

Rubric Evaluation

A. Program Information

Program Mission Statement

Definitions

The program mission statement is a concise statement of the general values and principles which guide the curriculum. It sets a tone and a philosophical position from which follow a program's goals and objectives. The program mission statement should define the broad purposes the program is aiming to achieve, describe the community the program is designed to serve, and state the values and guiding principles which define its standards.

The mission statement is a public declaration that community colleges use to describe their founding purpose and major organizational commitments (i.e., what they do and why they do it). It may describe a school's day-to-day operational objectives, its instructional values, or its public commitments to its students and community.

Distinctive definition: <https://www.edglossary.org/mission-and-vision/>; <https://assessment.uconn.edu/wp-content/uploads/sites/1804/2016/06/HowToWriteMission.pdf>; also based on material from the UCF Academic Program Assessment Handbook and material from the University of San Diego

What criteria was met? (select all that apply)

- clearly states the purpose of the program
- indicates the primary function
- indicates the activities of the program
- describes the programs' aspirational goals for the future and what the program hopes to achieve
- reflects the program's priorities and values
- indicates who the students and/or stakeholders are
- is aligned to the college mission statement
- is clear and concise

Overall, this section:

- Exceeds expectations for all 8 criteria - Excellent
- Addresses all 8 criteria - Meets the Standard
- Addresses 4 to 7 of the criteria - Needs Some Improvement to Meet the Standard
- Addresses fewer than 4 of the criteria - Needs Major Improvement to Meet the Standard

Reader Feedback

Trizha

I believe there are no suggestions needed for the mission statement. The statement captures all the criteria.

Aaron

This is an excellent mission statement. It meets all criteria.

Ben

The program program mission statement does a terrific job of addressing the criteria for the program mission statement. It is both concise and comprehensive.

B. FTES - Enrollment Trends

1. What does the FTES data trend indicate?

- FTES has improved over the time span - Excellent
- FTES has not changed or has decreased over the time span no more than 1% to 10% - Meets the Standard
- FTES has decreased over the time span by 11% to 30%- Needs Some Improvement to Meet the Standard
- FTES has decreased over the time span by greater than 30% - Needs Major Improvement to Meet the Standard

FTES Narrative Explanation - *Discuss the factors that would help the college understand these trends and whether there are tangible reasons for no change/flat, an increase or decrease in the trend.*

Definitions, Examples and Explanations

Narrative reasons could reflect:

- Culturally relevant pedagogy and/or curriculum
- The curriculum and course materials are current
- Scheduling
- Instructional modality of the program course(s) delivery
- CTE labor market data
- Industry trends

What criteria is met? (Select all that apply)

- An understanding of the trend
- Reason for the trend(s) are provided
- Reasons include items within department control
- Explained in the context of the size of the program (i.e., number of students, number of sections)

Overall, in this section:

- The narrative exceeds expectations - the narrative could be used as an exemplar - Excellent
- The narrative includes all 4 of the criteria - Meets the Standard
- The narrative includes 3 of the criteria - Needs Some Improvement to Meet the Standard
- The narrative includes fewer than 3 of the criteria - Needs Major Improvement to Meet the Standard

FTES Action Narrative (if applicable) - *Describe the proposed actions for stabilizing/increasing the FTES.*

What criteria is met? (Select all that apply)

- Actions are informed by data
- Actions are within department control
- Actions are demonstrable (what are the deliverables)
- Outcomes are measurable
- Possible to accomplish including short term, as well as long term (e.g., aspirational and practical)
- The narrative is not included

Overall, in this section:

- The narrative exceeds expectations - the narrative could be used as an exemplar - Excellent
- The narrative includes all 5 of the criteria - Meets the Standard
- The narrative includes 4 of the criteria - Needs Some Improvement to Meet the Standard
- The narrative includes fewer than 4 of the criteria - Needs Major Improvement to Meet the Standard
- The narrative is not included

Reader Feedback

Trizha

A very thorough and well thought out narrative to enrollment trends. They also provide great proposed actions for addressing the enrollment decline.

Aaron

Anthropology faculty have a great understanding of the trends and have developed a solid plan to remedy recent declines.

Ben

Anthropology provides clear, concrete steps they can take to strategically maximize enrollment. The proposals are within their control and align with their program's mission.

