

Idaho Professional-Technical School Program Evaluation Instructions for Reporting FY09 Measure and Standards

Program Information: Complete report date, PTS name, program name, program number, instructors and contact information.

General Instructions:

- Complete the **FY09 Program Results** column. If you need to provide additional information or comment on the program results record it in the **Evidence or Comment** column. Make sure results are recorded on the PTS Program of Study (PTS POS), Program Advisory Committee and Program Student Organization forms where requested. A PTS POS and Advisory Committee form must be completed for each PTS program. The Program Student Organization form is completed as needed. Attach the supporting forms to the Measures and Standards Report prior to returning it to the Division (The Measure and Standards report FY09 and supporting forms may be returned to the Division electronically). The **End of Course Assessment** form is no longer needed because the data has been incorporated into the PTS POS and Measures and Standards Report FY09.
- Perkins Performance Measures are used to document compliance in several PTS essential criteria. Record your school performance levels from the Secondary Performance Measures FY09 forms in the FY09 Program Results column.
- Supporting Documents:
 - A PTS POS for each program is required to document several of the essential criteria standards. The PTS POS will be emailed as an attachment with the information we have entered at the Division. The form provides information on industry standards, sequence of courses and course levels, postsecondary credits by dual credit or Tech Prep agreement, student technical assessment and student industry certification. You must review that the information is complete and make changes as needed.
 - The Program Advisory Committee form documents active involvement by an industry specific advisory committee with each PTS program. The form collects data on advisory committee membership, meetings held during year, and verification the committee provided input on program essential criteria.
 - The Program Student Organization form is used to document your student organization is developing leadership skills as an integral part of the instructional component in the PTS programs. This form needs to be completed only if the student organization is not a Division approved PTSO or is offered through an alternative method. The form collects data on local chapter standards, local, district, state and national activities and leadership skills development skills. Each program will need to submit a list of local, district, state and national activities and leadership development skills as requested in **Item J-2**.

Essential Criteria:

A. The program is based on industry standards that are measurable using a competency-based evaluation system; i.e., NATEF/ASE, C+, MCAS, Auto YES, AWS, CEMA, NCCER, CDA.

- Item A-1** Industry standards are the base for the curriculum and can be measured using a competency-based evaluation system. Record the information requested on the PTS POS in the – “Program Industry Standards” box.
- Item A-2** Program curriculum needs measurable competencies for industry-based instruction. Check the appropriate box in the results column indicating whether or not curriculum competencies are available for program instruction. A copy of the curriculum competencies need to be on file and available for review if requested.
- Item A-3** Program equipment must reflect industry standards. Check the appropriate box on the Program Advisory Committee form – Section C - questions 3 and 5 that industry representatives have provided input on program equipment.

- Item A-4** Program equipment must meet industry safety standards. Check the appropriate box on the Program Advisory Committee form – Section C - questions 4 and 5 that industry representatives have provided input on program equipment maintenance and safety. A building safety report for the program must be on file for review if requested.
- Item A-5** Program technology must reflect industry standards. Check the appropriate box on the Program Advisory Committee form – Section C - question 6 that industry representatives have provided input on program technology.

B. The program is responsive to student needs and labor market needs.

- Item B-1** The program must be responsive to student and state/local labor market needs. Secondary student placement is indicated by school Perkins performance measures-5S1. Record your school Perkins performance measure-5S1 in the results column.
- Item B-2** The program allows for student needs to be met in completing a field industry work experience. Check the appropriate box in the results column indicating that a variety of approved work experiences are available for students. A list of industry work experiences are listed in **Item C-5**.

