



FORM B – Self Assessment Document For Program Accreditation

Section I: Organization and Administration

The purpose of this section is to assess your training program's overall organization and administration. Please use the following questions and requests as guidelines when preparing your self-assessment document. Site evaluators will use this same document when reviewing your program.

A. List and/or attach the goals and objectives for your program.

Exhibits:

- | | Does Not
Meet Standard | Meets
Standards |
|--|---------------------------|--------------------------|
| • Lists of goals and objectives used in your program relative to the NCCER curriculum | <input type="checkbox"/> | <input type="checkbox"/> |
| • Course syllabus | <input type="checkbox"/> | <input type="checkbox"/> |
| • Class rules, classroom policy, and grading policy (include student appeal procedure) | <input type="checkbox"/> | <input type="checkbox"/> |

B. Attach documentation indicating that your program's goals and objectives are reviewed at least annually by your advisory committee and school administrators.

Exhibits:

- | | Does Not
Meet Standard | Meets
Standards |
|--|---------------------------|--------------------------|
| • Documentation indicating goals/objectives have been reviewed | <input type="checkbox"/> | <input type="checkbox"/> |
| • Advisory committee minutes indicating approval or revision of goals/objectives | <input type="checkbox"/> | <input type="checkbox"/> |

C. Attach an organizational chart that shows the administrative structure of the school.

Exhibits:

- | | Does Not
Meet Standard | Meets
Standards |
|---|---------------------------|--------------------------|
| • Administrative organizational chart | <input type="checkbox"/> | <input type="checkbox"/> |
| • Highlight your position on the organizational chart | <input type="checkbox"/> | <input type="checkbox"/> |

D. State the written policy for the allocation and control of training expenditures.

Exhibits:

	Does Not Meet Standard	Meets Standards
• Describe the budgeting procedure for your program	<input type="checkbox"/>	<input type="checkbox"/>
• Copy of your program's approved local budget	<input type="checkbox"/>	<input type="checkbox"/>
• Copies of past year's purchase orders	<input type="checkbox"/>	<input type="checkbox"/>
• List grants and/or donations your program has received in the past three years	<input type="checkbox"/>	<input type="checkbox"/>

E. Is public relations information about your program distributed on a continuous basis?

Exhibits:

	Does Not Meet Standard	Meets Standards
• Press releases, newspaper articles, etc.	<input type="checkbox"/>	<input type="checkbox"/>
• Brochures, recruitment activities, career fairs, visits to feeder schools (if applicable)	<input type="checkbox"/>	<input type="checkbox"/>
• Community service projects	<input type="checkbox"/>	<input type="checkbox"/>

F. Is the current student/instructor ratio appropriate for teaching occupational skills?

Exhibits:

	Does Not Meet Standard	Meets Standards
• Class schedule	<input type="checkbox"/>	<input type="checkbox"/>
• Number of students enrolled in each class	<input type="checkbox"/>	<input type="checkbox"/>
• Number of instructors (include resource teachers)	<input type="checkbox"/>	<input type="checkbox"/>

G. Describe your training program's live work policy, if applicable.

Exhibits:

	Not Applicable	Meets Standards
• Live work policy	<input type="checkbox"/>	<input type="checkbox"/>
• Examples of how you integrate live work into the curriculum	<input type="checkbox"/>	<input type="checkbox"/>

FORM B – Self Assessment Document for Program Accreditation

Section II: Learning Resources

The purpose of this section is to assess the learning resources that are available to your training program. Please use the following questions and requests as guidelines when preparing your self-assessment document.

A. Does your training program use the *Contren*® curricula?

Exhibits:

- | | Does Not
Meet Standard | Meets
Standards |
|--|---------------------------|--------------------------|
| • List of <i>Contren</i> ® books available in your program | <input type="checkbox"/> | <input type="checkbox"/> |
| • Number of each book available | <input type="checkbox"/> | <input type="checkbox"/> |
| • Policy for student use of <i>Contren</i> ® books | <input type="checkbox"/> | <input type="checkbox"/> |

B. List the *Contren*® modules being taught by craft and module numbers.

Exhibits:

- | | Does Not
Meet Standard | Meets
Standards |
|---|---------------------------|--------------------------|
| • Completed example of student “Performance Profile Sheet” (describe where the documents are filed) | <input type="checkbox"/> | <input type="checkbox"/> |
| • Completed example of “Form 200 NCCER Craft Training Report Form” (describe where the documents are filed) | <input type="checkbox"/> | <input type="checkbox"/> |

C. Have students completed the NCCER “Standard Craft Training Registration and Release Form?” *This form is located in the CEFGA Guidelines for Training Unit Accreditation.*

Exhibit:

- | | Does Not
Meet Standard | Meets
Standards |
|--|---------------------------|--------------------------|
| • Completed example of “Standardized Craft Training Registration and Release Form” (describe where this form is filed) | <input type="checkbox"/> | <input type="checkbox"/> |

FORM B – Self Assessment Document for Program Accreditation

Section III: Instructors

The purpose of this section is to evaluate the instructors of your training program. Please use the following questions and requests as guidelines when preparing your self-assessment document.