C. Sections - Enrollment Trends

Section Narrative Explanation (If Applicable) - *Explain why the number of sections is flat, increased or decreased.*

Definitions, Examples and Explanations

Narrative reasons could reflect:

- Scheduling
- Instructional modality of the program course(s) delivery
- Increase in FTEF
- Changes in accreditation requirements or labor market trends
- Degree/certificates requirements
- Changes in state policy

What criteria is met? (Select all that apply)

- An understanding of the trend
- Reason for the trend(s) are provided
- Reasons include items within department control
- Explained in the context of the size of the program (i.e., number of students, seat counts)

Overall, in this section:

- The narrative exceeds expectations – the narrative could be used as an exemplar - Excellent
- The narrative includes all 4 of the criteria - Meets the Standard
- The narrative includes 3 of the criteria - Needs Some Improvement to Meet the Standard
- The narrative includes fewer than 3 of the criteria - Needs Major Improvement to Meet the Standard

Section Narrative Explanation (If Applicable) - *Explain why the number of sections increased while FTES decreased.*

Definitions, Examples and Explanations

Narrative reasons could reflect:

- Scheduling
- Instructional modality of the program course(s) delivery
- Increase in FTEF
- Changes in accreditation requirements or labor market trends
- Degree/certificates requirements
- Changes in state policy

What criteria is met? (Select all that apply)

- An understanding of the trend
- Reasons for the trend(s) are provided
- Reasons include items within department control
- The narrative is not included

Overall, in this section:

- The narrative exceeds expectations – the narrative could be used as an exemplar - Excellent
- The narrative includes all 3 of the criteria - Meets the Standard
- The narrative includes 2 of the criteria - Needs Some Improvement to Meet the Standard
- The narrative includes fewer than 2 of the criteria - Needs Major Improvement to Meet the Standard
- The narrative is not included

Reader Feedback

Trizha

They provide a thorough analysis of their enrollment trends while acknowledging how the pandemic caused a shift in services.

Aaron

I appreciated the data disaggregation since it helps explain a very complicated series of events these past five years.

Ben

The department does an excellent job of disaggregating trends in online and face-to-face classes both pre-pandemic and during the pandemic. The department successfully analyzes how enrollment declines interacted with a shift in modality pre-pandemic. And the department demonstrates that as sections were cut, productivity went up. Nice work.

D. Productivity - Enrollment Trends

1. What does the data indicate about the productivity trend?

- The program productivity trend has increased or has reached its maximum - Excellent
- The program productivity is flat - Meets the Standard
- The program productivity has not decrease by more than 5% - Needs Some Improvement to Meet the Standard
- The program productivity has decreased by more than 5% - Needs Major Improvement to Meet the Standard

Productivity Narrative Explanation (If Applicable) - *Explain why the productivity is flat, increased or decreased.*

Definitions, Examples and Explanations

Narrative reasons could reflect:

- Scheduling
 - Courses in the program are scheduled for efficiency
 - Sequenced to allow for program completion
 - Is student driven (e.g., when most students want to take class)
- Instructional modality of the program course(s) delivery
- Enrollment data from day one to census

What criteria is met? (Select all that apply)

- An understanding of the trend
- Reasons for the trend(s) are provided
- Reasons include items within department control

Overall, in this section:

- The narrative exceeds expectations – the narrative could be used as an exemplar - Excellent
- The narrative includes all 3 of the criteria - Meets the Standard
- The narrative includes 2 of the criteria - Needs Some Improvement to Meet the Standard
- The narrative includes fewer than 2 of the criteria - Needs Major Improvement to Meet the Standard

Productivity Action Narrative (If Applicable) - *Describe the proposed actions for stabilizing/increasing the productivity number.*

What criteria is met? (Select all that apply)

- Actions are informed by data
- Actions are within department control
- Actions are demonstrable
- Outcomes are measurable
- Possible to accomplish including short term, as well as long term (e.g., aspirational and practical)
- The narrative is not included

Overall, in this section:

- The narrative exceeds expectations – the narrative could be used as an exemplar - Excellent
- The narrative includes all 5 of the criteria - Meets the Standard
- The narrative includes 4 of the criteria - Needs Some Improvement to Meet the Standard
- The narrative includes fewer than 4 of the criteria - Needs Major Improvement to Meet the Standard
- The narrative is not included

Reader Feedback

Trizha

They provide a thorough analysis of their enrollment trend and also offer an understanding of how the program is viewed nationally, showing a dedication to providing on campus offerings despite the decreased enrollment numbers.

