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.* ☐ *Not Applicable*	Fall 2020 was the last CIPR.

1. Changes since last CIPR:
   A. Programs
   B. Curriculum
   C. Facilities
   D. Technologies
   E. Staffing
   F. Other changes
	☑ *Check if complete.*	SILVER TEAM: The program has provided a thorough overview of changes since the last CIPR, including curriculum revisions, facility updates, and staffing changes. The program review details the changes made since the last review in 2020. This includes changes made to the program to comply with the Department of Education mandate to reduce program hours. This involved removing a prerequisite course, ECE-1, and reducing the units in VOCN 160. It also includes the acquisition of new clinical sites and updates to classrooms. Finally, it notes an increase in staffing with two new part-time faculty members.
		 GREEN TEAM: We agree with the Silver Team's assessment.

2. Summary of Annual Plans since last CIPR:
   A. Assessment processes and improvements of student learning
   B. Student enrollment, success, retention, and awards
   C. Diversity, equity, inclusion and accessibility considerations, and outcomes
   D. Other goals or concerns
	☑ *Check if complete.*	GREEN TEAM: In future CIPRs, consider addressing if the resources listed in Part A resulted in students successfully completing the licensure exam. As program faculty continue to improve, consider methods for reaching the aspirational licensure pass rate goals (100%).

3. Resources received or requested A. Resources received 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.*	GREEN TEAM: We appreciate the additional context provided by the program about the changes expected with the curriculum map expected next year.
Attached Program Map	☑ *Check if complete.*	SILVER TEAM: The program has a defined sequence that students must take. The program map on the website appears accurate. We recommend working with Counselor and the Office of Instruction to review for accuracy. https://www.shastacollege.edu/academics/programs/health-sciences/nursing-vocational-nursing-certificate/ GREEN TEAM: We agree with the Silver Team's assessment.

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.	SILVER TEAM: The program effectively articulates its alignment with the Shasta College Mission, emphasizing its role in providing students with essential skills and knowledge while contributing to the community workforce. This statement is supported by a detailed description of how the program aligns with the college mission, specifically by preparing students for a career in healthcare and

				emphasizing community partnerships. The review details how the program provides students with the necessary skills and knowledge for safe and effective healthcare delivery while fostering collaboration with local healthcare facilities and the community. GREEN TEAM: We agree with the Silver Team's assessment.
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.	SILVER TEAM: The program provides a realistic overview of student challenges, highlighting factors like program rigor, financial constraints, and personal responsibilities. GREEN TEAM: We agree with the Silver Team's assessment.
3. PLOs and Narratives (Accreditation 2.9)	☐ *Check if complete.*			SILVER TEAM: The NCLEX-PN pass rates exceed the State and National averages, even though it is slightly below the program's aspirational goal. The review provides data on NCLEX-PN pass rates, showing an average of 86% for the past three cohorts. While this falls short of the 90% goal, it significantly surpasses the State and National averages, highlighting the program's overall effectiveness. GREEN TEAM: We agree with the Silver Team's assessment.

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.	SILVER TEAM: NA This is not a transfer program GREEN TEAM: We agree with the Silver Team's assessment.
B. Alignment of program outcomes with transfer institutions	⦿	Missing or not discussed.	○	Brief explanation of alignment or rationale for non-alignment.	○	Explanation is thorough.	SILVER TEAM: The VN program does provide a pathway to an associate's degree in Nursing, but is not transferrable to 4-year transfer institutions. GREEN TEAM: We agree with the Silver Team's assessment.
Program Map Attached (Accreditation Standard 2.5)	☑	Check if complete.					SILVER TEAM: The map submitted was dated. Confirm the map on the website is correct. GREEN TEAM: The Gold Team confirmed that the program map was updated; and appears to be complete.
5. Review program map to ensure alignment with 4-year transfer partners	☑	Check if complete.					SILVER TEAM: NA
6. Review program map to ensure adequate course scheduling	☑	Check if complete.					SILVER TEAM: Program has a defined sequence.
7. Identify full-time student and part-time student options	☑	Check if complete.					
8. CTE only: Specify Labor Market Demand (Accreditation Standard 2.2 and Title 5)	☑	Check if complete.					

Section 3 – Instructional Practices

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

	incomplete explanation.	classroom with example(s).	direct programmatic experiences.	experiences, the preceptorship component, and community engagement as key aspects of learning. The program goes beyond textbook learning by encouraging students to apply their knowledge in clinical settings, participate in a preceptorship program, and engage with the community, developing their skills and cultivating a holistic understanding of patient care. GREEN TEAM: We agree with the Silver Team's assessment.
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.	SILVER TEAM: The review highlights various partnerships, including those with clinical facilities, nursing advisory committees, and regional scheduling meetings. These partnerships ensure effective communication and collaboration, providing students with diverse clinical experiences and keeping the program aligned with industry standards.

CRITERIA				COMMENTS
				GREEN TEAM: We agree with the Silver Team's assessment.
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.	SILVER TEAM: There was little reference to part-time faculty. GREEN TEAM: The Green Team appreciates the additional context provided.
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.==	SILVER TEAM: The program employs clear processes to maintain consistent academic standards across different sections taught by various instructors. This includes providing comprehensive syllabi and lecture outlines, utilizing the Canvas for assignments, and promoting open communication between faculty and students. GREEN TEAM: We agree with the Silver Team's assessment.
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	SILVER TEAM: This was thoroughly explained – 30 CEUs every 2 years.

