

## **PROGRAM REVIEW RUBRIC**

Program evaluation is an ongoing process and all interested parties should be able to know how well and how fast any new program is moving toward excellence. Different evaluation processes are designed to provide key information for program review. This Program Evaluation Rubric provides a quick overall program review. Obviously, some of the criteria for rating can be adjusted to best fit your Construction Program.

It is recommended that such a Rubric be developed and used as it is a relatively unsophisticated model that will give most everyone a way of assessing the progress of the Program. Such information can then be used in a 'plan for improvement' justifying the need for action and resources.

## EVALUATION RUBRIC FOR CONSTRUCTION PROGRAMS

QUALITY	SUPERIOR	MEETING REQUIREMENTS	NEEDS WORK	NOT THERE
	4	3	2	1
Student Selection and Prerequisites for entrance into the program.	Identifies specific requirements and provides for an objective evaluation of students or pretest to ensure student success as well as teacher or student. Business needs are recommended and taken into consideration.	Requirements are listed in a general way. No pretest is given. Students gain entrance through teacher or counselor recommendation given.	Entrance is granted through an application process.	Not addressed
Long Range Plans for the program outlined in three year plan.	Three-year plan is outlined in detail, complete with student interest survey. Business is included in the planning process.	A three-year plan is outlined. Business is consulted or student interests are addressed.	A three year plan is present but not complete and not developed with business and student interest data.	Not Present
A plan for promoting the Construction Program.	Programs are listed in student handbooks, brochures are developed, a plan to gather media coverage and support, a job fair is planned and presented, and a annual community meeting is planned and held. A plan is in place to support the Career Pathways Program. Included in the three-year plan.	There are at least three areas addressed to the left conducted or accomplished by the program host.	One or two areas are identified to promote programs	No promotional plan present or carried out.
Development and implementation of career implementation plan.	A complete career awareness plan is implemented K-12 and is aligned with curriculum schedule. Career Awareness Activities, Brochures and opportunities for all students and parents, business and school personnel.	A career master plan is in place. A committee to develop the plan is in place with representatives from different stake holder groups.	A career mast plan is in place.	No plan in present.

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Student leadership opportunities, technical student organizations available.	Various student organizations are developed that provide students with leadership opportunities. Plan and participate in a career fair.	Students are given the opportunity to participate in various organizations that promote leadership. Students participate in a career fair.	Students may participate in student organizations	No opportunities for student leadership provided.
Student assessment plan	An assessment plan that provides for specific pre and post tests that will determine student growth in core curriculum areas. Part of the assessment plan consists of aptitude and interest inventory assessments, as well as technical competencies and employability skills. The plan outlines specific measurement tools that will be utilized to accomplish this.	An assessment plan provides for pre and post-tests to determine student progress. Part of the plan calls for student interest and aptitude surveys.	It is stated that an assessment of students will take place but it is not specified how this will take place.	No plan for any type of student assessment.
Program Assessment outlined.	Curriculum is reviewed by an advisory committee consisting of business, students, teachers and parents. There is a pre-graduation monitoring and placement in internship programs. After graduation, a student and employer survey is conducted at 6 months and 1 year. The data from these surveys is utilized to drive program improvement. Students testing data is gathered and utilized to make program changes.	The curriculum is reviewed by a committee. Data is gathered on student achievement and how the needs of business is being met. More informal methods are utilized in the gathering and analyzing of the data.	The education team reviews the program and makes recommendations for improvement.	No plan in place for program evaluation.

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Outcome of program is an industry certificate, or certification.	A nationally recognized certificate is available upon the completion of the program and the program articulates into a college or university program where a certificate or degree can be awarded to the students.	A nationally recognized certificate is available upon the completion of the program or the program articulates into a college or university program where a certificate or degree can be awarded to the students.	A certificate is developed by the program and is available upon completion of the program. It is not an industry recognized certificate.	No certificate available.
Integration of technical and core curriculum areas.	Teams consisting of parents, students, business and educators develop integrated projects to integrate technology and work skills into regular education classrooms to demonstrate relevance. Time for the development of curriculum is provided by the program host. Plans are in place to provide for equipment, supplies, technology and Staff development. Evidence is provided to support the fact that integration is taking place.	Teams consisting of parents, students, business and educators develop integrated projects to integrate technology and work skills into regular education classrooms to demonstrate relevance. Time for the development of curriculum is provided.	A plan is outlined to provide the time and resources to develop integrated projects, but does not involve all the stockholders or specific means of supporting integration.	No plans for programs integration made or carried out.
Work site or internship provided	Paid internships with business and educators working together to develop planned experiences that will enable students to have a variety of opportunities.	Internships with business	Job shadowing	No work site experience.

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Staff Development	Staff development plan is in place, resources are allocated to support on going staff development. General education teachers are included in the plan. Individual staffing needs are taken into consideration. A mentor is provided to support new teachers by both business and education.	A staff development plan is in place and resources are allocated to support on going staff development. General education teachers may be included.		
Budget	A budget is present for the program that identifies revenue sources including funds from the business and private sector, grants, district funds and state vocational dollars. Expenses are identified and projected by the program steering committee and the instructor.	A budget is present for the program that identifies revenue and expenditures and is reviewed and approved by a steering committee.	A budget is presented for the program that identifies revenue and expenditures.	No budget plan in plan.