Aaron

The department has solid reasons for recent declining productivity which stem from a commitment to on campus instruction.

Ben

The department does an excellent job of explaining both pre-pandemic and post-pandemic productivity trends. The department does a terrific job of explaining how productivity post-pandemic has decreased due to their offering relatively more in-person instruction than the rest of BSS.

Productivity Action Narrative

Trizha

Anthropology clearly states their focus on closing equity gaps and strongly defends their argument for not increasing productivity.

Aaron

The department provides strong arguments as to why it should not implement strategies to increase productivity.

Ben

The department does an excellent job of advocating for a lower productivity goal. The reasons for not advocating for high productivity are valid.

E. Enrollment by Student Demographics

a. Enrollment by Gender

Enrollment by Gender Narrative Explanation - *Explain why the enrollment rates is flat, increased or decrease for male, female, or non-binary.*

Definitions, Examples and Explanations

Narrative reasons could reflect:

- Culturally relevant pedagogy and/or curriculum
- Scheduling
- Instructional modality of the program course(s) delivery
- CTE labor market data
- Industry trends
- Outreach initiatives
- Hiring practices

What criteria is met? (Select all that apply)

- An understanding of the gender ratios of the program and the trend
- An explanation of the significance of any disparities from College-wide data and/or program trends
- Reasons include items within department control

Overall, in this section:

- The narrative exceeds expectations – the narrative could be used as an exemplar - Excellent
- The narrative includes all 3 of the criteria - Meets the Standard

- The narrative includes 2 of the criteria - Needs Some Improvement to Meet the Standard
- The narrative includes fewer than 2 of the criteria - Needs Major Improvement to Meet the Standard

2. Does your program differ in the percentage of males to females, in this most recent year, compared to the College? (College 2021-22 = 50% Female, 48% Male, 2% Unknown)

- The difference between the genders/sex is less than or equal 10% - Excellent
- The difference between the gender/sex is between 11% to 20% - Meets the Standard
- The difference between the gender/sex is between 21% to 30% - Needs Some Improvement to Meet the Standard
- The difference between the gender/sex is greater than 30% - Needs Major Improvement to Meet the Standard

Enrollment by Gender Action Narrative (If Applicable) - *What is the source of gender disparity and what proposed/planned actions is the program taking to achieve parity?*

What criteria is met? (Select all that apply)

- Actions are informed by data
- Actions are within department control
- Actions are demonstrable
- Outcomes are measurable
- Possible to accomplish including short term, as well as long term (e.g., aspirational and practical)
- The narrative is not included

Overall, in this section:

- The narrative exceeds expectations – the narrative could be used as an exemplar - Excellent
- The narrative includes all 5 of the criteria - Meets the Standard
- The narrative includes 4 of the criteria - Needs Some Improvement to Meet the Standard
- The narrative includes fewer than 4 of the criteria - Needs Major Improvement to Meet the Standard
- The narrative is not included

Data Table for Enrollment by Gender of Declared Majors

<https://foothill.edu/programreview/prg-rev-docs/22-23-enroll-by-gender-and-declared-major.pdf>

3. What does the data trend indicate about enrollment (headcount) by gender of declared majors in the program?

- The Gender gap by declared major is between 0% and 10% - Excellent
- The Gender gap by declared major is between 11% and 20% - Meets the Standard
- The Gender gap by declared major is between 21% and 30% - Needs Some Improvement to Meet the Standard
- The Gender gap by declared major is greater than 30% - Needs Major Improvement to Meet the Standard

Reader Feedback

Trizha

The enrollment trends are thoroughly explained, they especially do a great job in addressing the possibility of gender non-conforming students increasing while female students are decreasing,

Aaron

The analysis on gender is both strong and thoughtful.

Ben

The department does a good job of analyzing the trends in enrollment by gender.

b. Enrollment by Ethnicity

Does your program differ in enrollment distribution among ethnic groups, in this most recent year, compared to the College enrollment by ethnic group?

