration, HCAI-Designated Education Program approval, and employer-driven certificate design. This section exceeds expectations due to depth of partnership and demonstrated community impact.
	<input type="checkbox"/>	<i>Meets</i>	
	<input type="checkbox"/>	<i>Does not meet</i>	

Standard 2.2)				
4. Efforts to promote collaboration between full-time, part-time faculty, and dual enrollment partners	<input type="checkbox"/>	Exceeds		<p>1st reviewer comments: Some collaboration occurs, but meetings are ad-hoc and rely heavily on the single full-time faculty member. Plans to increase structured collaboration are promising but not yet implemented. Meets but leans toward Does Not Meet due to limited evidence of ongoing, consistent processes.</p> <p>Green Team: The Green Team echoes the comment above. Strongly recommend more structured collaboration. This effort will directly support a PLO assessment plan. The Gold Team does highlight the instructional partnerships with Youth and wellness Coaching specialization in HS to help open more pathways for students.</p>
	<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		<p>Some informal review of PT sections has occurred, but no structured process exists for ensuring consistency across online, hybrid, ACE, and in-person courses. This section does not meet expectations.</p> <p>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. Missing clear strategy to maintain consistency across multiple modalities.</p>
	<input type="checkbox"/>	Meets		
	<input checked="" 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"/>	<p>The faculty member describes their own RSI and accessibility practices but notes no current access or monitoring of PT faculty courses. A compliant program-level process is required.</p> <p>This section does not meet expectations.</p> <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>
	<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 type="checkbox"/>	Exceeds	Green Team: Average of 9.6 degrees per year over the past 5 years
	<input checked="" type="checkbox"/>		

	<input type="checkbox"/>	<i>Meets</i>		
		<i>Does not meet</i>		
<i>2. Equity: Award distribution (Accreditation Standard 1.3)</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>		

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"> • 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: <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</i> (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"/>	Green Team: Retention rate has improved since the pandemic which is representative of Shasta College population. Current rate is nearly 88% (Shasta College standard is 90%).

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)	<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 4 – Curriculum

CRITERIA	Status	*ACCJC*	COMMENTS
1. Challenges to offering key courses (Accreditation Standard 2.5)	<input checked="" type="checkbox"/>	<i>Exceeds</i>	1 st reviewer comments: Clear, detailed explanation of structural and historical challenges, including worksite learning barriers, past GE requirements, and modality limitations. Exceeds expectations for clarity. 2 nd reviewer comments: Agreed. All of section 4 is unusually clear and solid. Green Team: The Team agrees with the observations of the Silver Team.
	<input type="checkbox"/>	<i>Meets</i>	
	<input type="checkbox"/>	<i>Does not meet</i>	
2. Unnecessary or bottleneck courses and strategies	<input checked="" type="checkbox"/>	<i>Exceeds</i>	A well-developed curriculum redesign, reducing core units to 15, shifting several courses to electives, and improving choice aligns strongly with student needs. Green Team: Clearly outlined the updated curriculum which allows for flexibility in transfer to 3 of the most transferred 4-year programs that require different undergrad courses. Allow students to have a range of options of courses and pathways.
	<input type="checkbox"/>	<i>Meets</i>	
	<input type="checkbox"/>	<i>Does not meet</i>	
3. Stacking certificates/awards. Timelines and action items	<input checked="" type="checkbox"/>	<i>Exceeds</i>	Green Team: Changed to Exceeds. The whole program has been updated with the inclusion of a pathway that allows for an additional certificate in Health and Wellness Coaching and Certified Wellness Coach – with a career path as working as a health coach for ages 0-25. Additionally, the creation of an ADT will provide more
	<input type="checkbox"/>	<i>Meets</i>	

	<input type="checkbox"/>	<i>Does not meet</i>	clarity to the transfer students. All of the updates in the certifications and degrees were done collaboratively with counseling and an interdisciplinary team.
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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>		Green Team: There are no courses needing deactivation. HUSV 94 has been updated to provide the required 150 hours of work experience for the Certified Wellness Coach certification through HCAI. Labor partners have been identified and provided letters of intent to accept students.
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"/>	Green Team: There are multiple formats and times that the courses are offered (face to face, online, hybrid).
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>		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.
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>		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. There isn't the possibility of identifying CPL via a test. It might be helpful to provide a list of skills that would need to be demonstrated in a work setting along with a test. This would require significant time for the 1 FT in this area.
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>		Green Team: Good collaboration with counseling and the articulation officer. The program map is being updated with the input of counseling to reflect changes in the degree, degree pathway and stackable certificates.

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"/>	<i>Exceeds</i>	Green: 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.
	<input type="checkbox"/>	<i>Meets</i>	
	<input checked="" type="checkbox"/>	<i>Does not meet</i>	
2. Additional information or reflection the Gold Team chooses to share	<i>Not Scored</i>		none
3. Program is most proud of...	<i>Not Scored</i>		See what we are trying to do with some of our most vulnerable students. These students are different than the average Shasta College student. I also think the faculty in these classes try to meet students where they are and help them to succeed.

Green Team Summary:

Strong community partnerships with both industry and supporting organizations. Student success is high and the full-time faculty is finding ways to support intentional pathways between stackable certificates and ADT degree.

Recommendation for program disposition:	<input type="checkbox"/>	<i>Without Qualifications</i>
	<input checked="" type="checkbox"/>	<i>With Qualifications: The Green Team Recommends with the following recommendations:</i> <ul style="list-style-type: none"> • <i>Develop a PLO Assessment Plan that will be implemented sooner than 2032.</i> • <i>Develop more structured collaboration with PT faculty.</i> • <i>Outline a more detailed short and long term goals and strategies that include timelines, budgets, responsibly parties, and supports needed.</i>
	<input type="checkbox"/>	<i>Discontinue</i>

