Part/Component		Meets All Expectations	Acceptable	Needs Improvement	Not Acceptable	NOT Present
Part I: Contextual Information	Context/ Program Description	Provided and specific to the program. It includes information about available pathways, sites/delivery models, average program length.	Provided and is specific to the program and includes overview of assessments; lacks information about available pathways, sites/delivery models, or average program length.	Limited information is included and is specific to the program, but lacks information about assessments <u>and</u> information about pathways, sites/ delivery models, or program length.	Contextual information is not specific to the program.	Contextual information not provided
	Enrollment /Completion	Data are provided for 2 most recent years; data regarding non-completers is included; analysis of data is provided and reflects thoughtful consideration of findings.	Data are provided for 2 most recent years; may lack data regarding non-completers is included; analysis of data is provided	Data are provided for 2 most recent years; may lack data regarding non-completers; data analysis is missing or superficial	Data are provided for less than 2 most recent years; data analysis is missing or superficial	Data Not Provided
	Changes since last BR/SV	Changes specific to the program since the last accreditation activity are clearly noted and implementation dates are provided.	Changes specific to the program since the last accreditation activity are noted but lack implementation dates.	The only changes noted are at the unit level; specific program changes not provided	Response indicates "No Changes"	No response provided
	Response to Recent BR/PA/SV Feedback	Feedback is noted with clear indication of actions taken in response to that feedback. BR reflects adherence to feedback noted in prior review.	Feedback is noted with limited indication of actions taken in response to that feedback. BR reflects adherence to feedback noted in prior review.	Feedback is not provided however BR reflects adherence to feedback noted in prior BR review.	Response provided <u>but</u> BR does not reflect implementation of suggested feedback	Response not Provided.

Part/Component		Meets All Expectations	Acceptable	Needs Improvement	Not Acceptable	NOT Present
Optional Tables 1-2 / **Required Tables 1-4** (Part II: Analysis and Discussion)	Assessments	A minimum of 4 (3 for AA) Assessments are described and linked to specific CTC candidate competencies.	A minimum of 4 (3 for AA) Assessments are described but are not clearly linked to specific CTC candidate competencies.	Fewer than 4 (3 for AA) Assessments are described and are clearly linked to specific CTC candidate competencies.	Fewer than 4 (3 for AA) Assessments are described; there are no linkages to specific CTC candidate competencies.	Assessments are not described.
	Assessment Data	<u>All</u> of the following are included (*if applicable): - Minimum of 4 (3) aggregated data sets - TPA or APA* - Data is at a level that provides information regarding program strengths/ areas for improvement - Candidate Competency data - Program Effectiveness data - Disaggregated by delivery model (intern, traditional, online)* - Disaggregated by location* - Includes scoring scale and passing score - Includes N - Includes range and mean - Includes all candidates (assessed and not assessed)	<u>All</u> of the following are included (*if applicable): - Minimum of 4 (3) aggregated data sets - TPA or APA* - Data is at a level that provides information regarding program strengths/ areas for improvement - Candidate Competency data - Program Effectiveness data <u>Most</u> of the following are included (*if applicable): - Disaggregated by delivery model (intern, traditional, online)* - Disaggregated by location* - Includes scoring scale and passing score - Includes N - Includes range and mean - Includes all candidates (assessed and not assessed)	<u>All</u> of the following are included (*if applicable): - Minimum of 4 (3) aggregated data sets - TPA or APA* - Data is at a level that provides information regarding program strengths/ areas for improvement <u>Lacks some</u> of the following (*if applicable): - Disaggregated by delivery model (intern, traditional, online)* - Disaggregated by location* - Includes scoring scale and passing score - Includes N - Includes range and mean - Includes all candidates (assessed and not assessed)	<u>Most</u> of the following are included (*if applicable): - Minimum of 4 (3) aggregated data sets - TPA or APA* - Data is at a level that provides information regarding program strengths/ areas for improvement <u>Lacks most</u> of the following (*if applicable): - Disaggregated by delivery model (intern, traditional, online)* - Disaggregated by location* - Includes scoring scale and passing score - Includes N - Includes range and mean - Includes all candidates (assessed and not assessed)	<u>Lacks two</u> of the following are included (*if applicable): - Minimum of 4 (3) aggregated data sets - TPA or APA* - Data is at a level that provides information regarding program strengths/ areas for improvement
	Data Analysis	Thorough analysis is provided for each of the 4 (3) assessments which synthesizes findings so as to draw preliminary conclusions. Strengths and weaknesses are identified and link to assessment data. Focus of analysis is candidate competence and/or program effectiveness, NOT quality of instrument or response rate.	Thorough analysis is provided for most of the 4 (3) assessments which may synthesize findings so as to draw preliminary conclusions. Strengths and weaknesses are identified and link to assessment data. Focus of analysis candidate competence and/or program effectiveness, NOT instrument quality or response rate.	Data analysis is provided for each of the 4 (3) required assessments but may be at a superficial level; Some strengths and weaknesses are identified. Majority of focus of analysis is on issues with candidate competence and/or program effectiveness.	Limited data analysis is provided and may be at a superficial level. Program strengths and weaknesses are missing. Majority of analysis does not focus on candidate competence or program effectiveness.	Analysis not Provided or is provided at a level that focuses exclusively on the quality of the assessment instrument or response rate.

Part/Component		Meets All Expectations	Acceptable	Needs Improvement	Not Acceptable	NOT Present
Part II	Modifications	All proposed program modifications are clearly linked to data presented and tied to CTC Standards. And address program improvements leading to candidate competency	The majority of proposed program modifications are clearly linked to data presented and tied to CTC Standards. And address program improvements leading to candidate competency	The majority of proposed program modifications are linked to some of the data presented and some are tied to CTC Standards.	Most proposed modifications lack clear links to data presented or CTC Standards	Program Modifications Not Provided

Part/Component		Meets All Expectations	Acceptable	Needs Improvement	Not Acceptable	NOT Present
Part III: Program Summary Conclusion	Program Summary	Identifies trends across all program data presented and links resulting program modifications to CTC standards,	Identifies trends across all program data presented; links resulting program modifications to CTC standards are not clear,	Limited program summary is provided; program strengths and areas for improvement are partially linked to trends across data; links to CTC standards are not clear.	Does not examine trends across the data and is superficial in identifying strengths and areas for improvement. Links to CTC standards are not evident.	Program summary is not provided
	Organization	Both the organization and the content of the report were easily accessible and understandable; the action plan is well connected to the findings. The selected assessments provide a well-rounded look at the programs, its candidates, and completers.	Both the organization and the content of the report were easily accessible and understandable; the action plan is well connected to the findings.	Both the organization and the content of the report were accessible and understandable; much of ; the action plan is connected to the findings.	Both the organization and the content of the report were accessible and understandable;	The organization and content hampered the readers ability to review the program.