(College 2021-22 = 5% African American, 26% Asian, 4% Filipinx, 30% Latinx, 1% Native American, 1% Pacific Islander, 28% White, 5% Unknown)

- The enrollment mirrors the college's ethnic distribution or the program has explained why the distribution is appropriate - Meets the Standard
- The enrollment does not mirror the college's ethnic distribution - Needs Some Improvement to Meet the Standard

Enrollment by Ethnicity Narrative Explanation (If Applicable) - *Explain changes identified over the past five years for each ethnic group (address each ethnic group by bullet point).*

Definitions, Examples and Explanations

Narrative reasons could reflect:

- Culturally relevant pedagogy and/or curriculum
- Scheduling
- Instructional modality of the program course(s) delivery
- CTE labor market data
- Industry trends
- Outreach initiatives
- Hiring practices

What criteria is met? (Select all that apply)

- An understanding of the trend
- Reason for the trend(s) are provided
- Reasons include items within department control
- The narrative is not included

Overall, in this section:

- The narrative exceeds expectations – the narrative could be used as an exemplar - Excellent
- The narrative includes all 3 of the criteria - Meets the Standard
- The narrative includes 2 of the criteria - Needs Some Improvement to Meet the Standard
- The narrative includes fewer than 2 of the criteria - Needs Major Improvement to Meet the Standard
- The narrative is not included

Enrollment by Ethnicity Action Narrative (If Applicable) - *Describe the proposed actions for addressing disparities in enrollment by ethnic group within the program.*

Definitions, Examples and Explanations

Narrative reasons could reflect:

- Culturally relevant pedagogy and/or curriculum
- Scheduling
- Instructional modality of the program course(s) delivery
- CTE labor market data
- Industry trends
- Outreach initiatives
- Hiring practices

What criteria is met? (Select all that apply)

- Actions are informed by data
- Actions are within department control
- Actions are demonstrable
- Outcomes are measurable
- Possible to accomplish including short term, as well as long term (e.g., aspirational and practical)

The narrative is not included

Overall, in this section:

- The narrative exceeds expectations - the narrative could be used as an exemplar - Excellent
- The narrative includes all 5 of the criteria - Meets the Standard
- The narrative includes 4 of the criteria - Needs Some Improvement to Meet the Standard
- The narrative includes fewer than 4 of the criteria - Needs Major Improvement to Meet the Standard
- The narrative is not included

Reader Feedback

Trizha

They give a thorough analysis of trends by ethnic group and addresses how the Foothill Anthropology department compares to national averages.

Aaron

The Anthropology department gives a thorough analysis of enrollment trend by ethnic group and has concrete goals to help boost enrollments from underrepresented groups.

Ben

The department also does a good job of analyzing enrollment trends by race.

F. Student Course Success

a. Student Course Success

1. What does the data trend indicate about overall course success?

- Course success has improved over the time span - Excellent
- Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard
- Course success has decreased over the time span by no more than 4 percentage points - Needs Some Improvement to Meet the Standard
- Course success has decreased over the time span by more than 4 percentage points - Needs Major Improvement to Meet the Standard

Student Course Success Narrative Explanation - *If the data trend shows an increase, decrease, or no change in students' course success percentage, explain what programmatic factors led to such a trend.*

Definitions, Examples and Explanations

Narrative reasons could reflect:

- Culturally relevant pedagogy and/or curriculum
- Scheduling
- Instructional modality of the program course(s) delivery
- CTE labor market data
- Industry trends
- Outreach initiatives
- Hiring practices

What criteria is met? (Select all that apply)

- An understanding of the trend
- Reason for the trend(s) are provided
- Reasons include items within department control

Overall, in this section:

- The narrative exceeds expectations – the narrative could be used as an exemplar - Excellent
- The narrative includes all 3 of the criteria - Meets the Standard

- The narrative includes 2 of the criteria - Needs Some Improvement to Meet the Standard
- The narrative includes fewer than 2 of the criteria - Needs Major Improvement to Meet the Standard

Student Course Success Action Narrative (If Applicable) - *Describe the proposed actions for stabilizing/increasing the student's course success percentages.*

Definitions, Examples and Explanations

Narrative reasons could reflect:

- Culturally relevant pedagogy and/or curriculum
- Scheduling
- Instructional modality of the program course(s) delivery
- Outreach initiatives
- Hiring practices

