# TOPIC: INDIVIDUAL PROGRAM ANALYSIS

## I. Enrollment

<table>
<thead>
<tr>
<th>Goal</th>
<th>The new director will review enrollment data to ensure adequate enrollment.</th>
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<tbody>
<tr>
<td>Measurement</td>
<td>The program will meet enrollment requirements to justify the need for the program.</td>
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</table>
| Discussion Questions | - How do you market your programs?  
- How do you recruit students for programs?  
- Do you have a selection process and what are the criteria?  
- What staff is involved in recruitment of students?  
- What percentage of students are new or 2\textsuperscript{nd} year?  
- What do you do if you don’t have adequate enrollment? |
| Materials to Share | - Copy of school enrollment for the last three years  
- Copy of individual program enrollment for last three years  
- Copy of recruitment forms used to recruit students  
- Copy of any marketing materials used to recruit students |
| **Impact on:** | **Performance-Based Administrator Evaluation**  
**School Improvement Plan – Form B of the PBAE**  
**Professional Learning Plan – Form C1 of the PBAE** |
| | ISLLC Standard # _____ |
**TOPIC:  INDIVIDUAL PROGRAM ANALYSIS**

**II. Determining Technology / Equipment**

<table>
<thead>
<tr>
<th>Goal</th>
<th>All programs will be adequately equipped with modern equipment and technology needs.</th>
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<tbody>
<tr>
<td>Measurement</td>
<td>Instructor and advisory committee review and make recommendations for technology needs to meet industry standards.</td>
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</tbody>
</table>
| Discussion Questions | • Who determines the equipment / technology needs for the program?  
• Does each program have a budget?  
• How are equipment / technology needs submitted for approval?  
• Is the use of technology evident in the classroom?  
• What revenue sources are available for new equipment? |
| Materials to Share | • Copy of program budgets  
• Documentation of advisory input to program equipment / technology  
• Documentation for justification of equipment / technology for programs |

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### TOPIC: INDIVIDUAL PROGRAM ANALYSIS

#### III. Curriculum

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<th>Goal</th>
<th>The program will have an updated curriculum for their program.</th>
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<tbody>
<tr>
<td>Measurement</td>
<td>The director will review and validate the current curriculum used in the program.</td>
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#### Discussion Questions

- Does the curriculum meet the appropriate industry standards?
- Are competencies with tasks of duties in place?
- Are the essential skills of the program identified?
- How often is the curriculum updated?
- Is there scope and sequence to the curriculum?
- Are all lesson plans complete?
- Do the instructors have teaching calendars?
- Are academics developed and integrated in the curriculum?
- Does the advisory committee review the curriculum annually?
- What are the delivery methods of the curriculum?
- Does the curriculum provide for career and technical student organizations (CTSOs)?

#### Materials to Share

- Copy of a program curriculum
- List of competencies for program
- List of duties and tasks for program
- Copy of lesson plans for program
- List of essential skills for program
- Copy of documentation of advisory committee involvement
- List of career and technical student organizations (CTSOs)
- Copy of school calendar
- Copy of program teaching calendar

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## IV. Student Placement

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<th>Goal</th>
<th>The placement data will be reviewed at 180 days and meet or exceed the state standards.</th>
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<tbody>
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<td>Measurement</td>
<td>The accountability measures of Perkins will be reviewed to measure placement percentages and also review placement categories.</td>
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</table>
| Discussion Questions | • How is the data collected?  
• How is the data put into the correct placement category?  
• Who is responsible for student placements?  
• What opportunities are given to students to help ensure related placement?  
• What do you do if your placement data is not good for a particular program? |
| Materials to Share | • Last two years of placement data for school  
• Last two years of placement data for individual program  
• Forms used to collect placement data  
• Copies of core data sheet sent to State |

### Impact on:

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  - ISLLC Standard # _____
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#### V. Student Completion

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<th>Goal</th>
<th>The director will review the completion rate by program / school to meet or exceed state standards.</th>
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<tbody>
<tr>
<td>Measurement</td>
<td>The percentage of students who complete programs will meet or exceed state standards.</td>
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| Discussion Questions | • How do you figure the completion percentage?  
• What can you do to ensure a satisfactory completion rate?  
• Why don’t students complete programs?  
• What elements would you analyze if your completion rate was not satisfactory? |
| Materials to Share | • List of student and completion rates for the last two years  
• List of reasons students do not complete programs  
• List by program the percentage of non-completing students |

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### VI. Advisory Committees

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<th>Goal</th>
<th>All advisory committees for the school will be in place, organized and active.</th>
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<td>Measurement</td>
<td>Documentation of all advisory committee meetings with recorded minutes are on file.</td>
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| Discussion | • Does each program have an advisory committee?  
• How often do the advisory committees meet?  
• When do the advisory committees meet?  
• Are minutes taken of each meeting?  
• Is there a written agenda for each advisory meeting?  
• What individuals are represented on your committees?  
• Are there other advisory committees in place? |
| Materials to Share | • List of all advisory programs  
• Template for advisory committee minutes  
• List of advisory committee members’ occupations  
• Schedule of advisory committee meetings |

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### VII. Non-Traditional Students

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<th>Goal</th>
<th>Recruit non-traditional students into programs.</th>
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<td>Measurement</td>
<td>The percentage of non-traditional students will be compared to state standards.</td>
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| Discussion Questions | • What is your enrollment of non-traditional students?  
• What are some activities you use to recruit non-traditional students?  
• Are your programs suitable for non-traditional students?  
• Are there some programs that recruit non-traditional students more than others?  
• Do you know who your regional Career Education Coordinator (CEC) is? |
| Materials to Share | • Copy of non-traditional students by program  
• Copy of documentation to recruit non-traditional students  
• List of activities to recruit non-traditional students  
• CEC information |
| **Impact on:** | **Performance-Based Administrator Evaluation**  
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### VIII. Other Topics for Discussion

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