

Appendix B

Accreditation – Distance Education

The Oklahoma State Board of Career and Technology Education is recognized by the United States Department of Education as the “authority for the approval of public postsecondary vocational education offered at institutions in the State of Oklahoma that are not under the jurisdiction of the Oklahoma State Regents of Higher Education, including the approval of public postsecondary vocational education offered via distance education.” This recognition establishes the State Board as the accrediting body for the technology centers in Oklahoma. It further requires the State Board to establish policies and standards pertaining to the accreditation process.

Accrediting Agency Accreditation Procedure

1. Standards: The accrediting agency, in collaboration with educational institutions, establishes standards.
2. Self-study: The institution or program seeking accreditation prepares an in-depth self-evaluation study that measures its performance against the standards established by the accrediting agency.
3. Onsite Evaluation: A team selected by the accrediting agency visits the institution or program to determine first-hand if the applicant meets the established standards.
4. Publication: Upon being satisfied that the applicant meets its standards, the accrediting agency grants accreditation or preaccreditation status and lists the institution or program in an official publication with other similarly accredited or preaccredited institutions or programs.
5. Monitoring: The accrediting agency monitors each accredited institution or program throughout the period of accreditation granted to verify that it continues to meet the agency's standards.
6. Reevaluation: The accrediting agency periodically reevaluates each institution or program that it lists to ascertain whether continuation of its accredited or preaccredited status is warranted.

The goal of accreditation is to ensure that education provided by postsecondary institutions meets acceptable levels of quality.

Program accreditation normally applies to programs, departments, or schools that are parts of an institution. The accredited unit may be as large as a college or school within a university or as small as a curriculum within a discipline.

Distance education is education that uses one or more of the technologies listed in paragraphs (1)(a) through (d) of this definition to deliver instruction to students who are separated from the instructor or instructors and to support regular and substantive interaction between the students and the instructor or instructors, either synchronously or asynchronously.

1. The technologies that may be used to offer distance education include—
 - a. The internet
 - b. One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices;
 - c. Audio conference; or
 - d. Other media used in a course in conjunction with any of the technologies listed in paragraphs (1)(a) through (c) of this definition
2. For purposes of this definition, an instructor is an individual responsible for delivering course content and who meets the qualifications for instruction established by an institution's accrediting agency.
3. For purposes of this definition, substantive interaction is engaging students in teaching, learning, and assessment, consistent with the content under discussion, and also includes at least two of the following—
 - a. Providing direct instruction;
 - b. Assessing or providing feedback on a student's coursework;
 - c. Providing information or responding to questions about the content of a course or competency;
 - d. Facilitating a group discussion regarding the content of a course or competency; or
 - e. Other instructional activities approved by the institutions or program's accrediting agency.
4. An institution ensures regular interaction between a student and an instructor or instructors by, prior to the student's completion of a course or competency—
 - a. Providing the opportunity for substantive interactions with the student on a predictable and scheduled basis commensurate with the length of time and the amount of content in the course or competency; and
 - b. Monitoring the student's academic engagement and success and ensuring that an instructor is responsible for promptly and proactively engaging in substantive interaction with the student when needed on the basis of such monitoring, or upon request by the student.

A **clock hour** is defined as a period of time consisting of:

- 50- to 60-minute class, lecture, or recitation in a 60-minute period;
- 50- to 60-minute faculty-supervised laboratory, shop training, or internship in a 60-minute period;
- Sixty minutes of preparation in a correspondence course; or
- **In distance education**, 50 to 60 minutes in a 60-minute period of attendance in—
 - A synchronous or asynchronous class, lecture, or recitation where there is opportunity for direct interaction between the instructor and students; or
 - An asynchronous learning activity involving academic engagement in which the student interacts with technology that can monitor and document the amount of time that the student participates in the activity.
- A clock hour in a distance education program does not meet the requirements of this definition if it does not meet all accrediting agency and State requirements or if it exceeds an agency's or State's restrictions on the number of clock hours in a program that may be offered through distance education.
- **An institution must be capable of monitoring a student's attendance in 50 out of 60 minutes for each clock hour under this definition.**

Distance education program evaluations will take place during the first year the program is being offered. Reevaluation will take place during the technology center's next institutional accreditation onsite visit and monitored in year 3 of their accreditation cycle. Distance education programs will be evaluated by ODCTE trained examiners.

Distance education standards are reviewed on an annual basis by the Accreditation Advisory Committee. Any recommended changes will be presented to the Oklahoma *Career*Tech Board for approval.

Quality Standards

Distance Education Standards

Distance education programs are eligible for Title IV student aid programs if it is an eligible program approved by an accrediting entity that has expansion of scope to include distance education.