What criteria is met? (Select all that apply)

- Actions are informed by data
- Actions are within department control
- Actions are demonstrable
- Outcomes are measurable
- Possible to accomplish including short term, as well as long term (e.g., aspirational and practical)
- The narrative is not included

Overall, in this section:

- The narrative exceeds expectations - the narrative could be used as an exemplar - Excellent
- The narrative includes all 5 of the criteria - Meets the Standard
- The narrative includes 4 of the criteria - Needs Some Improvement to Meet the Standard
- The narrative includes fewer than 4 of the criteria - Needs Major Improvement to Meet the Standard
- The narrative is not included

Reader Feedback

Trizha

Anthropology course success rates align with college average.

Aaron

The department is meeting the college average in this regard and is choosing to focus on ethnic opportunity gaps to increase success of marginalized groups.

Ben

The department identifies that course success rates are consistent with college averages. No further explanation is needed.

b. Student Course Success by Student Groups

3. Is there a course success gap between African-American, Latinx, Filipinx student groups and Asian, Native American, Pacific Islander, White, Decline to State student groups?

- There is no gap between the two groups - Excellent
- The gap between the two groups has decreased over the time span - Meets the Standard
- The gap between the two groups has not changed over the time span - Needs Some Improvement to Meet the Standard
- The gap between the two groups has increased over the time span - Needs Major Improvement to Meet the Standard

Course Success by Student Groups Narrative Explanation - *Explain why the course success gap is flat, increased or decreased.*

Definitions, Examples and Explanations

Narrative reasons could reflect:

- Culturally relevant pedagogy and/or curriculum
- Scheduling
- Instructional modality of the program course(s) delivery
- CTE labor market data
- Industry trends
- Outreach initiatives
- Hiring practices

What criteria is met? (Select all that apply)

- An understanding of the trend
- Reason for the trend(s) are provided
- Reasons include items within department control

Overall, in this section:

- The narrative exceeds expectations – the narrative could be used as an exemplar - Excellent
- The narrative includes all 3 of the criteria - Meets the Standard
- The narrative includes 2 of the criteria - Needs Some Improvement to Meet the Standard
- The narrative includes fewer than 2 of the criteria - Needs Major Improvement to Meet the Standard

Course Success by Student Groups Action Narrative (If Applicable) - *What actions are program faculty and staff engaged in to decrease the course success gap between African-American, Latinx, and Filipinx student groups and Asian, Native American, Pacific Islander, White, and Decline to State student groups?*

Definitions, Examples and Explanations

Narrative reasons could reflect:

- Culturally relevant pedagogy and/or curriculum
- Scheduling
- Instructional modality of the program course(s) delivery
- CTE labor market data
- Industry trends
- Outreach initiatives
- Hiring practices

What criteria is met? (Select all that apply)

- Actions are informed by data
- Actions are within department control
- Actions are demonstrable
- Outcomes are measurable
- Possible to accomplish including short term, as well as long term (e.g., aspirational and practical)
- The narrative is not included

Overall, in this section:

- The narrative exceeds expectations - the narrative could be used as an exemplar - Excellent
- The narrative includes all 5 of the criteria - Meets the Standard
- The narrative includes 4 of the criteria - Needs Some Improvement to Meet the Standard
- The narrative includes fewer than 4 of the criteria - Needs Major Improvement to Meet the Standard
- The narrative is not included

Reader Feedback

Trizha

They provide a clear investigation into their course success rates while also strengthening their argument for not needing to increase productivity. They also give clear reasons on what factors might have impacted this increase.

Aaron

The department provides a comprehensive analysis in this category and provides strong arguments for their point of view on the topics of productivity and equity.

Ben

The department does a great job of identifying possible reasons for why course success for targeted racial groups has both increased and decreased over the past five years. Pre-pandemic, course success rates for targeted groups went down 2%, which corresponded to an increase in productivity. Since the pandemic, course success rates have gone up for targeted groups, which has also corresponded with a decrease in productivity. The department is advocating for smaller class sizes to help instructors meet equity goals. This argument is valid.

