

**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><b>Mission Statement</b><br/>Box- 1</p> | <p><b>Criteria</b><br/>The mission statement</p> <ol style="list-style-type: none"> <li>1. clearly states the purpose of the program</li> <li>2. indicates the primary function</li> <li>3. Indicates the activities of the program</li> <li>4. describes the programs’ aspirational goals for the future and what the program hopes to achieve</li> <li>5. reflects the program’s priorities and values</li> <li>6. indicates who the students and/or stakeholders are</li> <li>7. is aligned to the college mission statement</li> <li>8. is clear and concise</li> </ol> <p><b>Definitions</b><br/>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 -<br/>(<a href="https://www.edglossary.org/mission-and-vision/">https://www.edglossary.org/mission-and-vision/</a>; <a href="https://assessment.uconn.edu/wp-content/uploads/sites/1804/2016/06/HowToWriteMission.pdf">https://assessment.uconn.edu/wp-content/uploads/sites/1804/2016/06/HowToWriteMission.pdf</a>; 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> |

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|---|---|--|---------------------------------|---|--|
| <p><b>Program Learning Outcomes (PLO)</b><br/>Box 2</p> | <ol style="list-style-type: none"> <li>1. <b>Measurable Learning Outcomes</b> - All PLOs are stated in terms of measurable knowledge, skills, or behaviors</li> <li>2. <b>PLO statements reflect levels of learning</b> – All PLOs show evidence of building towards higher order thinking skills</li> <li>3. <b>Student-Centered</b> - All learning outcomes should focus on the student</li> <li>4. <b>Uses language that is easily understood by students</b> – PLO statements are clear and easily understood by the student</li> <li>5. <b>PLOs are Actionable</b> – the PLOs can be used for program improvement</li> </ol> <p><b><u>DEFINITIONS &amp; EXPLANATIONS</u></b></p> <p>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><b>Measurable Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>• PLOs are often too broad to be measurable or too narrow to be of much use for program improvement.</li> <li>• Avoid using verbs that are vague or cannot be objectively assessed</li> </ul> <p><b>PLO statements reflect levels of learning</b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p><b>Student-Centered</b></p> <ul style="list-style-type: none"> <li>• Effective PLOs will explain expectations for student behavior, performance, or understanding</li> </ul> | <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>  |

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|----------------|---|-----------|--------------------|---|--|
|                | <ul style="list-style-type: none"> <li>• 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...”).</li> </ul> <p><b>Uses language that is easily understood by students</b></p> <ul style="list-style-type: none"> <li>• Uses language that is easily understood by students in clear language while avoiding jargon</li> <li>• 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., <i>by the end of the program</i>)</li> <li>• Learning objectives tell students what is important.</li> <li>• PLOs should be used to assess their learning progress as they work through the courses within their certificate or degree</li> </ul> <p><b>PLOs are Actionable</b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Actionable PLOs help instructors within the program practice good course design.</li> </ul> <p><b>PLOs should align with the ILOs</b><br/> <a href="https://foothill.edu/staff/irs/LOA/ILOS.php">https://foothill.edu/staff/irs/LOA/ILOS.php</a></p> <p>(<a href="https://web.uri.edu/assessment/course-level-outcomes/">https://web.uri.edu/assessment/course-level-outcomes/</a>;<br/> <a href="https://academicprograms.calpoly.edu/program-learning-outcomes;">https://academicprograms.calpoly.edu/program-learning-outcomes</a>;<br/> <a href="http://ccoe.rbhs.rutgers.edu/forms/pdf/EffectiveUseofLearningObjectives.pdf">http://ccoe.rbhs.rutgers.edu/forms/pdf/EffectiveUseofLearningObjectives.pdf</a>;<br/> <a href="https://learninginnovation.duke.edu/blog/2017/03/learning-objectives/">https://learninginnovation.duke.edu/blog/2017/03/learning-objectives/</a>)</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              |
|---|---|---|--|---|---|
| <b>FTES - Enrollment Trends</b><br>Box 3            | What does the FTES data trend indicate?   | FTES has improved over the time span  | The FTES has decreased over the time span no more than 10% | FTES has decreased over the time span by 10% to 30% | FTES has decreased over the time span by greater than 30% |
| <b>FTES – Narrative Explanation</b><br>Box 4        | <p><b>Narrative Criteria</b><br/>           Narrative demonstrates...</p> <ol style="list-style-type: none"> <li>1. An understanding of the trend</li> <li>2. Reason for the trend(s) are provided</li> <li>3. Reasons include items within department control</li> <li>4. Explained in the context of the size of the program (i.e., number of students, number of sections)</li> </ol> <p><b>Definitions, Examples and Explanations</b><br/>           Narrative reasons could reflect:</p> <ul style="list-style-type: none"> <li>• Culturally relevant pedagogy and/or curriculum</li> <li>• The curriculum and course materials are current</li> <li>• Scheduling</li> <li>• Instructional modality of the program course(s) delivery</li> <li>• CTE labor market data</li> <li>• Industry trends</li> </ul> | 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       |
| <b>FTES – Action Narrative (if needed)</b><br>Box 5 | <p><b>Narrative Criteria</b><br/>           Proposed actions in the narrative demonstrates...</p> <ol style="list-style-type: none"> <li>1. Actions are informed by data</li> <li>2. Actions are within department control</li> <li>3. Actions are demonstrable (what are the deliverables)</li> <li>4. Outcomes are measureable</li> <li>5. Possible to accomplish including short term, as well as long term (e.g., aspirational and practical)</li> </ol>  | 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       |
| <b>Sections - Enrollment Trends</b><br>Box 6        | What does the data trend indicate about the number of sections offered?   | This data trend is not evaluated  |  |   |   |