1. *Program Integrity*

This standard examines the technology center's policies and procedures are clearly established for distance education students. The institution must be able to verify and track students and their satisfactory academic progress through program completion as well as protect student privacy.

2. *Resources & Technology*

This standard examines the technology center's ability to sufficiently provide, in quantity and quality, resources and technology to support the administration, instruction, and student performance related to distance education programs.

3. *Learning Development & Instruction*

This standard examines the content learning objectives for the program shall be a level and rigor acceptable whether a student moves on to postsecondary studies, the military, or the workforce.

4. *Skill Attainment & Assessment*

This standard examines the performance learning objectives for the program shall be at a level and rigor acceptable whether a student moves on to postsecondary studies, the military, or the workforce.

5. *Student Support & Services*

This standard examines support services provided to meet the needs of all students from recruitment to completion – helping them make satisfactory progress throughout the process.

6. *Marketing & Recruitment*

This standard examines the fair and equitable process of reaching out to all potential students in a technology center's service area.

7. *Student Engagement & Satisfaction*

This standard examines interaction between the technology center and distance education students. Feedback regarding student satisfaction with the school and program is attained and may be utilized in future program improvements.

8. *Program Effectiveness & Improvement*

The standard examines demonstrated evidence of program effectiveness as well as cycles of learning that show the application of recommended improvements.

Distance Education

Self-Assessment Application

Standard 1 – Program Integrity

1.1	Describe the objective of the distance education program. Outline the expectations of the program and potential outcomes.		Score
Points	Criteria Description	Criteria	
0-3	Does not meet criteria	Objectives of the distance education program are not clearly defined, are not clearly stated and are not measurable. Expectations and potential outcomes of the program are not clearly defined.	
4-5	Meets criteria	Objectives of the distance education program are clearly defined, stated and are measurable. A course overview is included and provides an in-depth understanding of why the course is important. A course syllabus is included and presented at the beginning of the course. Expectations and potential outcomes of the program are clearly defined. Expectations are aligned with state and/or national guidelines/standards.	
6	Exceeds criteria	Objectives of the distance education program are clearly defined, stated and are measurable. A course overview is included and provides an in-depth understanding of why the course is important. A course syllabus is included and presented at the beginning of the course. Expectations and potential outcomes of the program are clearly defined. Expectations are aligned with state and/or national standards. A crosswalk on how the expectations are aligned with state and/or national guidelines/standards is also provided. Potential outcomes described align with business and industry demands.	

1.2	What type of delivery model is used in the distance education program – 100% distance or a hybrid (partial onsite, partial via distance)? How are distance education students identified? How is attendance and satisfactory academic progress tracked?		Score
Points	Criteria Description	1.2 Criteria	
0-2	Does not meet criteria	Inadequate description of the delivery model that will be used in the program. Distance education students are not identifiable. Clock hour attendance and satisfactory academic progress is not monitored.	

3-4	Meets criteria	<p>Thorough description of the delivery model used. The model chosen has been grounded in pedagogy and evaluated against institutional needs to determine effectiveness of instructional delivery and identify potential challenges.</p> <p>Policies are in place to identify distance education students and are implemented. Student clock hour attendance and satisfactory academic progress is monitored.</p>
5	Exceeds criteria	<p>Thorough description of the delivery model used. The model chosen has been grounded in pedagogy and evaluated against institutional needs to determine effectiveness of instructional delivery and identify potential challenges. Data has been collected and can be cited from pilot studies of the model to determine effectiveness.</p> <p>Policies are in place to identify distance education students and are implemented. Student clock hour attendance and satisfactory academic progress is monitored daily.</p>

1.3	What methods are used to verify students' academic integrity in the distance education program?		Score
Points	Criteria Description	Criteria	
0-3	Does not meet criteria	<p>Academic integrity and internet etiquette expectations regarding activities, discussions, email communications and plagiarism are not clearly stated to students at the beginning of the program.</p> <p>Processes are not in place to verify academic dishonesty is minimized. Assessments used do not ensure and do not verify effectiveness of student academic and technical skill performance and academic honesty.</p> <p>Data is not provided to show student attainment of academic and technical skills.</p>	
4-5	Meets criteria	<p>Academic integrity and internet etiquette expectations regarding activities, discussions, email communications and plagiarism are clearly stated to students at the beginning of the program.</p> <p>Processes are in place to verify academic dishonesty is minimized. Assessments used ensure and verify effectiveness of student academic and technical skill performance and academic honesty.</p> <p>Data is provided to show student attainment of academic and technical skills.</p>	
6	Exceeds criteria	<p>Academic integrity and internet etiquette expectations regarding activities, discussions, email communications and plagiarism are clearly stated.</p>	

