

EVALUATION

A GUIDE FOR DETERMINING PROGRAM EFFECTIVENESS AND STUDENT OUTCOMES ASSESSMENT IMPLEMENTATION

The proposed activities described below lead toward long-term implementation of program effectiveness and outcomes assessment activities. It is not a "quick fix" to program improvement. Properly implemented, program effectiveness will take between three and four years to become fully operational through comprehensively "closing the loop" and using assessment data to improve programs and student outcomes. Although clear progress in specific activities required for full implementation of program effectiveness can occur rather quickly, the urge to "do something quick and dirty" within a few months will produce "something" so obviously superficial that it undermines the school's opportunity for general progress over the longer period.

COMMON COMPONENTS OF PROGRAM EFFECTIVENESS OR OUTCOMES ASSESSMENT

Here are four components to Outcomes Assessment. Obviously, others can be used.

1. A sharpened statement of program mission and objectives.
2. Identification of intended outcomes.
3. Establishment of effective means of assessing the accomplished outcomes and results.
4. The use of assessment results to improve the function of the program and enhance student learning.

LIST OF POSSIBLE INTENDED PROGRAM OUTCOMES

Each Construction Program must have established a clear set of intended outcomes. These outcomes should be agreed upon by school administration, counselors, construction faculty. These outcomes should be shared with your Advisory Committee.

1. Attendance rates of Construction Program students exceed that of general students in same class year.
2. Statewide test scores of Construction Program students are more than those of other students in same class year.
3. Drop-out rates of Program students are less than those in other areas in same class year.
4. Construction students enrolling in core academic classes will obtain a GPA higher than non-Construction students in same class year.
5. Within three years the Construction Program will have developed a sustainable funding base.
6. Within three years the academic competencies will be aligned with the Construction Program for successful student completion.
7. In their senior year, 100% of the Construction students will successfully pass NCCER or HBI Carpentry Levels I, II, III.
8. One hundred percent of the Construction students participating in internship will receive a "good" or "excellent" rating from their mentors at the end of their internship in both technical skills and workplace skills.
9. One hundred percent of the Construction students will satisfactorily complete a community service project in both their junior and senior years.
10. One hundred percent of the parents of Construction students will respond favorably to their observed education and behavior growth of their student.

POSSIBLE ASSESSMENT PROCEDURES

Once your intended outcomes have been identified it is important to use assessment procedures that measure those outcomes. Here is a sample of suggested assessment procedures:

1. NCCER or HBI Carpentry Level I, II, III assessment certifications.
2. Attendance - graduation records.
3. GPA records of both technical classes (electives) and required academic classes.
4. Post graduation student survey.
5. Mentor's survey.
6. Parent's survey.
7. End-of-year advisory member survey.
8. Administrative Evaluation of program and program faculty.
9. Peer review survey of academic faculty relative to Construction students overall performance in their classes.
10. State Division of Professional Technical Education Program Review. (Visit website).

Outcomes assessment is not a 'one-time' deal; it is an ongoing process designed for program improvement. It is a longitudinal process that allows the district to view your Program over a number of years. It should be remembered that the school district and State Division of Professional Education will probably have evaluation forms and procedures that are much different. Each has its own purpose.

Your district may want to purchase several texts on outcomes assessment. A good source is Agathon Press, New York--www.agathonpress.com.

SAMPLE FORMAT OF FIVE-COLUMN ASSESSMENT MODEL
YOUR HIGH SCHOOL CONSTRUCTION TECHNOLOGY PROGRAM

| Statement of Program Purpose | Program Intended Outcomes | Assessment Criteria and Procedures | Assessment Results | Use of Results |
|---|--|--|---|--|
| Mission Statement | 1. Graduates of the Construction Program will be successfully employed in the field. | 1a. Fifty percent of the graduates in Construction will report employment in the field on the <u>Graduating Student Survey</u> at time of graduation. | 1a. 70% reported employment. | 1a. No action necessary |
| Goal statements a. b. c. | | 2a. Eighty (80) percent of the program graduates will pass the NCCER National Industry exams. | 2a. 83% pass rate on National Exam-weakness on framing. | 2a. Modify means of teaching framing in year 1 and 2. |
| Go back and make sure you have the correct <i>Mission Statement</i> , goals and objectives. | List the intended outcomes of each goal and program, i.e., <ul style="list-style-type: none"> ◦ Find immediate employment ◦ Articulate to further Technical Education ◦ Continue to post-secondary education. ◦ Decrease in drop-out rate. ◦ Increase in attendance rates ◦ Increase in business partnerships. ◦ Increase in business satisfaction of Construction graduates as employees. ◦ Increase in number of businesses choosing to locate in your area. | Establish Assessment criteria and procedures to measure intended outcomes. | Be able to <u>quantify</u> assessment results wherever possible. | Work with your Instructional Team to determine results and necessary action. |