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|---|---|--|---|---|--|
| <p><b>Sections – Narrative Explanation</b></p> <p><b>Increase or decrease in sections explanation</b><br/>Box 7</p> | <p><b>Narrative Criteria</b><br/>Narrative demonstrates...</p> <ol style="list-style-type: none"> <li>1. An understanding of the trend</li> <li>2. Reason for the trend(s) are provided</li> <li>3. Reasons include items within department control</li> <li>4. Explained in the context of the size of the program (i.e., number of students, seat counts)</li> </ol> <p><b>Definitions, Examples and Explanations</b><br/>Narrative reasons could reflect:</p> <ol style="list-style-type: none"> <li>5. Scheduling</li> <li>6. Instructional modality of the program course(s) delivery</li> <li>7. Increase in FTEF</li> <li>8. Changes in accreditation requirements or labor market trends</li> <li>9. Degree/certificates requirements</li> <li>10. Changes in state policy</li> </ol> | <p>The narrative Exceeds expectations – the narrative could be used as an exemplar</p> | <p>The narrative includes all 4 of the criteria</p> | <p>The narrative includes 3 of the criteria</p> | <p>The narrative includes fewer than 3 of the criteria</p> |
| <p><b>Sections – Narrative Explanation</b></p> <p><b>Increase or decrease in sections explanation</b><br/>Box 8</p> | <p><b>Narrative Criteria</b><br/>Narrative demonstrates...</p> <ol style="list-style-type: none"> <li>1. An understanding of the trend</li> <li>2. Reasons for the trend(s) are provided</li> <li>3. Reasons include items within department control</li> </ol> <p><b>Definitions, Examples and Explanations</b><br/>Narrative reasons could reflect:</p> <ul style="list-style-type: none"> <li>• Scheduling</li> <li>• Instructional modality of the program course(s) delivery</li> <li>• Increase in FTEF</li> <li>• Changes in accreditation requirements or labor market trends</li> <li>• Degree/certificates requirements</li> <li>• Changes in state policy</li> </ul>   | <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> |

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|--|---|---|--|--|--|
| <b>Productivity - Enrollment Trends</b><br>Box 9             | What does the data indicate about the productivity trend?   | The program productivity trend has increased                                    | The program productivity is flat             | The program productivity is has not decrease by more than 5% | The program productivity has decreased by more than 5% |
| <b>Productivity – Narrative Explanation</b><br>Box 10        | <p><b>Narrative Criteria</b><br/>           Narrative demonstrates...</p> <ol style="list-style-type: none"> <li>1. An understanding of the trend</li> <li>2. Reasons for the trend(s) are provided</li> <li>3. Reasons include items within department control</li> </ol> <p><b>Definitions, Examples and Explanations</b><br/>           Narrative reasons could reflect:</p> <ul style="list-style-type: none"> <li>• Scheduling –               <ul style="list-style-type: none"> <li>○ Courses in the program are scheduled for efficiency</li> <li>○ Sequenced to allow for program completion</li> <li>○ Is student driven (e.g., when most students want to take class)</li> </ul> </li> <li>• Instructional modality of the program course(s) delivery</li> <li>• Enrollment data from day one to census</li> </ul> | 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    |
| <b>Productivity – Action Narrative (if needed)</b><br>Box 11 | <p><b>Narrative Criteria</b><br/>           Proposed actions in the narrative demonstrates...</p> <ol style="list-style-type: none"> <li>1. Actions are informed by data</li> <li>2. Actions are within department control</li> <li>3. Actions are demonstrable</li> <li>4. Outcomes are measureable</li> <li>5. Possible to accomplish including short term, as well as long term (e.g., aspirational and practical)</li> </ol>  | 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    |
| <b>Enrollment By Gender/Sex</b><br>Box 12                    | Enrollment by gender/sex is consistent with the College: 55% Female/ 45% Male   | The difference between the genders/sex is less than or equal 10%                | The difference between the gender/sex is     | The difference between the                                   | The difference between the                             |

