Nevada Program Quality Criteria Site-Based CTE Program Assessment Instrument

Overview

The Program Quality Criteria include ten components designed to help validate a comprehensive career and technical education (CTE) program. Upon a self review or third party review, any program may use this instrument to determine how the program has made progress in its development. The review instrument is not designed as an evaluation tool, whereby a program with low rating scores may be determined as "inadequate." Rather, the instrument and review process are designed to help focus program improvement. However, it would be expected that any program that has not, for example, aligned the local curriculum with state skill standards would do so as soon as reasonably possible.

The Program Review Instrument is to be used for program-improvement purposes. Each of the ten quality criterion are defined by finer, more measurable criteria to determine their status:

- **Exemplary**
- **Adequate**
- **Improving**
- **Inadequate**
- **Non-Existent**

At the end of the document, the results of the review in the instrument are repeated in tables that are more condensed; this way, a quick snap shot of how a program was rated in curriculum development, for example, could easily by noted.

Post-Program Review Steps:
After the program review, strategic planning may be employed to develop an improvement plan. The improvement plan should be developed as part of the school-wide improvement plan. Expectations would include prioritizing areas for improvement; development of a concrete action plan, using any available state and federal grant resources as needed; and a clear focusing on program improvement based

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1. STANDARDS AND INSTRUCTION

Quality Criteria

1.0 The CTE Program has been organized and sequenced around career paths with clear performance standards leading students to entry-level employment, job advancement, entrepreneurship, advanced education and training, and personal use. Instruction is performance-based and integrates academic knowledge and skills, which reflect current and emerging technologies and practices in business, industry, and the home environment.

1.1 The curriculum includes: course description, goals, objectives, and outlines, course program duration, description of major instructional methodologies/strategies, performance standards for program completers, and student evaluation procedures.

		Status
Exemplary	The curriculum includes all 5 quality indicator components and is completely aligned with state skill standards.	
Adequate	The curriculum includes 4 of the 5 quality indicator components and is mostly aligned with state skill standards.	
Improving	The curriculum includes 3 of the 5 quality indicator components and is partially aligned with state skill standards.	
Inadequate	The curriculum includes 2 of the 5 quality indicator components. Minimum alignment with state skill standards is evident.	
Poor	The curriculum includes 1 of the 5 quality indicator components.	

1.2 The curriculum content is aligned with and based on the appropriate state skill standards.

		Status
Exemplary	The curriculum is completely aligned with state skill standards.	
Adequate	The curriculum is mostly aligned with state skill standards.	
Improving	The curriculum is partially aligned with state skill standards.	
Inadequate	Plans are evident to align the curriculum with state skill standards.	
Non–Existent	There is no evidence of efforts to align the curriculum with state skill standards.	

1.3 The curriculum is sequenced and includes career exploration, integrates work-based learning, and is designed around career clusters.

		Status
Exemplary	The curriculum is fully sequenced from introductory to advanced levels and includes career exploration, work-based learning, and is designed around career clusters.	
Adequate	The curriculum is fully sequenced and includes career exploration.	
Improving	The curriculum is partially sequenced and includes career exploration.	
Inadequate	The curriculum is not properly sequenced and includes little career exploration.	
Non–Existent	A sequenced curriculum with career exploration does not exist.	

1.5 The curriculum is articulated with post-secondary institutions.

		Status
Exemplary	The curriculum is articulated with one or more postsecondary institutions including curriculum alignment, instructional support, formal written articulation agreements, and post-secondary dual credit.	
Adequate	The curriculum is articulated with postsecondary institutions including curriculum alignment, instructional support, and formal written articulation agreements.	
Improving	The curriculum is articulated with postsecondary institutions including curriculum alignment and instructional support.	
Inadequate	The curriculum is articulated with postsecondary institutions including curriculum alignment.	
Non–Existent	The curriculum is not articulated with postsecondary institutions.	

Evidence/Comments/Recommendations:

2. LEADERSHIP AND CITIZENSHIP DEVELOPMENT

<u>Quality Criteria</u>

2.0   Students develop leadership, citizenship, interpersonal, and employment skills by participating in community service projects and cooperative, individualized, and competitive instructional activities through involvement in the career and technical Student organizations. (DECA, FBLA, FCCLA, FFA, HOSA, SkillsUSA)

2.1 The CTE program has an established CTSO chapter.

		Status
Exemplary	The chapter has active student membership, an approved local constitution and is affiliated to the respective state and national organizations.	
Adequate	The chapter has active student enrollment and is affiliated to the respective state and national organizations.	
Improving	The chapter is actively recruiting student members and is recognized by the high school administration.	
Inadequate	The program has plans to implement a CTSO chapter.	
Non–Existent	There is no evidence of plans to implement a CTSO chapter.	

