# Comprehensive Instructional Program Review Self-Study Master Rubric

Thank you for participating in this valuable Program Review Process. Please use this rubric as a communication tool between the teams.

GOLD team members – Use this rubric as a guide to complete the Self-Study review, the goal of each section's items is to qualify for the "meets" or "exceeds." If an item does not meet or needs improvement, be forthright and explain why. If an item is not applicable to your program, please state that clearly for each item as Not Applicable (N/A).

Self-Study draft due to Silver Team Captain: 2nd week of November

**SILVER AND GREEN TEAMS ONLY HOW DO I USE THE RUBRIC?** Each row must have a rubric category box checked or completed box checked, whichever is applicable. Each section must have comments on all "exceeds" "doesn't meet/needs improvement" items that are checked. The rubrics sections/colors/items directly correspond with the Comprehensive Instructional Program Review Self-Study. The Self-Study also contains more detailed instructions to reference.

SILVER team members – The Silver Team Captain (most likely a member of PRC, SLOC, or Research) will be turning in ONE completed rubric to the GOLD Team Captain to represent the entire Silver Team's feedback. How to accomplish the work: 1) The Silver Team members may choose to collaborate and complete the rubric together. 2) Each Silver Team member can complete it individually, and then discuss and compare scores, collaborating on final scores. 3) The Silver Team could also divide the sections among their team members and allow the Silver Team Captain to collate and complete the final scores for final review, discussion, and recommendations.

Silver Team Captain – Completed Rubric due to Gold Team Captain: 2nd week of December

GREEN team members = The Green Team Captain will be working directly with the Program Review Committee (PRC) turning in ONE completed rubric with recommended status (without qualifications, with qualifications, or discontinuance) to the PRC co-chairs Crystal Hilton and Stacey Bartlett. How to accomplish the work: 1) The Green Team members may choose to collaborate and complete the rubric together. 2) Each Green Team member can complete it individually, and then discuss and compare scores, collaborating on final scores. 3) The Green Team could also divide the sections among their team members and allow the Green Team Captain to collate and complete the final scores for final review, discussion, recommendations, and program disposition.

Green Team Captain – Completed Rubric due to PRC: **Last week of March**

All questions, concerns, or help needed – Please email Crystal Hilton, chilton@shastacollege.edu or her cell phone is 530-227-7281.

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Crystal Hilton, chilton@shastacollege.edu and Stacey Bartlett, sbartlett@shastacollege.edu

Comprehensive Instructional Program Review Self-Study – Master Rubric

## Section 1 – Background Information

| CRITERIA | | COMMENTS |
|---|---|---|
| *Term and year of last CIPR* | ☑ *Check if complete.*  <br><br> ☐ *Not Applicable* | |
| *1. Changes since last CIPR:*  <br>   *A. Programs*  <br>   *B. Curriculum*  <br>   *C. Facilities*  <br>   *D. Technologies*  <br>   *E. Staffing*  <br>   *F. Other changes* | ☑ *Check if complete.* | |
| *2. Summary of Annual Plans since last CIPR:*  <br>   *A. Assessment processes and improvements of student learning*  <br>   *B. Student enrollment, success, retention, and awards*  <br>   *C. Diversity, equity, inclusion and accessibility considerations, and outcomes*  <br>   *D. Other goals or concerns* | ☑ *Check if complete.* | |
| *3. Resources received or requested*  <br> *A. Resources received*  <br> *B. Resources requested and not received* | ☑ *Check if complete.* | |
| *Year of current review* | ☑ *Check if complete.* | |
| *List Gold Team Members and Silver and Green Team Captains* | ☑ *Check if complete.* | |
| *Attached Curriculum Map* | ☑ *Check if complete.* | Link provided |
| *Attached Program Map* | ☑ *Check if complete.* | |