| Template Items   | Evaluation Criteria and Description   | Excellent   | Meets the Standard                                      | Needs Some Improvement to Meet the Standard | Needs Major Improvement to Meet the Standard         |
|--|---|---|---|---|--|
|  |   |   | between 11% to 20%                                      | gender/sex is between 21% to 30%            | gender/sex is greater than 30%                       |
| <b>Enrollment By Gender/Sex – Narrative Explanation</b><br>Box 13          | <p><b>Narrative Criteria</b><br/>           Narrative demonstrates...</p> <ol style="list-style-type: none"> <li>1. An understanding of the trend</li> <li>2. Reason for the trend(s) are provided</li> <li>3. Reasons include items within department control</li> </ol> <p><b>Definitions, Examples and Explanations</b><br/>           Narrative reasons could reflect:</p> <ul style="list-style-type: none"> <li>• Culturally relevant pedagogy and/or curriculum</li> <li>• Scheduling</li> <li>• Instructional modality of the program course(s) delivery</li> <li>• CTE labor market data</li> <li>• Industry trends</li> <li>• Outreach Initiatives</li> <li>• Hiring Practices</li> </ul> | 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  |
| <b>Enrollment by Gender– Action Narrative</b> (if needed)<br>Box 14        | <p><b>Narrative Criteria</b><br/>           Proposed actions in the narrative demonstrates...</p> <ol style="list-style-type: none"> <li>1. Actions are informed by data</li> <li>2. Actions are within department control</li> <li>3. Actions are demonstrable</li> <li>4. Outcomes are measureable</li> <li>5. Possible to accomplish including short term, as well as long term (e.g., aspirational and practical)</li> </ol>  | 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  |
| <b>Enrollment Distribution by Declared Majors in the Program</b><br>Box 15 | Gender Gap in Enrollment Distribution by Declared Majors  | 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 | The Gender gap by declared major is greater than 30% |

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|---|---|---|--|---|---|
|   |   |   |  | 21% and 30%                                 |   |
| <b>Gender Gap by Declared Majors in the Program – Narrative Explanation</b><br>Box 16                     | <p><b>Narrative Criteria</b><br/>           Narrative demonstrates...</p> <ol style="list-style-type: none"> <li>1. An understanding of the trend</li> <li>2. Reason for the trend(s) are provided</li> <li>3. Reasons include items within department control</li> </ol> <p><b>Definitions, Examples and Explanations</b><br/>           Narrative reasons could reflect:</p> <ul style="list-style-type: none"> <li>• Culturally relevant pedagogy and/or curriculum</li> <li>• Scheduling</li> <li>• Instructional modality of the program course(s) delivery</li> <li>• CTE labor market data</li> <li>• Industry trends</li> <li>• Outreach Initiatives</li> <li>• Hiring Practices</li> </ul>   | 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 |
| <b>Enrollment Distribution by Declared Majors in the Program – Action Narrative</b> (if needed)<br>Box 17 | <p><b>Narrative Criteria</b><br/>           Proposed actions in the narrative demonstrates...</p> <ol style="list-style-type: none"> <li>1. Actions are informed by data</li> <li>2. Actions are within department control</li> <li>3. Actions are demonstrable</li> <li>4. Outcomes are measureable</li> <li>5. Possible to accomplish including short term, as well as long term (e.g., aspirational and practical)</li> </ol> <p><b>Definitions, Examples, and Explanations</b><br/>           Narrative reasons could reflect:</p> <ul style="list-style-type: none"> <li>• Culturally relevant pedagogy and/or curriculum</li> <li>• Scheduling</li> <li>• Instructional modality of the program course(s) delivery</li> <li>• CTE labor market data</li> <li>• Industry trends</li> <li>• Outreach Initiatives</li> </ul> | 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 |



|  |  |   |  |  |   |
|--|--|---|--|--|---|
| <b>Template Items</b>  | <b>Evaluation Criteria and Description</b>   | <b>Excellent</b>  | <b>Meets the Standard</b>                    | <b>Needs Some Improvement to Meet the Standard</b>               | <b>Needs Major Improvement to Meet the Standard</b> |
|  | <ul style="list-style-type: none"> <li>Hiring Practices</li> </ul>   |   |  |  |   |
| <b>Template Items</b>  | <b>Evaluation Criteria and Description</b>   | <b>Meets the Standard</b>   |  | <b>Needs Some Improvement to Meet the Standard</b>               |   |
| <b>Enrollment by Ethnicity Trend</b><br>Box 18                               | Enrollment Distribution by Ethnicity is Consistent with the College:<br>5% African American   30% Asian   6% Filipinx   26% Latinx  <br>1% Native American   1% Pacific Islander   29% White  <br>2% Decline to State  | The enrollment mirrors the college's ethnic distribution                        |  | The enrollment does not mirror the college's ethnic distribution |   |
| <b>Template Items</b>  | <b>Evaluation Criteria and Description</b>   | <b>Excellent</b>  | <b>Meets the Standard</b>                    | <b>Needs Some Improvement to Meet the Standard</b>               | <b>Needs Major Improvement to Meet the Standard</b> |
| <b>Enrollment by Ethnicity – Narrative Explanation</b> (if needed)<br>Box 19 | <p><b>Narrative Criteria</b><br/>Narrative demonstrates...</p> <ol style="list-style-type: none"> <li>An understanding of the trend</li> <li>Reason for the trend(s) are provided</li> <li>Reasons include items within department control</li> </ol> <p><b>Definitions, Examples and Explanations</b><br/>Narrative reasons could reflect:</p> <ul style="list-style-type: none"> <li>Culturally relevant pedagogy and/or curriculum</li> <li>Scheduling</li> <li>Instructional modality of the program course(s) delivery</li> <li>CTE labor market data</li> <li>Industry trends</li> <li>Outreach Initiatives</li> <li>Hiring Practices</li> </ul> | 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 |
| <b>Enrollment by ethnicity – Action Narrative</b> (if needed)                | <p><b>Narrative Criteria</b><br/>Proposed actions in the narrative demonstrates...</p> <ol style="list-style-type: none"> <li>Actions are informed by data</li> <li>Actions are within department control</li> <li>Actions are demonstrable</li> </ol>   | The narrative Exceeds expectations – the narrative could be                     | The narrative includes all 5 of the criteria | The narrative includes 4 of the criteria                         | The narrative includes fewer than                   |