C. The program contains a sequence of instruction that follows a set of industry competencies.

- Item C-1** The program contains a sequence of instruction with appropriate prerequisites and identified capstone course(s) that follows industry competencies. Your program of study from the current program 10D is recorded on the PTS POS form. Make changes on the PTS POS form if needed.
- Item C-2** The program provides students with the pre-requisite instruction. The sequence of instruction includes the introductory courses on the PTS POS form. Make changes on the PTS POS form if needed.
- Item C-3** Program completers are used to determine meeting several of PTS essential criteria. Record the numbers for the PTS completers using the definition below. Each student can only fit under one category listed below.
- **Definition: A PTS completer** (is the same as a **PTE Concentrator** as defined in the Secondary Perkins Performance Measures) is a **junior or senior** who: (1) has completed three state approved PTE courses in a program sequence and is enrolled in a capstone course; **OR** (2) has completed all the PTE courses in a program sequence if less than three **OR** (3) is enrolled in a state approved PTS and is enrolled in a capstone course.
- Item C-4** All program completers are required to take a technical skills assessment (TSA) based on program industry standards. The TSA should be nationally validated, industry-based and third-party administrated. The TSA should come from the state approved list. If the TSA you want is not on the list, complete an application (**Application for State Approval of a Technical Skill Assessment**) to have it considered.
- TSA's that meet the new requirements include:**
- National or state licensure exam
 - Industry recognized certification exam
 - A nationally validated exam (NOCTI, SkillsUSA, Work Force Ready System)
- TSA's that are not approved include:**
- A final exam or assessments administered by the instructor
 - A final exam for a dual credit course
 - A final exam for a technical course being articulated through a tech prep agreement
 - A student organization competitive event
 - An assessment developed and administered by a local advisory committee (e.g. senior project)

The Record the information of the TSA on the PTS POS in the box - Technical Skills Assessment. The number of completers taking the TSA, the number passing the TSA and TSA passing score are recorded in the measures column. Record the percentage of completers taking and passing the TSA in the results column.

- Calculate the percentage of completers taking the assessment by dividing the number of completers taking the assessment **Item C-4** by total completers **Item C-3 – results column**. Calculate the percentage of completers passing the assessment by dividing the number of completers passing the assessment **Item C-4** by total completers **Item C-3 – results column**.

Item C-5 All program completers are required to complete an field industry work experience prior to graduation. The number of program completers completing a field industry work experience is recorded in measures column. Record the number of program completers for each type of field industry work experience in the results column. The total of all the types of field industry work experience must equal program completers.

Definition: Business/industry internship – work experience outside of the classroom to meet industry requirements. Internships must be of sufficient duration and depth of technical competencies to meet industry internship or apprenticeship standards.

Clinical experience – work experience that is required for meeting student industry certification in a specific field. Detailed competencies, hours and instructional activities are defined.

Supervised Occupational Experience – work experience entrepreneurial in nature that relates to the PTS program. SOE's must be of sufficient duration and depth of technical competencies to prepare for industry employment. SOE completed as school-based work projects must be completed beyond the normal in-school curriculum.

Job Placement – employment in a program related industry business. Job placements must be of sufficient duration and depth of technical competencies to meet industry needs.

School-Based Enterprise – work experience at the PTS facility that is equivalent to an industry work site or student-run business. The school-based enterprise should reflect industry policies, procedures, equipment, supplies, etc. to simulate working in an industry and must offer sufficient experience hours to prepare for industry certification.

Similar Work Experience – List industry work experiences not included above. A description of the industry work experience must be included with the Measures and Standards report. Similar Work Experiences must be of sufficient duration and depth of technical competencies to meet industry standards.

Note: Job shadows, fieldtrips and conferences are not approved field industry work experiences.

D. The program reinforces basic & advanced academic skills.

Item D-1 Program curriculum must integrate basic and advanced academic skills. Check the appropriate box on the Program Advisory Committee form – Section C - question 1 that industry representatives have provided input on program curriculum and integration of academic skills.

E. The program has a majority of courses offered as dual credit courses and/or has course offerings approved for postsecondary credit as part of a Tech Prep agreement.

Item E-1 The PTS POS lists the approved sequence of courses for the program. A majority of these courses must be offered for postsecondary credit as either dual credit or tech prep credit courses. Your current program Tech Prep agreement information is recorded on the PTS POS form. Make changes on the Tech Prep and Dual Credit course information has needed. Record the total number of courses from the PTS POS, the total number of courses that have dual credit or tech prep credit in the measures column. Calculate the percentage of courses offered for postsecondary credit and record the answer in the results column.

F. The program promotes access and equity for all students and school personnel.

- Item F-1** The program must promote access and equity to all students and school personnel. Nontraditional program participation and completion is indicated by school Perkins performance measure 6S1 and 6S2. Record your school Perkins performance measures – 6S1 and 6S2 in the results column.

