

CTE Program Evaluation Questionnaire

Marketing Education

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) Does instructional planning and organization provide adequate opportunity for occupational experience (shadowing, work-based learning, apprenticeship, cooperative education) for each student to develop the necessary skills and competencies needed for employment? (Suggest reviewing curriculum and annual instructional plan.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2) Is instruction directed toward appropriate and clearly formulated objectives developed with input from partnerships such as community, business/industry and local administration? (Suggest reviewing program objectives, curriculum and minutes from meetings.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3) Is a well-defined course description or syllabus on file that reflects the teaching of employability and occupationally related skills and is a copy given to each student at the beginning of the course? (Suggest reviewing course description and/or syllabus.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4) Does evidence exist pertaining to the students' attainment of objectives measured by an evaluation system that includes both school-based and work-based performance? (Suggest reviewing grade book and training plan/evaluation and/or student files.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5) Is curriculum enriched with related resources (audio-visuals, guest speakers, field trips, other community resources, CD-ROM)? (Suggest reviewing lesson plans to identify resources used to supplement curriculum.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6) Is there a plan of study in place showing the career clusters relating to Finance, Hospitality, and Marketing ? (Suggest reviewing plans of study.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7) Are there project based activities in the curriculum? List project based curriculum: <div style="border: 1px solid black; height: 40px; width: 100%; margin-top: 5px;"></div>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8) Is there evidence of the students in Marketing completing the State Assessment?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9) Describe the program's strengths for instructional planning and organization: <div style="border: 1px solid black; height: 60px; width: 100%; margin-top: 5px;"></div>				
10) Describe the program's improvement opportunities for instructional planning and organization: <div style="border: 1px solid black; height: 60px; width: 100%; 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) Is curriculum based on the State Standards and State Curriculum? (Suggest reviewing instructional materials.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2) Is there demonstration of the Career Clusters?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3) Are instructional materials and equipment adapted to meet individual needs, interests and rate of learning? (Suggest reviewing materials to determine appropriateness and how they have been adapted.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4) Is appropriate instructional technology such as computer software, presentation software, videos and reference materials used to enhance instruction? (Suggest reviewing technology utilized for instructional purposes. Ex: Virtual Business Challenge Programs)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5) Are instructional materials available and being utilized to help students with employability skills and career opportunities? (Suggest reviewing career education resources and curriculum, such as Career Builder, RUReadyND.com, CRN website.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6) Does the curriculum ensure that student performance is measured on the basis of marketing competencies? (Suggest reviewing curriculum, teaching methodologies and student assessment methods.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7) Describe the program's strengths for instructional materials utilization: 				
8) 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 for Marketing Education? (Suggest reviewing instructor's license/credentials.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2) Does the instructor participate in career-technical education conferences, professional association conventions, professional development meetings, or other types of training? (Suggest reviewing instructor's technological and professional growth activities for the past year.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3) Does the instructor maintain memberships in related professional organizations such as ACTE, NDACTE, MEA, NDMEA? (Suggest reviewing instructor's professional organization memberships.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4) Does the instructor work cooperatively with other faculty, advisory committee and members of the community? (Suggest reviewing cooperative activities.) Give examples: <div style="border: 1px solid black; height: 40px; width: 100%;"></div>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5) Are other school personnel utilized to meet the needs of students and programs? (Suggest reviewing services and resources available to assist students and the methods instructors and/or students access these resources.)	<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: <div style="border: 1px solid black; height: 60px; width: 100%;"></div>				

Standard 4 - Enrollment and Student-Teacher Ratio

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	S	M	I	NA
1) Are enrollment and class sizes in compliance with the Department of Career and Technical Education guidelines? (Suggest reviewing enrollment by program for past three years and check class sizes.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2) Is the retention rate maintained at an appropriate level? (Suggest reviewing the number of students returning from the first year to consecutive years.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3) Are recruitment efforts focused on the needs, interests and career objectives of the students in response to the needs of the business community? (Suggest reviewing recruitment efforts with advisory committee.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4) Is there a sequence of courses provided for students for 4 or more semesters?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5) Is there time allowed for the instructor for cooperative work experience based on student ratio?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6) Describe the program's strengths for enrollment and student-teacher ratio: <div style="border: 1px solid black; height: 60px; width: 100%;"></div>				
7) 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