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|--|--|---|---|---|--|
| Box 20   | <p>4. Outcomes are measurable<br/>5. Possible to accomplish including short term, as well as long term (e.g., aspirational and practical)</p> <p><b>Definitions, Examples, and Explanations</b><br/>Narrative proposed actions could reflect:</p> <ul style="list-style-type: none"> <li>• Culturally relevant pedagogy and/or curriculum</li> <li>• Scheduling</li> <li>• Instructional modality of the program course(s) delivery</li> <li>• CTE labor market data</li> <li>• Industry trends</li> <li>• Outreach Initiatives</li> <li>• Hiring Practices</li> </ul> | used as an exemplar   |   |   | 4 of the criteria  |
| <p><b>Student Course Success Rate (All Students)</b><br/>Box 21</p>          | What does the data trend indicate about overall 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 |
| <p><b>Student Course Success Rate – Narrative Explanation</b><br/>Box 22</p> | <p><b>Narrative Criteria</b><br/>Narrative demonstrates...</p> <ol style="list-style-type: none"> <li>1. An understanding of the trend</li> <li>2. Reason for the trend(s) are provided</li> <li>3. Reasons include items within department control</li> </ol> <p><b>Definitions, Examples and Explanations</b><br/>Narrative reasons could reflect:</p> <ul style="list-style-type: none"> <li>• Culturally relevant pedagogy and/or curriculum</li> <li>• Scheduling</li> </ul>  | 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"> <li>• Instructional modality of the program course(s) delivery</li> <li>• CTE labor market data</li> <li>• Industry trends</li> <li>• Outreach Initiatives</li> <li>• Hiring Practices</li> </ul>  |   |   |   |   |
| <b>Student Course Success Rate – Action Narrative</b> (if needed)<br>Box 23   | <p><b>Narrative Criteria</b><br/>           Proposed actions in the narrative demonstrates...</p> <ol style="list-style-type: none"> <li>1. Actions are informed by data</li> <li>2. Actions are within department control</li> <li>3. Actions are demonstrable</li> <li>4. Outcomes are measureable</li> <li>5. Possible to accomplish including short term, as well as long term (e.g., aspirational and practical)</li> </ol> <p><b>Definitions, Examples, and Explanations</b><br/>           Narrative reasons could reflect:</p> <ul style="list-style-type: none"> <li>• Culturally relevant pedagogy and/or curriculum</li> <li>• Scheduling</li> <li>• Instructional modality of the program course(s) delivery</li> <li>• Outreach Initiatives</li> <li>• Hiring Practices</li> </ul> | 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             |
| <b>Student Course Success Rate Gap- (Targeted and Non-Targeted)</b><br>Box 24 | What does the data trend indicate about the course success gap between targeted and non-targeted ethnic groups?   | There is no gap between the two groups  | The gap between the two groups has decreased over the time span | The gap between the two groups has not changed over the time span | The gap between the two groups has increased over the time span |
| <b>Student Course Success Rate Gap (Targeted and Non-</b>                     | <p><b>Narrative Criteria</b><br/>           Narrative demonstrates...</p> <ol style="list-style-type: none"> <li>1. An understanding of the trend</li> <li>2. Reason for the trend(s) are provided</li> </ol>   | The narrative Exceeds expectations – the narrative could be                     | The narrative includes all 3 of the criteria                    | The narrative includes 2  | The narrative includes fewer than                               |

