Construction Education Foundation of Georgia (CEFGA)

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	☐	☐
• Course syllabus	☐	☐
• Class rules, classroom policy, and grading policy (include student appeal procedure)	☐	☐

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	☐	☐
• Advisory committee minutes indicating approval or revision of goals/objectives	☐	☐

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

Exhibits:

	Does Not Meet Standard	Meets Standards
• Administrative organizational chart	☐	☐
• Highlight your position on the organizational chart	☐	☐

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 (include instructor input)	☐	☐
• Copy of your program's approved local budget	☐	☐
• Copies of past year's purchase orders	☐	☐
• List grants and/or donations your program has received in the past three years	☐	☐

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.	☐	☐
• Brochures, recruitment activities, career fairs, visits to feeder schools (if applicable)	☐	☐
• Community service projects	☐	☐

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

Exhibits:

	Does Not Meet Standard	Meets Standards
• Class schedule (current year)	☐	☐
• Number of students enrolled in each class	☐	☐
• Number of instructors (include resource teachers)	☐	☐

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

Exhibits:

	Not Applicable	Meets Standards
• Live work policy (If any)	☐	☐
• Examples of how you integrate live work into the curriculum and how it applies to skills being taught	☐	☐

H. Describe your training program's record-keeping procedures, including the interface with the sponsoring organizations (CEFGA/NCCER).

Exhibits:

	Does Not Meet Standard	Meets Standards
• Progress chart or other record-keeping tools (list specific tasks and/or objectives)	☐	☐
• Lesson plans/curriculum guides	☐	☐
• Written explanation or policy of how written module tests are secured	☐	☐

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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 *NCCER* books available in your program	☐	☐
• Number of each book available	☐	☐
• Policy for student use of *NCCER* books	☐	☐

B. List the *NCCER* 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)	☐	☐
• Completed example of "Form 200 NCCER Craft Training Report Form" (describe where the documents are filed)	☐	☐

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)	☐	☐

D. Are learning materials, such as audio visual aids, reference books, and related technical manuals sufficiently available and conveniently located for use by instructors and students?

Exhibits:

	Does Not Meet Standard	Meets Standards
• Annual budget indicating funds available to purchase textbooks and software	☐	☐
• List of current reference materials (copyrights less than five years old)	☐	☐

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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)	☐	☐
• Copy of NCCER/ICTP Certificate of Completion	☐	☐
• Your resume (include current and previous employers/position/experience)	☐	☐
• First-aid CPR certificate	☐	☐
• Industry licenses (if applicable)	☐	☐

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

Exhibits:

	Does Not Meet Standard	Meets Standards
• Copies of your evaluations	☐	☐
• Roster of SkillsUSA participants (Form 10)	☐	☐
• Documentation of instructor's membership in professional organizations (ACTE, GACTE, TIEGA, SkillsUSA, etc.)	☐	☐

C. Describe the continuing education plan for instructors.

Exhibits:

	Does Not Meet Standard	Meets Standards
• Documentation of participation in professional development for the past five years	☐	☐
• Evidence of back-to-industry training during the past five years	☐	☐
• Documentation of participation in CEFGA planned or supported workshops	☐	☐
• Copy of your personal/professional plan for continuing education	☐	☐

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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.)	☐	☐
• Performance Profile Sheet and Form 200	☐	☐

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)	☐	☐
• Samples of publications of flyers used to recruit students	☐	☐
• Job fair announcement (if applicable)	☐	☐

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	☐	☐
• Describe your test security procedures and location of completed tests	☐	☐
• Example of a *completed* pass/fail performance test used to evaluate task performance	☐	☐

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	☐	☐

E. Describe your reward system for outstanding student performance.

   Exhibits:

	Does Not Meet Standard	Meets Standards
• List of student recognition opportunities	☐	☐
• Photographs or newspaper articles recognizing students	☐	☐
• List of students that have received recognition	☐	☐
• List of community service projects	☐	☐

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

   Exhibits:

	Does Not Meet Standard	Meets Standards
• Explanation of career counseling opportunities	☐	☐
• Documentation of industry guest speakers regarding career opportunities	☐	☐
• Description of field trips taken to expose students to career opportunities	☐	☐

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)	☐	☐

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	☐	☐
• Compilation of data from instructor and course evaluation	☐	☐

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

Exhibit:

	Does Not Meet Standard	Meets Standards
• Written policy and/or handbook for trainees	☐	☐

