

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.



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 |
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| <i>Term and year of last CIPR</i> | <div> <input type="checkbox"/> <i>Check if complete.</i> <input checked="" type="checkbox"/> <i>Not Applicable</i> </div> | This is the program’s first CIPR. |
| 1. Changes since last CIPR: <i>A. Programs</i> <i>B. Curriculum</i> <i>C. Facilities</i> <i>D. Technologies</i> <i>E. Staffing</i> <i>F. Other changes</i> | <div> <input checked="" type="checkbox"/> <i>Check if complete.</i> </div> | <p>SILVER TEAM: We recognize the impressive efforts made in continually assessing and updating the program. The program's shift from face-to-face to a hybrid model, removing the bottleneck course (ALH 102), and the significant 2023 restructuring to condense the program into two semesters are commendable. The expansion to Tehama is also noteworthy.</p> <p>GREEN TEAM: We recognize and appreciate the impressive efforts in continuously assessing and improving the program. Notable enhancements include the transition from a face-to-face format to a hybrid model, the removal of the ALH 102 bottleneck course, and the emphasis on Credit for Prior Learning (CPL) and dual enrollment opportunities. The significant restructuring in 2023 to condense the program into two semesters is particularly commendable, as it enhances accessibility and efficiency. Additionally, the program’s expansion to Tehama and its pursuit of CAAHEP accreditation further demonstrate a strong commitment to growth and excellence.</p> |
| 2. Summary of Annual Plans since last CIPR: <i>A. Assessment processes and improvements of student learning</i> <i>B. Student enrollment, success, retention, and awards</i> <i>C. Diversity, equity, inclusion and accessibility considerations, and outcomes</i> <i>D. Other goals or concerns</i> | <div> <input checked="" type="checkbox"/> <i>Check if complete.</i> </div> | <p>GREEN TEAM: We applaud the program's shift to focus on mastery of entry-level skills rather than high-stakes assessments, focus on developing pathways for CPL, high school on ramps, and apprenticeship options for students. We understand that this is the program’s first CIPR; however, we would have appreciated a more detailed narrative in Part B regarding success, retention, and completion rates. While the program provided thorough discussions in other areas of this section and has had multiple cohorts complete the program, further insights into these key metrics would enhance the background and progress the program has made.</p> |
| 3. Resources received or requested <i>A. Resources received</i> <i>B. Resources requested and not received</i> | <div> <input checked="" type="checkbox"/> <i>Check if complete.</i> </div> | <p>SILVER TEAM: Expansion of program resources at the Tehama campus was well documented.</p> |




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| Year of current review | <input checked="" type="checkbox"/> Check if complete. | |
| List Gold Team Members and Silver and Green Team Captains | <input checked="" type="checkbox"/> Check if complete. | |
| Attached Curriculum Map | <input checked="" type="checkbox"/> Check if complete. | SILVER TEAM: The curriculum map looks great. For future growth, we recommend adding a comprehensive assessment plan. The Office of the AVP of Instructional Initiatives will reach out with additional support. |
| Attached Program Map | <input checked="" type="checkbox"/> Check if complete. | SILVER TEAM: No program map was attached but the program page seemed complete. Please verify accuracy. https://www.shastacollege.edu/academics/programs/health-sciences/medical-assisting-certificate/ GREEN TEAM: Program map is attached. |







Section 2 – Mission and Learning Outcomes










| CRITERIA | DOESN'T MEET | MEETS | EXCEEDS | COMMENTS |
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| 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. | SILVER TEAM: Good alignment with mission GREEN TEAM: Recommends clarification on employment rates. |
| 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. | GREEN TEAM: The challenges identified are thoughtful and well-considered, demonstrating a clear understanding of the students' needs and experiences. |
| 3. PLOs and Narratives (Accreditation 2.9) | <input checked="" type="checkbox"/> Check if complete. | | | SILVER TEAM: Excellent review of PLOs. Analysis demonstrated good planning |