G. Student Course Success by Demographics

a. Student Course Success by Gender

1. What does the data indicate about course success?

Female

- Course success has improved over the time span - Excellent
- Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard
- Course success has decreased over the time span by no more than 4 percentage points - Needs Some Improvement to Meet the Standard
- Course success has decreased over the time span by more than 4 percentage points - Needs Major Improvement to Meet the Standard

Male

- Course success has improved over the time span - Excellent
- Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard
- Course success has decreased over the time span by no more than 4 percentage points - Needs Some Improvement to Meet the Standard
- Course success has decreased over the time span by more than 4 percentage points - Needs Major Improvement to Meet the Standard

Non-binary

- Course success has improved over the time span - Excellent
- Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard
- Course success has decreased over the time span by no more than 4 percentage points - Needs Some Improvement to Meet the Standard
- Course success has decreased over the time span by more than 4 percentage points - Needs Major Improvement to Meet the Standard

Course Success by Gender Narrative Explanation - *If the data trend shows an increase, decrease, or no change/flat in the male, female, or non-binary student course success percentages, explain why the percentage is flat, increased or decreased.*

Definitions, Examples and Explanations

Narrative reasons could reflect:

- Culturally relevant pedagogy and/or curriculum
- Scheduling
- Instructional modality of the program course(s) delivery
- CTE labor market data
- Industry trends
- Outreach initiatives
- Hiring practices

What criteria is met? (Select all that apply)

- An understanding of the trend
- Reason for the trend(s) are provided
- Reasons include items within department control

Overall, in this section:

- The narrative exceeds expectations – the narrative could be used as an exemplar - Excellent
- The narrative includes all 3 of the criteria - Meets the Standard
- The narrative includes 2 of the criteria - Needs Some Improvement to Meet the Standard
- The narrative includes fewer than 2 of the criteria - Needs Major Improvement to Meet the Standard

Course Success by Gender Action Narrative (If Applicable) - *Describe proposed actions to stabilize/increase the course success rates for either male, female, or non-binary.*

Definitions, Examples and Explanations

Narrative reasons could reflect:

- Culturally relevant pedagogy and/or curriculum
- Scheduling
- Instructional modality of the program course(s) delivery
- CTE labor market data
- Industry trends
- Outreach initiatives
- Hiring practices

What criteria is met? (Select all that apply)

- Actions are informed by data
- Actions are within department control
- Actions are demonstrable
- Outcomes are measurable
- Possible to accomplish including short term, as well as long term (e.g., aspirational and practical)
- The narrative is not included

Overall, in this section:

- The narrative exceeds expectations - the narrative could be used as an exemplar - Excellent
- The narrative includes all 5 of the criteria - Meets the Standard
- The narrative includes 4 of the criteria - Needs Some Improvement to Meet the Standard
- The narrative includes fewer than 4 of the criteria - Needs Major Improvement to Meet the Standard
- The narrative is not included

Reader Feedback

Trizha

No changes needed to be made due to data trends by gender being flat/showing no change

Aaron

No differences in success rates by gender in the department.

Ben

The program does not have a significant difference in success rates by gender, which is correctly identified.

b. Student Course Success by Ethnicity

1. What does the data trend indicate about program student course success by ethnicity?

African Americans

- Course success has improved over the time span - Excellent
- Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard
- Course success has decreased over the time span by no more than 4 percentage points - Needs Some Improvement to Meet the Standard
- Course success has decreased over the time span by more than 4 percentage points - Needs Major Improvement to Meet the Standard

Asian

- Course success has improved over the time span - Excellent
- Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard
- Course success has decreased over the time span by no more than 4 percentage points - Needs Some Improvement to Meet the Standard
- Course success has decreased over the time span by more than 4 percentage points - Needs Major Improvement to Meet the Standard

Filipinx

- Course success has improved over the time span - Excellent
- Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard
- Course success has decreased over the time span by no more than 4 percentage points - Needs Some Improvement to Meet the Standard
- Course success has decreased over the time span by more than 4 percentage points - Needs Major Improvement to Meet the Standard

Latinx

- Course success has improved over the time span - Excellent
- Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard
- Course success has decreased over the time span by no more than 4 percentage points - Needs Some Improvement to Meet the Standard
- Course success has decreased over the time span by more than 4 percentage points - Needs Major Improvement to Meet the Standard

Native American

- Course success has improved over the time span - Excellent
- Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard
- Course success has decreased over the time span by no more than 4 percentage points - Needs Some Improvement to Meet the Standard
- Course success has decreased over the time span by more than 4 percentage points - Needs Major Improvement to Meet the Standard