G. The program seeks active input from an appropriately qualified business/industry technical advisory committee.

- Item G-1** The industry-specific advisory committee provides input and technical assistance for your program. Complete the list of advisory committee members and their industry/education position on the Program Advisory Committee form – Section A.
- Item G-2** The advisory committee meets on a regular basis during the year. List the number of meetings held during the last year on the Program Advisory Committee form – Section B. Copies of the current year meeting minutes should be on file at the PTS for review if requested.
- Item G-3** Program curriculum and labor markets need to reflect the industry standards. Check the appropriate box on the Program Advisory Committee form – Section C –question 7 that industry representatives have provided input on program curriculum and labor market needs.

H. The program implements instructional delivery methods that use current teaching and industry technologies.

- Item H-1** The instructional delivery must use current teacher methods and industry technologies. Check the appropriate box in the results column that current teaching methods and industry technology is reflected in the instruction.
- Item H-2** The instruction delivery to the student uses a balance of theory, work experience and occupational skill development. Check the appropriate box in the results column that a variety of delivery methods is reflected in the instruction.

I. Instructor(s) hold professional-technical certification to teach the occupation and are industry qualified.

- Item I-1** Program instructor(s) must hold appropriate PTE teacher certification. Check the appropriate box in the results column indicating that the instructor(s) hold appropriate teacher certification.
- Item I-2** Program instructor(s) must hold industry certification or be working toward industry certification or equivalent. Check the appropriate box in the results column indicating that the instructor(s) hold industry certification. If instructor(s) have industry certification, please list the industry certification in the evidence/comments column. If the instructor is working toward industry certification, attach a PDP that details activities for obtaining industry certification. If the instructor is using an equivalent method to document industry certification, attach a plan for the equivalent method. Some of the items to consider for an equivalent to industry certification would be advanced training or schooling, advanced degrees or specialized industry experience. Make sure the information is included for each program instructor.
- Item I-3** Instructor professional development is needed to remain current with industry standards. Check the appropriate box in the results column indicating that the instructor(s) are participating in professional technical education conferences and workshops. If no, please attach a PDP that details activities for remaining current with industry standards. Make sure the information is included for each program instructor as needed.

J. The program promotes leadership development through professional-technical student organizations (PTSO).

- Item J-1** The program must provide leadership development through a PTSO. Check the appropriate box in the results column indicating that the program has a state approved PTSO (see list below). If no, please attach a completed Program Student Organization form for a program

not listed as a state approved PTSO or it is offered by alternative method; such as on-line, affiliated with a PTSO from another PTE program or being affiliated with a student organization not in the appropriate program area. Be sure to submit all required documents with the form.

- The state approved Professional-Technical Student Organizations are: Idaho FFA Association (FFA), Idaho Business Professionals of America (BPA), Idaho Family, Career & Community Leaders of America (FCCLA), Idaho Health Occupations Students of America (HOSA), Idaho DECA or Idaho DEX, Idaho Technology Students Association (TSA) and Skills USA Idaho.

Item J-2 Students are active in the professional-technical student organization and have the opportunity to participate in PTSO events and activities at the chapter local, district, state and national level and individual, team and community leadership development skills. Check the appropriate box in the results column indicating the PTSO provides PTSO events, activities and leadership development skills. Programs will need to submit a copy their leadership development skills and chapter events and activities.

K. The program promotes interpersonal and other cross-functional workplace skills

Item K-1 The program must integrate/actively teach interpersonal and other cross-functional workplace skills. Check the appropriate in the results column indicating the workplace skills are integrated into the curriculum, instruction and industry experience.

L. The instructional setting is appropriate.

Item L-1 The program must be appropriate to industry standards. Instructional student/teacher ratio, industry state-of-the-art equipment, student work stations are adequate for instruction. Check the appropriate box on the Program Advisory Committee form – Section C - question 2 that industry representatives have provided input on program facilities.

Item L-2 The program must be appropriate to industry standards. Facility meets safety regulations and safety skills are incorporated into instruction. Check the appropriate box on the Program Advisory Committee form – Section C - question 4 that industry representatives have provided input on program safety regulations and safety instructional skills. A copy of the Idaho Building Safety Report for the program is kept on file at the PTS and is available for review if requested.

M. List program improvement activities initiated and/or accomplished during the current year.

Improvement plan activities are used to address areas that need to be improved over time. List the activities initiated or completed during the current year.

N. List the program improvement goals for next year (based on this self evaluation, and/or other program assessments or workshops).

Improvement goals identify activities to plan for the future improvement. List the program goals for future improvement.