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2.2 Students enrolled in the CTE program are members of a related CTSO.

		Status
Exemplary	75% or more of the students are CTSO members.	
Adequate	At least 50% or greater of students are CTSO members.	
Improving	At least 25% or greater of students are CTSO members.	
Inadequate	Less than 10% of students are CTSO members.	
Non–Existent	The CTE program does not have a chartered CTSO chapter.	

2.3 All students have a progressive plan for leadership and personal development.

		Status
Exemplary	100% of the students have a progressive written plan for leadership and personal development.	
Adequate	90% or greater of students have a progressive written plan for leadership and personal development	
Improving	85% or greater of students have a progressive written plan for leadership and personal development	
Inadequate	A format is in place for students to develop a plan but less than 85% of the students have documented plans in place.	
Non–Existent	No format is in place for students to develop a plan for leadership and personal development.	

Evidence/Comments/Recommendations:

3. PRACTICAL APPLICATION OF OCCUPATIONAL SKILLS

Quality Criteria

3.0   **Practical application of occupational skills is accomplished through classroom simulation and/or work-based experiences. These experiences are directly related to, and coordinated and evaluated with regular classroom instruction through involvement in a supervised work-based learning experience.**

3.1 All students have access to experiential work-based learning opportunities.

		Status
Exemplary	All students in the program demonstrate practical application of occupational skills through classroom simulation and/or work-based learning.	
Adequate	75% of all students in the program demonstrate practical application of occupational skills through classroom simulation and/or work-based learning.	
Improving	50% of all students in the program demonstrate practical application of occupational skills through classroom simulation and/or work-based learning.	
Inadequate	Less than 50% of all students in the program demonstrate practical application of occupational skills through classroom simulation and/or work-based learning.	
Non–Existent	No formal structure is in place for students to demonstrate the practical application of occupational skills.	

3.2 All students engage in on-site, work-based learning, minimally achieved through job shadowing or industry tours.

		Status
Exemplary	100% of students enrolled in the program have the opportunity to engage in on-site learning.	
Adequate	75% of students enrolled in the program have the opportunity to engage in on-site learning.	
Improving	50% of students enrolled in the program have the opportunity to engage in on-site learning.	
Inadequate	Less than 50% of students enrolled in the program have the opportunity to engage in on-site learning.	
Non–Existent	There is no evidence of a structured on-site, work-based learning program.	

3.3 The program/school provides instruction in a common core set of employability skills in an organized manner, where all students must demonstrate proficiency.

		Status
Exemplary	100% of the employability skills in the state skill standards are taught to all students through a coordinated effort among academic and CTE programs.	
Adequate	75% of the employability skills in the state skill standards are taught to all students through a coordinated effort among academic and CTE programs.	
Improving	50 % of the employability skills in the state skill standards are taught to all students through a coordinated effort among academic and CTE programs, with plans to increase the percentage to 75% or higher.	
Inadequate	Less than 50% of the employability skills in the state skill standards are taught to students.	
Non–Existent	There is no evidence of a systematic plan to teach students the employment skills identified in the state skill standards.	

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Evidence/Comments/Recommendations:

4. QUALIFIED AND COMPETENT PERSONNEL

Quality Criteria

4.0   All CTE education teachers are competent and qualified with the appropriate occupational proficiency. In addition, instructors, administrators, guidance/counseling staff, and instructional support staff are involved in an ongoing program for professional development designed to enhance the quality of instruction.

4.1 Each teacher is state certified to teach within the program they are assigned.

		Status
Exemplary	Teacher(s) has a secondary occupational or business and industry teacher endorsement from the Department of Education in the program area they are teaching.	
Adequate	Teacher is not credentialed for the program area and has taught in this program less than one year and is actively seeking credentials in the program area.	
Improving	Teacher is not credentialed for the program area and has taught in this program for one year or less. Teacher is working with administration to correct the situation.	
Inadequate	Teacher is not credentialed for the program area and has taught in this program for no more than two years.	
Non–Existent	Teacher is not credentialed for the program area and has taught for two years or more without out the proper license.	