Pacific Islander

- Course success has improved over the time span - Excellent
- Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard
- Course success has decreased over the time span by no more than 4 percentage points - Needs Some Improvement to Meet the Standard
- Course success has decreased over the time span by more than 4 percentage points - Needs Major Improvement to Meet the Standard

White student

- Course success has improved over the time span - Excellent

- Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard
- Course success has decreased over the time span by no more than 4 percentage points - Needs Some Improvement to Meet the Standard
- Course success has decreased over the time span by more than 4 percentage points - Needs Major Improvement to Meet the Standard

Decline to State

- Course success has improved over the time span - Excellent
- Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard
- Course success has decreased over the time span by no more than 4 percentage points - Needs Some Improvement to Meet the Standard
- Course success has decreased over the time span by more than 4 percentage points - Needs Major Improvement to Meet the Standard

Student Course Success by Ethnicity Narrative Explanation (If Applicable) - *If the data trend shows a decrease in any of the student ethnic groups' course success rates, explain why the percentage decreased for each (address each ethnic group by bullet point).*

Definitions, Examples and Explanations

Narrative reasons could reflect:

- Culturally relevant pedagogy and/or curriculum
- Scheduling
- Instructional modality of the program course(s) delivery
- CTE labor market data
- Industry trends
- Outreach initiatives
- Hiring practices

What criteria is met? (Select all that apply)

- An understanding of the trend
- Reason for the trend(s) are provided
- Reasons include items within department control
- The narrative is not included

Overall, in this section:

- The narrative exceeds expectations – the narrative could be used as an exemplar - Excellent
- The narrative includes all 3 of the criteria - Meets the Standard
- The narrative includes 2 of the criteria - Needs Some Improvement to Meet the Standard
- The narrative includes fewer than 2 of the criteria - Needs Major Improvement to Meet the Standard
- The narrative is not included

Student Course Success by Ethnicity Narrative Explanation (If Applicable) - *Describe the reasons for the gap in course success.*

Definitions, Examples and Explanations

Narrative reasons could reflect:

- Culturally relevant pedagogy and/or curriculum
- Scheduling
- Instructional modality of the program course(s) delivery
- CTE labor market data
- Industry trends
- Outreach initiatives
- Hiring practices

What criteria is met? (Select all that apply)

- An understanding of the trend
- Reason for the trend(s) are provided
- Reasons include items within department control
- The narrative is not included

Overall, in this section:

- The narrative exceeds expectations – the narrative could be used as an exemplar - Excellent
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- The narrative includes fewer than 2 of the criteria - Needs Major Improvement to Meet the Standard
- The narrative is not included

Student Course Success by Ethnicity Action Narrative (If Applicable) - *Describe the proposed actions for stabilizing/improving the course success by ethnicity.*

Definitions, Examples and Explanations

Narrative reasons could reflect:

- Culturally relevant pedagogy and/or curriculum
- Scheduling
- Instructional modality of the program course(s) delivery
- CTE labor market data
- Industry trends
- Outreach initiatives
- Hiring practices

What criteria is met? (Select all that apply)

- Actions are informed by data
- Actions are within department control
- Actions are demonstrable
- Outcomes are measurable
- Possible to accomplish including short term, as well as long term (e.g., aspirational and practical)
- The narrative is not included

Overall, in this section:

- The narrative exceeds expectations – the narrative could be used as an exemplar - Excellent
- The narrative includes all 5 of the criteria - Meets the Standard
- The narrative includes 4 of the criteria - Needs Some Improvement to Meet the Standard
- The narrative includes fewer than 4 of the criteria - Needs Major Improvement to Meet the Standard
- The narrative is not included

Reader Feedback

Trizha

Varying data made it difficult for Anthropology to explain trends, however they do refer to their strategies mentioned previously to address equity gaps.

Aaron

With such variability in the numbers and the challenge of identifying what the causes are, the department's general focus on opportunity gaps is the right approach.

Ben

The department points out that the difference in success rates by ethnicity varies considerably from year-to-year. I agree that it is difficult to identify trends or reasons that might drive these trends. There are too many variables and factors to draw conclusions or reasons for what the trends in the data might indicate.

This form is completed and ready for acceptance.