# Section 2 – Mission and Learning Outcomes

| CRITERIA | DOESN'T MEET | MEETS | EXCEEDS | COMMENTS |
|---|---|---|---|---|
| *1. Alignment with Mission: (Accreditation Standard 1.1, 1.5, 2.9).* | ○ Program description is missing or does not align with the Shasta College Mission. | ○ Program description aligns with the Shasta College Mission. Includes discussion of some of the program's successes and benefits to the students and/or community. | ◉ Program description uses language and examples that directly identifies how specific elements of the Shasta College Missions is met. | Very well done!!! Provides specific examples related to the college's mission. |
| *2. Current or recent challenges that hinder students from reaching their goals* | ○ Missing or incomplete, no relevant description provided. | ◉ Description is somewhat thorough and relevant. | ○ Description is thorough, relevant and uses examples and/or evidence. | Great example of how AI plays role in program. |
| *3. PLOs and Narratives (Accreditation 2.9)* | ☑ *Check if complete.* | | | |
| *4. CSU/UC Pathway: A. Connect and align with transfer institutions* | ○ Missing or not discussed. | ◉ Connections have been made to connect and align with key transfer institutions. | ○ Description includes curricular alignment, student transfer support, program updates, etc. | Neither of these programs are designed for transfer. Both are local degree or cert |
| *B. Alignment of program outcomes with transfer institutions* | ○ Missing or not discussed. | ◉ Brief explanation of alignment or rationale for non-alignment. | ○ Explanation is thorough. | N/A |
| *Program Map Attached (Accreditation Standard 2.5)* | ☑ *Check if complete.* | | | Maps are thorough and accurate |
| *5. Review program map to ensure alignment with 4-year transfer partners* | ☐ *Check if complete.* | | | Not intended for transfer |
| *6. Review program map to ensure adequate course scheduling* | ☑ *Check if complete.* | | | Program map classes are all available online with some of the GE in person and online. Many core courses have waitlists despite multiple |

| | | | sections being offered of some. The in-person sections available still have room in most. |
|---|---|---|---|
| 7. Identify full-time student and part-time student options | ☑ *Check if complete.* | | Online makes classes extremely accessible unless full |
| 8. CTE only: Specify Labor Market Demand (Accreditation Standard 2.2 and Title 5) | ☑ *Check if complete.* | | Well done! Highlights great need for workers in accounting field in our area. |

## Section 3 – Instructional Practices

| CRITERIA | DOESN'T MEET | MEETS | EXCEEDS | COMMENTS |
|---|---|---|---|---|
| 1. Learning beyond the classroom | ○ Not currently doing practice or incomplete explanation. | ○ Explained general learning outside classroom with example(s). | ◉ Explanations and examples include direct programmatic experiences. | Apprenticeship program and events outside the classroom The apprenticeship program is supported by a Business Club that is equally outstanding. |
| 2. Collaboration between this program and other areas and student services | ○ Not currently doing practice or incomplete explanation. | ◉ Explained general collaboration with other areas and student services with example(s). | ○ Explanations and examples include direct programmatic collaborations with other areas and student services. | |
| 3. Institutional partnerships with other schools, businesses, or organizations | ○ Not currently doing practice or incomplete explanation. | ○ Explains one or more outside partnerships. | ◉ Explains one or more outside partnerships with examples and clear benefits to students. | Partners with specific schools and professional organization mentioned including nationally recognized certificate exam |
| 4. Efforts to promote engagement among part-time faculty and classified staff | ○ Not currently doing practice or incomplete explanation. | ◉ Explains one or more ways the program is doing this. | ○ Explains one or more ways the program is doing this with examples and clear benefits to the program. | |

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|---|---|---|---|---|
| *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* | ◉ Not currently engaged in any practices or incomplete explanation. | ◉ Explains one or more ways the program is maintaining academic standards and consistency. | ◉ Explains one or more ways the program is maintaining academic standards and consistency with examples and clear benefits to students. | Examples include standardized course shells, books and resources, Zoom office hours and faculty supporting other faculty including adjuncts. |
| *6. Faculty maintain currency in their disciplines and with instructional technologies. With descriptions of how they ensure regular and substantive interaction with students in their online classes (ACCJC Distance Education Policy, Accreditation Standard 2.6)* | ◉ Not currently engaged in any practices or incomplete explanation. | ◉ Explains one or more ways the program is doing this. | ◉ Explains one or more ways the program is doing this with examples and clear benefits to students | All faculty attend training and complete continuing education credits. This training includes state mandated professional credential training, highest industry standards. |

## Section 4 – Facilities, Equipment, and Technology

| CRITERIA | DOESN'T MEET | MEETS | EXCEEDS | COMMENTS |
|---|---|---|---|---|
| *1. Facilities/Equipment needs or updates* | ◉ Missing or not discussed. | ◉ Facilities/equipment updates and needs are explained. | ◉ Facilities/equipment updates and needs are explained including impact to student learning, program outcomes, or program growth. | |
| *2. Technology support* | ◉ Missing or not discussed. | ◉ Explained how technology is used and discussion of adequacy of technology for instructional purposes. | ◉ Explained how technology is used and discussion of adequacy of technology for instructional purposes including outcomes and relevant examples. | |

