

Instructional Program Review Template Evaluation Rubric

Template Items	Evaluation Criteria and Description	Excellent	Meets the Standard	Needs Some Improvement to Meet the Standard	Needs Major Improvement to Meet the Standard
<p>Program Mission Statement</p>	<p>Criteria The mission statement</p> <ul style="list-style-type: none"> <input type="checkbox"/> clearly states the purpose of the program <input type="checkbox"/> indicates the primary function <input type="checkbox"/> Indicates the activities of the program <input type="checkbox"/> describes the programs' aspirational goals for the future and what the program hopes to achieve <input type="checkbox"/> reflects the program's priorities and values <input type="checkbox"/> indicates who the students and/or stakeholders are <input type="checkbox"/> is aligned to the college mission statement <input type="checkbox"/> is clear and concise <p>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.</p> <p>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.</p> <p>Define Distinctive - (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)</p>	<p>Exceeds expectations for all 8 criteria</p>	<p>Addresses all 8 criteria</p>	<p>Addresses 4 to 7 of the criteria</p>	<p>Addresses fewer than 4 of the criteria</p>

Template Items	Evaluation Criteria and Description	Excellent	Meets the Standard	Needs Some Improvement to Meet the Standard	Needs Major Improvement to Meet the Standard
<p>Program Level Student Learning Outcomes</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Measurable Learning Outcomes - All PLOs are stated in terms of measurable knowledge, skills, or behaviors <input type="checkbox"/> PLO statements reflect levels of learning - All PLOs show evidence of building towards higher order thinking skills <input type="checkbox"/> Student-Centered - All learning outcomes should focus on the student <input type="checkbox"/> Uses language that is easily understood by students - PLO statements are clear and easily understood by the student <input type="checkbox"/> PLOs are Actionable - the PLOs can be used for program improvement <p>Definitions, Examples and Explanations PLOs encompass what students should be able to know, think, or do across all courses within a curriculum; course student learning outcomes are more specific and describe achievement expected in a particular course.</p> <p>Measurable Learning Outcomes</p> <ul style="list-style-type: none"> • PLOs are often too broad to be measurable or too narrow to be of much use for program improvement. • Avoid using verbs that are vague or cannot be objectively assessed <p>PLO statements reflect levels of learning</p> <ul style="list-style-type: none"> • Depending on the course and program goals, PLOs may target a range of skills or cognitive processes. Bloom’s (1956) taxonomy of educational objectives differentiates between three domains of learning: cognitive, affective, and psychomotor. <p>Student-Centered</p> <ul style="list-style-type: none"> • Effective PLOs will explain expectations for student behavior, performance, or understanding • A common misapplication of objectives is for the teacher/presenter to state what he/she is going to do (e.g., “My plan this morning is to talk about...”), rather than what the student is expected to be able to do (e.g., “After this session, you should be able to...”). 	<p>Exceeds expectations for all 5 criteria</p>	<p>Addresses all 5 criteria</p>	<p>Addresses 3 to 4 of the criteria</p>	<p>Addresses 2 or fewer of the criteria</p>

Template Items	Evaluation Criteria and Description	Excellent	Meets the Standard	Needs Some Improvement to Meet the Standard	Needs Major Improvement to Meet the Standard
	<p>Uses language that is easily understood by students</p> <ul style="list-style-type: none"> • Uses language that is easily understood by students in clear language while avoiding jargon • For instance, students in an entry-level of classes within their program need to have a clear idea of what they will get out of the classes that make up their certificate or degree (e.g., by the end of the program) • Learning objectives tell students what is important. • PLOs should be used to assess their learning progress as they work through the courses within their certificate or degree <p>PLOs are Actionable</p> <ul style="list-style-type: none"> • PLOs that are actionable will provide departments with feedback and help to understand how to better facilitate student learning across the course within a degree or certificate • Actionable PLOs help instructors within the program practice good course design. <p>PLOs should align with the ILOs</p> <ul style="list-style-type: none"> • https://foothill.edu/staff/irs/LOA/ILOS.php <p>(https://web.uri.edu/assessment/course-level-outcomes/; https://academicprograms.calpoly.edu/program-learning-outcomes; http://ccoe.rbhs.rutgers.edu/forms/pdf/EffectiveUseofLearningObjectives.pdf; https://learninginnovation.duke.edu/blog/2017/03/learning-objectives/)</p>				

Template Items	Evaluation Criteria and Description	Excellent	Meets the Standard	Needs Some Improvement to Meet the Standard	Needs Major Improvement to Meet the Standard
FTES - Enrollment Trends	What does the FTES data trend indicate?	FTES has improved over the time span	FTES has not changed or has decreased over the time span no more than 1% to 10%	FTES has decreased over the time span by 11% to 30%	FTES has decreased over the time span by greater than 30%
FTES – Narrative Explanation	<p>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.</p> <p>Narrative Criteria Narrative demonstrates...</p> <ul style="list-style-type: none"> <input type="checkbox"/> An understanding of the trend <input type="checkbox"/> Reason for the trend(s) are provided <input type="checkbox"/> Reasons include items within department control <input type="checkbox"/> Explained in the context of the size of the program (i.e., number of students, number of sections) <p>Definitions, Examples and Explanations Narrative reasons could reflect:</p> <ul style="list-style-type: none"> • 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 	The narrative exceeds expectations – the narrative could be used as an exemplar	The narrative includes all 4 of the criteria	The narrative includes 3 of the criteria	The narrative includes fewer than 3 of the criteria
FTES – Action Narrative (if needed)	<p>Describe the proposed actions for stabilizing/increasing the FTES.</p> <p>Narrative Criteria Proposed actions in the narrative demonstrates...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Actions are informed by data <input type="checkbox"/> Actions are within department control <input type="checkbox"/> Actions are demonstrable (what are the deliverables) 	The narrative exceeds expectations – the narrative could be used as an exemplar	The narrative includes all 5 of the criteria	The narrative includes 4 of the criteria	The narrative includes fewer than 4 of the criteria

Template Items	Evaluation Criteria and Description	Excellent	Meets the Standard	Needs Some Improvement to Meet the Standard	Needs Major Improvement to Meet the Standard
	<input type="checkbox"/> Outcomes are measurable <input type="checkbox"/> Possible to accomplish including short term, as well as long term (e.g., aspirational and practical)				
Sections – Narrative	<p>Explain why the number of sections is flat, increased or decreased.</p> <p>Narrative Criteria Narrative demonstrates...</p> <ul style="list-style-type: none"> <input type="checkbox"/> An understanding of the trend <input type="checkbox"/> Reason for the trend(s) are provided <input type="checkbox"/> Reasons include items within department control <input type="checkbox"/> Explained in the context of the size of the program (i.e., number of students, seat counts) <p>Definitions, Examples and Explanations Narrative reasons could reflect:</p> <ul style="list-style-type: none"> • 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 	The narrative exceeds expectations – the narrative could be used as an exemplar	The narrative includes all 4 of the criteria	The narrative includes 3 of the criteria	The narrative includes fewer than 3 of the criteria
Sections – Narrative Explanation	<p>Explain why the number of sections increased while FTES decreased.</p> <p>Narrative Criteria Narrative demonstrates...</p> <ul style="list-style-type: none"> <input type="checkbox"/> An understanding of the trend <input type="checkbox"/> Reasons for the trend(s) are provided <input type="checkbox"/> Reasons include items within department control <p>Definitions, Examples and Explanations Narrative reasons could reflect:</p> <ul style="list-style-type: none"> • Scheduling 	The narrative exceeds expectations – the narrative could be used as an exemplar	The narrative includes all 3 of the criteria	The narrative includes 2 of the criteria	The narrative includes fewer than 2 of the criteria