A. List all instructors in your program (include certification).

Exhibits:

	Does Not Meet Standard	Meets Standards
• Current Georgia Department of Education Teaching Certificate (if applicable)	<input type="checkbox"/>	<input type="checkbox"/>
• Copy of NCCER/ICTP Certificate of Completion	<input type="checkbox"/>	<input type="checkbox"/>
• Your resume (include current and previous employers/position/experience)	<input type="checkbox"/>	<input type="checkbox"/>
• First-aid CPR certificate	<input type="checkbox"/>	<input type="checkbox"/>
• Industry licenses (if applicable)	<input type="checkbox"/>	<input type="checkbox"/>

B. State written procedures for the monitoring and evaluation of instructors.

Exhibits:

	Does Not Meet Standard	Meets Standards
• Copies of your evaluations	<input type="checkbox"/>	<input type="checkbox"/>
• Roster of SkillsUSA participants (Form 10)	<input type="checkbox"/>	<input type="checkbox"/>
• Documentation of instructor's membership in professional organizations (ACTE, GACTE, TIEGA, SkillsUSA, etc.)	<input type="checkbox"/>	<input type="checkbox"/>

FORM B – Self Assessment Document for Program Accreditation

Section IV: Students

The purpose of this section is to assess the services that are provided to students in your training program. Please use the following questions and requests as guidelines when preparing your self-assessment document.

A. Show individual student work plan for accomplishing employment related training and career goals.

Exhibits:

	Does Not Meet Standard	Meets Standards
• Student records (attendance, program entry date, progress on modules, etc.)	<input type="checkbox"/>	<input type="checkbox"/>
• Performance Profile Sheet and Form 200	<input type="checkbox"/>	<input type="checkbox"/>

B. Describe the process your training program uses in the selection of new students.

Exhibits:

	Does Not Meet Standard	Meets Standards
• List of instructor/counselor visits to feeder schools (if applicable)	<input type="checkbox"/>	<input type="checkbox"/>
• Samples of publications of flyers used to recruit students	<input type="checkbox"/>	<input type="checkbox"/>
• Job fair announcement	<input type="checkbox"/>	<input type="checkbox"/>

C. Explain the student evaluation system for your training program.

Exhibits:

	Does Not Meet Standard	Meets Standards
• Examples of completed NCCER written tests used for evaluation	<input type="checkbox"/>	<input type="checkbox"/>
• Describe your test security procedures and location of completed tests	<input type="checkbox"/>	<input type="checkbox"/>
• Example of a <i>completed</i> pass/fail performance test used to evaluate task performance	<input type="checkbox"/>	<input type="checkbox"/>

D. State your written policy for re-testing upon failure of written or performance tests.

Exhibit:

- | | Does Not
Meet Standard | Meets
Standards |
|---|---------------------------|--------------------------|
| • Written policy for re-testing if a student fails the written or performance tests | <input type="checkbox"/> | <input type="checkbox"/> |

E. Describe your reward system for outstanding student performance.

Exhibits:

- | | Does Not
Meet Standard | Meets
Standards |
|--|---------------------------|--------------------------|
| • List of student recognition opportunities | <input type="checkbox"/> | <input type="checkbox"/> |
| • Photographs or newspaper articles recognizing students | <input type="checkbox"/> | <input type="checkbox"/> |
| • List of students that have received recognition | <input type="checkbox"/> | <input type="checkbox"/> |
| • List of community service projects | <input type="checkbox"/> | <input type="checkbox"/> |

F. Describe the counseling services provided for students in your training program.

Exhibits:

- | | Does Not
Meet Standard | Meets
Standards |
|---|---------------------------|--------------------------|
| • Explanation of career counseling opportunities | <input type="checkbox"/> | <input type="checkbox"/> |
| • Documentation of industry guest speakers regarding career opportunities | <input type="checkbox"/> | <input type="checkbox"/> |
| • Description of field trips taken to expose students to career opportunities | <input type="checkbox"/> | <input type="checkbox"/> |

G. Describe how students are encouraged to take licensing or certification tests that are publicly recognized indicators of capabilities.