## Section 5 – Program Data Analysis (Accreditation Standard 1.3

| CRITERIA | DOESN'T MEET | MEETS | EXCEEDS | COMMENTS |
|---|---|---|---|---|
| *Headcount and Enrollment*<br>*1. Headcount* | ○ Missing or unclear narrative. | ◉ Discussed prompt with data table to support. | ○ Thorough detailed discussion of prompt with data support. | Good narrative, data table not provided |
| *2. Equity: Headcount distribution* | ○ Missing or unclear narrative. | ◉ Discussed prompt with data to support. Some discussion about recruitment strategies. | ○ Thorough detailed discussion of prompt with data support. Clearly described proposed actions within department control with timelines and goals. | Good data. Recruitment strategies not identified |
| *3. Enrollment* | ○ Missing or unclear narrative. | ◉ Discussed prompt with data table to support. | ○ Thorough detailed discussion of prompt with data support. | Discussed thoroughly but no data table included |
| *4. Factors impacting low and highly enrolled sections* | ○ Missing or unclear narrative. | ◉ Discussed prompt with data table to support. | ○ Thorough detailed discussion of prompt with data support. | Courses are highly enrolled. |
| *5. Factors impacting program enrollment* | ○ Missing or unclear narrative. | ◉ Discussed prompt with data table to support. | ○ Thorough detailed discussion of prompt with data support. | Expect to see steady growth due to job demand |
| *CTE – program outcomes to Institutional-set standards for job placement, & hiring percentages* | ○ Missing or unclear narrative. | ◉ Discussed prompt with data table to support. | ○ Thorough detailed discussion of prompt with data support. | N/A |
| *Retention and Success Rates*<br>*6. Retention Rate*<br>  *A. 5-year average retention rate* | ○ Missing or unclear narrative. | ◉ Summary and analysis provided | ○ Thorough and detailed analysis provided to explain the data. | |
| *  B. Retention rates above the college average* | ○ Missing or unclear narrative. | ◉ Summary and analysis provided | ○ Thorough and detailed analysis provided to explain the data. | |
| *  C. Retention rates below the college average* | ○ Missing or unclear narrative. | ○ Summary and analysis provided | ◉ Thorough and detailed analysis provided to explain the data. | Good narrative and strategies to improve retention identified. |
| *7. Success Rate*<br>  *A. 5-year average success rate* | ○ Missing or unclear narrative. | ◉ Summary and analysis provided | ○ Thorough and detailed analysis provided to explain the data. | Addressed the prompt well but not analysis? |

| | | | | | | |
|---|---|---|---|---|---|---|
| *B. Success rates at or above the Institutional Set Standard* | ○ | Missing or unclear narrative. | ◉ | Summary and analysis provided | ○ | Thorough and detailed analysis provided to explain the data. | 2 courses identified |
| *C. Success rates below the Institutional Set Standard* | ○ | Missing or unclear narrative. | ○ | Summary and analysis provided | ◉ | Thorough and detailed analysis provided to explain the data. | Very good analysis and insight! Strategies to improve suggested as well |
| *8. Equity: DI groups for success and retention rates* | ○ | Missing or unclear narrative. | ◉ | Proposed actions are informed with data, within departmental control, have identified outcomes, and include some goals. | ○ | Thorough discussion. Clear and unique data informed proposed actions, within departmental control, have measurable outcomes, and include short-term timelines and aspirational goals. | |
| *9. Factors that impact success and retention rates* | ○ | Missing or unclear narrative. | ◉ | Discussed factors impacting student success and retention. | ○ | Thorough and insightful discussion of factors impacting student success and retention. | Student support! Faculty are actively working on getting more tutors to support positive student outcomes. |
| *10. Program changes since the last CIPR to improve success and retention rates* | ○ | Missing or unclear narrative. | ◉ | Discussed changes made to improve success and retention rates. | ○ | Thorough discussion of changes made to improve success and retention rates with examples and reflection on how they will adjust strategies after reviewing the data. | |
| *11. Additional resources* | ○ | Missing or unclear narrative. | ◉ | Provided a list of resources that would help students be more successful in the courses. | ○ | Provided a list of resources explaining how it would help students be more successful. | More tutors is extremely important to student success and retention. |
| *Program Completion (Accreditation Standard 1.3)* | ○ | Missing or unclear narrative. | ○ | Discussed some observations about the awards conferred. | ◉ | Thorough discussion of changes in the number of awards conferred | Huge increase of certs awarded. 186% increase from 2019-20 to 2023-24. |