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	☐	☐
• Procedure for providing safety instruction prior to lab work	☐	☐
• Examples of safety instruction as an integral part of training	☐	☐
• Example of safety tests (describe where these tests are filed)	☐	☐

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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	☐	☐
• Housekeeping plan (include student's role in plan)	☐	☐
• Personal safety equipment policy for laboratory (i.e. safety glasses, hardhats, harnessing)	☐	☐
• Policy regarding use, safe operation, and maintenance of all tools and equipment	☐	☐
• Equipment replacement schedule (plan projecting life expectancy and replacement of tools and equipment with projected estimated costs)	☐	☐
• Accident report form	☐	☐
• Emergency procedures to be followed in case of an accident	☐	☐
• Policy regarding the administering of first-aid	☐	☐
• Emergency exit procedures	☐	☐
• Hazardous material procedures (HAZCOM)	☐	☐

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	☐	☐
• Fire extinguishers have current inspection tags attached and meet fire codes	☐	☐
• Lighting is adequate for task performance and safety	☐	☐
• Lab is equipped with an operable emergency electrical disconnect system that is appropriately marked	☐	☐
• Sufficient electrical and water are available	☐	☐
• Unobstructed walking/work space is provided	☐	☐
• Restrooms are conveniently located near the classroom/lab	☐	☐
• Exits are clearly marked and free of obstructions	☐	☐
• Students and staff are aware of emergency procedures	☐	☐
• Fire alarms are available and working	☐	☐
• Shields, guards, covers and other safety devices are in place and operable	☐	☐
• Students and other personnel wear safety glasses and hard hats in the laboratory	☐	☐
• Defective equipment is tagged and appropriately marked	☐	☐
• Tools and equipment are maintained in a safe operating condition	☐	☐
• First-aid station contains basic up-to-date supplies and it is located in the work area	☐	☐
• An eye wash station is available and conveniently located	☐	☐

	Does Not Meet Standard	Meets Standards
• Electrical cords used outside are protected with GFCIs	☐	☐
• All ladders meet OSHA standards	☐	☐
• Program meets fall protection/scaffolding standards	☐	☐
• Chemicals/combustibles are located and stored properly	☐	☐
• Telephone access is reasonably available to the instructor	☐	☐
• Classroom and laboratory are clean and organized	☐	☐
• Classroom and laboratory meet all state and federal safety requirements (OSHA, NIOSH, etc.)	☐	☐

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

Exhibits:

	Does Not Meet Standard	Meets Standards
• Inventory of tools and equipment	☐	☐
• Policy for student check-out of tools	☐	☐
• Policy for student purchase and use of personally owned tools	☐	☐

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/classroom	☐	☐
• List and identify the location of production and reproduction equipment available	☐	☐

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	☐	☐
• Specify laboratory square footage assigned to discrete components of the laboratory (i.e. carpentry, sheet metal, electrical, masonry, welding)	☐	☐
• Tools and equipment mirror what is used in industry appropriate to skills being accredited for certification of students	☐	☐
• Consumable materials and supplies are sufficient and appropriate for teaching the curriculum	☐	☐
• Classroom and laboratory temperatures provide sufficient comfort for teaching and learning	☐	☐

E. Describe storage facilities.

Exhibits (requires observation of classroom and laboratory)

	Does Not Meet Standard	Meets Standards
• Storage areas are available and conveniently located outside of lab space		
• Storage areas are clean and organized	☐	☐
• Storage areas are secure	☐	☐
• Fire retardant storage areas/devices are available to store combustible material and meet all OSHA standards	☐	☐

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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)	☐	☐
• List of advisory committee members (include business name and position)	☐	☐
• Example of correspondence to the committee	☐	☐
• Meeting agenda for the past two years	☐	☐
• Minutes of meetings for past two years (minutes should include meeting dates, members attending, recommendations for improvement, etc.)	☐	☐
• List of program/curriculum modifications resulting from committee recommendations	☐	☐

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.	☐	☐
• List of currently enrolled students working in construction related jobs (include the name of their employer)	☐	☐
• List of current students intending to pursue construction related occupations after graduation	☐	☐

	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)	☐	☐
• List of prospective construction employers that may be willing to employ your students	☐	☐
• Example of a completed *graduate* follow-up survey with summary data (employment locations, program effectiveness, recommendations, etc.)	☐	☐
• Example of a completed *employer* follow-up survey with summary data (student preparation/training, future needs, curriculum, etc.)	☐	☐

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