

## 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
Term and year of last CIPR	<input checked="" type="checkbox"/>	Completed	Green Team: 2019, Term not listed.
	<input type="checkbox"/>	Not Applicable	
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"/>	Completed	Thorough job of goals achieved and in progress, still need to work on SLO revision.
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 checked="" type="checkbox"/>	Completed	Gold- Yoshiko Zimmerman; Ann Sittig, David Cooper; Silver- Iva Gallmeister; Green- Roger Gerard
5. Attached Curriculum Map	<input checked="" type="checkbox"/>	Completed	
6. Attached Program Map	<input checked="" type="checkbox"/>	Completed	Green Team: Program maps were provided for ASL, Spanish, and Japanese pathways. Not seeing mention of French.

## 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 checked="" type="checkbox"/>	Silver Team: Providing additional information about elements of the SC mission that are met by this program (i.e., the mission is to offer transfer degrees that prepare students for meaningful professions, and this degree is a transfer degree which prepares them for meaningful careers) would move this from “Meets” to “Exceeds”.
	<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"/>	<i>Exceeds</i>	<input type="checkbox"/>	Silver Team: Expected date for assessment of PLOS is 2026-27 academic year. Three PLOs are being considered for World Languages. However, assessment of those PLOs has not been done yet. Consider updating this for Green team review by adding a more comprehensive plan for assessing. -Green Team: Recommend implementing the proposed assessment timeline and identifying specific courses or assignments that will be used to evaluate these outcomes.
	<input type="checkbox"/>	<i>Meets</i>		
	<input checked="" 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"/>	Silver Team: Great ideas for belonging and connection: -Multicultural club for students. -Students learn about cultural practices and celebrations. -Students invited to attend local cultural celebrations in the community.
	<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"/>	Green Team: The program collaborates with the Transfer Center, PACE, tutoring services, and campus outreach events, which help supports student success and transfer preparation.
	<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 checked="" type="checkbox"/>	Silver Team: Good examples of involvement in outside World Languages-related associations, as well as partnerships with local high schools to offer dual enrollment programs.
	<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>		Green Team: The program demonstrates collaboration among full-time, part-time, and Dual Enrollment instructors through department meetings, classroom observations, and ongoing communication to align curriculum and instructional practices.
	<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>		
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"/>	

### 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"/>	Silver Team: Consider strategizing more on how to offer Level 2 and beyond courses, including through DE, since they do count in the Humanities GE category of Cal-GETC.
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>		Silver Team: Congratulations on getting enrollments back up! That's a feat! Green Team: Agree with Silver Team comment.
CTE Only: <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 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"/>	Silver Team: Consider expanding on 5C with additional interventions for increasing retention rates—what can be done to boost retention (especially in Japanese and French courses, as noted) other than keeping the classes capped at 25?

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"/>	Silver Team: Consider expanding on 6C with additional interventions for increasing success rates—what can be done to boost student success (especially in Japanese and French courses, as noted) other than keeping the classes capped at 25 + providing early intervention?  Recommend including comparison with institutional set standard, not just college average. Green Team: Comparison to ISS is missing.
	<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"/>	Green Team: The program accurately identifies significant challenges, particularly its heavy reliance on part-time faculty and the difficulty in consistently scheduling second-, third-, and fourth-semester courses. The addendum further highlights the impact of expanding dual enrollment and the pedagogical challenges of online modalities for language acquisition, which complicates scheduling.
	<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>		Silver Team: This degree doesn't technically have pathways/areas of emphasis aligned with each language, so the issue addressed won't prevent students from completing a World Languages degree.  Green Team: The identification of 2-unit conversation courses (e.g., JAPN 19 and 20) as potential bottlenecks that leave students one unit short of graduation is an astute observation. The proposed solution of offering non-unit "mirroring courses" to maintain enrollment viability is an innovative strategy worth pursuing to alleviate this issue.
	<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"/>	Silver Team: This is a transfer degree so stackable certificates may not be beneficial with this major. Students will want to work with counseling faculty on specific transfer majors to ensure lower division major preparation is the focus. Good idea to explore mirrored courses in Spanish for Medical Professionals (SPAN
	<input checked="" type="checkbox"/>	<i>Meets</i>		