Template Items	Evaluation Criteria and Description	Excellent	Meets the Standard	Needs Some Improvement to Meet the Standard	Needs Major Improvement to Meet the Standard
	<ul style="list-style-type: none"> • 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 				
Productivity - Enrollment Trends	What does the data indicate about the productivity trend?	The program productivity trend has increased or has reached its maximum	The program productivity is flat	The program productivity has not decrease by more than 5%	The program productivity has decreased by more than 5%
Productivity – Narrative Explanation	<p>Explain why the productivity is flat, increased or decreased.</p> <p>Narrative Criteria Narrative demonstrates...</p> <ul style="list-style-type: none"> <input type="checkbox"/> An understanding of the trend <input type="checkbox"/> Reasons for the trend(s) are provided <input type="checkbox"/> Reasons include items within department control <p>Definitions, Examples and Explanations Narrative reasons could reflect:</p> <ul style="list-style-type: none"> • Scheduling – <ul style="list-style-type: none"> ◦ 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 	The narrative exceeds expectations – the narrative could be used as an exemplar	The narrative includes all 3 of the criteria	The narrative includes 2 of the criteria	The narrative includes fewer than 2 of the criteria
Productivity – Action Narrative (if needed)	<p>Describe the proposed actions for stabilizing/increasing the productivity number.</p> <p>Narrative Criteria Proposed actions in the narrative demonstrates...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Actions are informed by data <input type="checkbox"/> Actions are within department control 	The narrative exceeds expectations – the narrative could be used as an exemplar	The narrative includes all 5 of the criteria	The narrative includes 4 of the criteria	The narrative includes fewer than 4 of the criteria

Template Items	Evaluation Criteria and Description	Excellent	Meets the Standard	Needs Some Improvement to Meet the Standard	Needs Major Improvement to Meet the Standard
	<input type="checkbox"/> Actions are demonstrable <input type="checkbox"/> Outcomes are measurable <input type="checkbox"/> Possible to accomplish including short term, as well as long term (e.g., aspirational and practical)				
Enrollment By Gender/Sex – Narrative Explanation	<p>Explain why the enrollment rates is flat, increased or decrease for male, female, or non-binary.</p> <p>Narrative Criteria check box for criteria Narrative demonstrates...</p> <input type="checkbox"/> An understanding of the gender ratios of your program and the trend <input type="checkbox"/> An explanation of the significance of any disparities from College-wide data and/or program trends <input type="checkbox"/> Reasons include items within department control <p>Definitions, Examples and Explanations Narrative reasons could reflect:</p> <ul style="list-style-type: none"> • 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 	The narrative exceeds expectations – the narrative could be used as an exemplar	The narrative includes all 3 of the criteria	The narrative includes 2 of the criteria	The narrative includes fewer than 2 of the criteria
Enrollment By Gender/Sex	<p>Does your program differ in the percentage of males to females, in this most recent year, compared to the College?</p> <p>Enrollment by gender/sex is consistent with the College: 52% Female/46% Male</p>	The difference between the genders/sex is less than or equal 10%	The difference between the gender/sex is between 11% to 20%	The difference between the gender/sex is between 21% to 30%	The difference between the gender/sex is greater than 30%
Enrollment by Gender– Action	<p>What is the source of gender disparity and what proposed/planned actions is the program taking to achieve parity?</p> <p>Narrative Criteria</p>	The narrative exceeds expectations –	The narrative includes all 5 of the criteria	The narrative includes 4 of the criteria	The narrative includes fewer

Template Items	Evaluation Criteria and Description	Excellent	Meets the Standard	Needs Some Improvement to Meet the Standard	Needs Major Improvement to Meet the Standard
Narrative (if needed)	Proposed actions in the narrative demonstrates... <ul style="list-style-type: none"> <input type="checkbox"/> Actions are informed by data <input type="checkbox"/> Actions are within department control <input type="checkbox"/> Actions are demonstrable <input type="checkbox"/> Outcomes are measurable <input type="checkbox"/> Possible to accomplish including short term, as well as long term (e.g., aspirational and practical) 	the narrative could be used as an exemplar			than 4 of the criteria
Enrollment Distribution by Declared Majors in the Program	<p>What does the data trend indicate about enrollment (headcount) by gender of declared majors in the program?</p> <p>Gender Gap in Enrollment Distribution by Declared Majors</p>	The Gender gap by declared major is between 0% and 10%	The Gender gap by declared major is between 11% and 20%	The Gender gap by declared major is Between 21% and 30%	The Gender gap by declared major is greater than 30%