| CRITERIA | NA | DOESN'T MEET | MEETS | EXCEEDS | COMMENTS |
|---|---|---|---|---|---|
| *12. Number of degrees and/or certificates awarded* | | | | with insights to explain changes seen. | |
| *13. Equity: Award distribution* | ◉ Missing or unclear narrative. | ◉ Discussed prompt with data to support. Some discussion about strategies to improve equity. | ◉ Thorough detailed discussion of prompt with data support. Clearly described proposed actions within department control with timelines and goals. | | Good ideas to improve equity discussed. |
| *14. Median time to degree (Accreditation Standard 2.5)* | ◉ Missing or unclear narrative. | ◉ Discussed prompt with data to support. Some reflection offered about time to degree. Some actions have been identified that could help improve time to degree. | ◉ Thorough detailed discussion of prompt with data support. Clearly described proposed actions within department control with timelines and goals. | | Time to completion is faster than college standard and has improved over last 3 years. |
| *15. Units attempted to complete program (Accreditation Standard 2.5)* | ◉ Missing or unclear narrative. | ◉ Discussed prompt with data to support. Some reflection offered about units accumulated. Some actions have been identified that could help improve the number of units accumulated. | ◉ Thorough detailed discussion of prompt with data support. Clearly described proposed actions within department control with timelines and goals. | | Clearly meets college standard and is impressive! |

## Section 6 - Curriculum

| CRITERIA | NA | DOESN'T MEET | MEETS | EXCEEDS | COMMENTS |
|---|---|---|---|---|---|

| Criteria | | Missing/Unclear | | Summary/Identified | | Thorough/Detailed | Notes |
|---|---|---|---|---|---|---|---|
| *Review Prerequisites*<br>*1. Prerequisites last reviewed and assessed* | ○ | ○ | Missing or unclear narrative. | ○ | Summary and analysis provided. | ● | Thorough and detailed analysis provided to explain the process and any data. | Regular five year review of the two pre req, CID Aligned |
| *2. Prerequisites preparing students for subsequent courses* | ○ | ○ | Missing or unclear narrative. | ● | Summary and analysis provided. | ○ | Thorough and detailed analysis provided. | |
| *3. Challenges to offering key courses* | ○ | ○ | Missing or unclear narrative. | ● | Some challenges are identified. A list of courses for possible sunset is provided. | ○ | Thorough and detailed explanation of challenges provided with a list of possible sunset courses. | |
| *4. Course title changes and new courses being considered. PLO Alignment Maps.* | ○ | ○ | Missing or unclear narrative. | ○ | Identified changes to titles and suggested possible new courses. PLO alignment map provided. | ● | Thorough and detailed list of changes with explanations for the justification of proposed new courses. PLO alignment map provided. | Changes explained with examples, PLO Map completed |
| *Program Design:*<br>*  5. Unnecessary and/or bottleneck courses* | ○ | ○ | Missing or unclear narrative. | ● | Identified possible bottlenecks or unnecessary courses. | ○ | Thorough detailed discussion of prompt with data support. Clearly identified bottlenecks or unnecessary courses with proposed actions, timelines, and goals. | |
| *6. Stacked certificates/awards* | ○ | ○ | Missing or unclear narrative. | ● | Some discussion was provided about stacked awards. | ○ | Thorough detailed discussion of prompt with data support. Clearly identified possible options for stacked awards with proposed actions, timelines, and goals. | |

| 7. Course sequencing | ◉ | ◉ | Missing or unclear narrative. | ◉ | Some discussion was provided about effective course sequencing. | ◉ | Thorough detailed discussion of prompt with data support. | |

## Section 7 – Summary and Future Plans

| CRITERIA | DOESN'T MEET | | MEETS | | EXCEEDS | COMMENTS |
|---|---|---|---|---|---|---|
| 1. Changes or improvements needed | ◉ Missing or unclear explanation. | ◉ | Based on analysis from this report; changes or improvements for program or curriculum clearly stated. Identified major goals for the next six years and strategy for goal(s). | ◉ | Thorough analysis with detailed changes or improvements for the program or curriculum. Goals identified have strategies to address the goal including timeline, budgetary requirements, and persons responsible. Proposed actions are informed by data, have measurable outcomes. | Strategy examples given and responsible persons identified. It is apparent that a lot of thoughtful research of the program outcome metrics has been completed and the team is motivated to improve the program and help all students succeed ☺ |
| 2. Proposed Actions | ◉ Missing or unclear narrative. | ◉ | Provided a list of actions needed with minimal explanation of timelines or goals. | ◉ | Thorough detailed discussion of prompt with data support. Clearly described proposed actions within department control with timelines and goals. | |
| 3. Resource Requests for Annual Plan | ◉ Missing or unclear explanation. | ◉ | Clear resource request(s) stated. | ◉ | Thorough description of planned resources that will be requested. | |
| 4. Other information/reflections | Optional. No action needed on Rubric. | | | | | |
| 5. Self-Study Proud Of Item! | ☑ Check if complete. | | | | | |

**Additional Notes, Feedback, Comments**

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