		<p>Processes are in place to verify academic dishonesty is minimized. Assessments used ensure and verify effectiveness of student academic and technical skill performance and academic honesty.</p> <p>Data provided shows a positive trend in student attainment and technical skills.</p>
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1.4		What methods are used to maintain student confidentiality?	Score
Points	Criteria Description	Criteria	
0-3	Does not meet criteria	<p>Methods do not maintain that student information remains confidential.</p> <p>Privacy policies are not clearly stated and/or are not followed.</p> <p>Data security is not evaluated annually to improve student confidentiality and data is not provided regarding the number of times confidential information was obtained by unauthorized users.</p>	
4-5	Meets criteria	<p>Methods outlined maintain that student information remains confidential.</p> <p>Privacy policies are clearly stated followed.</p> <p>Data security is evaluated annually to improve student confidentiality and includes information on the number of times confidential information was obtained by unauthorized users.</p>	
6	Exceeds criteria	<p>Methods outlined maintain that student information remains confidential.</p> <p>Privacy policies are clearly stated and followed.</p> <p>Data security is evaluated annually to improve student confidentiality and includes information on the number of times confidential information was obtained by unauthorized users. Data provided indicates no confidential information was obtained by unauthorized users over the past three years.</p>	

Additional Comments:

Standard 2 – Resources and Technology

2.1		What resources are required by students to successfully participate in the program?	Score
Points	Criteria Description	Criteria	
0-2	Does not meet criteria	<p>Hardware, web browser and software requirements are not specified.</p> <p>Prerequisite skills in the use of technology are not identified.</p> <p>Appropriate content-specific tools and software are not utilized.</p>	
3	Meets criteria	<p>Hardware, web browser and software requirements are specified.</p> <p>Prerequisite skills in the use of technology are identified.</p> <p>Appropriate content-specific tools and software are utilized.</p> <p>Back-up resources and technology are available in the event of interruption to the educational program.</p>	
4	Exceeds criteria	<p>Hardware, web browser and software requirements are specified.</p> <p>Prerequisite skills in the use of technology are identified.</p> <p>Appropriate content-specific tools and software are utilized.</p> <p>Back-up resources and technology are available in the event of interruption to the educational program.</p> <p>Innovative technology is utilized to increase access and engagement.</p>	

2.2		What resources does the instructor have available to administer distance education? What tools and media does the instructor use to deliver distance education? Describe the educational platform/delivery system the instructor use in delivering distance education.	Score
Points	Criteria Description	Criteria	
0-2	Does not meet criteria	<p>Resources at the site to administer distance education are not described.</p> <p>Tools and media used are not identified.</p> <p>More detail is needed to describe the educational platform.</p> <p>The user interface is not easy to navigate.</p> <p>The online platform used is not suitable for the program.</p>	

		The teacher has difficulty in adding content, activities, and assessments using the delivery system.
3-4	Meets criteria	<p>Resources at the site to administer distance education are described.</p> <p>Tools and media used are identified.</p> <p>The educational platform used is described in full detail.</p> <p>The user interface is easy to navigate.</p> <p>The online platform used is effective in instructional delivery.</p> <p>The teacher can add content, activities, and assessments using the delivery system with relative ease.</p>
5	Exceeds criteria	<p>Resources at the site to administer distance education are described.</p> <p>Tools and media used are identified.</p> <p>The educational platform used is described in full detail.</p> <p>The user interface is easy to navigate.</p> <p>The online platform is used at its maximum potential for instructional delivery.</p> <p>The instructor identifies and delivers alternative resources to students.</p> <p>The teacher can add content, activities, and assessments using the delivery system with relative ease.</p> <p>Satellite facilities are regularly monitored, if applicable.</p>

2.3		How do the resources and technology the instructor has available to students support learning objectives in the program?	Score
Points	Criteria Description	Criteria	
0-2	Does not meet criteria	<p>Little description on how resources and technology are utilized to accomplish learning objectives is provided.</p> <p>Sufficient learning resources and materials are not available to students to increase student success and are not available to students when the course begins.</p>	
3	Meets criteria	<p>A description is provided on how resources and technology are used to accomplish learning objectives.</p> <p>Sufficient learning resources and materials are available to students to increase student success and are available to students when the course begins.</p>	
4	Exceeds criteria	<p>A thorough description is provided on how resources and technology are used to accomplish learning objectives.</p> <p>Sufficient learning resources and materials are available to students to increase student success and are available to students when the course begins.</p> <p>Examples of how the technology is used are also given.</p>	

Additional Comments:

Standard 3 – Learning Development, Instruction, and Safety

3.1 Identify which student learning outcomes use distance education and which areas use other delivery methods for instruction.		Score
Points	Criteria Description	Criteria
0-3	Does not meet criteria	<p>Program objectives are not cross-walked to national/state guidelines/standards.</p> <p>Student learning outcomes are not consistent with program objectives and are not clearly stated. Student learning outcomes do not represent the scope of the courses and are not clearly stated.</p> <p>The delivery method used for each student learning outcome is not clearly stated.</p>
4	Meets criteria	<p>Program objectives are cross-walked to national/state guidelines/standards.</p> <p>Student learning outcomes are consistent with program objectives and are clearly stated. Student learning outcomes represent the scope of the courses and are clearly stated. A description of student learning outcomes and expectations are articulated and given to students.</p> <p>The delivery method used for each student learning outcome is clearly stated.</p>
5	Exceeds criteria	<p>Program objectives are cross-walked to national/state guidelines/standards.</p> <p>Student learning outcomes are consistent with program objectives and are clearly stated. Student learning outcomes represent the scope of the courses and are clearly stated. A description of student learning outcomes and expectations are articulated and given to students.</p> <p>The delivery method used for each student learning outcome is clearly stated.</p> <p>An updated program-specific strategic plan is in place and is followed.</p>

3.2 Describe the instructional design, strategies, and activities that are used in the program.		Score
Points	Criteria Description	Criteria
0-4	Does not meet criteria	<p>The course is not organized into units and lessons. Units are not described in full detail to students. Lessons for each unit are not clearly stated. Activities, assignments, and assessments are not described thoroughly. Each lesson is not described in full detail to students. Activities, assignments, and assessments for each unit are not clearly stated and are not described in full detail.</p> <p>Instruction is not designed to ensure concepts and skills will be retained by students. It is not aligned to end of instruction tests and/or certifications.</p> <p>Learning activities do not address a variety of learning styles and preferences to help the student master program content.</p> <p>Instruction does not adapt learning activities to accommodate students' needs.</p>
5-8	Meets criteria	<p>The course is organized into units and lessons. Units are described in full detail to students. Lessons for each unit are clearly stated. Activities, assignments, and assessments are described. Each lesson is described in full detail to students. Activities, assignments, and assessments for each unit are clearly stated and described in full detail.</p> <p>Instruction is designed to ensure concepts and skills will be retained by students. It is aligned to end of instruction tests and/or certifications.</p> <p>Learning activities address a variety of learning styles and preferences to help the student master program content.</p> <p>Instruction adapts learning activities to accommodate students' needs.</p>
9-10	Exceeds criteria	<p>The course is organized into units and lessons. Units are described in full detail to students. Lessons for each unit are clearly stated. Activities, assignments, and assessments are described. Each lesson is described in full detail to students. Activities, assignments, and assessments for each unit are clearly stated and described in full detail.</p> <p>Instruction is designed to ensure concepts and skills will be retained by students. It is aligned to end of instruction tests and/or certifications.</p> <p>Learning activities that address a variety of learning styles and preferences to help the student master program content.</p>

		Instruction adapts learning activities to accommodate students' needs. New methods to accommodate learning styles are attempted and results are provided.
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3.3		How are critical thinking and technical skills developed in the program?	Score
Points	Criteria Description	Criteria	
0-4	Does not meet criteria	<p>Content, assignments (projects, research papers, reflections, discussion board posts, etc.), and assessments are of not of sufficient rigor, depth, and breadth to teach the learning objectives being addressed.</p> <p>The program does not provide opportunities for students to engage in higher-order thinking, critical-reasoning activities and thinking in increasingly complex ways. Relevant, project-based learning and/or live work are not provided for students.</p> <p>Literacy and numeracy are not incorporated into the curriculum when appropriate.</p> <p>Readability, written language, and mathematical requirement levels are not appropriate/or not assessed for the program.</p>	
5-8	Meets criteria	<p>Content, assignments (projects, research papers, reflections, discussion board posts, etc.), and assessments are of sufficient rigor, depth, and breadth to teach the learning objectives being addressed.</p> <p>The program provides opportunities for students to engage in higher-order thinking, critical-reasoning activities and thinking in increasingly complex ways. Relevant, project-based learning and/or live work are provided for students.</p> <p>Literacy and numeracy are incorporated into the curriculum when appropriate.</p> <p>Readability, written language, and mathematical requirement levels are appropriate for the program.</p>	
9-10	Exceeds criteria	<p>Content, assignments (projects, research papers, reflections, discussion board posts, etc.), and assessments are of sufficient rigor, depth, and breadth to teach the learning objectives being addressed.</p> <p>The program provides opportunities for students to engage in higher-order thinking, critical-reasoning activities and thinking in increasingly complex ways. Relevant, project-based learning and/or live work are provided for students and require students to utilize higher order reading, math, or science skills are used in the program.</p>	

		<p>Literacy and numeracy are incorporated into the curriculum when appropriate.</p> <p>Readability, written language, and mathematical requirement levels are appropriate for the program.</p>
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3.4 How is satisfactory academic progress of student learning outcomes for the program met by the student?		Score
Points	Criteria Description	Criteria
0-3	Does not meet criteria	<p>Policies and procedures regarding the length of time (clock hour) to accomplish student learning outcomes are not clearly stated.</p> <p>Policies regarding the violation of incomplete and missing assignments, activities, and assessments are not clearly stated.</p> <p>Accomplishment of student learning outcomes, units, lessons, activities, assignments, and assessments are not able to be completed in an adequate amount of time.</p>
4-5	Meets criteria	<p>Policies and procedures regarding the length of time (clock hour) to accomplish student learning outcomes are clearly stated.</p> <p>Policies regarding the violation of incomplete and missing assignments, activities, and assessments are clearly stated.</p> <p>Accomplishment of student learning outcomes, units, lessons, activities, assignments, and assessments are able to be completed in an adequate amount of time.</p> <p>Data is provided on cycle time (the average amount of time it takes for a student to complete the course).</p>
6	Exceeds criteria	<p>Policies and procedures regarding the length of time (clock hour) to accomplish student learning outcomes are clearly stated.</p> <p>Policies regarding the violation of incomplete and missing assignments, activities, and assessments are clearly stated.</p> <p>Accomplishment of student learning outcomes, units, lessons, activities, assignments, and assessments are able to be completed in an adequate amount of time.</p> <p>Improvement of cycle time (the average amount of time it takes for a student to complete the course) is shown by data provided.</p>

3.5		How is program safety addressed?	Score
Points	Criteria Description	Criteria	
0-4	Does not meet criteria	General safety practices are not addressed. No safety testing is conducted and/or no records are kept on file.	
5-8	Meets criteria	General safety practices are addressed. Safety incidents are reported and documentation is maintained.	
9	Exceeds criteria	General safety practices are addressed. No/Minimal safety incidents are reported and documentation is maintained.	

Additional Comments:

Standard 4 – Skill Attainment, Assessment, and Reporting

4.1 How are the student learning outcomes assessed to monitor student performance? What methods does the instructor use to measure skill and knowledge attainment?		Score
Points	Criteria Description	Criteria
0-4	Does not meet criteria	<p>Student assessments and skills checks do not align with program objectives and student learning outcomes are not clearly stated. Adequate and appropriate methods and procedures are not used to ensure students' mastery of content and technical skills. Student assessments and skill checks are not conducted to verify the student's readiness for the next learning objective.</p> <p>Instructors do not have flexibility in assessing students' mastery of course content and skill attainment. Grading policies, rubrics, practices and procedures are not easy to understand.</p>
5-8	Meets criteria	<p>Student assessments and skills checks align with program objectives and student learning outcomes are clearly stated. Adequate and appropriate methods and procedures are used to ensure students' mastery of content and technical skills. Student assessments and skills checks are conducted frequently to verify the student's readiness for the next learning objective.</p> <p>Instructors have flexibility in assessing students' mastery of course content and skill attainment. Grading policies, rubrics, practices and procedures are easy to understand.</p>
9-10	Exceeds criteria	<p>Student assessments and skills checks align with program objectives and student learning outcomes are clearly stated. Adequate and appropriate methods and procedures are used to ensure students' mastery of content and technical skills. Student assessments and skills checks are conducted frequently to verify the student's readiness for the next learning objective.</p> <p>Student knowledge and skills are enhanced through completion of additional project work.</p> <p>Instructors have flexibility in assessing students' mastery of course content and skill attainment. Grading policies, rubrics, practices and procedures are easy to understand.</p>

4.2		How do the assessments align with the student learning outcomes? How do the assignments and skill practices align with the assessments and the student learning outcomes?	Score
Points	Criteria Description	Criteria	
0-4	Does not meet criteria	<p>Student assessments and skills checks do not align with industry-recognized local, state, and national assessments associated with the program.</p> <p>When applicable, data is not provided showing student performance on state and national certification examinations.</p>	
5-8	Meets criteria	<p>Student assessments and skills checks align with industry-recognized local, state, and national assessments associated with the program.</p> <p>When applicable, data is provided showing student performance on state and national certification examinations and industry-recognized.</p>	
9-10	Exceeds criteria	<p>Student assessments and skills checks align with industry-recognized local, state, and national assessments associated with the program.</p> <p>When applicable, data is provided showing student performance on state and national certification examinations and industry-recognized credentials.</p> <p>Comparable data to other programs and best in class is also provided.</p>	

4.3		How is student data collected and reported?	Score
Points	Criteria Description	Criteria	
0-2	Does not meet criteria	No data is collected or reported.	
3-4	Meets criteria	Required data is collected, maintained, and reported in a timely manner.	
5	Exceeds criteria	<p>Required and other data is collected, maintained, and reported in a timely manner.</p> <p>The data is analyzed to note positive trends.</p>	

Additional Comments:

Standard 5 – Student Support and Services

5.1		What support and services are available to students enrolled in distance education programs?	Score
Points	Criteria Description	Criteria	
0-2	Does not meet criteria	<p>Students do not have access to qualified guidance personnel to develop their individual academic and career plan of study.</p> <p>Students do not have access to qualified financial aid personnel to discuss individual needs.</p>	
3	Meets criteria	<p>Students have regular access to qualified guidance personnel to develop their individual academic and career plan of study.</p> <p>Students do have access to qualified financial aid personnel to discuss individual needs.</p> <p>Job placement services are provided to students.</p>	
4	Exceeds criteria	<p>Students have extended hours for access to qualified guidance personnel to develop their individual academic and career plan of study.</p> <p>Students have extended hours for access to qualified financial aid personnel to discuss individual needs.</p> <p>Job placement services are provided to students.</p> <p>Students have online access to guidance/advisement information and services as well as financial aid information and services.</p>	

5.2		What orientation and technical support is provided to students enrolled in distance education programs?	Score
Points	Criteria Description	Criteria	
0-2	Does not meet criteria	<p>No orientation training is provided by the course provider.</p> <p>No technical assistance and support is provided to program teachers and students.</p>	
3	Meets criteria	<p>Orientation training is provided by the course provider.</p> <p>Technical assistance and support is provided to program teachers and students. Promptness in resolving issues within a 24-48 hour time frame whenever possible.</p> <p>Evidence is provided on the effectiveness of technical assistance and support to program teachers and students.</p>	
4	Exceeds criteria	<p>Orientation training is provided by the course provider.</p>	

		<p>Technical assistance and support is provided to course teachers and students 24 hours a day, 7 days a week. Issues are resolved immediately whenever possible.</p> <p>Evidence is provided on the effectiveness of technical assistance and support to program teachers and students.</p>
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5.3 How are diverse students and special population guidelines effectively communicated to students? What alternative resources and materials are available for students to receive equivalent learning and training?		Score
Points	Criteria Description	Criteria
0-2	Does not meet criteria	<p>Guidelines for student special populations are not articulated effectively at the beginning of the course. The course does not meet universal design principles, Section 508 standards and does not meet W3C guidelines to ensure access to all students.</p> <p>Online textbooks used do not meet nationally endorsed standards (NIMAS) for publishers to ensure distribution of accessible, alternative versions of textbooks and other instructional materials.</p>
3	Meets criteria	<p>Guidelines for student special populations are articulated effectively at the beginning of the course. The course meets universal design principles, Section 508 standards and W3C guidelines to ensure access to all students. IEPs, 504 Plans, and ESL/ELL plans are provided when needed.</p> <p>Online textbooks used meet nationally endorsed standards (NIMAS) for publishers to ensure distribution of accessible, alternative versions of textbooks and other instructional materials.</p>
4	Exceeds criteria	<p>Guidelines for student special populations are articulated effectively at the beginning of the course. The course meets universal design principles, Section 508 standards and W3C guidelines to ensure access to all students. IEPs, 504 Plans, and ESL/ELL plans are provided when needed.</p> <p>Online textbooks used meet nationally endorsed standards (NIMAS) for publishers to ensure distribution of accessible, alternative versions of textbooks and other instructional materials.</p> <p>Examples are provided in the effectiveness of using the alternative resources and materials and the schools ability to accommodate those individuals in the course with disabilities.</p>

Additional Comments:

Standard 6 – Marketing and Recruitment

6.1		How are new students acquired?	Score
Points	Criteria Description	Criteria	
0-2	Does not meet criteria	Recruitment procedures for the program are not outlined. No duties are assigned.	
3-4	Meets criteria	Recruitment procedures for the program are outlined. Individuals responsible for recruitment are identified.	
5	Exceeds criteria	Recruitment procedures for the program are outlined. All staff are participating in recruitment efforts.	

6.2		How has the program been marketed?	Score
Points	Criteria Description	Criteria	
0-2	Does not meet criteria	The marketing process for the program is not outlined. Data is not provided on the demographic groups using the program and no data is shown for the effectiveness of the marketing strategy.	
3-4	Meets criteria	The marketing process for the program is outlined. Data is provided on the demographic groups using the program and the effectiveness of the marketing strategy.	
5	Exceeds criteria	The marketing process for the program is outlined. Data is provided on the demographic groups using the program. Data shows the marketing strategy is effective at recruiting the right student to the program. Professional development is provided for marketing and recruitment efforts.	

6.3		How does the program/school ensure nondiscrimination?	Score
Points	Criteria Description	Criteria	
0-2	Does not meet criteria	There is no nondiscrimination policy in place.	
3-4	Meets criteria	There is a nondiscrimination policy in place and this information is disseminated.	
5	Exceeds criteria	Professional development is provided for staff and students about nondiscrimination.	

Additional Comments:

Standard 7 – Student Engagement and Satisfaction

7.1		How does the instructor build and manage relationships with students? How is the instructor actively engaged with students?	Score
Points	Criteria Description	Criteria	
0-4	Does not meet criteria	<p>Information is not provided regarding how communication between the instructor and students occurs. No interaction exists between the instructor and student.</p> <p>Feedback on student progress is slow. Interaction online between students is not monitored.</p>	
5-6	Meets criteria	<p>Information is provided to students on how to communicate with the teacher, including information on the process for these communications.</p> <p>Opportunities for appropriate instructor-student and student-student interactions takes place, including feedback about student progress from the instructor. Interaction is monitored online. Interaction shows mastery and application of the material.</p> <p>Interaction is monitored online.</p>	
7	Exceeds criteria	<p>Information is provided to students on how to communicate with the teacher, including information on the process for these communications.</p> <p>Opportunities for appropriate instructor-student and student-student interaction takes place, including timely feedback about student progress from the instructor.</p> <p>Interaction is monitored online. Interaction shows mastery and application of the material.</p> <p>Provide documentation showing average length of time to post student progress. Evidence of direct dialogue between the instructor and students and students to students.</p>	

7.2		How does the instructor increase student engagement in the program? What assessment methods and measures does the instructor use to determine student engagement and student satisfaction/dissatisfaction?	Score
Points	Criteria Description	Criteria	
0-4	Does not meet criteria	<p>Student engagement and satisfaction is not monitored throughout the program. Student evaluation for satisfaction/dissatisfaction and engagement in the program is not performed, suggestions are not taken into consideration, and/or strategies to improve the program are not implemented.</p>	

		Data is not provided to show student engagement and satisfaction in the program.
5-6	Meets criteria	<p>Student engagement and satisfaction is monitored throughout the program. Student evaluation for satisfaction/dissatisfaction and engagement in the program is performed, suggestions are taken into consideration, and strategies to improve the program are implemented.</p> <p>Student engagement is incorporated into the design and delivery of instruction.</p> <p>Data is provided to show student engagement and satisfaction in the program.</p>
7	Exceeds criteria	<p>Student engagement and satisfaction is monitored throughout the program. Student evaluation for satisfaction/dissatisfaction and engagement in the program is performed, suggestions are taken into consideration, and strategies to improve the program are implemented.</p> <p>Student engagement is incorporated into the design and delivery of instruction using researched-based methods that are proven.</p> <p>Data is provided to show student engagement and satisfaction in the program and levels of engagement and satisfaction performance are excellent.</p>

7.3	What are your results for student retention (if applicable), productivity, participation, and grievances to assess and improve?		Score
Points	Criteria Description	Criteria	
0-3	Does not meet criteria	Data is not provided on student retention/completion, productivity, program performance as applicable, number of complaints, and rate of participation.	
4-5	Meets criteria	Data is provided on student retention/completion, productivity, program performance as applicable, number of complaints, and rate of participation.	
6	Exceeds criteria	Data provided shows a high rate of student retention and completion, a high rate of productivity, program performance as applicable, a low number of complaints, and a high rate of participation.	

7.4		How are students encouraged to participate in leadership opportunities?	Score
Points	Criteria Description	Criteria	
0-4	Does not meet criteria	No career and technical student organization (CTSO)/leadership opportunities are available to students.	
5-6	Meets criteria	CTSO/leadership opportunities are available and aligned with student outcomes. A program of work (that may include leadership training/conferences, community service activities, competitive events, etc.) is established and followed.	
7-8	Exceeds criteria	CTSO/leadership opportunities are available and aligned with student outcomes. A program of work (that may include leadership training/conferences, community service activities, competitive events, etc.) is established and followed. Students participate in state and national level activities/events. Students are encouraged to take on leadership roles beyond the local level.	

Additional Comments:

Standard 8 – Program Effectiveness and Improvement

8.1 How is the effectiveness and performance of the program evaluated? What are current levels and trends in the effectiveness and performance of the program?		Score
Points	Criteria Description	Criteria
0-4	Does not meet criteria	<p>Supervisor, business and industry, and student evaluations are not performed on the program annually.</p> <p>Multiple methods are not used to assess program effectiveness. The program is not evaluated annually for effectiveness.</p> <p>Data is not provided on program evaluations by educators, advisory committees, and students. Results of program effectiveness are not provided.</p>
5-8	Meets criteria	<p>Supervisor, business and industry, and student evaluations are performed on the program annually.</p> <p>Multiple methods are used to assess program effectiveness (such as certificates/certifications earned, job placement rate, etc.). The program is evaluated annually for effectiveness.</p> <p>Data is provided on program evaluations by educators, advisory committees, and students. Results of program effectiveness are provided.</p>
9-10	Exceeds criteria	<p>Supervisor, business and industry, and student evaluations are performed on the program annually.</p> <p>Multiple methods are used to assess program effectiveness (such as certificates/certifications earned, job placement rate, etc.). The program is evaluated annually to ensure effectiveness.</p> <p>The program sets measureable goals. Data provided on program evaluations by educators, advisory committees, and students show a positive impact.</p>

8.2 How does the program ensure that instructional personnel possess the required certifications and credentials? How are program instructor(s) evaluated? How is professional development provided to program instructor(s)? What are the current personnel and professional development results?		Score
Points	Criteria Description	Criteria
0-3	Does not meet criteria	<p>Administrators do not ensure that the instructor(s) possess the required certifications and credentials to teach the program.</p> <p>Instructional personnel are not annually evaluated.</p> <p>No professional development is provided to the instructor(s).</p> <p>Data is not provided on current personnel or professional development results.</p>
4	Meets criteria	<p>Administrators ensure that the instructor(s) possess the required certifications and credentials to teach the program.</p> <p>Instructional personnel are annually evaluated.</p> <p>Professional development is provided to the instructor(s).</p> <p>Data is provided on current personnel. The organization supports personnel in providing professional development opportunities for instructors.</p>
5-6	Exceeds criteria	<p>Administrators ensure that the instructor(s) possess the required certifications and credentials to teach the program. The instructor(s) possess certifications and credentials that are beyond the minimum requirement to teach the program.</p> <p>Instructional personnel are evaluated twice per fiscal year.</p> <p>Professional development is provided to instructor(s) based on his/her personal professional development plan.</p> <p>Data is provided on current personnel. The organization supports personnel in providing multiple professional development opportunities for instructors.</p>

8.3 How does the business and industry advisory committee strengthen program effectiveness and improvement?		Score
Points	Criteria Description	Criteria
0-3	Does not meet criteria	No business and industry advisory committee is established, the business and industry advisory committee is established but does not meet, or the business and industry advisory committee is not representative of the program.
4-6	Meets criteria	A representative business and industry advisory committee is established and meets a minimum of two times per year. Representatives are engaged in giving feedback about the program. Students have the opportunity to interact with business and industry representatives throughout a variety of ways (guest speakers, mentoring, job shadowing, etc.)
7-8	Exceeds criteria	A representative business and industry advisory committee is established and meets a minimum of two times per year. Representatives are engaged in giving feedback about the program. Students have the opportunity to interact with business and industry representatives throughout a variety of ways (guest speakers, mentoring, job shadowing, etc.). Business and industry partners help supplement the program area through donations (time, financial, equipment, etc.).

Additional Comments:

Overall Rating Summary

QUALITY STANDARD	ITEM	ACTUAL SCORE	MIN	MAX	STANDARD MET or NOT MET
Program Integrity	1.1		4	6	
	1.2		3	5	
	1.3		4	6	
	1.4		4	6	
Resources and Technology	2.1		3	4	
	2.2		3	5	
	2.3		3	4	
Learning Development and Instruction	3.1		4	5	
	3.2		5	10	
	3.3		5	10	
	3.4		4	6	
	3.5		5	9	
Skill Attainment and Assessment	4.1		5	10	
	4.2		5	10	
	4.3		3	5	
Student Support and Services	5.1		3	4	
	5.2		3	4	
	5.3		3	4	
Marketing and Recruitment	6.1		3	5	
	6.2		3	5	
	6.3		3	5	
Student Engagement and Satisfaction	7.1		5	7	
	7.2		5	7	
	7.3		4	6	
	7.4		5	8	
Program Effectiveness and Improvement	8.1		5	10	
	8.2		4	6	
	8.3		4	8	
TOTAL			110	180	