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| | | | | and efforts at continuous improvement. |
| 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. | NA |
| B. Alignment of program outcomes with transfer institutions |  Missing or not discussed. |  Brief explanation of alignment or rationale for non-alignment. |  Explanation is thorough. | NA |
| Program Map Attached (Accreditation Standard 2.5) |  | | | |
| 5. Review program map to ensure alignment with 4-year transfer partners |  | | | NA |
| 6. Review program map to ensure adequate course scheduling |  | | | SILVER TEAM: Ensure website is up to date and attach for Green Team |
| 7. Identify full-time student and part-time student options |  | | | SILVER TEAM: Could a part-time option allow students to work while completing the clinicals to address problems mentioned with “free labor.” This may not be an option and typically time is the “enemy” of completion. |
| 8. CTE only: Specify Labor Market Demand (Accreditation Standard 2.2 and Title 5) |  | | | SILVER TEAM: Please update the report with the LMI data for the next version. GREEN TEAM: LMS data was provided. |

Section 3 – Instructional Practices







| CRITERIA | DOESN'T MEET | MEETS | EXCEEDS | COMMENTS |
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| 1. Learning beyond the classroom |  Not currently doing practice or |  Explained general learning outside |  Explanations and examples include | SILVER TEAM: The program effectively incorporates |

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| | incomplete explanation. | classroom with example(s). | direct programmatic experiences. | learning beyond the classroom through the required 160-hour externship in ALH 110. This experience provides valuable real-world application of skills and knowledge acquired in the program. GREEN TEAM: We agree with the Silver Team's assessment. |
| <i>2. Collaboration between this program and other areas and student services</i> |  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. | SILVER TEAM: The program demonstrates strong collaboration with various student support services, ensuring students receive the necessary guidance and assistance. This collaborative approach contributes to a positive learning environment and promotes student success. GREEN TEAM: We agree with the Silver Team's assessment. |
| <i>3. Institutional partnerships with other schools, businesses, or organizations</i> |  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. | SILVER TEAM: The program's active participation in community events and its extensive network of over 30 clinical affiliation sites highlight its strong community engagement and industry partnerships. These connections benefit students by providing them with opportunities for practical experience and networking. Consider exploring |




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| | | | | <p>partnerships with other departments within Shasta College, such as communication, to offer workshops on professional development topics relevant to medical assistants.</p> <p>GREEN TEAM: We agree with the Silver Team's assessment.</p> |
| <p>4. Efforts to promote engagement among part-time faculty and classified staff</p> |  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. | |
| <p>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</p> |  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. | <p>SILVER TEAM: The program's use of standardized course assignments, a common learning management system (LMS), and competency-based assessments in lab classes ensure consistency in content delivery and evaluation across different sections and modalities.</p> <p>GREEN TEAM: We agree with the Silver Team's assessment.</p> |
| <p>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</p> |  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. | <p>SILVER TEAM: The program faculty's commitment to ongoing professional development, their active engagement with instructional technology resources, and their demonstrated efforts to</p> |













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| <i>Education Policy, Accreditation Standard 2.6)</i> | | | | maintain regular and substantive interaction with students in online courses exemplify best practices in online teaching and learning. GREEN TEAM: We agree with the Silver Team's assessment. |
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Section 4 – Facilities, Equipment, and Technology













| CRITERIA | DOESN'T MEET | MEETS | EXCEEDS | COMMENTS |
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| 1. <i>Facilities/Equipment needs or updates</i> |  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. | GREEN TEAM: The idea of opening a pro bono patient clinic offering PT services is an excellent goal and would benefit both students and the community. |
| 2. <i>Technology support</i> |  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. | SILVER TEAM: Good integration of technology. GREEN TEAM: We agree with the Silver Team's assessment. |










Section 5 – Program Data Analysis (Accreditation Standard 1.3













| CRITERIA | DOESN'T MEET | MEETS | EXCEEDS | COMMENTS |
|--|---|--|---|--|
| <i>Headcount and Enrollment</i> 1. <i>Headcount</i> |  Missing or unclear narrative. |  Discussed prompt with data table to support. |  Thorough detailed discussion of prompt with data support. | SILVER TEAM: The program's headcount data demonstrates a positive trend, with increases from 2019-20. This upward trajectory indicates growing |