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.	SILVER TEAM: The program review underscores the necessity of ongoing financial support for resources such as Kaplan, Nurse Tim workbooks, and the potential modernization of simulation labs. GREEN TEAM: We agree with the Silver Team's assessment.
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.	SILVER TEAM: The review discusses recent technological upgrades in the classroom, including new projectors, document cameras, screens, and whiteboards. These updates provide students with a better learning experience through improved visuals and resources. 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
Headcount and Enrollment 1. Headcount	⊙ Missing or unclear narrative.		⊙ Discussed prompt with data table to support.		⊙ Thorough detailed discussion of prompt with data support.		SILVER TEAM: Recommend developing a comprehensive plan to address enrollment concerns with the Director of Health Science Operations and Outreach. GREEN TEAM: We agree with the Silver Team's assessment. We were happy to see that the program faculty has been

						so involved in marketing efforts. We recommend setting goals based on maximum enrollment and connecting that to the aforementioned marketing plan.
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.	SILVER TEAM: See note above. Consider collaborating across all HS programs to work on narrowing the gap in male participation. GREEN TEAM: Develop targeted recruitment strategies aimed at male students could help address this imbalance and broaden access to this career path.
3. Enrollment	○	Missing or unclear narrative.	◉	Discussed prompt with data table to support.	○	Thorough detailed discussion of prompt with data support.	GREEN TEAM: The enrollment challenges may be more complex than advertising. Consider advertising/marketing in the broadest sense as you work on a comprehensive marketing plan. For example, scheduling, location, and external partnerships with employers and high schools could be included in the program as could non-academic barriers to enrollment.
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.	GREEN TEAM: In future CIPRs it would be beneficial to move the narrative about gender to the equity section (question 2 of this section)
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.	GREEN TEAM: Employment is addressed in question 7.
Retention and Success Rates 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.	GREEN TEAM: The program's retention rate has consistently been above the college average.
B. Retention rates above the college average	◉	Missing or unclear narrative.	◉	Summary and analysis provided	◉	Thorough and detailed analysis provided to explain the data.	GREEN TEAM: The prompt is asking about retention at a course level.
C. Retention rates below the college average	◉	Missing or unclear narrative.	◉	Summary and analysis provided	◉	Thorough and detailed analysis provided to explain the data.	
7. Success Rate A. 5-year average success rate	◉	Missing or unclear narrative.	◉	Summary and analysis provided	◉	Thorough and detailed analysis provided to explain the data.	
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.	
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.	
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.	SILVER TEAM: The program recognizes the need to explore potential reasons for lower retention rates among older students and to develop strategies to better support this demographic. GREEN TEAM: We agree with the Silver Team's assessment.

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.	
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.	GREEN TEAM: Success rate data is available, on the next annual plan and program review, the Research Office can help with data analysis and interpretation.
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.	
Program Completion (Accreditation Standard 1.3) *12. Number of degrees and/or certificates awarded*	○	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.	GREEN TEAM: The data indicates a significant gap between enrollment and completion. It is recommended that Annual Planning aim to address the program attrition rate.
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.	GREEN TEAM: On the next annual plan and program review, the Research Office can help with data analysis and interpretation.
14. Median time to degree (Accreditation Standard 2.5)	○	Missing or unclear narrative.	◉	Discussed prompt with data to support. Some reflection offered	○	Thorough detailed discussion of prompt with data support.	

			about time to degree. Some actions have been identified that could help improve time to degree.		Clearly described proposed actions within department control with timelines and goals.	
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.	NA

Section 6 - Curriculum

CRITERIA	NA	DOESN'T MEET	MEETS	EXCEEDS	COMMENTS
Review Prerequisites *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.	SILVER TEAM: As described elsewhere, the program was modified due to regulatory requirements.
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.	SILVER TEAM: Availability of BIO 5 and 6 was referenced.

CRITERIA		DOESN'T MEET		MEETS		EXCEEDS	COMMENTS
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.	
Program Design: *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: Bio 5 and 6 can present a bottleneck. 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.	
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	☉	Thorough analysis with detailed changes or improvements for the	SILVER TEAM: More investigation on the impacts

		program or curriculum clearly stated. Identified major goals for the next six years and strategy for goal(s).		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.	of shortening the program to 1 year rather 1.5 years regarding attracting students, would be good. Currently a student who wants to pursue a LVN to RN pathway faces 7 semesters of Nursing school (this does not include prerequisite semesters) due to the lack of a VN to RN bridge option at Shasta College. Condensing these programs to shorten the duration of semesters in Nursing programs by offering a 1 year VN and then a bridge to RN would likely have a big impact on enrollment demand in these programs. Focus groups are a great start. GREEN TEAM: We agree with the Silver Team's assessment focusing on possible curriculum changes.
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.		GREEN TEAM: The narrative could have benefited from more specific timelines.

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.			SILVER TEAM: The program takes pride in its high NCLEX-PN pass rates, which consistently exceed state and national averages, demonstrating the effectiveness of its curriculum and faculty. It also highlights its strong reputation within the community, its dedicated faculty, and its unwavering commitment to fostering student success, all of which contribute to the program's overall excellence. GREEN TEAM: We agree with the Silver Team's assessment.

Additional Notes, Feedback, Comments

SILVER TEAM: As noted above a comprehensive marketing and engagement plan could benefit enrollment. Consider multiple avenues including radio,tv, internet and print. Include community relations/events. Reducing time to enrollment/completion could also benefit the program and become part of the advertising campaign.

GREEN TEAM: Recommend continue without qualifications. We encourage the program to consider the following suggestions.
-Comprehensive marketing plans to emphasize male recruitment into the program and overall enrollment growth
-Possibly making presentations at local adult education programs
-Explore options for adopting a hybrid model that allows more flexibility for working students. Similar to the model used by the Medical Assistant program
-Work with IR Office to address prompts in Section 5