Template Items	Evaluation Criteria and Description	Excellent	Meets the Standard	Needs Some Improvement to Meet the Standard	Needs Major Improvement to Meet the Standard
Template Items	Evaluation Criteria and Description	Meets the Standard		Needs Some Improvement to Meet the Standard	
Enrollment by Ethnicity Trend	<p>Does your program differ in enrollment distribution among ethnic groups, in this most recent year, compared to the College enrollment by ethnic group?</p> <p>Enrollment Distribution by Ethnicity is Consistent with the College:</p> <p>5% African American 28% Asian 5% Filipinx 28% Latinx 1% Native American 1% Pacific Islander 29% White 4% Decline to State</p>	<p>The enrollment mirrors the college's ethnic distribution or the program has explained why the distribution is appropriate</p>		<p>The enrollment does not mirror the college's ethnic distribution</p>	
Enrollment by Ethnicity Trend	<p>Explain changes identified over the past five years for each ethnic group (address each ethnic group by bullet point).</p> <p>Narrative Criteria Narrative demonstrates...</p> <ul style="list-style-type: none"> <input type="checkbox"/> An understanding of the trend <input type="checkbox"/> Reason for the trend(s) are provided <input type="checkbox"/> Reasons include items within department control <p>Definitions, Examples and Explanations Narrative reasons could reflect:</p> <ul style="list-style-type: none"> • Culturally relevant pedagogy and/or curriculum • Scheduling • Instructional modality of the program course(s) delivery • CTE labor market data 	<p>The narrative exceeds expectations – the narrative could be used as an exemplar</p>	<p>The narrative includes all 3 of the criteria</p>	<p>The narrative includes 2 of the criteria</p>	<p>The narrative includes fewer than 2 of the criteria</p>

Template Items	Evaluation Criteria and Description	Excellent	Meets the Standard	Needs Some Improvement to Meet the Standard	Needs Major Improvement to Meet the Standard
	<ul style="list-style-type: none"> • Industry trends • Outreach Initiatives • Hiring Practices 				
<p>Enrollment by ethnicity – Action Narrative (if needed)</p>	<p>Describe the proposed actions for addressing disparities in enrollment by ethnic group within the program.</p> <p>Narrative Criteria Proposed actions in the narrative demonstrates...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Actions are informed by data <input type="checkbox"/> Actions are within department control <input type="checkbox"/> Actions are demonstrable <input type="checkbox"/> Outcomes are measurable <input type="checkbox"/> Possible to accomplish including short term, as well as long term (e.g., aspirational and practical) <p>Definitions, Examples, and Explanations Narrative proposed actions could reflect:</p> <ul style="list-style-type: none"> • 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 	<p>The narrative exceeds expectations – the narrative could be used as an exemplar</p>	<p>The narrative includes all 5 of the criteria</p>	<p>The narrative includes 4 of the criteria</p>	<p>The narrative includes fewer than 4 of the criteria</p>
<p>Student Course Success Rate (All Students)</p>	<p>What does the data trend indicate about overall course success? Focus on the 5 year trend data</p>	<p>Course success has improved over the time span</p>	<p>Course success has been flat or decreased over the time span by no more</p>	<p>Course success has decreased over the time span by no more than 4</p>	<p>Course success has decreased over the time span by more than 4</p>

