

## Comprehensive Instructional Program Review Self-Study Master Rubric **GREEN team**

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: 2<sup>nd</sup> 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: 2<sup>nd</sup> 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](mailto:chilton@shastacollege.edu) or her cell phone is 530-227-7281.












Crystal Hilton, [chilton@shastacollege.edu](mailto:chilton@shastacollege.edu) and Stacey Bartlett, [sbartlett@shastacollege.edu](mailto:sbartlett@shastacollege.edu)









Comprehensive Instructional Program Review Self-Study – Master Rubric **Green team sociology****Section 1 – Background Information**

CRITERIA		COMMENTS
<i>Term and year of last CIPR</i>	<input type="checkbox"/> <i>Check if complete.</i> <input type="checkbox"/> <i>Not Applicable</i>	<p>The term and year of the last CIPR is not provided in the document.</p> <p>The last review was fall 2019 and “final” should be checked.</p>
<i>1. Changes since last CIPR:</i> <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>	<input checked="" type="checkbox"/> <i>Check if complete.</i>	<p>The Rural Education Pathways Grant sounds like a terrific opportunity.</p> <p>The goal of this grant is to partner with multiple resources for data collection to promote further student opportunities and continue to grow partnerships.</p>
<i>2. Summary of Annual Plans since last CIPR:</i> <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>	<input checked="" type="checkbox"/> <i>Check if complete.</i>	
<i>3. Resources received or requested</i> <i>A. Resources received</i> <i>B. Resources requested and not received</i>	<input checked="" type="checkbox"/> <i>Check if complete.</i>	
<i>Year of current review</i>	<input checked="" type="checkbox"/> <i>Check if complete.</i>	
<i>List Gold Team Members and Silver and Green Team Captains</i>	<input checked="" type="checkbox"/> <i>Check if complete.</i>	




Attached Curriculum Map	<input checked="" type="checkbox"/>	Check if complete.	
Attached Program Map	<input checked="" type="checkbox"/>	Check if complete.	Located in Appendix A
















## 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.	Description clearly aligns with Shasta College Mission. The Team may want to include more details about some program specific accomplishments related to students and the community, as was evidenced later on in the document.
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.	The narrative clearly articulates that additional full-time faculty are needed in order to accomplish greater work-study opportunities and connections of service with the community, as well as to identify students who may be interested in pursuing sociology pathways.
3. PLOs and Narratives (Accreditation 2.9)	<input checked="" type="checkbox"/>	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.	The Chico connection has clearly been established. Sociology 30 used as an example (Shasta College lower division) and (Chico state upper division).

<i>B. Alignment of program outcomes with transfer institutions</i>	 Missing or not discussed.	 Brief explanation of alignment or rationale for non-alignment.	 Explanation is thorough.	We encourage the program to contact the SLO committee for support in establishing the alignment of PSLOs with the transfer institution. The green team supports the department's plan to contact other sociology programs to ensure articulation with other transfer institutions.
<i>Program Map Attached (Accreditation Standard 2.5)</i>	 Check if complete.			
<i>5. Review program map to ensure alignment with 4-year transfer partners</i>	 Check if complete.			
<i>6. Review program map to ensure adequate course scheduling</i>	 Check if complete.			
<i>7. Identify full-time student and part-time student options</i>	 Check if complete.			
<i>8. CTE only: Specify Labor Market Demand (Accreditation Standard 2.2 and Title 5)</i>	 Check if complete.			Sociology is not a CTE program.







### Section 3 – Instructional Practices

CRITERIA	DOESN'T MEET	MEETS	EXCEEDS	COMMENTS
<i>1. Learning beyond the classroom</i>	 Not currently doing practice or incomplete explanation.	 Explained general learning outside classroom with example(s).	 Explanations and examples include direct programmatic experiences.	The program is not currently offering SOC 94 due to a lack of faculty time/support and changes in the campus career center; however, this is actively being pursued through the Rural Design Grant. The possible reintroduction of the rural design grant will promote







				student learning and opportunities to gain experiences impacting future employment in the field of sociology.
<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.	Narrative references extensive collaboration with other departments on campus, as well as additional resources outside of the college.
<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.	
<i>4. Efforts to promote engagement among part-time faculty and classified staff</i>	 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.	
<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</i>	 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.	<b>MEETS-this option will not stay clicked if 6 (below) is clicked.</b>
<i>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</i>	 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	The need for professional journals and memberships to maintain, increase, improve currency and foster a sense of faculty community, RSI. CIPR suggested increasing RSI and instructor created

























Education Policy, Accreditation Standard 2.6)				videos to “humanize” online courses.
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## 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.	Excellent narrative on the necessity of easily accessible computer labs to continue to produce data literate students via instruction incorporating software like SPSS.