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| | | | | <p>interest in the program and its relevance to workforce needs.</p> <p>GREEN TEAM: We agree with the Silver Team's assessment.</p> |
| 2. <i>Equity: Headcount distribution</i> |  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. | <p>SILVER TEAM: While the program serves a higher percentage of students of color than the overall college population, the significant gender disparity in enrollment, with female students overwhelmingly represented, may be worth some attention. Developing targeted recruitment strategies aimed at male students, particularly those in high school, could help address this imbalance and broaden access to this high-demand career path.</p> <p>GREEN TEAM: We agree with the Silver Team's assessment and encourage the program to continue to target marketing to potential male students.</p> |
| 3. <i>Enrollment</i> |  Missing or unclear narrative. |  Discussed prompt with data table to support. |  Thorough detailed discussion of prompt with data support. | |
| 4. <i>Factors impacting low and highly enrolled sections</i> |  Missing or unclear narrative. |  Discussed prompt with data table to support. |  Thorough detailed discussion of prompt with data support. | |
| 5. <i>Factors impacting program enrollment</i> |  Missing or unclear narrative. |  Discussed prompt with data table to support. |  Thorough detailed discussion of prompt with data support. | |

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| <i>CTE – program outcomes to Institutional-set standards for job placement, & hiring percentages</i> |  Missing or unclear narrative. |  Discussed prompt with data table to support. |  Thorough detailed discussion of prompt with data support. | GREEN TEAM: The program included a memo with data about job availability; we did not see information about placement rates or references to Institution-set Standards. In the future, we would encourage the program to leverage Perkins data for job placement data. |
| <i>Retention and Success Rates</i> <i>6. Retention Rate</i> <i>A. 5-year average retention rate</i> |  Missing or unclear narrative. |  Summary and analysis provided |  Thorough and detailed analysis provided to explain the data. | SILVER TEAM: The program consistently exceeds both the Institutional Set Standard and the college average for retention is a remarkable achievement. This success likely stems from the program's cohort-based model, supportive learning environment, and dedicated faculty. GREEN TEAM: We agree with the Silver Team's assessment. |
| <i>B. Retention rates above the college average</i> |  Missing or unclear narrative. |  Summary and analysis provided |  Thorough and detailed analysis provided to explain the data. | GREEN TEAM: The program used an excellent strategy to restructure the curriculum to get students into clinical skills soon to keep them excited and engaged with the program. |
| <i>C. Retention rates below the college average</i> |  Missing or unclear narrative. |  Summary and analysis provided |  Thorough and detailed analysis provided to explain the data. | GREEN TEAM: The program should exercise caution when interpreting results due to the small sample sizes. That said, we appreciate the program's transparency in outlining the |









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| | | | | reasons for the three student drops; that information provides essential context. |
| 7. <i>Success Rate</i> A. <i>5-year average success rate</i> |  Missing or unclear narrative. |  Summary and analysis provided |  Thorough and detailed analysis provided to explain the data. | |
| B. <i>Success rates at or above the Institutional Set Standard</i> |  Missing or unclear narrative. |  Summary and analysis provided |  Thorough and detailed analysis provided to explain the data. | SILVER TEAM: All the program courses exceeding the college's aspirational success rate goal of 78.9% is highly commendable. This achievement underscores the effectiveness of the program's instructional design, its focus on student support, and the faculty's commitment to fostering student success GREEN TEAM: We agree with the Silver Team's assessment. |
| C. <i>Success rates below the Institutional Set Standard</i> |  Missing or unclear narrative. |  Summary and analysis provided |  Thorough and detailed analysis provided to explain the data. | |
| 8. <i>Equity: DI groups for success and retention rates</i> |  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. | SILVER TEAM: While the program acknowledges the disproportionate impact on certain demographic groups, a more detailed action plan is needed. This plan should outline specific strategies for improving outcomes for these students. GREEN TEAM: We agree with the Silver Team's assessment and encourage the program to develop more deliberate |

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| | | | | action plans to address the DI flagged in their program. |
| 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. | <p>SILVER TEAM: The program attributes its high retention and success rates to its cohort-based model, the strong student support system, and the dedicated faculty who build rapport with students and foster a sense of community.</p> <p>GREEN TEAM: We agree with the Silver Team's assessment and are now curious about the Persistence Project and its continued impact on the program.</p> |
| 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. | <p>SILVER TEAM: This is the program's first CIPR but evidence suggests a strong commitment to continuous improvement.</p> <p>GREEN TEAM: We agree with the Silver Team's assessment.</p> |
| 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. | <p>SILVER TEAM: The program identifies the financial strain of the unpaid clinical practicum as a significant challenge for students.</p> <p>Continuing to explore creative solutions to alleviate this burden, such as stipends, scholarships, or partnerships with organizations offering paid</p> |




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| | | | | internships, would further enhance student success. GREEN TEAM: We agree with the Silver Team's assessment. |
| <i>Program Completion (Accreditation Standard 1.3)</i> <i>12. Number of degrees and/or certificates awarded</i> |  Missing or unclear narrative. |  Discussed some observations about the awards conferred. |  Thorough discussion of changes in the number of awards conferred with insights to explain changes seen. | |
| <i>13. Equity: Award distribution</i> |  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. | SILVER TEAM: Consider collaborating with other programs to recruit males into the Health Science programs. GREEN TEAM: We agree with the Silver Team's assessment |
| <i>14. Median time to degree (Accreditation Standard 2.5)</i> |  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. | SILVER TEAM: One semester GREEN TEAM: NA, the program is designed to be completed within one year. |
| <i>15. Units attempted to complete program (Accreditation Standard 2.5)</i> |  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. | GREEN TEAM: The certificate is only 24 units to complete. The program was very strategic in its design to ensure students could maximize FA opportunities. |








Section 6 - Curriculum

| CRITERIA | NA | DOESN'T MEET | MEETS | EXCEEDS | COMMENTS |
|--|----|-------------------------------|--|--|---|
| <i>Review Prerequisites</i> <i>1. Prerequisites last reviewed and assessed</i> | | Missing or unclear narrative. | Summary and analysis provided. | Thorough and detailed analysis provided to explain the process and any data. | GREEN TEAM: Applaud the plans to investigate advanced placement/CPL options for this program. |
| <i>2. Prerequisites preparing students for subsequent courses</i> | | Missing or unclear narrative. | Summary and analysis provided. | Thorough and detailed analysis provided. | SILVER TEAM: The program's intentional sequencing of courses, with clear prerequisite and co-requisite requirements, ensures students build upon their knowledge and skills progressively. GREEN TEAM: We agree with the Silver Team's assessment; the course sequencing diagram is helpful. |
| <i>3. Challenges to offering key courses</i> | | 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. | |
| <i>4. Course title changes and new courses being considered. PLO Alignment Maps.</i> | | 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. | |

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| <i>Program Design:</i> 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. | SILVER TEAM: Good plan for monitoring HEOC 11 GREEN TEAM: We agree with the Silver Team's assessment. |
| 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. | SILVER TEAM: The program's consideration of offering two tracks in administrative and clinical medical assisting demonstrates a forward-thinking approach to meeting diverse student and industry needs. Recommend a close review of demand before adding an additional certificate. GREEN TEAM: We agree with the Silver Team's assessment. |
| 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 |
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| 1. Changes or improvements needed |  Missing or unclear explanation. |  Based on analysis from this report; changes or improvements for program or curriculum clearly stated. |  Thorough analysis with detailed changes or improvements for the program or curriculum. Goals | SILVER TEAM: The program has outlined several ambitious goals for the next six years. |

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| | | Identified major goals for the next six years and strategy for goal(s). | identified have strategies to address the goal including timeline, budgetary requirements, and persons responsible. Proposed actions are informed by data, have measurable outcomes. | GREEN TEAM: The goals identified are ambitious but incredibly beneficial for future students. |
| 2. <i>Proposed Actions</i> |  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. | SILVER TEAM: Several actions are planned GREEN TEAM: We appreciate the timelines and the identification of parties responsible for each action. Some of the activities are multiyear, but they seem to be committed to making progress. |
| 3. <i>Resource Requests for Annual Plan</i> |  Missing or unclear explanation. |  Clear resource request(s) stated. |  Thorough description of planned resources that will be requested. | |
| 4. <i>Other information/reflections</i> | Optional. No action needed on Rubric. | | | |
| 5. <i>Self-Study Proud Of Item!</i> |  Check if complete. | | | SILVER TEAM: The Medical Assisting Program Self-Study reflects a culture of continuous improvement and a deep commitment to student success. The program's responsiveness to industry needs, innovative teaching practices, and dedication to equity and inclusion are highly commendable. Continued efforts in these areas, coupled with the |

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| | | <p>implementation of the ambitious future outlined in the Self-Study, will solidify the program's position as a leader in medical assisting education.</p> <p>GREEN TEAM: We agree with the Silver Team's highlights.</p> <p>The Medical Assistant program did an excellent job with their CIPR.</p> |
| Additional Notes, Feedback, Comments | | |