Template Items	Evaluation Criteria and Description	Excellent	Meets the Standard	Needs Some Improvement to Meet the Standard	Needs Major Improvement to Meet the Standard
			than 2 percentage point	percentage points	percentage points
<p>Student Course Success Rate – Narrative Explanation</p>	<p>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.</p> <p>Narrative Criteria Narrative demonstrates...</p> <ul style="list-style-type: none"> <input type="checkbox"/> An understanding of the trend <input type="checkbox"/> Reason for the trend(s) are provided <input type="checkbox"/> Reasons include items within department control <p>Definitions, Examples and Explanations Narrative reasons could reflect:</p> <ul style="list-style-type: none"> • 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 	<p>The narrative Exceeds expectations – the narrative could be used as an exemplar</p>	<p>The narrative includes all 3 of the criteria</p>	<p>The narrative includes 2 of the criteria</p>	<p>The narrative includes fewer than 2 of the criteria</p>
<p>Student Course Success Rate – Action Narrative (if needed)</p>	<p>Describe the proposed actions for stabilizing/increasing the student's course success percentages.</p> <p>Narrative Criteria Proposed actions in the narrative demonstrates...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Actions are informed by data <input type="checkbox"/> Actions are within department control <input type="checkbox"/> Actions are demonstrable <input type="checkbox"/> Outcomes are measurable 	<p>The narrative Exceeds expectations – the narrative could be used as an exemplar</p>	<p>The narrative includes all 5 of the criteria</p>	<p>The narrative includes 4 of the criteria</p>	<p>The narrative includes fewer than 4 of the criteria</p>

Template Items	Evaluation Criteria and Description	Excellent	Meets the Standard	Needs Some Improvement to Meet the Standard	Needs Major Improvement to Meet the Standard
	<p><input type="checkbox"/> Possible to accomplish including short term, as well as long term (e.g., aspirational and practical)</p> <p>Definitions, Examples, and Explanations Narrative reasons could reflect:</p> <ul style="list-style-type: none"> • Culturally relevant pedagogy and/or curriculum • Scheduling • Instructional modality of the program course(s) delivery • Outreach Initiatives • Hiring Practices 				
<p>Student Course Success Rate Gap- (By Student Group)</p>	<p>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?</p>	<p>There is no gap between the two groups</p>	<p>The gap between the two groups has decreased over the time span</p>	<p>The gap between the two groups has not changed over the time span</p>	<p>The gap between the two groups has increased over the time span</p>
<p>Student Course Success Rate Gap (By Student Group) – Narrative Explanation</p>	<p>Explain why the course success gap is flat, increased or decreased.</p> <p>Narrative Criteria Narrative demonstrates...</p> <ul style="list-style-type: none"> <input type="checkbox"/> An understanding of the trend <input type="checkbox"/> Reason for the trend(s) are provided <input type="checkbox"/> Reasons include items within department control <p>Definitions, Examples and Explanations Narrative reasons could reflect:</p> <ul style="list-style-type: none"> • 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 	<p>The narrative exceeds expectations – the narrative could be used as an exemplar</p>	<p>The narrative includes all 3 of the criteria</p>	<p>The narrative includes 2 of the criteria</p>	<p>The narrative includes fewer than 2 of the criteria</p>

Template Items	Evaluation Criteria and Description	Excellent	Meets the Standard	Needs Some Improvement to Meet the Standard	Needs Major Improvement to Meet the Standard
<p>Student Course Success Rate Gap (By Student Group) – Action Narrative (if needed)</p>	<p>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?</p> <p>Narrative Criteria Proposed actions in the narrative demonstrates...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Actions are informed by data <input type="checkbox"/> Actions are within department control <input type="checkbox"/> Actions are demonstrable <input type="checkbox"/> Outcomes are measurable <input type="checkbox"/> Possible to accomplish including short term, as well as long term (e.g., aspirational and practical) <p>Definitions, Examples, and Explanations Narrative reasons could reflect:</p> <ul style="list-style-type: none"> • 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 	<p>The narrative Exceeds expectations – the narrative could be used as an exemplar</p>	<p>The narrative includes all 5 of the criteria</p>	<p>The narrative includes 4 of the criteria</p>	<p>The narrative includes fewer than 4 of the criteria</p>
<p>Female Student Course Success Rates</p>	<p>What does the data trend indicate about (Female) course success?</p>	<p>Course success has improved over the time span</p>	<p>Course success has been flat or decreased over the time span by no more than 2 percentage point</p>	<p>Course success has decreased over the time span by no more than 4 percentage points</p>	<p>Course success has decreased over the time span by more than 4 percentage points</p>

