

Agriculture Education - Postsecondary 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

	S	M	I	NA
1) A standards-based curriculum in Agriculture, Food & Natural Resources Systems, is delivered through an integrated model that incorporates classroom and laboratory instruction, experiential learning, and student leadership and personal development. (Suggest reviewing instructional plan.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2) Instruction is directed toward appropriate and clearly formulated objectives developed with input from partnerships such as community, business and industry and other faculty. (Suggest reviewing State Postsecondary Articulation Committee Guidelines for common course numbering and content.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3) The program promotes academic achievement and skill development of all students through year-round instruction. (Suggest reviewing course descriptions and syllabi.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4) The curriculum is enriched with related resources such as guest speakers, field trips 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: <div style="border: 1px solid black; height: 60px; margin-top: 5px;"></div>				
6) Describe the program's improvement opportunities for instructional planning and organization: <div style="border: 1px solid black; height: 60px; margin-top: 5px;"></div>				

Standard 2 - Instructional Materials Utilization

S=Strength **M**=Meets Expectations

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

	S	M	I	NA
1) Does the instructional program use a variety of current instructional materials, equipment, techniques, technology and community based resources? (Suggest reviewing resources.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2) Instructional materials support the state-approved Memorandum of Understanding and guidelines for common course numbering and content. (Suggest reviewing instructional materials, course titles, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3) Describe the program's strengths for instructional materials utilization:				
4) 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) The instructor holds 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) The instructor participates in career and technical education conferences, college courses, professional development meetings 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) The instructor is involved in related professional organizations. (Suggest identifying professional organization memberships.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4) The instructor utilizes appropriate technologies and resources to support the curriculum and enhance instruction. (Suggest reviewing equipment, resources and technology use.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5) The instructor is provided an extended contract to accommodate curriculum development, internship supervision, CTSO activities and professional development. (Suggest reviewing instructor's contract and summer calendar.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6) Describe the program's strengths for instructional personnel:				
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) Class sizes are appropriate to the size of facilities and number of work stations. (Suggest observing laboratory activities.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2) Program information ensures that students and school personnel are familiar with the goals, objectives, activities and prerequisites of the program and career opportunities available to participants. (Suggest reviewing course syllabi, brochures and display materials.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3) Dual enrollment and transfer guidelines are promoted and implemented. (Suggest reviewing policies.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4) Describe the program's strengths for enrollment and student-teacher ratio: <div style="border: 1px solid black; height: 60px; width: 100%;"></div>				
5) Describe the program's improvement opportunities for enrollment and student-teacher ratio: <div style="border: 1px solid black; height: 60px; width: 100%;"></div>				

Standard 5 - Equipment and Supplies

S=Strength M=Meets Expectations

I=Improvement Opportunity NA=Not Applicable

	S	M	I	NA
1) The equipment provided this program supports the curriculum by providing all students opportunities for the development and application of knowledge and skills. (Suggest observing equipment and training stations.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2) A budget is in place to purchase equipment and supplies similar to those used in business and industry. (Suggest reviewing budget.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3) Equipment inventories are current and regularly updated. (Suggest reviewing equipment scheduled for updating inventory.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4) Procedures are established and funds provided for replacement and/or repair of malfunctioning equipment and tools. (Suggest reviewing equipment procedures. Review long-range plan and/or budget.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5) Describe the program's strengths for equipment and supplies: <div style="border: 1px solid black; height: 60px; width: 100%;"></div>				
6) Describe the program's improvement opportunities for equipment and supplies: <div style="border: 1px solid black; height: 60px; width: 100%;"></div>				

Standard 6 - Instructional Facilities

S=Strength **M**=Meets Expectations

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

	S	M	I	NA
1) Facility is 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) The facilities provided this program support the curriculum implementation by providing all students opportunities for development and application of knowledge and skills. (Suggest observing lighting, ventilation, noise, painting, repair work, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3) Facilities are arranged in a manner to maximize instructional function, supervision, class control and student safety. (Suggest observing classrooms.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4) Storage space is 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"/>
5) Adequate office space and necessary equipment is provided. (Suggest observing office space and equipment.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6) Describe the program's strengths for instructional facilities: 				
7) Describe the program's improvement opportunities for instructional facilities: 				

Standard 7 - Safety and Sanitation Training and Practices

S=Strength **M**=Meets Expectations

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

	S	M	I	NA
1) Appropriate safety and sanitation instruction is planned, demonstrated and practiced in classroom activities. (Suggest reviewing safety procedures.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2) Appropriate measures have been taken to protect students and instructor from contamination resulting in injury. (Suggest reviewing program's policies.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3) Classrooms, laboratories and storage areas are arranged and utilized to emphasize safety. (Suggest observing facility.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4) Regular safety checks of the department are conducted. (Suggest reviewing safety checklists.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5) Describe the program's strengths for safety and sanitation training and practices: 				
6) Describe the program's improvement opportunities for safety and sanitation training and practices: 				

Standard 8 - Program Advisory Committee and Community Relations

S=Strength M=Meets Expectations

I=Improvement Opportunity NA=Not Applicable

	S	M	I	NA
1) The program's advisory committee meets twice a year and minutes are submitted to CTE. (Suggest reviewing advisory committee schedule.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2) The advisory committee includes 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) School and community partners are engaged in developing and supporting a quality program. Key stakeholders are continually asked, involved, recognized and informed about all components of the integrated program. (Suggest reviewing program activities.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4) Recommendations from the advisory committee are 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) The instructor participates 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: <div style="border: 1px solid black; height: 60px; width: 100%;"></div>				
7) Describe the program's improvement opportunities for program advisory committee and community relations: <div style="border: 1px solid black; height: 60px; width: 100%;"></div>				

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

S=Strength M=Meets Expectations

I=Improvement Opportunity NA=Not Applicable

	S	M	I	NA
1) Is each student given the opportunity and encouraged to become an active member of Postsecondary Agriculture Student Organization (PAS)? (Suggest reviewing membership recruitment.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2) Are leadership development activities an integral part of the instructional program? (Suggest reviewing instructional materials.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3) Is the program provided an adequate travel budget to facilitate participation in CTSO activities? (Suggest reviewing travel policy and budget.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4) Describe the program's strengths for leadership development opportunities/career and technical student organization: <div style="border: 1px solid black; height: 60px; width: 100%;"></div>				
5) Describe the program's improvement opportunities for leadership development opportunities/career and technical student organization: <div style="border: 1px solid black; height: 60px; width: 100%;"></div>				

Standard 10 - Workplace Experience/Cooperative Learning Experience

S=Strength M=Meets Expectations

I=Improvement Opportunity NA=Not Applicable

	S	M	I	NA
1) Does each student have the opportunity to participate in year-round experiential learning (supervised internship/job shadowing activities) related to program objectives? (Suggest reviewing work-based opportunities.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2) Are Training Agreement, Training Plan and other appropriate documentation signed and on file for each student participating in work-based experience? (Suggest reviewing documentation.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3) Is time provided in the instructor's schedule to coordinate work-based learning, including time to visit students and employers at the worksite? (Suggest reviewing master teaching schedule.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4) Does each student have an opportunity to compile a resume, complete a job application, prepare for a job search and complete other relevant applications as a part of the instructional program? (Suggest reviewing career planning activities.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5) Describe the program's strengths for workplace experience/cooperative learning experience: <div style="border: 1px solid black; height: 60px; width: 100%;"></div>				
6) Describe the program's improvement opportunities for workplace experience/cooperative learning experience: <div style="border: 1px solid black; height: 60px; width: 100%;"></div>				

Standard 11 - Special Populations

S=Strength M=Meets Expectations

I=Improvement Opportunity NA=Not Applicable

	S	M	I	NA
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: <div style="border: 1px solid black; height: 60px; width: 100%;"></div>				
7) Describe the program's improvement opportunities for special populations: <div style="border: 1px solid black; height: 60px; width: 100%;"></div>				

Standard 12 - Educational Equity

S=Strength M=Meets Expectations

I=Improvement Opportunity NA=Not Applicable

	S	M	I	NA
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) Are students encouraged to participate in nontraditional occupational experiences? (Suggest reviewing job shadowing/internships/coop placements.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6) Describe the program's strengths for educational equity: <div style="border: 1px solid black; height: 60px; width: 100%;"></div>				
7) Describe the program's improvement opportunities for educational equity: <div style="border: 1px solid black; height: 60px; width: 100%;"></div>				