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

CRITERIA	DOESN'T MEET	MEETS	EXCEEDS	COMMENTS
Headcount and Enrollment 1. Headcount	 Missing or unclear narrative.	 Discussed prompt with data table to support.	 Thorough detailed discussion of prompt with data support.	
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.	The program identified a consistent overrepresentation of female students participating in the program when compared to the college overall, but they did not describe the steps/strategies they would implement to attract more

				male students to the discipline. Although offering courses more likely to increase interest was mentioned, proposed strategies/interventions should be informed by the data, within departmental control, have measurable outcomes, and include practical short-term timelines and aspirational goals.
3. Enrollment	 Missing or unclear narrative.	 Discussed prompt with data table to support.	 Thorough detailed discussion of prompt with data support.	
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.	
5. Factors impacting program enrollment	 Missing or unclear narrative.	 Discussed prompt with data table to support.	 Thorough detailed discussion of prompt with data support.	
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.	Not a CTE program
Retention and Success Rates	 Missing or unclear narrative.	 Summary and analysis provided	 Thorough and detailed analysis provided to explain the data.	
6. Retention Rate				
A. 5-year average retention rate	 Missing or unclear narrative.	 Summary and analysis provided	 Thorough and detailed analysis provided to explain the data.	Final CIPR shares that courses have been successful due to a variety of offerings.
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.	Recommendations regarding faculty collaboration included. Faculty plan to increase student engagement and sense of belonging through ASCEND

				surveys as encouraged by the silver team.
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.	
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.	Some courses are below the 72 % ISS. Although a few strategies included, unsure of rationale.
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.	Strategies and framework for detailed analysis included in final CIPR. "Guidelines for universal design" have been included and sociology faculty plan to work with the research department to address gaps.
9. <i>Factors that impact success and retention rates</i>	 Missing or unclear narrative.	 Discussed factors impacting student success and retention.	 Thorough and insightful discussion of factors impacting student success and retention.	A list of possible factors was provided.
10. <i>Program changes since the last CIPR to improve success and retention rates</i>	 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.	The response provided identifies things that they would like to do and includes plans and changes for implementation. Changes since the 2019 CIPR were included.
11. <i>Additional resources</i>	 Missing or unclear narrative.	 Provided a list of resources that would	 Provided a list of resources explaining	Faculty have discussed creating a computer lab to











		help students be more successful in the courses.	how it would help students be more successful.	enhance teaching and learning.
<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.	The narrative provided a good analysis of the available data; and there was discussion about strategies they would use to improve equity for the identified groups. Discussion included identification, evaluation, and creation of equitable solutions to decrease the time to degree.
<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.	
<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	 Thorough detailed discussion of prompt with data support. Clearly described proposed actions within department control with timelines and goals.	




		number of units accumulated.		
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## Section 6 - Curriculum

CRITERIA	NA	DOESN'T MEET	MEETS	EXCEEDS	COMMENTS
<i>Review Prerequisites</i> 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.	
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.	Very thoughtful narrative on course scheduling for ease of completion.
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.	
<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.	
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.	Faculty propose developing two new certificates to allow students the opportunity to earn additional certificates without additional units. The proposed certificates would promote greater flexibility for students, which would result in greater student achievement and awards.
7. Course sequencing		 Missing or unclear narrative.	 Some discussion was provided about effective course sequencing.	 Thorough detailed discussion of prompt with data support.	Good narrative, specifically including interest area counselors and research in the conversation to ensure sequencing is ideal for allowing students to complete their program.

## 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	Within the final CIPR are six categories proposed by sociology faculty that would bring about growth and development of the sociology program. Proposed changes would start with an “equity audit” to identify ways of increasing male enrollment. Faculty mention utilizing “relevant campus resources” although do not

			informed by data, have measurable outcomes.	identify those resources. The gender election link is a great idea, although the link may only be accessible to readers who subscribe to the NY times. Sociology faculty is not afraid to go “big” with future plans, and the suggestion of a sociology advisory board is appreciated, as an advisory board would help implement change through best practice.
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.	Timelines, actions, goals, and plans are listed for fall 2025.
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.			Per the final CIPR, sociology faculty recognize the need for additional full time faculty to keep up with tremendous program growth.
5. <i>Self-Study Proud Of Item!</i>	 Check if complete.			Full time sociology faculty credit part time faculty for being “key to program success”. Faculty are proud of the sociology program’s growth, overall success and

		retention rates, and quality of course offerings.
<b>Additional Notes, Feedback, Comments</b>		
The green team commends the sociology faculty for addressing the silver team’s suggestions for improvement by including additional commentary, data, and tables in the final CIPR. The green team recognizes that the sociology program is very popular with students and appreciates the extremely valuable insight shared by a sociology student, who was a member of the silver team. Sociology faculty are to be applauded for their time, effort, and expertise on the final CIPR as they went above and beyond to provide clarification and additional narrative in all sections. Green team members thank the sociology faculty for the opportunity to be part of the program review process through review of the revised sociology CIPR. Well done!		