Template Items	Evaluation Criteria and Description	Excellent	Meets the Standard	Needs Some Improvement to Meet the Standard	Needs Major Improvement to Meet the Standard
Male Student Course Success Rates	What does the data trend indicate about (Male) course success?	Course success has improved over the time span	Course success has been flat or decreased over the time span by no more than 2 percentage point	Course success has decreased over the time span by no more than 4 percentage points	Course success has decreased over the time span by more than 4 percentage points
Non-binary Student Course Success Rates	What does the data trend indicate about (Non-binary) course success?	Course success has improved over the time span	Course success has been flat or decreased over the time span by no more than 2 percentage point	Course success has decreased over the time span by no more than 4 percentage points	Course success has decreased over the time span by more than 4 percentage points
Gender Student Course Success Rates – Narrative Explanation	<p>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.</p> <p>Narrative Criteria Narrative demonstrates...</p> <ul style="list-style-type: none"> <input type="checkbox"/> An understanding of the trend <input type="checkbox"/> Reason for the trend(s) are provided <input type="checkbox"/> Reasons include items within department control <p>Definitions, Examples and Explanations Narrative reasons could reflect:</p> <ul style="list-style-type: none"> • Culturally relevant pedagogy and/or curriculum • Scheduling • Instructional modality of the program course(s) delivery • CTE labor market data • Industry trends 	The narrative exceeds expectations – the narrative could be used as an exemplar	The narrative includes all 3 of the criteria	The narrative includes 2 of the criteria	The narrative includes fewer than 2 of the criteria

Template Items	Evaluation Criteria and Description	Excellent	Meets the Standard	Needs Some Improvement to Meet the Standard	Needs Major Improvement to Meet the Standard
	<ul style="list-style-type: none"> • Outreach Initiatives • Hiring Practices 				
Gender Student Course Success Rates – Action Narrative	<p>Describe proposed actions to stabilize/increase the course success rates for either male, female, or non-binary.</p> <p>Narrative Criteria Proposed actions in the narrative demonstrates...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Actions are informed by data <input type="checkbox"/> Actions are within department control <input type="checkbox"/> Actions are demonstrable <input type="checkbox"/> Outcomes are measurable <input type="checkbox"/> Possible to accomplish including short term, as well as long term (e.g., aspirational and practical) <p>Definitions, Examples, and Explanations Narrative reasons could reflect:</p> <ul style="list-style-type: none"> • 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 	<p>The narrative Exceeds expectations – the narrative could be used as an exemplar</p>	<p>The narrative includes all 5 of the criteria</p>	<p>The narrative includes 4 of the criteria</p>	<p>The narrative includes fewer than 4 of the criteria</p>
African American Student Course Success Rates	<p>What does the data trend indicate about course success by ethnicity?</p>	<p>Course success has improved over the time span</p>	<p>Course success has been flat or decreased over the time span by no more than 2</p>	<p>Course success has decreased over the time span by no more than 4 percentage</p>	<p>Course success has decreased over the time span by more than 4 percentage</p>

Template Items	Evaluation Criteria and Description	Excellent	Meets the Standard	Needs Some Improvement to Meet the Standard	Needs Major Improvement to Meet the Standard
			percentage point	points	points
Asian Student Course Success Rates	What does the data trend indicate about course success by ethnicity?	Course success has improved over the time span	Course success has been flat or decreased over the time span by no more than 2 percentage point	Course success has decreased over the time span by no more than 4 percentage points	Course success has decreased over the time span by more than 4 percentage points
Filipinx Student Course Success Rates	What does the data trend indicate about course success by ethnicity?	Course success has improved over the time span	Course success has been flat or decreased over the time span by no more than 2 percentage point	Course success has decreased over the time span by no more than 4 percentage points	Course success has decreased over the time span by more than 4 percentage points
Latinx Student Course Success Rates	What does the data trend indicate about course success by ethnicity?	Course success has improved over the time span	Course success has been flat or decreased over the time span by no more than 2 percentage point	Course success has decreased over the time span by no more than 4 percentage points	Course success has decreased over the time span by more than 4 percentage points