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|---|--|---|--|---|---|
| <b>Targeted) – Narrative Explanation</b><br>Box 25  | 3. Reasons include items within department control<br><br><b>Definitions, Examples and Explanations</b><br>Narrative reasons could reflect: <ul style="list-style-type: none"> <li>• Culturally relevant pedagogy and/or curriculum</li> <li>• Scheduling</li> <li>• Instructional modality of the program course(s) delivery</li> <li>• CTE labor market data</li> <li>• Industry trends</li> <li>• Outreach Initiatives</li> <li>• Hiring Practices</li> </ul>   | used as an exemplar   |  | of the criteria                                 | 2 of the criteria                                   |
| <b>Student Course Success Rate Gap (Targeted and Non-Targeted) – Action Narrative</b> (if needed)<br>Box 26 | <b>Narrative Criteria</b><br>Proposed actions in the narrative demonstrates... <ol style="list-style-type: none"> <li>1. Actions are informed by data</li> <li>2. Actions are within department control</li> <li>3. Actions are demonstrable</li> <li>4. Outcomes are measureable</li> <li>5. Possible to accomplish including short term, as well as long term (e.g., aspirational and practical)</li> </ol> <b>Definitions, Examples, and Explanations</b><br>Narrative reasons could reflect: <ul style="list-style-type: none"> <li>• Culturally relevant pedagogy and/or curriculum</li> <li>• Scheduling</li> <li>• Instructional modality of the program course(s) delivery</li> <li>• CTE labor market data</li> <li>• Industry trends</li> <li>• Outreach Initiatives Hiring Practices</li> </ul> | 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 |
| <b>Female Student Course Success Rates</b><br>Box 27  | What does the data trend indicate about course success by gender?  | Course success has improved over the time span                                  | Course success has been flat or decreased over the time span by no | Course success has decreased over the time span | Course success has decreased over the time span     |

| Template Items   | Evaluation Criteria and Description   | Excellent   | Meets the Standard  | Needs Some Improvement to Meet the Standard   | Needs Major Improvement to Meet the Standard                                     |
|--|---|---|---|---|--|
|  |   |   | more than 2 percentage point  | by no more than 4 percentage points   | by more than 4 percentage points   |
| <b>Male Student Course Success Rates</b><br>Box 27                           | What does the data trend indicate about course success by gender?   | 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 |
| <b>Gender Student Course Success Rates – Narrative Explanation</b><br>Box 28 | <p><b>Narrative Criteria</b><br/>           Narrative demonstrates...</p> <ol style="list-style-type: none"> <li>1. An understanding of the trend</li> <li>2. Reason for the trend(s) are provided</li> <li>3. Reasons include items within department control</li> </ol> <p><b>Definitions, Examples and Explanations</b><br/>           Narrative reasons could reflect:</p> <ul style="list-style-type: none"> <li>• Culturally relevant pedagogy and/or curriculum</li> <li>• Scheduling</li> <li>• Instructional modality of the program course(s) delivery</li> <li>• CTE labor market data</li> <li>• Industry trends</li> <li>• Outreach Initiatives</li> <li>• Hiring Practices</li> </ul> | 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                              |
| <b>Gender Student Course Success Rates – Action Narrative</b><br>Box 29      | <p><b>Narrative Criteria</b><br/>           Proposed actions in the narrative demonstrates...</p> <ol style="list-style-type: none"> <li>1. Actions are informed by data</li> <li>2. Actions are within department control</li> <li>3. Actions are demonstrable</li> </ol>  | The narrative Exceeds expectations – the narrative could be                     | The narrative includes all 5 of the criteria  | The narrative includes 4 of the criteria  | The narrative includes fewer than  |

| 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>4. Outcomes are measureable<br/>5. Possible to accomplish including short term, as well as long term (e.g., aspirational and practical)</p> <p><b>Definitions, Examples, and Explanations</b><br/>Narrative reasons could reflect:</p> <ul style="list-style-type: none"> <li>• Culturally relevant pedagogy and/or curriculum</li> <li>• Scheduling</li> <li>• Instructional modality of the program course(s) delivery</li> <li>• CTE labor market data</li> <li>• Industry trends</li> <li>• Outreach Initiatives</li> <li>• Hiring Practices</li> </ul> | used as an exemplar                                   |  |  | 4 of the criteria   |
| <p><b>African American Student Course Success Rates</b><br/>Box 30</p> | <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 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> |
| <p><b>Asian Student Course Success Rates</b><br/>Box 30</p>            | <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 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                                     |
|--|--|--|---|---|--|
| <b>Filipinx Student Course Success Rates</b><br>Box 30         | 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 |
| <b>Latinx Student Course Success Rates</b><br>Box 30           | 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 |
| <b>Native American Student Course Success Rates</b><br>Box 30  | 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 |
| <b>Pacific Islander Student Course Success Rates</b><br>Box 30 | 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                   | Course success has decreased over the time span by more than 4                   |