4.2 All teachers within the program have a professional development plan.

		Status
Exemplary	The teacher has an approved professional development plan to support improved teaching methods directly related to the content area.	
Adequate	The teacher has an approved professional development plan to support improved teaching methods	
Improving	The teacher has a written professional growth plan on file.	
Inadequate	The teacher does not have a formal professional growth plan.	
Non–Existent	There is no evidence of a teacher's professional growth plan.	

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4.3 The teacher is an active member in related state and/or national professional associations.

		Status
Exemplary	Is an active member and serves at a committee level or higher for one or more state/national professional organizations related to the teaching discipline.	
Adequate	Is an active member of one or more state/national professional organizations related to the teaching discipline.	
Improving	Demonstrates active membership with at least one professional organization.	
Inadequate	Receives related trade journals/professional periodicals but does not actively participate.	
Non–Existent	No affiliation with a related professional organization.	

4.5 Teacher participates in professional development workshops or conferences specific to their program area.

		Status
Exemplary	Within the last year, the teacher has attended two or more professional development workshops or conferences, at least one of which was sponsored by a state or national organization.	
Adequate	Within the fiscal year, the teacher has attended at least one workshop or conference specific to their program area.	
Improving	Teacher participated in required school-based trainings or workshops, departmental meetings and at least one district or state sponsored training per year.	
Inadequate	Teachers participated in required school-based trainings or workshops only.	
Non–Existent	No participation in any program specific workshops or conferences.	

Evidence/Comments/Recommendations:

5. FACILITIES, EQUIPMENT AND MATERIALS

Quality Criteria

5.0 **Facilities, equipment, instructional materials and supplies comply with health and safety standards, reflect and/or simulate current and emerging technologies and applications, and are of sufficient quantity and quality to meet the instructional objectives and individual needs of all students.**

5.1 Facility size, layout, and labs provide for effective delivery of the program course of study and meet the needs of the students enrolled.

		Status
Exemplary	Size and design of facilities exceed the minimum standards to serve the curricular needs of students and accommodate emerging instructional needs.	
Adequate	Size and design of facilities meets the minimum standards to serve the curricular needs of students.	
Improving	Size and design of facilities fail to meet the minimum standards but plans are evident to rectify the situation.	
Inadequate	Size does not meet state standards and design is not conducive to instructional activities.	
Non–Existent	No adequate facility exists.	

5.2 Facility is clean, organized, and maintained. A safety inspection conducted on all tools and equipment, with defective items removed, repaired, or replaced to provide an environment conducive to learning.

		Status
Exemplary	Facility, tools and equipment are fully maintained and instructional materials are safe and logically organized. There is evidence of regularly scheduled safety/maintenance inspections, where needed.	
Adequate	Facility, tools and equipment are mostly maintained and instructional materials are safe and logically organized.	
Improving	Facilities, tools, and equipment are organized and safe, but only partially maintained.	
Inadequate	Facility, tools and equipment are clean but need organization and maintenance.	
Poor	Facility, tools and equipment are unclean, unsafe, and poorly organized with significant maintenance and repair required.	

5.3 Facilities, tools and equipment are free of barriers that would result in the denial of access due to gender or handicap.

		Status
Exemplary	Facilities, tools and equipment are 100% accommodating to all students.	
Adequate	Facilities, tools and equipment are accessible and accommodating, needs minor improvements to achieve 100% access.	
Improving	Barriers are evident; a plan is in place for eliminating accessibility problems.	
Inadequate	Barriers are evident; a plan for eliminating accessibility problems is being developed.	
Non–Existent	Barriers are evident with no plan under development.	

5.4 Adequate and secure storage space is provided for materials, supplies, records, and equipment.

		Status
Exemplary	There is an abundance of secure storage space to satisfy current and future needs.	
Adequate	There is adequate secure storage space for current needs.	
Improving	There is minimal secure storage space for current needs.	
Inadequate	There is inadequate secure storage space for current needs.	
Non–Existent	No storage space.	

