Advancing San Diego

SAN DIEGO REGIONAL
EDC

Verified Program Designation Rubric

Purpose: Determine which educational programs meet or exceed the skills and competencies needed in order to be successful in entry-level occupations. Additionally, ensure that the educational providers are reaching and serving a diverse student population.

Processes and standards

Verified Program designation will consist of a two-part process. The first phase will consist of the evaluation of the written applications. If a program's application meets all the criteria set forth, they will move on to the second phase of evaluation. The second and last phase consists of a presentation to employers.

Evaluation criteria for phase #1:

1) The application is completed in full, with no missing or misleading information.
2) Must have a passing score (determined below) on each of the sections.
   - General information
     - Must complete all sections.
     - Must apply to at least one of the three relevant occupations.
   - Diversity, equity, & inclusion
     - Must be completed in full.
     - Must list at least 1 effort that makes the learning environment accessible to a wider variety of populations.
     - Must list at least 1 effort to recruit local residents for enrollment and workforce training.
   - Hard skills
     - Passing score: >80%
     - Consideration upon revision: 70% - 80%
     - Failed score: <70%
   - Employability skills
     - Must teach to at least 1 of the 4 employability skills.
   - Industry engagement
     - Must list at least 1 form of industry engagement.

Evaluation criteria for phase #2:

1) The program or institution must be present during the Verified Program Designation Day.
2) Program presentation must adhere to the presentation guidelines.
   a. Timing: Presentation must be within the time limits set and must be courteous of other program's time. Time limits will be set once we know how many programs will be presenting. Likely 3-5 minutes per presentation.
3) Must receive a passing score on the presentation rubric.
     - Passing score: >80%
     - Consideration upon revision: 70% - 80%
     - Failed score: <70%

Advancing San Diego

Engineering Scoring Rubric Phase #1

Program title:

Education Provider:

Certificate/Degree offered:

Occupations of focus:

Occupation	Skill	Does the program teach this skill	Courses
Assembler	Basic Electrical Theory		
Assembler	Basic Tool Knowledge		
General Engineer	Data Analysis		
Engineering Technician	Equipment testing		
Engineering Technician, general engineer	Maintenance, debugging, & repair		
Assembler	Mechanical assembly		
General Engineer	Model based systems engineering		
General Engineer	Project management principles		
General Engineer	Risk Analysis		
Engineering Technician	Safety		
Engineering Technician	Standardization		
Engineering Technician	Troubleshooting		
General Engineer	Technical process documentation		
General Engineer	Test equipment and processes		
Engineering Technician	Test plan knowledge		

Role:	Passing:	Reconsideration:	Failing:
Assembler	2/3	1/3	0/3
Engineering Tech	5/6	4/6	0/6-3/6
Engineer	6/7	5/7	0-4/7

Commented [TD1]: Include a place for us to make a note of if they meet the other criteria items for phase 1

Advancing San Diego

Engineering Scoring Rubric Phase #2

Program title:

Education Provider:

Certificate/Degree offered:

Occupations of focus:

Please score the program (1 – 5 points), based on their presentation, on each of the following criteria.

Very Satisfied = 5 Satisfied = 4 Neutral = 3 Dissatisfied = 2 Very Dissatisfied = 1

Criteria	Score	Notes
DEI – Does the program serve a diverse student population?		
DEI – Does that program partake in efforts to improve its inclusivity of a diverse student population?		
DEI – Does the program have different learning environments that provide accessibility to a wider variety of populations? Examples include full-time workers, parents, people with physical disabilities, people with learning challenges, unhoused people, and more.		
DEI – Does the program or institution make efforts to recruit local residents for enrollment and workforce training?		
Employability skills – Does the program provide the necessary tools and opportunities for students to develop their employability skills? Are they sufficient?		
Industry engagement – Does the program provide work-based learning opportunities for students that align with industry needs?		
Industry engagement – Are there active efforts to engage industry/employers in programmatic activities? Such as curriculum development, internships, and more.		
Overall – How well do you believe the programs adequately prepare students for entry-level positions in their selected occupation?		
Total		

Employer feedback: