

## 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: 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

## Section 1 – Background Information

| CRITERIA  |   | COMMENTS   |
|---|---|--|
| <i>Term and year of last CIPR</i>   | <input checked="" type="checkbox"/> <i>Check if complete.</i><br><input type="checkbox"/> <i>Not Applicable</i> | Fall 2019<br>(Comments in green were added by the green team)  |
| <i>1. Changes since last CIPR:</i><br><i>A. Programs</i><br><i>B. Curriculum</i><br><i>C. Facilities</i><br><i>D. Technologies</i><br><i>E. Staffing</i><br><i>F. Other changes</i>   | <input checked="" type="checkbox"/> <i>Check if complete.</i>   | Online offerings have increased and are OEI certified. One new class (World Theatre History). One new part time instructor |
| <i>2. Summary of Annual Plans since last CIPR:</i><br><i>A. Assessment processes and improvements of student learning</i><br><i>B. Student enrollment, success, retention, and awards</i><br><i>C. Diversity, equity, inclusion and accessibility considerations, and outcomes</i><br><i>D. Other goals or concerns</i> | <input checked="" type="checkbox"/> <i>Check if complete.</i>   | Congratulations on student success rate at 85% and retention over 6 year period of 90%                                     |
| <i>3. Resources received or requested</i><br><i>A. Resources received</i><br><i>B. Resources requested and not received</i>   | <input checked="" type="checkbox"/> <i>Check if complete.</i>   | Resources requested, received, and not received, and the impact on the students and on the program, are clearly explained. |
| <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>   |  |
| <i>Attached Curriculum Map</i>  | <input checked="" type="checkbox"/> <i>Check if complete.</i>   |  |
| <i>Attached Program Map</i>   | <input checked="" type="checkbox"/> <i>Check if complete.</i>   |  |







## Section 2 – Mission and Learning Outcomes

| CRITERIA  | DOESN'T MEET  | MEETS   | EXCEEDS  | COMMENTS   |
|---|---|---|--|--|
| 1. <i>Alignment with Mission:</i><br>(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. | Good description providing alignment examples.   |
| 2. <i>Current or recent challenges that hinder students from reaching their goals</i> |  Missing or incomplete, no relevant description provided.                          |  Description is somewhat thorough and relevant.  |  Description is thorough, relevant and uses examples and/or evidence.   | Very thorough narrative. Challenges such as inadequate performance and practice space and the lack of dedicated laptops, software, and other technology are noted, and there is a plan to survey students in future semesters to collect data. |
| 3. <i>PLOs and Narratives</i><br>(Accreditation 2.9)                                  |  Check if complete.  |   |  | Updated data was provided late.  |
| 4. <i>CSU/UC Pathway:</i><br>A. <i>Connect and align with transfer institutions</i>   |  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.   | Program map reflects transfer pathway.   |
| B. <i>Alignment of program outcomes with transfer institutions</i>                    |  Missing or not discussed.   |  Brief explanation of alignment or rationale for non-alignment.  |  Explanation is thorough.   | Gold team added information after silver review  |
| Program Map Attached<br>(Accreditation Standard 2.5)                                  |  Check if complete.  |   |  |  |







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|---|-------------------------------------|--------------------|-----|
| 5. Review program map to ensure alignment with 4-year transfer partners           | <input checked="" type="checkbox"/> | Check if complete. |     |
| 6. Review program map to ensure adequate course scheduling                        | <input checked="" type="checkbox"/> | Check if complete. |     |
| 7. Identify full-time student and part-time student options                       | <input checked="" type="checkbox"/> | Check if complete. |     |
| 8. CTE only: Specify Labor Market Demand (Accreditation Standard 2.2 and Title 5) | <input type="checkbox"/>            | Check if complete. | N/A |

### Section 3 – Instructional Practices

| CRITERIA   | DOESN'T MEET  | MEETS  | EXCEEDS   | COMMENTS   |
|--|---|--|---|--|
| 1. Learning beyond the classroom   | <input type="radio"/> Not currently doing practice or incomplete explanation. | <input type="radio"/> Explained general learning outside classroom with example(s).                          | <input type="radio"/> Explanations and examples include direct programmatic experiences.  | Funding for learning beyond the classroom has been requested but not granted.  |
| 2. Collaboration between this program and other areas and student services     | <input type="radio"/> Not currently doing practice or incomplete explanation. | <input type="radio"/> Explained general collaboration with other areas and student services with example(s). | <input type="radio"/> Explanations and examples include direct programmatic collaborations with other areas and student services. | Excellent concrete examples of collaboration across the institution. There is potential to explore more collaboration with other areas.  |
| 3. Institutional partnerships with other schools, businesses, or organizations | <input type="radio"/> Not currently doing practice or incomplete explanation. | <input type="radio"/> Explains one or more outside partnerships.   | <input type="radio"/> Explains one or more outside partnerships with examples and clear benefits to students.                     | Excellent concrete examples of collaboration across the community.   |
| 4. Efforts to promote engagement among part-time faculty and classified staff  | <input type="radio"/> Not currently doing practice or incomplete explanation. | <input type="radio"/> Explains one or more ways the program is doing this.                                   | <input type="radio"/> Explains one or more ways the program is doing this with examples and clear benefits to the program.        | The narrative is silent on incorporating classified staff.<br><br>The Gold team added classified staff involvement activities and expressed thankfulness for the support of the college classified staff |















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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. | The Gold team added an explanation of the process used to ensure consistency across courses  |
| 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                                      | Faculty attend conferences and performances and provide opportunities for students to attend events such as the Kennedy Center Theatre Festival. Faculty ensure that courses maintain regular and substantive engagement with students |

















## 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.                  | Strong and concise narrative on the needs as they impact students and instruction. Details are provided on the need for a Black Box Theatre and equipment such as sound system upgrades. Impact on students is explained in each case. |
| 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. | Valuable narrative on technology being woven into instruction. Details are provided on the need for technological resources such as sound system upgrades, scenic projection capabilities, and QLab software with a                    |

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|  |  |  |  | dedicated Macintosh laptop.<br>Impact on students is explained in each case. |
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## Section 5 – Program Data Analysis (Accreditation Standard 1.3)

| CRITERIA   | DOESN'T MEET  | MEETS  | EXCEEDS  | COMMENTS   |
|--|---|--|--|--|
| <i>Headcount and Enrollment</i><br><i>1. Headcount</i>       |  Missing or unclear narrative.   |  Discussed prompt with data table to support.   |  Thorough detailed discussion of prompt with data support.  | Written narrative expresses headcount, consider adding visual data to the CIPR.  |
| <i>2. 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. | This is a multipart question; narrative does not include strategies for moving the needle towards including underrepresented groups.<br><br>Gold team added one strategy to make the theatre student population more equitable |
| <i>3. Enrollment</i>   |  Missing or unclear narrative.   |  Discussed prompt with data table to support.   |  Thorough detailed discussion of prompt with data support.  | This is a multipart question, did not address the “what do you believe is causing these changes” piece of the question.<br>Gold team added a possible explanation for the enrollment drop in 2019 and then a rebound in 23-24  |
| <i>4. 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.  |  |
| <i>5. 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, &amp; hiring percentages</i>  |  Missing or unclear narrative.   |  Discussed prompt with data table to support. |  Thorough detailed discussion of prompt with data support.      | N/A  |
| <i>Retention and Success Rates</i><br><i>6. Retention Rate</i><br><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.   | Average not provided. Looks like it is 93%<br><i>Gold team added retention rates to the CIPR</i>   |
| <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.   | Consider calling out which courses specifically have a retention rate above the college average.<br><i>Gold team added specific courses that have a retention rate above the college average</i>   |
| <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.   | Good narrative on courses that have seen retention rates below college average. However, missing narrative on what strategies to employ to improve retention rates.<br><i>Gold team provided 3 ideas to address the below average retention rates.</i> |
| <i>7. Success Rate</i><br><i>A. 5-year average success rate</i>   |  Missing or unclear narrative. |  Summary and analysis provided              |  Thorough and detailed analysis provided to explain the data. | Missing small piece about success trends increasing, decreasing or being steady.<br><i>Gold team discussed success trend causes and solutions</i>  |
| <i>B. 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. | Consider calling out specific courses. For example: What courses have 100% success rates?<br><i>Gold team listed specific courses with success rates at or above the institutional set</i>   |









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|   |   |   |   | standard   |
| <i>C. 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.  | Great and thought-out strategies provided.   |
| <i>8. 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. | No narrative on strategies for supporting group flagged for retention.<br><br>Gold team pointed out that the sample size for this metric was small and the research department recommends caution about reacting. Gold team does list 3 strategies to address equity |
| <i>9. 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.  | Elaborate on these factors and how it ties to success rates.   |
| <i>10. 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.                  |  |
| <i>11. Additional resources</i>   |  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.  |  |






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| <i>Program Completion<br/>(Accreditation Standard 1.3)<br/>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.   | It may still be valuable to consider how the award distribution might be improved. Consider how things like improved retention for DI group flagged, might cascade into improved award distribution.<br>The Gold team again suggests the sample size for equity in award distribution is very small. The Gold team does offer 6 strategies to address award equity |
| <i>14. Median time to degree<br/>(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.   | Consider including numerical data, what is the Shasta College average TTD and what is Theatres?  |
| <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. |  |

## Section 6 - Curriculum

| CRITERIA  | NA | DOESN'T MEET                  | MEETS  | EXCEEDS  | COMMENTS  |
|---|----|-------------------------------|--|--|---|
| <i>Review Prerequisites</i><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.   |   |
| 2. Prerequisites preparing students for subsequent courses                    |    | Missing or unclear narrative. | Summary and analysis provided.   | Thorough and detailed analysis provided.   | Consider taking this as another chance to showcase THTR 38's excellent retention rates. This data might point to your conclusion that THTR 34 is good prep. |
| 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. |   |
| <i>Program Design:</i><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      |   |

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|--------------------------------|---|---|---|---|---|
|                                |   |   |   | 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.   | Consider adding some discussion on how this positive conclusion was reached.<br><br>Gold team offers a limited discussion on course sequencing and possible changes |

## 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. | Feels like these should be under 7.3, this question seems to be more from an instructional/programmatic lens<br><br>Gold team outline challenges and needs to improve the Theatre program that include staffing needs, inventory support and a vision for creating a separate space to hold more intimate theatre productions |

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|---|--|---|--|---|
| 2. <i>Proposed Actions</i>                  | <input type="radio"/> Missing or unclear narrative.    | <input type="radio"/> Provided a list of actions needed with minimal explanation of timelines or goals. | <input type="radio"/> Thorough detailed discussion of prompt with data support. Clearly described proposed actions within department control with timelines and goals. | Should list out actions needed<br><br>Gold team listed actions to undertake and requests for staffing, building and technical support |
| 3. <i>Resource Requests for Annual Plan</i> | <input type="radio"/> Missing or unclear explanation.  | <input type="radio"/> Clear resource request(s) stated.   | <input type="radio"/> 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>         | <input checked="" type="checkbox"/> Check if complete. |   |  |   |
| <b>Additional Notes, Feedback, Comments</b> |  |   |  |   |
|   |  |   |  |   |