| 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 points   | percentage points  |
| <b>White Student Course Success Rates</b><br>Box 30  | 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 |
| <b>Decline to State Student Course Success Rates</b><br>Box 30                                 | 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 |
| <b>Student Course Success Rates by Ethnicity – Narrative Explanation</b> (if needed)<br>Box 31 | <p><b>Narrative Criteria</b><br/>           Narrative demonstrates...</p> <ol style="list-style-type: none"> <li>1. An understanding of the trend</li> <li>2. Reason for the trend(s) are provided</li> <li>3. Reasons include items within department control</li> </ol> <p><b>Definitions, Examples and Explanations</b><br/>           Narrative reasons could reflect:</p> <ul style="list-style-type: none"> <li>• Culturally relevant pedagogy and/or curriculum</li> <li>• Scheduling</li> <li>• Instructional modality of the program course(s) delivery</li> <li>• CTE labor market data</li> <li>• Industry trends</li> <li>• Outreach Initiatives</li> </ul> | 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"> <li>Hiring Practices</li> </ul>   |   |  |   |   |
| <b>Student Course Success Rates by Ethnicity – Action Narrative</b> (if needed)<br>Box 32 | <p><b>Narrative Criteria</b><br/>           Proposed actions in the narrative demonstrates...</p> <ol style="list-style-type: none"> <li>Actions are informed by data</li> <li>Actions are within department control</li> <li>Actions are demonstrable</li> <li>Outcomes are measureable</li> <li>Possible to accomplish including short term, as well as long term (e.g., aspirational and practical)</li> </ol> <p><b>Definitions, Examples, and Explanations</b><br/>           Narrative reasons could reflect:</p> <ul style="list-style-type: none"> <li>Culturally relevant pedagogy and/or curriculum</li> <li>Scheduling</li> <li>Instructional modality of the program course(s) delivery</li> <li>CTE labor market data</li> <li>Industry trends</li> <li>Outreach Initiatives</li> <li>Hiring Practices</li> </ul> | 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 |
| <b>Student Course Success Rates by Ethnicity – Action Narrative</b> (if needed)<br>Box 33 | <p><b>Narrative Criteria</b><br/>           Proposed actions in the narrative demonstrates...</p> <ol style="list-style-type: none"> <li>Actions are informed by data</li> <li>Actions are within department control</li> <li>Actions are demonstrable</li> <li>Outcomes are measurable</li> <li>Possible to accomplish including short term, as well as long term (e.g., aspirational and practical)</li> </ol> <p><b>Definitions, Examples, and Explanations</b><br/>           Narrative reasons could reflect:</p> <ul style="list-style-type: none"> <li>Culturally relevant pedagogy and/or curriculum</li> <li>Scheduling</li> <li>Instructional modality of the program course(s) delivery</li> </ul>  | 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        |
|---|--|---|--|---|---|
|   | <ul style="list-style-type: none"> <li>• CTE labor market data</li> <li>• Industry trends</li> <li>• Outreach Initiatives</li> <li>• Hiring Practices</li> </ul>   |   |  |   |   |
| <b>Student Course Success Rates by Ethnicity – Action Narrative</b> (if needed)<br>Box 34 | <p><b>Narrative Criteria</b><br/>           Proposed actions in the narrative demonstrates...</p> <ol style="list-style-type: none"> <li>1. Actions are informed by data</li> <li>2. Actions are within department control</li> <li>3. Actions are demonstrable</li> <li>4. Outcomes are measurable</li> <li>5. Possible to accomplish including short term, as well as long term (e.g., aspirational and practical)</li> </ol> <p><b>Definitions, Examples, and Explanations</b><br/>           Narrative reasons could reflect:</p> <ul style="list-style-type: none"> <li>• Culturally relevant pedagogy and/or curriculum</li> <li>• Scheduling</li> <li>• Instructional modality of the program course(s) delivery</li> <li>• CTE labor market data</li> <li>• Industry trends</li> <li>• Outreach Initiatives</li> <li>• Hiring Practices</li> </ul> | 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 |

**Career and Technical Education 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><b>Outcomes of the Last Accreditation Report</b><br/>(Box 1, 2, 3 and 5)</p> | <p>Did the program maintain accreditation?</p>   | <p>The program was reaccredited, received commendations, and no citations/recommendations</p>              | <p>The program was reaccredited and received both commendations and citations/recommendations</p> | <p>The program was reaccredited and has several citations (recommendations for improvement)</p>                       | <p>The program was put on probation</p>  |
| <p><b>Findings of Last Re-accreditation Report</b><br/>(Box 4)</p>              | <p>Did the program make the required improvements?</p>   | <p>The program was able to take actions to improve and received the needed support to take the actions</p> |   | <p>The program was not able to take actions to improve because it did not get the support needed from the college</p> | <p>The Program had the needed support to take actions but did not act or is limited in direction from the accreditor to take actions</p> |
| <p><b>Advisory Board</b><br/>(Box 6)</p>  | <ol style="list-style-type: none"> <li>1. Did the program hold an annual advisory board meeting each year of the five-year cycle?</li> <li>2. Did the program submit the advisory board meeting minutes each year of the five-year cycle? Did the program include the web address/link to the online minutes?</li> </ol> | <p>Yes the program held an annual meeting of the advisory board and submitted the minutes</p>              |   | <p>No, the program did not hold an annual meeting of the advisory board and/or did not submit the minutes</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  |
|---|---|---|--------------------------------------|---|---|
| <b>Commendations from the Advisory Board</b><br>(Box 7)             | Did the program receive commendations from the Advisory Board                         | The program received commendations  |                                      | N/A   | N/A   |
| <b>Recommendations from the Advisory Board</b><br>(Box 8 and 9)     | Did the program act on or investigate the recommendations made by the Advisory Board? | The program was able to take actions or investigate the recommendations and received the needed support to proceed. |                                      | The program was not able to take actions or investigate because it did not get the support needed | The Program had the needed support to take actions but did not act or is limited in direction from the advisory board to take actions |
| <b>Regional Labor Demand</b><br>(Question 1 under Forecasting Data) | What does the 5-year labor market demand data trend indicate?                         | Labor demand has an upward trend  | Labor demand is projected to be flat | Labor demand is projected to decrease.  |   |