Exhibit:

- | | Does Not
Meet Standard | Meets
Standards |
|--|---------------------------|--------------------------|
| • Policies/procedures for taking licensing and certification tests (if applicable) | <input type="checkbox"/> | <input type="checkbox"/> |

H. Describe how trainees participate in evaluation of the instructor and the course.

Exhibits:

	Does Not Meet Standard	Meets Standards
• Example of instructor and course evaluation instrument	<input type="checkbox"/>	<input type="checkbox"/>
• Compilation of data from instructor and course evaluation	<input type="checkbox"/>	<input type="checkbox"/>

I. Describe the written policy and/or handbook for trainees.

Exhibit:

	Does Not Meet Standard	Meets Standards
• Written policy and/or handbook for trainees	<input type="checkbox"/>	<input type="checkbox"/>

J. Does the written policy/handbook include information regarding safety, liability, and lab operation?

Exhibits:

	Does Not Meet Standard	Meets Standards
• Safety policies and procedures manual/document for the laboratory and classroom	<input type="checkbox"/>	<input type="checkbox"/>
• Procedure for providing safety instruction prior to lab work	<input type="checkbox"/>	<input type="checkbox"/>
• Examples of safety instruction as an integral part of training	<input type="checkbox"/>	<input type="checkbox"/>
• Example of safety tests (describe where these tests are filed)	<input type="checkbox"/>	<input type="checkbox"/>

FORM B – Self Assessment Document for Program Accreditation

Section V: Facilities and Services

The purpose of this section is to assess the facilities and services that are available to your training program. Please use the following questions and requests as guidelines when preparing your self-assessment document.

A. Describe the safety audit procedures for classroom, laboratory, and equipment.

Exhibits:

	Does Not Meet Standard	Meets Standards
• Facility maintenance plan	<input type="checkbox"/>	<input type="checkbox"/>
• Housekeeping plan (include student's role in plan)	<input type="checkbox"/>	<input type="checkbox"/>
• Personal safety equipment policy for laboratory (i.e. safety glasses, hardhats, harnessing)	<input type="checkbox"/>	<input type="checkbox"/>
• Policy regarding use, safe operation, and maintenance of all tools and equipment	<input type="checkbox"/>	<input type="checkbox"/>
• Equipment replacement schedule (plan projecting life expectancy and replacement of tools and equipment with projected estimated costs)	<input type="checkbox"/>	<input type="checkbox"/>
• Accident report form	<input type="checkbox"/>	<input type="checkbox"/>
• Emergency procedures to be followed in case of an accident	<input type="checkbox"/>	<input type="checkbox"/>
• Policy regarding the administering of first-aid	<input type="checkbox"/>	<input type="checkbox"/>
• Emergency exit procedures	<input type="checkbox"/>	<input type="checkbox"/>
• Hazardous material procedures (HAZCOM)	<input type="checkbox"/>	<input type="checkbox"/>

Laboratory Observations

Note: The following items should be observed.

	Does Not Meet Standard	Meets Standards
• Hazardous areas are identified with signs and yellow/black caution lines meet industry standards	<input type="checkbox"/>	<input type="checkbox"/>
• Fire extinguishers have current inspection tags attached and meet fire codes	<input type="checkbox"/>	<input type="checkbox"/>
• Lighting is adequate for task performance and safety	<input type="checkbox"/>	<input type="checkbox"/>
• Lab is equipped with an operable emergency electrical disconnect system that is appropriately marked	<input type="checkbox"/>	<input type="checkbox"/>
• Sufficient electrical and water are available	<input type="checkbox"/>	<input type="checkbox"/>
• Unobstructed walking/work space is provided	<input type="checkbox"/>	<input type="checkbox"/>
• Restrooms are conveniently located near the classroom/lab	<input type="checkbox"/>	<input type="checkbox"/>
• Exits are clearly marked and free of obstructions	<input type="checkbox"/>	<input type="checkbox"/>
• Students and staff are aware of emergency procedures	<input type="checkbox"/>	<input type="checkbox"/>
• Fire alarms are available and working	<input type="checkbox"/>	<input type="checkbox"/>
• Shields, guards, covers and other safety devices are in place and operable	<input type="checkbox"/>	<input type="checkbox"/>
• Students and other personnel wear safety glasses and hard hats in the laboratory	<input type="checkbox"/>	<input type="checkbox"/>
• Defective equipment is tagged and appropriately marked	<input type="checkbox"/>	<input type="checkbox"/>
• Tools and equipment are maintained in a safe operating condition	<input type="checkbox"/>	<input type="checkbox"/>
• First-aid station contains basic up-to-date supplies and it is located in the work area	<input type="checkbox"/>	<input type="checkbox"/>
• An eye wash station is available and conveniently located	<input type="checkbox"/>	<input type="checkbox"/>

	Does Not Meet Standard	Meets Standards
• Electrical cords used outside are protected with GFCIs	<input type="checkbox"/>	<input type="checkbox"/>
• All ladders meet OSHA standards	<input type="checkbox"/>	<input type="checkbox"/>
• Program meets fall protection/scaffolding standards	<input type="checkbox"/>	<input type="checkbox"/>
• Chemicals/combustibles are located and stored properly	<input type="checkbox"/>	<input type="checkbox"/>
• Telephone access is reasonably available to the instructor	<input type="checkbox"/>	<input type="checkbox"/>
• Classroom and laboratory are clean and organized	<input type="checkbox"/>	<input type="checkbox"/>
• Classroom and laboratory meet all state and federal safety requirements.	<input type="checkbox"/>	<input type="checkbox"/>