5.5 Current technology is available to deliver instruction and manage the program.

		Status
Exemplary	Current technology is available to all students in sufficient quantities and fully incorporated into the instructional program.	
Adequate	Current technology is available in sufficient quantities, but is not fully incorporated into the instructional program.	
Improving	Technology is not available in sufficient quantities but is incorporated into student instruction to the extent possible.	
Inadequate	Technology is not available in sufficient quantities nor is properly incorporated into student instruction.	
Non–Existent	Appropriate technology is not available.	

5.6 The inventory of tools and equipment is based on the largest number of students using the facility in a given class period.

		Status
Exemplary	Safe, adequate tools and equipment meets the needs of all classes.	
Adequate	Tools and equipment meet the needs of all classes or instructional strategies accommodate all students with positive results.	
Improving	Tools and equipment needs have been budgeted to meet the needs of all classes or instructional strategies accommodate all students with positive results.	
Inadequate	Tools and equipment needs have not been met for all classes nor have instructional strategies been put in place to accommodate all students.	
Poor	Tools and equipment are insufficient to meet the instructional needs.	

Evidence/Comments/Recommendations:

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6. COMMUNITY, BUSINESS AND INDUSTRY INVOLVEMENT

Quality Criteria

6.0 **Individuals who represent the community, business, industry, students, parents, districts, staff, postsecondary agencies, and labor, serve on a subject-area advisory committee to provide guidance. Staff uses the advice of the advisory committee in the design, development, operation, evaluation, and support of each program area.**

6.1 The advisory committee membership includes, but is not limited to, representatives from the community, special populations, business, industry, students, parents, community agencies, staff, postsecondary agencies, labor, and other individuals having skills in and knowledge of the occupation(s) for which instruction is provided.

		Status
Exemplary	The program has a highly structured advisory committee that consists of the appropriate community, industry, and professional membership.	
Adequate	The program has an advisory committee with defined membership and operational structure	
Improving	The program has an advisory committee but lacks protocol and a defined membership.	
Inadequate	A committee exists but lacks protocol, a defined membership and there is no evidence of recent meetings.	
Non–Existent	There is no active advisory committee.	

6.2 The advisory committee provides input related to: instructional content, budgets, program promotion, program access, facilities, equipment and materials, articulation, job placement/careers, class size, and proficiency standards.

		Status
Exemplary	The advisory committee meets at least three times per year, is fully informed of program offerings through site visits, provides concrete recommendations that are implemented to the extent possible. Documentation exists for all key advisory committee decisions and meetings.	
Adequate	The advisory committee meets regularly and provides feedback relative to most program operations with all agendas, minutes, and other meeting outcomes documented and provided to the school site administration.	
Improving	The advisory committee meets regularly, and discusses general program operations with agenda and minutes documented.	
Inadequate	The advisory committee exists, but there is no evidence of participation in program operations.	
Non–Existent	No advisory committee exists or is currently not active.	

Evidence/Comments/Recommendations:

7. CAREER GUIDANCE

Quality Criteria

7.0 **Career and technical education staff, guidance counselors, and other resource personnel provide career guidance services to ensure that students enroll in CTE courses/programs that are consistent with their aptitudes, interests, abilities, and career-path goals.**

7.1 Ongoing individual assessments, counseling, career planning, and support services are initiated no later than the 9th grade for all students.

		Status
Exemplary	The teacher is working with the counseling office to provide resources that assist in the development of career and education planning through the use of the program of study. All 9th graders have on file a program of study.	
Adequate	Career planning materials are available to students in the career center or counseling office and all students at the 9th grade have a completed program of study.	
Improving	Teacher presents career information during instructional time. Counselors are developing a process to implement 9th grade program of study.	
Inadequate	Teacher presents career information during instructional time.	
Non–Existent	No career counseling or program of study documents exist.	

7.2 CTE instruction includes career planning, employability skills, and articulation options and provides students with information relevant to their career-path goals.

		Status
Exemplary	Instructor includes career planning information during instructional time, helps student prepare a career program plan of study, includes employability skills in curriculum, and identifies the student's current career-path goal.	
Adequate	Instructor includes career exploration in curriculum and provides students an opportunity to research careers within their program area.	
Improving	Instructor includes career exploration in curriculum and presents information on employability skills.	
Inadequate	Instructor includes career exploration in their curriculum.	
Non–Existent	No career guidance activities are currently performed by instructors.	

7.3 With the assistance of their instructor, students annually review their career development plan, and refine their occupational choice.

		Status
Exemplary	Instructor(s) review each student's career plan of study annually with the students and refine their plan each year based on career research and/or work related experiences. Parents are included in the process.	
Adequate	Time is devoted to reviewing the career plan of study each year with some discussion. Individual guidance is not available but parent review/signature is required.	
Improving	Student(s) may access their initial career plan of study for modification upon request. Career plans are mentioned in class but time is not allotted to review or update them.	
Inadequate	Students create a plan of study but no guidance is provided and there is no follow-up from year to year.	
Non–Existent	Students do not have a career plan of study.	

Evidence/Comments/Recommendations:

8. PROGRAM PROMOTION

Quality Criteria

8.0 **There is a systematic plan of program promotion to inform students, parents, counselors, other subject-matter teachers, administrators, board members, community members, and business and industry representatives of options, advantages, quality, accountability, and availability of CTE education programs.**

8.1 There is a plan for program promotion and recruitment throughout the school year.

		Status
Exemplary	A written plan is developed and is followed annually to increase communications with the school and community with evidence of success.	
Adequate	A written plan is developed and is followed annually to increase communications with the school and community.	
Improving	A plan is developed to increase communications with the school and community.	
Inadequate	Information is provided to the school and community upon request.	
Non–Existent	No evidence of communication related to program accomplishments.	

8.2 Program promotion activities are planned and conducted during the year to inform students, parents, counselors, and community members about the achievements of the CTE students and merits of CTE program.

		Status
Exemplary	The teacher(s) collects and reports relevant program data/information to key stakeholders with evidence of news articles, meeting agendas, web sites, and annual community banquets.	
Adequate	The teacher(s) collects and reports relevant program data/information to key stakeholders.	
Improving	The teacher(s) shares program data/information with community advisory members.	
Inadequate	The teacher(s) have data/information available for community members.	
Non–Existent	No evidence of communication related to program data/information is available.	

8.3 Promotional strategies, to include materials such brochures and websites, have been developed to publicize the CTE program.

		Status
Exemplary	The teacher(s) uses promotional materials such as brochures and websites that are part of an ongoing, coordinated promotional plan.	
Adequate	Promotional plans and recruitment activities are coordinated and occur at least twice a year. Students are involved in promotional activities.	
Improving	The teacher(s) have developed promotional materials, but do not have a real plan to market the program. Recruitment is done by word of mouth by both students and teacher.	
Inadequate	Recruitment or program promotion is done on a limited basis by the teacher once a year.	
Non–Existent	There is no evidence of a promotional program.	

Evidence/Comments/Recommendations:

9. PROGRAM ACCOUNTABILITY AND PLANNING

Quality Criteria

9.0 **There is an annual program assessment using input from instructors, administrators, students, other staff, and advisory committee members which ensures that the program scope, design, content, instruction, and administration is meeting the program objectives. The annual assessment process is used to develop a program improvement plan for the short- and long-range administration and operation of the program.**

9.1 A performance-based assessment system is used to measure students' performance in the application of career, technical, and academic skills and knowledge of occupational tasks.

		Status
Exemplary	Students demonstrate their performance of technical competencies through statewide authentic assessments with identified mastery levels.	
Adequate	Students demonstrate their performance of technical competencies through local authentic assessments with identified mastery levels.	
Improving	Students demonstrate their performance of technical competencies through local authentic assessments.	
Inadequate	Students demonstrate their performance through local assessments.	
Non–Existent	No evidence exists of authentic student assessment.	

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9.2 There is a systematic program assessment, including review of the Program Improvement Plan, using input from advisory technical skills committee based on Program Quality Criteria.

		Status
Exemplary	Well planned meetings and events are held to enhance the awareness of parents and key decision makers of the opportunities for students to acquire academic rigor in a relevant setting while preparing for post secondary education and career opportunities.	
Adequate	Program update is disseminated on a regular basis to advisory technical skills committee to keep them well informed of goals, objectives, activities, accomplishments, future plans and how they can be involved.	
Improving	Advisory Technical Skills committee is invited to annual award functions where the accomplishments and activities of the program are highlighted. Regular supervisory visits with students are parents to highlight the successes, opportunities and future plans the program has to offer the student.	
Inadequate	Communication with school staff and administration takes place when requested. Interaction with parents is during parent/teacher conferences and in high need situations.	
Non–Existent	Regular communication with parents, school and community partners to inform them of the progress of the programs and student s is nonexistent.	