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	S	M	I	NA
1) Is the program adequately equipped to support the independent study needs of the largest class of students? (Suggest observing equipment and training stations in relation to students' study needs.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2) Are equipment and/or supplies reflective of current and emerging technology used in business and industry? (Suggest reviewing budgets for updating and upgrading equipment with advisory committee and administration.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3) Is a current inventory of equipment and/or tools on file and updated annually? (Suggest reviewing equipment inventory.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4) Are procedures established and funds provided for replacement and/or immediate repair of malfunctioning equipment and/or tools? (Suggest reviewing procedures for repair and/or replacement of equipment. Review long-range plan and/or budget.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5) Are Perkins dollars available for equipment on a scheduled basis?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6) Describe the program's strengths for equipment and supplies: <div style="border: 1px solid black; height: 60px; width: 100%;"></div>				
7) 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

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	S	M	I	NA
1) Does the facility provide an environment conducive to learning and working? (Suggest observing classroom and lab area.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2) Is storage space functional and sufficient for instructional materials, supplies, equipment and projects? (Suggest observing resources and how they are stored.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3) Are facilities reviewed periodically and modified as needed to support enrollment in program developments and emerging technologies? (Suggest observing facility.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4) Does the school based enterprise have adequate space, counters, and is it accessible for all students?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5) Describe the program's strengths for instructional facilities: <div style="border: 1px solid black; height: 60px; width: 100%;"></div>				
6) 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

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	S	M	I	NA
1) Does the facility and safety requirements comply with local, state, and federal safety regulations? (Suggest reviewing program health/safety equipment and training for compliance with OSHA.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2) Does equipment utilized meet all current state and federal safety and health regulations? (Suggest reviewing available equipment.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3) Does the facility provide adequate heat, light, ventilation, dust control and noise control to provide a safe environment for students? (Suggest reviewing facility.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4) Describe the program's strengths for safety and sanitation training and practices: <div style="border: 1px solid black; height: 40px; width: 100%;"></div>				
5) Describe the program's improvement opportunities for safety and sanitation training and practices: <div style="border: 1px solid black; height: 40px; width: 100%;"></div>				

Standard 8 - Program Advisory Committee and Community Relations

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	S	M	I	NA
1) Does the program's advisory committee meet in scheduled meetings twice yearly, maintain minutes of each meeting, provide recommendations for program improvements and receive feedback on actions taken from recommendations? (Suggest reviewing advisory committee minutes.) Minutes must be sent to the State Office each year.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2) Does the advisory committee include representation from school personnel, local area career-technical school representatives, parents and appropriate community, business and industry personnel? (Suggest reviewing the list of committee members.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3) Does the advisory committee assist with planning, implementing and the evaluation of the program through such activities as advising on curriculum, addressing industry needs and promoting the importance of the program? (Suggest reviewing minutes of advisory committee meetings.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4) Is there representation from each pathway in the Marketing cluster?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5) Is there regular community activity and relations between the program and the business community? Give examples: <div style="border: 1px solid black; height: 30px; width: 100%;"></div>	<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: 40px; width: 100%;"></div>				
7) Describe the program's improvement opportunities for program advisory committee and community relations: <div style="border: 1px solid black; height: 40px; width: 100%;"></div>				

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

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	S	M	I	NA
1) Is each student afforded the opportunity and encouraged to become an active member of DECA? (Suggest reviewing membership development and recruitment.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2) Are DECA activities an integral part of the instructional program? (Suggest reviewing how CTSO is incorporated into the instructional delivery system.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3) Is each DECA member provided the opportunity to attend and participate in local, district, state, and national leadership, career, and personal development activities? (Suggest reviewing chapter requirements for participating in district/state meetings, proficiency events, and chapter activities, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4) Does the DECA chapter and each member employ ethical practices and professional conduct while participating in organized DECA-related activities and events? (Suggest reviewing chapter practices.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5) Is there a program of work developed for the DECA chapter each year? (Show evidence.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6) 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>				
7) 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

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	S	M	I	NA
1) Are training agreements, training plans, and other appropriate documentation signed and on file for each student enrolled in cooperative education? (Suggest reviewing documentation for each student participating in work-based experience.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2) Does an employer complete a written evaluation of the student's progress for each grading period? (Suggest reviewing training plan/evaluation sheet.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3) Is there documented evidence of a minimum of one visitation per grading period to all training stations by the instructor? (Suggest reviewing coordination handbook.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4) Is time provided in the instructor's schedule to coordinate work-based learning (including time to visit students and employers at the work site)? (Suggest reviewing master schedule.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5) 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 part of the instructional program? (Suggest reviewing career planning activities, internship placement practices, and job search assistance.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6) Describe the program's strengths for workplace experience/cooperative learning experience: <div style="border: 1px solid black; height: 60px; width: 100%;"></div>				
7) 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

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	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

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	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>				