	<input type="checkbox"/>	<i>Does not meet</i>	<p>155), as well as ASL for use in medical and business settings.</p> <p>Green Team: The Gold Team provides a thoughtful analysis here. While acknowledging that stackable certificates are not traditionally beneficial for a general transfer degree, exploring language-specific or skill-specific certificates (such as the proposed zero-credit Bilingual Medical Competency certificate) could greatly benefit students and address the new Cal-GETC Area 3B requirements.</p>
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<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><i>Exceeds</i></p> <p><i>Meets</i></p> <p><i>Does not meet</i></p>		<p>Green Team: The program provides a comprehensive list of courses that have not run in two or more years. The justifications for retaining specific courses (such as ASL 4, FREN 3, and GERM 1/2) are well-reasoned based on anticipated hiring and program revitalization. The Green Team encourages the department to finalize internal discussions regarding the deactivation of the remaining listed courses.</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><i>Exceeds</i></p> <p><i>Meets</i></p> <p><i>Does not meet</i></p>	<input type="checkbox"/>	<p>Green Team: The dialogue between the faculty, the Division Dean, and the Area Counselor regarding a potential shift from 5-unit to 4-unit courses to align with transfer instructions like Chico State is a highly productive step for scheduling efficiency.</p> <p>Additionally, the addendum's note that in-person instruction is inherently more effective for language acquisition should be carefully weighed against the high student demand for online offerings when building future schedules.</p> <p>***"Pedagogy" misspelled twice</p>
<p>6. CPL opportunities and plan to expand</p>	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<p><i>Exceeds</i></p> <p><i>Meets</i></p> <p><i>Does not meet</i></p>		<p>Silver Team: Great work on CPL potential for students! Love the idea of advertising CPL for heritage speakers.</p> <p>Green Team: The department demonstrates a strong commitment to expanding Credit for Prior Learning. The specific plans to leverage the new part-time Chinese instructor for CHIN 1 CPL and to actively market SPAN 1 and 2 CPL to local high schools and heritage speakers are excellent, actionable strategies.</p>
<p>7. CPL support or resources and identified challenges or concerns</p>	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	<p><i>Exceeds</i></p> <p><i>Meets</i></p> <p><i>Does not meet</i></p>		<p>Silver Team: Transferability is a concern so ensuring that students have met with a counselor first is important so they can have this discussion with the student before they petition for CPL.</p> <p>Green Team: The report clearly outlines valid concerns regarding CPL implementation, notably the financial and technical barriers to accessing online testing materials and the vital need to ensure students understand the transferability implications. The Green Team echoes the Silver Team's note: ensuring students consult with a counselor prior to petitioning for CPL remains a critical best practice.</p>

<p>8. Program map and timely completion</p>	<input type="checkbox"/>  <input checked="" type="checkbox"/>  <input type="checkbox"/>	<p><i>Exceeds</i></p> <p><i>Meets</i></p> <p><i>Does not meet</i></p>	<p>Silver Team: Sequence of courses looks good if students follow the fa/sp, fa/sp format.</p> <p>Timely completion is contingent upon whether the third semester of the language is offered and when it's offered.</p> <p>We do not offer World Languages degrees that have a specific language emphasis, so it may be confusing for students to see sample maps that indicate three different language degree pathways.</p> <p>Green Team: The program maps present a logical Fall/Spring sequence for timely completion, which is heavily contingent on the reliable offering of third-semester courses. The Green Team concurs with the counselor's feedback: because the AA degree is a general World Languages degree and not language-specific, providing three distinct language-specific pathways in the catalog may inadvertently cause confusion for students.</p>
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## 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>	Timelines and budgets needed for short-term and long-term goals.
	<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>		The addition of German is exciting & the dedication of PT faculty is apparent.

### Green Team Summary:

The World Language Program demonstrates alignment with institutional goals and effective instructional practices. Targeted improvements in PLO assessments, data comparisons, and outcomes assist in strengthening the program.

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>