| Template Items                                       | Evaluation Criteria and Description  | Excellent   | Meets the Standard                           | Needs Some Improvement to Meet the Standard | Needs Major Improvement to Meet the Standard        |
|--|--|---|--|---|---|
| <b>Regional Labor Demand</b><br>(Box 10)             | <p><b>Narrative Criteria</b><br/>           Narrative demonstrates...</p> <ol style="list-style-type: none"> <li>1. An understanding of the trend</li> <li>2. Reason for the trend(s) are provided</li> <li>3. An understanding of the occupation(s)</li> </ol> <p><b>Definitions, Examples and Explanations</b><br/>           Narrative reasons could reflect:</p> <ul style="list-style-type: none"> <li>• Shows an awareness of changes in the industry/occupation</li> <li>• Shows an awareness of legislative policy changes</li> <li>• New growth in the sector</li> <li>• Changes in demographics such as birth rates, new residents</li> </ul>  | 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 |
| <b>Regional Labor Supply</b> (Question above Box 11) | What does the pipeline data trend indicate?  | Labor supply has a downward trend   | Labor supply is projected to be flat         | Labor supply is projected to increase       |   |
| <b>Regional Labor Supply</b><br>(Box 11)             | <p><b>Narrative Criteria</b><br/>           Narrative demonstrates...</p> <ol style="list-style-type: none"> <li>1. An understanding of the trend</li> <li>2. Reason for the trend(s) are provided</li> <li>3. An understanding of the regional output/supply</li> </ol> <p><b>Definitions, Examples and Explanations</b><br/>           Narrative reasons could reflect:</p> <ul style="list-style-type: none"> <li>• Shows an awareness of the educational system in the region</li> <li>• Shows an awareness of legislative policy changes</li> <li>• Changes in occupation wages</li> <li>• Changes in demographics such as new residents</li> </ul> | 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        |
|---|---|---|---|---|---|
| <b>Regional Trend for Occupation Wages</b><br>(Question above Box 12)                     | What does the occupational wage trend indicate?   | The occupational wage trend increased   | The occupational wage stayed flat   | The occupational wage trend decreased   |   |
| <b>Regional Trend for Occupational Wages</b><br>(Box 12 – Elaine and team will follow up) | <p><b>Narrative Criteria</b><br/>           Narrative demonstrates...</p> <ol style="list-style-type: none"> <li>1. An understanding of the trend</li> <li>2. Reason for the trend(s) are provided</li> <li>3. An understanding of the occupational trends</li> </ol> <p><b>Definitions, Examples and Explanations</b><br/>           Narrative reasons could reflect:</p> <ul style="list-style-type: none"> <li>• Shows an awareness of legislative policy changes</li> <li>• Demand/supply for the workers in the occupation</li> <li>• Changes in the scope of practice and occupational responsibilities</li> <li>• Changes in technology</li> </ul> | 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 |
| <b>Program 13.5 Unit CTE Course Completion Rate</b><br>(Questions above Box 13)           | What does the data trend indicate about the number of students completing 13.5 units each year for the last 5 years within your program?  | The number of students completing 13.5 units increased over the 5 year period   | The number of students completing 13.5 units stayed flat over the 5 year period | The number of students completing 13.5 units decreased over the 5 year period |   |
| <b>Program 13.5 Course completion</b><br>(Box 13)   | <p><b>Narrative Criteria</b><br/>           Narrative demonstrates...</p> <ol style="list-style-type: none"> <li>1. An understanding of the trend</li> <li>2. Reason for the trend(s) are provided</li> <li>3. Reasons include items within department control</li> </ol> <p><b>Definitions, Examples and Explanations</b><br/>           Narrative reasons could reflect:</p> <ul style="list-style-type: none"> <li>• Culturally relevant pedagogy and/or curriculum</li> </ul>   | 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"> <li>• Scheduling</li> <li>• Instructional modality of the program course(s) delivery</li> <li>• CTE labor market data</li> <li>• Industry trends</li> <li>• Outreach Initiatives</li> <li>• Hiring Practices</li> </ul>  |   |  |   |   |
| <b>Graduate Employment Rates</b><br>(Questions above Box 14) | What does the graduate employment rate for degrees indicate?  | Employment rate is 100% to 90%  | Employment rate is 89% to 80%                | Employment rate is 79% to 70%               | Employment rate is less than 69%                    |
| <b>Graduate Employment Rates</b><br>(Questions above Box 14) | What does the graduate employment rate for certificates indicate?   | Employment rate is 100% to 90%  | Employment rate is 89% to 80%                | Employment rate is 79% to 70%               | Employment rate is less than 69%                    |
| <b>Graduate Employment Rates</b><br>(Box 14)                 | <p><b>Narrative Criteria</b><br/>           Narrative demonstrates...</p> <ol style="list-style-type: none"> <li>1. An understanding of the trend</li> <li>2. Reason for the trend(s) are provided</li> <li>3. Reasons include items within department control</li> <li>4. An understanding of the industry and student support services for employment</li> </ol> <p><b>Definitions, Examples and Explanations</b><br/>           Narrative reasons could reflect:</p> <ol style="list-style-type: none"> <li>1. Culturally and occupationally relevant pedagogy and/or curriculum</li> <li>2. The curriculum and course materials are current</li> <li>3. Instructional modality of the program course(s) delivery</li> <li>4. Good relationships with industry partners</li> <li>5. Understanding of hiring rates within the occupation</li> <li>6. Knowledge of job postings and hiring rate</li> <li>7. Understanding of student support services</li> <li>8. Understanding of the soft skills needed within the occupation</li> </ol> | 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 |