B. List all equipment on premises, or accessible, for performance testing.

Exhibits:

	Does Not Meet Standard	Meets Standards
• Inventory of tools and equipment	<input type="checkbox"/>	<input type="checkbox"/>
• Policy for student check-out of tools	<input type="checkbox"/>	<input type="checkbox"/>
• Policy for student purchase and use of personally owned tools	<input type="checkbox"/>	<input type="checkbox"/>

C. List audiovisual equipment and other office equipment available to your training program.

Exhibits:

	Does Not Meet Standard	Meets Standards
• List of audio-visual equipment located/available in the laboratory	<input type="checkbox"/>	<input type="checkbox"/>
• List and identify the location of production and reproduction equipment available	<input type="checkbox"/>	<input type="checkbox"/>

D. Describe the classroom(s) and laboratory(ies) available to your training program (include area, seating capacity, furnishings, equipment, and other related information).

Exhibits (Requires observation of the classroom and laboratory):

	Does Not Meet Standard	Meets Standards
• Summarize your control and use of classroom and laboratory space	<input type="checkbox"/>	<input type="checkbox"/>
• Specify laboratory square footage assigned to discrete components of the laboratory (i.e. carpentry, sheet metal, electrical, masonry, welding)	<input type="checkbox"/>	<input type="checkbox"/>
• Tools and equipment mirror what is used in industry	<input type="checkbox"/>	<input type="checkbox"/>
• Consumable materials and supplies are sufficient and appropriate for teaching the curriculum	<input type="checkbox"/>	<input type="checkbox"/>
• Classroom and laboratory temperatures provide sufficient comfort for teaching and learning	<input type="checkbox"/>	<input type="checkbox"/>

E. Describe storage facilities.

Exhibits (requires observation of classroom and laboratory)

	Does Not Meet Standard	Meets Standards
• Storage areas are available and conveniently located		
• Storage areas are clean and organized	<input type="checkbox"/>	<input type="checkbox"/>
• Storage areas are secure	<input type="checkbox"/>	<input type="checkbox"/>
• Fire retardant storage areas/devices are available to store combustible material and meet all OSHA standards	<input type="checkbox"/>	<input type="checkbox"/>

FORM B – Self Assessment Document for Program Accreditation

Section VI: Industry Involvement

The purpose of this section is to assess your training program’s involvement with local industry. Please use the following questions and requests as guidelines when preparing your self-assessment document.

A. Describe your training program’s industry advisory committee.

Exhibits:

	Does Not Meet Standard	Meets Standards
• Policies and procedures for establishing and using an advisory committee (minimum of four meetings per year, membership requirements, structure of committee, meeting schedule, etc)	<input type="checkbox"/>	<input type="checkbox"/>
• List of advisory committee members (include business name and position)	<input type="checkbox"/>	<input type="checkbox"/>
• Example of correspondence to the committee	<input type="checkbox"/>	<input type="checkbox"/>
• Meeting agenda for the past two years	<input type="checkbox"/>	<input type="checkbox"/>
• Minutes of meetings for past two years (minutes should include meeting dates, members attending, recommendations for improvement, etc.)	<input type="checkbox"/>	<input type="checkbox"/>
• List of program/curriculum modifications resulting from committee recommendations	<input type="checkbox"/>	<input type="checkbox"/>

B. Describe your training program’s job placement efforts.

Exhibits:

	Does Not Meet Standard	Meets Standards
• Procedures for job placement and follow-up of graduates.	<input type="checkbox"/>	<input type="checkbox"/>
• List of currently enrolled students working in construction related jobs (include the name of their employer)	<input type="checkbox"/>	<input type="checkbox"/>
• List of current students intending to pursue construction related occupations after graduation	<input type="checkbox"/>	<input type="checkbox"/>

	Does Not Meet Standard	Meets Standards
• List of graduates employed in construction related occupations during the past two years (include the names of their employer/apprenticeship)	<input type="checkbox"/>	<input type="checkbox"/>
• List of prospective construction employers that may be willing to employ your students	<input type="checkbox"/>	<input type="checkbox"/>
• Example of a completed <i>graduate</i> follow-up survey with summary data (employment locations, program effectiveness, recommendations, etc.)	<input type="checkbox"/>	<input type="checkbox"/>
• Example of a completed <i>employer</i> follow-up survey with summary data (student preparation/training, future needs, curriculum, etc.)	<input type="checkbox"/>	<input type="checkbox"/>

Comments:
