

## Agriculture Education - Farm Business Management Program Evaluation Questionnaire

Reporting Date:

Local Education Agency (LEA):

Administrator:

Completed By:

E-mail:

### **Standard 1 - Instructional Planning and Organization**

**S**=Strength    **M**=Meets Expectations

**I**=Improvement Opportunity    **NA**=Not Applicable

	<b>S</b>	<b>M</b>	<b>I</b>	<b>NA</b>
1) Does the program function with a proper balance between classroom instruction and on-farm instruction? (Suggest reviewing annual instructional plan.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2) Are methods of teaching adapted to meet individual needs, interests and rate of learning? (Suggest reviewing instructional plans.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3) Is the instructional program current and regularly updated to meet the needs of the clients (local farmers and ranchers)? (Suggest reviewing curriculum and equipment.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4) Is curriculum enriched with related resources such as guest speakers, field trips, web-casts, DVD's and other community resources? (Suggest reviewing course syllabi.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5) Describe the program's strengths for instructional planning and organization:				
6) Describe the program's improvement opportunities for instructional planning and organization:				

## Standard 2 - Instructional Materials Utilization

S=Strength M=Meets Expectations

I=Improvement Opportunity NA=Not Applicable

	S	M	I	NA
1) Are appropriate instructional resources and current technology provided and utilized to support the curriculum and enhance instruction? (Suggest reviewing resources available to the program.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2) Are state-developed and other instructional materials being appropriately utilized? (Suggest reviewing core instructional materials for each course.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3) Does the program maintain an adequate, confidential filing system? (Suggest reviewing filing system.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4) Have adequate funds been provided for the purchase of instructional materials? (Suggest reviewing budget.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5) Describe the program's strengths for instructional materials utilization:	<div style="border: 1px solid black; height: 60px; width: 100%;"></div>			
6) Describe the program's improvement opportunities for instructional materials utilization:				

## Standard 3 - Instructional Personnel

S=Strength M=Meets Expectations

I=Improvement Opportunity NA=Not Applicable

	S	M	I	NA
1) Does the instructor hold the appropriate license/credential in his/her specific field? (Suggest reviewing instructor's license/credential.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2) Does the instructor participate in career and technical education conferences, college courses, professional development sessions or other types of training? (Suggest reviewing instructor's professional growth activities.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3) Is adequate clerical support provided for the program? (Suggest reviewing clerical activities.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4) Has the instructor developed a system to familiarize other faculty with the goal objectives and activities of the program? (Suggest reviewing marketing plans and materials.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5) Does the instructor maintain community contact through farm and/or civic organization involvement? (Suggest reviewing instructor's community interaction.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6) Describe the program's strengths for instructional personnel:	<div style="border: 1px solid black; height: 60px; width: 100%;"></div>			
7) Describe the program's improvement opportunities for instructional personnel:				

**Standard 4 - Enrollment and Student-Teacher Ratio**

S=Strength M=Meets Expectations

I=Improvement Opportunity NA=Not Applicable

	S	M	I	NA
1) Are enrollment limits maintained in accordance with state recommendations? (Suggest reviewing enrollment.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2) Is the client retention rate maintained at a satisfactory level? (Suggest reviewing retention rate.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3) Are clients given a clear understanding of the purpose and nature of the program prior to enrollment? (Suggest reviewing orientation process.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4) Describe the program's strengths for enrollment and student-teacher ratio:   				
5) Describe the program's improvement opportunities for enrollment and student-teacher ratio:   				

**Standard 5 - Equipment and Supplies**

S=Strength M=Meets Expectations

I=Improvement Opportunity NA=Not Applicable

	S	M	I	NA
1) Are equipment inventories current and regularly updated? (Suggest reviewing equipment schedule for updating inventory.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2) Have adequate funds been provided for the purchase of consumable supplies? (Suggest reviewing requests and budgets.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3) Does the program have access to necessary instructional equipment (video, overhead projectors, etc.)? (Suggest reviewing equipment needs.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4) Is equipment maintained in proper working condition? (Suggest reviewing equipment maintenance contracts.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5) Describe the program's strengths for equipment and supplies:   				
6) Describe the program's improvement opportunities for equipment and supplies:   				

### **Standard 6 - Instructional Facilities**

**S**=Strength **M**=Meets Expectations

**I**=Improvement Opportunity **NA**=Not Applicable

	<b>S</b>	<b>M</b>	<b>I</b>	<b>NA</b>
1) Is facility adequate to ensure safety, privacy and quality training in relation to the program's objectives. (Suggest observing size and arrangement of classroom.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2) Is adequate parking and comfortable access available to enrollees? (Suggest reviewing parking and building access.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3) Does the facility provide an environment conducive to learning and working? (Suggest observing lighting, ventilation, noise, painting, repair work, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4) Is adequate office space and necessary equipment provided? (Suggest observing office space and equipment.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5) Is storage space functional and sufficient for instructional materials, supplies and equipment? (Suggest observing storage area.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6) Describe the program's strengths for instructional facilities:  <div style="border: 1px solid black; height: 60px; width: 100%;"></div>				
7) Describe the program's improvement opportunities for instructional facilities:  <div style="border: 1px solid black; height: 60px; width: 100%;"></div>				

### **Standard 7 - Safety and Sanitation Training and Practices**

**S**=Strength **M**=Meets Expectations

**I**=Improvement Opportunity **NA**=Not Applicable

	<b>S</b>	<b>M</b>	<b>I</b>	<b>NA</b>
1) Does equipment meet all appropriate safety standards (grounding of electrical equipment)? (Suggest reviewing equipment.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2) Are appropriate safety features (fire extinguishers, electrical outlets, etc.) available in the classroom? (Suggest reviewing facilities for potential health and safety hazards.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3) Describe the program's strengths for safety and sanitation training and practices:  <div style="border: 1px solid black; height: 60px; width: 100%;"></div>				
4) Describe the program's improvement opportunities for safety and sanitation training and practices:  <div style="border: 1px solid black; height: 60px; width: 100%;"></div>				

**Standard 8 - Program Advisory Committee and Community Relations**

S=Strength M=Meets Expectations

I=Improvement Opportunity NA=Not Applicable

	S	M	I	NA
1) Does the program's advisory committee meet twice a year and are minutes submitted to CTE? (Suggest reviewing advisory committee schedule.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2) Does the advisory committee include representation from school personnel and appropriate community, business and industry personnel? (Suggest reviewing committee members list.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3) Is information on program activities provided to audiences within the community? (Suggest reviewing program activities.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4) Are recommendations from the advisory committee acted upon and/or incorporated into the program. (Suggest reviewing recent recommendations.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5) Does the instructor participate in community activities and civic organizations (Chamber of Commerce, County Fair, etc.). (Suggest reviewing instructor's community involvement.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6) Describe the program's strengths for program advisory committee and community relations:				
7) Describe the program's improvement opportunities for program advisory committee and community relations:				

**Standard 9 - Leadership Development Opportunities/Career and Technical Student Organization**

*Standard 9 is not applicable to Farm Business Management.*

**Standard 10 - Workplace Experience/Cooperative Learning Experience**

S=Strength M=Meets Expectations

I=Improvement Opportunity NA=Not Applicable

	S	M	I	NA
1) Are enrollment agreements and other documentation signed and on file for each client participating in the program? (Suggest reviewing documentation for each client.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2) Have clients received instructions on record-keeping, financial statements and the concept of whole-farm analysis? (Suggest reviewing plan of instruction.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3) Have clients received instructions on setting personal and business goals? (Suggest reviewing plan of instruction.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4) Describe the program's strengths for workplace experience/cooperative learning experience:				
5) Describe the program's improvement opportunities for workplace experience/cooperative learning experience:				

### **Standard 11 - Special Populations**

**S**=Strength **M**=Meets Expectations

**I**=Improvement Opportunity **NA**=Not Applicable

	<b>S</b>	<b>M</b>	<b>I</b>	<b>NA</b>
1) Is the program prepared to respond to the needs of special population students? (Suggest reviewing instructional methods and adaptations.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2) Is teaching/tutoring assistance available to special population students? (Suggest reviewing teacher observation, student schedules and staffing patterns.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3) Are facilities barrier-free to accommodate students with disabilities? (Suggest reviewing facilities.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4) Does the advisory committee provide input on innovative instructional techniques, learning systems and instructional aids as necessary for the success of special population students? (Suggest reviewing minutes of recent meetings.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5) Has the program been successful in involving special population students in career and technical student organizations? (Suggest review CTSO membership.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6) Describe the program's strengths for special populations:				
7) Describe the program's improvement opportunities for special populations:				

### **Standard 12 - Educational Equity**

**S**=Strength **M**=Meets Expectations

**I**=Improvement Opportunity **NA**=Not Applicable

	<b>S</b>	<b>M</b>	<b>I</b>	<b>NA</b>
1) Are strategies in place for recruitment and retention of nontraditional students? Note: Equal access to your classroom by female and male students is presumed. (Suggest reviewing enrollment and retention data and CTSO membership.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2) Is the classroom and/or laboratory a safe and welcoming environment for female and male students? (Suggest reviewing classroom environment for safety, cleanliness, bias-free materials and media.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3) Does the program's career education component feature nontraditional careers? (Suggest reviewing career fair activities, field trips, instructional media.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4) Is the program's advisory committee gender balanced? (Suggest reviewing advisory committee membership.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5) Describe the program's strengths for educational equity:				
6) Describe the program's improvement opportunities for educational equity:				