| 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><b>Strong Workforce Program Funding</b><br/>(Box 15, 16, 17, and 18)</p> | <p><b>Narrative Criteria</b><br/>Narrative demonstrates...</p> <ol style="list-style-type: none"> <li>1. Did the program meet the goals and outcomes</li> <li>2. Percentage of intended metrics that were positively impacted</li> <li>3. Did it meet the baseline metrics and did the needle move in a positive direction on the intended metric(s)</li> </ol> <p><b>Definitions, Examples and Explanations</b><br/>Narrative reasons could reflect:</p> <ul style="list-style-type: none"> <li>• Culturally relevant pedagogy and/or curriculum</li> <li>• The curriculum and course materials are current</li> <li>• Scheduling</li> <li>• Instructional modality of the program course(s) delivery</li> <li>• CTE labor market data</li> <li>• Industry trends</li> </ul> |  |   |   |  |
| <p><b>Strong Workforce Program Metrics</b><br/>(Box 19)</p>                 | <p><b>Narrative Criteria</b><br/>Narrative demonstrates...</p> <ol style="list-style-type: none"> <li>1. An understanding of the trend</li> <li>2. Reason for the trend(s) are provided</li> <li>3. Reasons include items within department control</li> </ol> <p><b>Definitions, Examples and Explanations</b><br/>Narrative reasons could reflect:</p> <ul style="list-style-type: none"> <li>• Culturally relevant pedagogy and/or curriculum</li> <li>• The curriculum and course materials are current</li> <li>• Scheduling</li> <li>• Instructional modality of the program course(s) delivery</li> <li>• CTE labor market data</li> <li>• Industry trends</li> </ul>  | <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><b>Perkins Program Funding</b><br/>(Box 20, 21, 22, and 23)</p> | <p><b>Narrative Criteria</b><br/>Narrative demonstrates...</p> <ol style="list-style-type: none"> <li>1. An understanding of the trend</li> <li>2. Reason for the trend(s) are provided</li> <li>3. Reasons include items within department control</li> </ol> <p><b>Definitions, Examples and Explanations</b><br/>Narrative reasons could reflect:</p> <ul style="list-style-type: none"> <li>• Culturally relevant pedagogy and/or curriculum</li> <li>• The curriculum and course materials are current</li> <li>• Scheduling</li> <li>• Instructional modality of the program course(s) delivery</li> <li>• CTE labor market data</li> <li>• Industry trends</li> </ul> |  |   |   |  |
| <p><b>Perkins Program Metrics</b><br/>(Box 24)</p>                 | <p><b>Narrative Criteria</b><br/>Narrative demonstrates...</p> <ol style="list-style-type: none"> <li>1. An understanding of the trend</li> <li>2. Reason for the trend(s) are provided</li> <li>3. Reasons include items within department control</li> </ol> <p><b>Definitions, Examples and Explanations</b><br/>Narrative reasons could reflect:</p> <ul style="list-style-type: none"> <li>• Culturally relevant pedagogy and/or curriculum</li> <li>• The curriculum and course materials are current</li> <li>• Scheduling</li> <li>• Instructional modality of the program course(s) delivery</li> <li>• CTE labor market data</li> <li>• Industry trends</li> </ul> | <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> |