

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.

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Background Information

CRITERIA	Status		COMMENTS
<i>Term and year of last CIPR</i>	<input type="checkbox"/>	<i>Completed</i>	Last Program Review Term and Year missing.
	<input type="checkbox"/>	<i>Not Applicable</i>	
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"/>	<i>Completed</i>	Outstanding achievement of the major goal of SAF accreditation application, which directly resulted from receiving a key resource (new faculty position).
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>	As time permits, the Silver team recommends a deeper reflection on the Curriculum Maps and aligning it to the format recommended by the SLO committee. Assistance is available and may help with the formal accreditation process for the program.
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 checked="" type="checkbox"/>	Very thoughtful reflection on mission and alignment with program. More inclusive information about all three programs would move this to the “exceeds” status.
	<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 response is well-developed, clearly linking defined student challenges (transportation, working status) to specific, actionable programmatic solutions to promote equitable access. Silver team recommends continuing to review course sequencing and scheduling to ensure maximum flexibility for students while
	<input checked="" type="checkbox"/>	<i>Meets</i>		

	<input type="checkbox"/>	<i>Does not meet</i>		supporting PLOs.
3. PLOs and Narratives (Accreditation 2.9)	<input type="checkbox"/>	<i>Exceeds</i>	<input type="checkbox"/>	A comprehensive curriculum map following recommended guidance from the SLO Committee with the assessment tab completed would be a good growth goal for the program. The assessment planning ensures all instructors are on the same page and considers specifically how each PLO is measured. Assistance is available and should be part of future planning.
	<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 checked="" type="checkbox"/>	<i>Exceeds</i>	<input checked="" type="checkbox"/>	A range of activities, including two active student clubs and intentional efforts to build internal support and a strong sense of community for FNR students.
	<input 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"/>	Clear explanation of how students are supported by Program Coordinator, SSS, SSF, and Admin Professionals. Additionally, it clearly details that students in the program work with specific academic counselors who specialize in those programs.
	<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 checked="" type="checkbox"/>	<i>Exceeds</i>	<input type="checkbox"/>	Deep institutional partnerships demonstrated through MOUs providing access to field laboratories and an active Advisory Committee. The incorporation of diverse speakers, including tribal land stewards, serves as another example.
	<input 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>		Good dual enrollment partnerships and sharing of content. The Green team encourages the AGNR faculty to cultivate those relationships.
	<input checked="" type="checkbox"/>	<i>Meets</i>		
	<input type="checkbox"/>	<i>Does not meet</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	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	<i>Exceeds</i> <i>Meets</i> <i>Does not meet</i>		Clearly explains how the two FT Faculty collaborate to maintain consistency while avoiding duplication in major prep courses.
6. Faculty ensures online courses are accessible and maintains regular and substantive interaction (ACCJC Distance Education Policy, Standard 2.6)	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	<i>Exceeds</i> <i>Meets</i> <i>Does not meet</i>	<input type="checkbox"/>	Good explanation of how faculty ensure engagement in online classes. Recommend doing an RSI check-in with the Center for Online Learning and Teaching (COLT) Team annually.

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"/>	Green team recommends carefully reviewing program sequencing and scheduling to ensure there are no unintentional barriers to completion. Given the increase in overall enrollments, the number of completers should be increasing at a greater rate. A potential intervention could be to require a counselor appointment for courses typically offered to second term major students as one of the course assignments.
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"/>	

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>		Good analysis.
<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 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</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"/>	Even when performing well, consider potential areas of growth. For example, encourage greater participation in clubs and other activities to promote a greater sense of belonging (as noted in the CIPR section on Success Rates).

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"/>	Green team recommends reviewing courses closely where success rates are not as high as the AGNR average or are dipping below the institution-set standard. Collaboratively reviewing learning activities for AGNR 1 may provide a good opportunity for growth as it is both the degree and certificate and has the highest enrollment overall.
	<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>	<input type="checkbox"/>	Excellent explanation of challenges. Challenges associated with scheduling/load for AGNR 6 and 50 could be one of the reasons awards are not experiencing growth even with overall program enrollment. Green team encourages AGNR to work with their Dean on potential resolutions.
	<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 checked="" type="checkbox"/>	<i>Exceeds</i>	<input type="checkbox"/>	Thoughtful idea for handling a potential bottleneck course (AGNR 94). The proposed alternative field studies course addresses student flexibility while maintaining a commitment to critical workforce preparation. Placement in worksite learning is difficult given that students may already have jobs. Finding ways to provide practical experience outside of 94 is a good compromise.
	<input 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"/>	Great that the certificate (CT.3442) already stacks with AS.1495 and that they are considering way to also stack it to AS.1494.
	<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>		Report provides a justification for continuing to keep AGNR 11, pending Cal-GETC certification – which could increase interest. If Cal-GETC certification is not forthcoming, discontinuance is advised since it is not any of the award pathways. Also, given the load and potential bottleneck challenges referenced in other areas of the report, the program may be too small to offer courses that are not on the pathway.
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 appreciates that thoughtful consideration of new/different scheduling approaches.
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>		Green team appreciates the idea of blending WEE with CPL. Consider documenting industry certifications such as CPL as appropriate.
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>		Report provides strong evidence for the sequencing of courses within the program map. Only the Forestry AS and NR certification maps were attached, missing copy of the NR AS.

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>	In addition to the SAF accreditation, faculty may want to document additional goals that could be presumed from the narrative but not specifically stated as goal – increase enrollment, additional faculty, and improved scheduling.
	<input checked="" 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>		Enrollment Trends, only one DI indicator, and SAF Accreditation

Green Team Summary:

The AGNR program has experienced significant enrollment growth. Faculty are thoughtfully exploring ways to improve impact and should be commended on accreditation candidacy, enrollment growth, and student engagement. The team is encouraged to work with the Research Office to identify hidden bottlenecks or barriers to program completion

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>