Template Items	Evaluation Criteria and Description	Excellent	Meets the Standard	Needs Some Improvement to Meet the Standard	Needs Major Improvement to Meet the Standard
Native American Student Course Success Rates	What does the data trend indicate about course success by ethnicity?	Course success has improved over the time span	Course success has been flat or decreased over the time span by no more than 2 percentage point	Course success has decreased over the time span by no more than 4 percentage points	Course success has decreased over the time span by more than 4 percentage points
Pacific Islander Student Course Success Rates	What does the data trend indicate about course success by ethnicity?	Course success has improved over the time span	Course success has been flat or decreased over the time span by no more than 2 percentage point	Course success has decreased over the time span by no more than 4 percentage points	Course success has decreased over the time span by more than 4 percentage points
White Student Course Success Rates	What does the data trend indicate about course success by ethnicity?	Course success has improved over the time span	Course success has been flat or decreased over the time span by no more than 2 percentage point	Course success has decreased over the time span by no more than 4 percentage points	Course success has decreased over the time span by more than 4 percentage points
Decline to State Student Course Success Rates	What does the data trend indicate about course success by ethnicity?	Course success has improved over the time span	Course success has been flat or decreased over the time span by no more than 2 percentage point	Course success has decreased over the time span by no more than 4 percentage points	Course success has decreased over the time span by more than 4 percentage points

Template Items	Evaluation Criteria and Description	Excellent	Meets the Standard	Needs Some Improvement to Meet the Standard	Needs Major Improvement to Meet the Standard
<p>Student Course Success Rates by Ethnicity – Narrative Explanation (if needed)</p>	<p>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).</p> <p>Narrative Criteria Narrative demonstrates...</p> <ul style="list-style-type: none"> <input type="checkbox"/> An understanding of the trend <input type="checkbox"/> Reason for the trend(s) are provided <input type="checkbox"/> Reasons include items within department control <p>Definitions, Examples and Explanations Narrative reasons could reflect:</p> <ul style="list-style-type: none"> • 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 	<p>The narrative Exceeds expectations – the narrative could be used as an exemplar</p>	<p>The narrative includes all 3 of the criteria</p>	<p>The narrative includes 2 of the criteria</p>	<p>The narrative includes fewer than 2 of the criteria</p>
<p>Student Course Success Rates by Ethnicity – Narrative Explanation (if needed)</p>	<p>Describe the reasons for the gap in course success.</p> <p>Narrative Criteria Narrative demonstrates...</p> <ul style="list-style-type: none"> <input type="checkbox"/> An understanding of the trend <input type="checkbox"/> Reason for the trend(s) are provided <input type="checkbox"/> Reasons include items within department control <p>Definitions, Examples and Explanations Narrative reasons could reflect:</p> <ul style="list-style-type: none"> • Culturally relevant pedagogy and/or curriculum • Scheduling • Instructional modality of the program course(s) delivery • CTE labor market data • Industry trends 	<p>The narrative Exceeds expectations – the narrative could be used as an exemplar</p>	<p>The narrative includes all 3 of the criteria</p>	<p>The narrative includes 2 of the criteria</p>	<p>The narrative includes fewer than 2 of the criteria</p>

Template Items	Evaluation Criteria and Description	Excellent	Meets the Standard	Needs Some Improvement to Meet the Standard	Needs Major Improvement to Meet the Standard
	<ul style="list-style-type: none"> • Outreach Initiatives • Hiring Practices 				
<p>Student Course Success Rates by Ethnicity – Action Narrative (if needed)</p>	<p>Describe the proposed actions for stabilizing/improving the course success by ethnicity.</p> <p>Narrative Criteria Proposed actions in the narrative demonstrates...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Actions are informed by data <input type="checkbox"/> Actions are within department control <input type="checkbox"/> Actions are demonstrable <input type="checkbox"/> Outcomes are measurable <input type="checkbox"/> Possible to accomplish including short term, as well as long term (e.g., aspirational and practical) <p>Definitions, Examples, and Explanations Narrative reasons could reflect:</p> <ul style="list-style-type: none"> • 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 	<p>The narrative exceeds expectations – the narrative could be used as an exemplar</p>	<p>The narrative includes all 5 of the criteria</p>	<p>The narrative includes 4 of the criteria</p>	<p>The narrative includes fewer than 4 of the criteria</p>