9.3 Funding sources for programs/courses are clearly identified and guidelines for use of these funds are provided to the instructional staff for program budget development and for monitoring expenditures.

		Status
Exemplary	Teacher(s) are familiar with the processes of developing local and state CTE budgets. Budgets submitted to district have been prepared correctly.	
Adequate	A funding plan is developed for the program area. The plan is sometimes used when budgets are created.	
Improving	Teachers(s) are familiar with the processes of developing local and state CTE budgets.	
Inadequate	Teacher is new and familiarizing himself with the budgeting process.	
Non–Existent	No evidence exists of the budgeting process.	

Evidence/Comments/Recommendations:

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10. STUDENT-TEACHER RATIO

Quality Criteria

10.0 **High quality instruction in CTE is dependent upon maintaining a student-teacher ratio that ensures effective instruction and safe working conditions. CTE education courses are action-oriented and include applied-learning activities. Under these conditions, lower class size must be maintained.**

10.1 CTE courses maintain a student-teacher ratio that ensures effective instruction and safe working conditions.

		Status
Exemplary	Enrollments in courses are 25 students or less per class. Instruction is structured so that no more than 20 students are in the laboratory setting at one time and there is sufficient access to work stations and supervision for all students.	
Adequate	Enrollments in courses meet the size of facility and safe work stations are available for all students. Additional instructional assistance is available to the teacher.	
Improving	Enrollments in courses exceed the recommended numbers for classroom and /or lab facilities but by alternating activities, students can use work stations safely with supervision. Not all students are in the lab at one time.	
Inadequate	Enrollments in courses are more than the number of available work stations but classroom space is adequate for instruction. Safety and supervision is a concern because of location and/or inadequate lab/shop facilities.	
Poor	Enrollments in courses exceed classroom and lab/shop facilities to the extent that safety is a concern when using the lab and instruction of the curriculum is limited by facilities.	

Evidence/Comments/Recommendations:

Summary Status Report, Comments, and Recommendations

Criteria 1: Standards and Instruction

	Exemplary	Adequate	Improving	Inadequate	Non Existent
1.1 Curriculum developed					
1.2 Curriculum alignment					
1.3 Curriculum sequencing					
1.4 Curriculum articulation					

Criteria 2: Leadership and Citizenship Development

	Exemplary	Adequate	Improving	Inadequate	Non Existent
2.1 CTSO chapter established					
2.2 CTSO student enrollment					
2.3 Leadership development plans					

Criteria 3: Practical Application of Occupational Skills

	Exemplary	Adequate	Improving	Inadequate	Non Existent
3.1 Participation in experiential learning					
3.2 Participation in on-site learning					

Criteria 4: Qualified and Competent Personnel

	Exemplary	Adequate	Improving	Inadequate	Non Existent
4.1 Teachers are state certified					
4.2 Professional development plan					
4.3 Professional affiliations					
4.4 Professional development trainings					

Criteria 5: Facilities, Equipment and Materials

	Exemplary	Adequate	Improving	Inadequate	Non Existent
5.1 Facility size and layout					
5.2 Facility cleanliness and maintenance					
5.3 Accommodations for all students					
5.4 Adequate storage space					
5.5 Availability and use of technology					
5.6 Availability of tools and equipment					

Criteria 6: Community, Business and Industry Involvement

	Exemplary	Adequate	Improving	Inadequate	Non Existent
6.1 Advisory committee membership					
6.2 Advisory committee input					

Criteria 7: Career Guidance

	Exemplary	Adequate	Improving	Inadequate	Non Existent
7.1 Initiation of guidance services					
7.2 Integration of career development					
7.3 Annual review of career plans					

Criteria 8: Program Promotion

	Exemplary	Adequate	Improving	Inadequate	Non Existent
8.1 Program promotion plans					
8.2 Collecting and reporting of data					
8.3 Promotional strategies and materials					

Criteria 9: Program Accountability and Planning

	Exemplary	Adequate	Improving	Inadequate	Non Existent
9.1 Performance based assessments					
9.2 Systematic program assessments					
9.3 Completion and submittal of reports					
9.4 Financing and budgeting					

Criteria 10: Student-Teacher Ratio

	Exemplary	Adequate	Improving	Inadequate	Non Existent
10.1 Student-teacher class ratios					

Summary Comments and Recommendations: