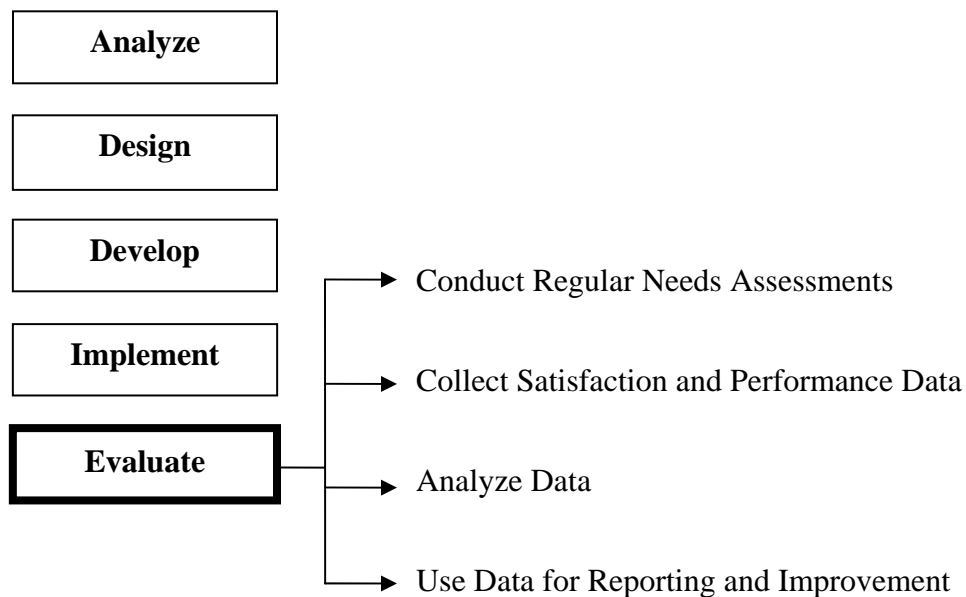


EVALUATE

Evaluate is the fifth step of the ADDIE process. Evaluation is the process of measuring the effectiveness and efficiency of the implemented system and using data for improvement in closing gaps between actual and desired outcomes as well as for identifying program strengths and weaknesses. It is at this stage that information and data are gathered and reviewed. On-going evaluation and continuous improvement (next chapter) are important aspects of ADDIE. As the process is cyclical, this is a step that will re-occur regularly. A focused review of evaluation data should occur at least annually, perhaps at the end of the school year or in the summer after school has ended.



A. CONDUCT REGULAR NEEDS ASSESSMENTS

An initial needs assessment was an essential part of analyzing the problems to be addressed by education in your community and for developing the blueprint for designing and implementing the solutions. As your community, the economy, and the labor market continue to change quite rapidly, your initial findings may not hold true several years later. However, employer, educator, community, and student satisfaction depend on an actual fit between what is learned and the jobs available. Employers need to know that their employment needs will be met and students need to know that what they are learning will lead to further education and actual employment. Therefore, an employer needs assessment must be conducted regularly to ensure that the center continues to meet local workforce needs over time and to plan for the future.

Guideline: *CHOOSE AN ASSESSMENT TIMEFRAME*

- An employer needs assessment should be conducted every three to five years to ensure that the center stays up-to-date.

Guideline: *CONDUCT EMPLOYER SURVEYS*

The first needs assessment had multiple purposes. While it established a baseline of local employer needs for creating the new center's programs and curricula, it also served as a mechanism for informing business and industry about and engaging representatives in creating the new center. The information-sharing aspect of the needs assessment continues to be important as new employers will need to be introduced to the center. See Chapter 5: Analyze, Section D. Conduct a Needs Assessment for details of how to conduct an assessment as well as a sample instrument.

- A subcommittee of the board of directors, on which school administrators and researchers participate, can take responsibility for the needs assessment.
- Make sure that employers or industries that are new in the community are included in follow-up assessments.

Guideline: *ANALYZE RESULTS*

After each needs assessment is done, the results should be analyzed and provided to center administrators and the board of directors.

- Needs assessment results should be compared to earlier findings. Over time, some programs, courses, and college certificates may need to be eliminated and new ones added based on an alignment with labor market demands.
- Compare your needs assessment results to local/statewide/national Department of Labor data to further validate the conclusions you may reach.

Guideline: *USE PROGRAM ADVISORY COMMITTEES FOR INFORMAL NEEDS ASSESSMENT*

In between conducting formal needs assessments, program advisory committees can help to ensure that the curriculum continues to meet the current needs of employers. Through regular meetings of these committees, faculty will learn about changes in a field or industry and explore how curricula should be adapted to reflect those changes. Instructors can also receive general feedback on students participating in work-based learning, including areas in which their preparation could be improved.

<u>ADDIE Accomplishment</u>	<u>Met?</u>	<u>Red Flags</u>
Current and future employer needs assessed regularly.		Employer needs assessment not done regularly.

B. COLLECT SATISFACTION AND PERFORMANCE DATA

During the design and development phases, decisions were made on what data to collect. As implementation commenced, data began to be generated. A database should now be in place and a designated staff member assigned to ensure accurate and timely data is collected.

Guideline: COLLECT SATISFACTION DATA

Satisfaction data should be collected on an annual basis, usually near the end of each school year. This usually means creating surveys to collect feedback from current students, alumni, instructors, employers participating in work-based learning, and parents. Samples of student, faculty, and employer satisfaction instruments are included at the end of this chapter. These can be adapted for other audiences.

- Conducting surveys online is usually the quickest way to collect data. Online administration also means that responses are automatically entered into a database, saving time and effort. Students can be given access to computers at the center to complete their surveys during a specific period of time.
- An alumni survey to learn about graduate education and career outcomes can also ask for their opinions on the quality of preparation they received in high school and how courses and programs relate to their education and employment.

Guideline: COLLECT HIGH SCHOOL STUDENT PERFORMANCE DATA

Much of the necessary performance data does not need to be collected but rather shared and compiled as it may be part of school and college records. This data includes student demographics, details of secondary and postsecondary coursework taken at the center, attendance records, graduation test results, college certifications received, and grades and any other assessments (such as work ethic and work-based learning).

- All data available from schools on student high school performance should be in the same database to allow for analysis and reporting.
- You will want to acquire past student academic records from the district or their base high schools for those who take classes at the center. This will allow analysis of change in their performance upon taking career and technical education courses.

CEC's performance indicators include:

- Attendance
- On-time performance (tardies measure)
- On-the-job performance (includes classroom and work-based learning)
- Work ethic performance
- Standardized test scores
- Drop out/graduation rates
- Postsecondary credential earning

Guideline: COLLECT GRADUATE OUTCOME DATA

Performance data for the center also includes student post-graduate outcomes and plans for alumni follow-up must be implemented. Post-graduate outcomes include the educational and career paths of alumni, such as going to college, earning credentials, working in their field of study, and earnings.

Sample outcome indicators include:

- Graduate placement in higher education
- Graduate placement in employment in field of high school concentration

- The best way to learn about outcomes after high school for alumni is to have them complete a survey. Online surveys are likely to have a higher response rate than mailed ones and less time-consuming than telephone interviews. Having email addresses for graduates saved in the alumni association database will make surveying an easier process.
- Following up with students six months to a year after graduation will be helpful to understand their initial transition from high school. After that, individual follow-up can be conducted every two to three years.
- You will want to connect alumni outcomes with the high school experiences of those same students for analysis purposes. Specifically, it will be important to know whether students were dually enrolled; the number and names of college certificates they earned; the names of high school career and technical education classes taken; and the number of semesters spent at the center overall. Asking for names or social security numbers (while promising confidentiality) will allow you to connect survey responses directly to individual high school records in your database. If you prefer to keep the survey anonymous, you will need to ask about respondents' high school experiences at your center. A sample alumni survey is included at the end of this chapter.
- Several other methods of tracking may provide general data on education and employment outcomes. Employment information on graduates working within the state, such as work verification and salary, can usually be gotten through the State Department of Labor if you have and can use social security numbers. Technical colleges in Georgia regularly use this information to provide follow-up information on their graduates and your college partner may be able to assist in searching for center graduates. Tracking graduates in public higher education within the state of Georgia may be more difficult, as technical college data of this sort is not housed at the local level. Investigate the possibilities for tracking students into college at both the local and state levels.

Guideline: COLLECT INSTITUTIONAL PERFORMANCE DATA

Additional institutional accomplishments should be measured for your center. Primary among these is attainment of center goals or, for charter schools, attainment of charter objectives. Other important measures, both of which serve as satisfaction indicators, are center enrollments and faculty attrition. One additional indicator that could provide extremely useful data is that of return on investment.

- Attainment of charter objectives is crucial for future charter renewal. They will need to be recorded on an annual basis.
- You will want to gather student enrollment data in a variety of ways. As important as annual totals are enrollment by base high school, by gender, by ethnicity, by family income, and so on.
- Looking at faculty and staff turnover provides another lens on satisfaction for that set of stakeholders.
- Return on investment (ROI) analysis is a traditional business measure. When used in education, it assumes that a substantial investment has been made in each individual student, which could be calculated monetarily on a per person basis. Return can be calculated through looking at resulting individual earnings or community economic growth. ROI analysis in the educational setting usually requires a skilled economic research team. This type of study is done fairly frequently for higher education institutions, such as two-year colleges, and firms that specialize in this type of research could be hired.

<u>ADDIE Accomplishment</u>	<u>Met?</u>	<u>Red Flags</u>
Stakeholder satisfaction data, based on surveys administered on an annual basis.		Targets not met.
Student performance data.		Targets not met.
Student outcomes data.		Targets not met.
Attainment of center goals or charter objectives.		Objectives not attained.
Faculty/administration attrition data.		Target not met.
Enrollment data.		Target not met.
Empirical evidence of return on investment.		Poor returns on investment. Lack of evidence of return on investment.

C. ANALYZE DATA

Once data is collected, it needs to be analyzed. For different sorts of data collected, this will require different steps. For all data being collected, targets should be set for each of the indicators being measured. These targets lead to corresponding red flags, if they are not met.

Guideline: ANALYZE SATISFACTION DATA

If satisfaction surveys were done online through a survey program, the data will already be saved in a database. A staff person with database skill should be able to tally demographic information, average ratings on each of the satisfaction items, collect any written comments or feedback, and create reports. If these surveys were conducted on paper, more work will be required to enter and clean data, and then tally results and calculate averages.

- Set high targets in specifying the satisfaction rates that you expect to achieve.
- If significant dissatisfaction is reported on any particular aspects of the center or by a particular stakeholder group, you will need to spend more time on that aspect of the analysis, clarifying the extent and nature of the problem.

CEC satisfaction targets include:

- 90% student, faculty, parent, and employer satisfaction
- 95% alumni satisfaction rate

Guideline: ANALYZE STUDENT PERFORMANCE DATA

The analysis of student performance data is likely to be more complex. If no center staff person has the time or expertise to do this task, hire a research and evaluation consultant to undertake the analysis. A skillful statistician and programmer could also design database processes or queries that will combine and report on data in particular ways, automating many of the simple runs that will be done annually.

- This analysis task will be made easier if district-level student data, such as GPA, course grades, graduation, or test results, is stored in the same database as center-specific data, such as tardiness and attendance, work ethic performance, work-based learning performance, postsecondary attainment, etc.
- Again, set high targets in specifying the performance outcomes that you expect to achieve.
- It will be useful, where possible, to compare performance for students at your center to that of students in the district as a whole. District data on academic performance, such as standardized test results, and

CEC student performance targets include:

- 90% attendance.
- 90% on-time performance.
- 80% receive at least 80% for on-the-job performance.
- 90% receive at least 90% in work ethic performance.
- 100% attainment of projected standardized test scores.
- 100% attainment of drop out/graduation rate objectives.
- 100% attainment of postsecondary credential earning goals.

graduation and dropout rates will provide context for the achievements of students at your center in these areas.

Guideline: ANALYZE ALUMNI OUTCOME DATA

Having alumni complete an online survey should increase response rates and makes data analysis easier.

- When looking at alumni data, it will be important to separate out respondents by their experiences at your center. For example, responses from those involved in dual enrollment should be analyzed separately from those who took only high school-level career and technical education (CTE) courses. You may also want to separate those who completed a high school CTE program from those who took one or two elective courses at the center.
- Interesting indicators to look at include: how many graduates enrolled in postsecondary education and how quickly they did so after high school; whether their fields of postsecondary study or employment correspond to their high school concentration; and entry-level earnings from employment. It would be useful to find state or local-level data to which to compare graduate outcomes.
- For alumni supplying names or other identifying information on their surveys, you may want to pull up data from their high school records to create a fuller picture of their experiences and to compare outcomes for students with different CEC education experiences.

The graduation rate of students in CEC's dual enrollment programs is 98%—significantly better than Coweta County's general high school graduation rate. In 2003, CEC students exceeded the county's average graduation test pass rate in four out of five tests. In the same year, CEC's economically disadvantaged students' pass rates on the graduation tests exceeded the county averages as follows: 4% higher in writing, 7% higher in language arts, 15% higher in math, 18% higher in social studies, and 19% higher in science.

Sample alumni outcome targets include:

- 95% graduate placement within 90 days/100% within 120 days.

Guideline: ANALYZE INSTITUTIONAL PERFORMANCE DATA

Institutional performance data is often most instructive when used to compare one year to the next.

- Create charts or tables in which one year's data can be compared to others, in order to see trends.

Sample institutional performance targets:

- Attainment of center goals/charter objectives
- 5% or less faculty/administration attrition annually
- 90% of projected enrollment (per school, per ethnicity/gender, per total students)
- High return on investment

D. USE DATA FOR REPORTING AND IMPROVEMENT

Guideline: *REPORT RESULTS*

A written report, highlighting outcomes and evaluation results, can be useful as a record of accomplishments and to describe and promote the center to community members, employers, parents, funders, and others. Other communities interested in starting such a center will find such reports valuable as well in proposing the idea to their stakeholders.

- Measurable outcomes are usually needed in grant applications and can be used in marketing materials for recruiting students, parents, employer partners, and faculty.
- Data on alumni outcomes is unusual for high school level programs and will be highly valued by state and local education authorities, other communities seeking to replicate your experience, and the greater education research and reform community. Make every effort to find avenues to communicate these findings.
- Inviting others to tour your facilities and observe the operations of the center firsthand is another method for reporting your positive results to a larger audience.

Guideline: *USE EVALUATION FINDINGS*

Results of the evaluation can be used as a basis for annual planning and staff training. Data should be shared and used at all levels from administrators to programs and individual faculty. It is important to show all stakeholders that their opinions and perspectives are heard and valued through implementing changes based on feedback received. Continuous improvement is a critical feature of the ADDIE process and is addressed in the next chapter.

- Satisfaction data in particular pinpoints specific issues that should be addressed at once.
- The red flag system is intended to translate data into action if performance is not up to par. Data showing that specified targets have not been met should engender discussion followed by action to minimize any hindrances to achieving center goals that have become apparent.

<u>ADDIE Accomplishment</u>	<u>Met?</u>	<u>Red Flags</u>
Semester-based and annual monitoring of instructional effectiveness and relevancy of content.		Monitoring not taking place on a continual basis.
Outcomes and satisfaction data reported regularly.		Infrequent compilation, analysis, and reporting of data.
Continuous improvement system in place which uses data gathered to implement change.		Poor or little use of data gathered.

Sample Student Satisfaction Survey

CEC Team Member Survey

This survey is part of CEC's ongoing evaluation efforts. All responses are completely confidential and will be seen in their original form only by the CEC research and evaluation director or anyone acting under his/her authority. Please be as honest and candid as possible. Your participation in this survey is voluntary. This survey will take you approximately 15-20 minutes to complete.

Demographic Information

1. Ethnicity:

- Caucasian
 - African American
 - Asian/Pacific Islander
 - Hispanic
 - Other
-

2. Grade Level:

- 10th Grade
 - 11th Grade
 - 12th Grade
 - Adult Learner
 - Other
-

3. Name of Base High School:

4. Why did you decide to attend CEC? (Check all that apply.)

- Career track
- Interesting Courses
- School's reputation
- Recommended by School Counselor
- Other

Please feel free to elaborate:

5. Did you have friends or family members who previously attended CEC?

Yes

No

6. Did you visit CEC previously before deciding on attending?

Yes

No

7. If you did previously visit CEC before attending, in what grade did you visit CEC?

5th Grade

6th Grade

7th Grade

8th Grade

9th Grade

10th Grade

11th Grade

12th Grade

Other Please elaborate:

8. Approximately, how far do you live from CEC?

Less than 1 mile

Between 1 - 2 miles

Between 2 - 5 miles

Between 5 - 10 miles

Between 10 - 20 miles

More than 20 miles

Team Member Satisfaction Ratings

9. Please rate your overall satisfaction level with CEC: (Rate on a scale of 1-10, 1 meaning lowest and 10 meaning highest)

(1 being the lowest, 10 being the highest)

1 2 3 4 5 6 7 8 9 10

Please elaborate on your rating:

10. Overall, how well do you feel CEC is preparing you for your future employment or postsecondary education? (Rate on a scale of 1-10, 1 meaning the lowest and 10 meaning the highest)

(1 being the lowest, 10 being the highest)

1 2 3 4 5 6 7 8 9 10

Please elaborate on your rating:

11. How satisfied are you with the non-technical resources (facilities, supplies, administrative support, etc) provided at CEC?

(1 being the lowest, 10 being the highest)

1 2 3 4 5 6 7 8 9 10

Please elaborate on your rating:

12. How satisfied are you with the technical resources (Information technology, technical equipment, computing technology, IT support, networking, etc.) provided at CEC?

(1 being the lowest, 10 being the highest)

1 2 3 4 5 6 7 8 9 10

Please elaborate on your rating:

13. Rate your satisfaction level with the quality of teaching at CEC.

(1 being the lowest, 10 being the highest)

1 2 3 4 5 6 7 8 9 10

Please elaborate on your rating:

14. Rate your satisfaction level with the leadership and administration at CEC.

(1 being the lowest, 10 being the highest)

1 2 3 4 5 6 7 8 9 10

Please elaborate on your rating:

Program of Study/Areas of Interest

15. What is your program of concentration?

- Business & Information Technology
- Engineering
- Health Occupation
- Service
- Other Please elaborate:

16. What is your program of study?

- Cooperative Business Education (CBE)
- Diversified Cooperative Training
- CISCO
- Certified Manufacturing Specialist (CMS)
- Health Occupations
- Computer-Aided Design (CAD)
- Graphic Arts
- Patient Care Assistant
- Accounting
- Child Care
- Drafting
- Pre-Engineering
- Professional Foods
- Accounting Apprentice
- Computer Repair
- Youth Apprenticeship
- Other Please elaborate:

17. Are you on track to receive a technical certificate by the end of the semester?

- Yes
- No
- Not Sure

18. If you are on track to receive a technical certificate by the end of the semester, which technical certificate(s) do you expect to earn?

- Not Applicable
- Computer Repair Technician
- Patient Care Assistant
- Child Development Associate
- Basic Dental Assisting
- CAD
- Basic Machine Operator
- Advance Dental Assistant
- Welding
- Certified Customer Service Specialist
- Patient Care Technician
- Other Please elaborate:

Other Thoughts

19. Do you feel CEC is different than your regular high school?

- Yes
- No
- Neutral

Please Elaborate:

20. What are some of CEC's major strengths?

21. What are some of the CEC's major weaknesses?

22. If you had to name a few of the most beneficial things you have learned from CEC, what would they be?

Sample Faculty Satisfaction Survey

CEC Director/Staff Satisfaction Survey

This survey has been developed as part of CEC’s ongoing internal research and evaluation efforts. All responses are completely confidential and will be seen in their original form only by the CEC research and evaluation director or anyone acting under his/her authority. Please be as honest and candid as possible. Your participation in this survey is entirely voluntary and at your discretion. This survey will take you approximately 15-30 minutes to complete.

If you have any questions, feel free to contact

Demographic Information

1. Please give us your age:

- 24 or under
- 25-34
- 35-44
- 45-54
- 55-64
- 65+

2. Gender:

- Male
- Female

3. Ethnicity:

- Caucasian
- African American
- Asian/Pacific Islander
- Hispanic
- Other

4. Your position at CEC is:

- Director (hired by Coweta County)
- Director (hired by West Central)
- Staff (hired by Coweta County)
- Staff (hired by West Central)
- Administration (hired by Coweta County)
- Administration (hired by West Central)
- Other Please elaborate:

Educational Experience

5. Your teaching experience at any level:

- No teaching experience
- 0-3 years
- 4-7 years
- 8-11 years
- 12-15 years
- 16-19 years
- 20+ years

6. For how many years have you taught young people between the ages of 14-18 years of age:

- 0-3 years
- 4-7 years
- 8-11 years
- 12-15 years
- 16-19 years
- 20+ years

7. Please indicate your degrees held:

- High School Diploma
- Associate of Arts
- Technical Certificate
- Bachelors (BA or BS)
- Masters (MA or MS)
- Ph.D.
- Ed.D.
- Other Please elaborate:

8. Please tell us about your major work experience prior to teaching:

- N/A
- Business
- Military
- Government
- Other

Please Elaborate:

Satisfaction Ratings

9. On a scale of 1-10, rate your overall satisfaction level with CEC: (Rate on a scale of 1-10, 1 meaning the lowest and 10 meaning the highest)

(1 being the lowest, 10 being the highest)

1 2 3 4 5 6 7 8 9 10

Please elaborate on your rating:

10. Overall, how well do you feel CEC is preparing students for future employment or postsecondary education? (Rate on a scale of 1-10, 1 meaning the lowest and 10 meaning the highest)

(1 being the lowest, 10 being the highest)

1 2 3 4 5 6 7 8 9 10

Please elaborate on your rating:

11. How satisfied are you with the non-technical resources (facilities, supplies, administrative support, etc) provided at CEC?

((1 being the lowest, 10 being the highest)

1 2 3 4 5 6 7 8 9 10

Please elaborate on your rating:

12. How satisfied are you with the technical resources (Information technology, technical equipment, computing technology, IT support, networking, etc.) provided at CEC?

(1 being the lowest, 10 being the highest)

1 2 3 4 5 6 7 8 9 10

Please elaborate on your rating:

13. Rate your satisfaction level with the quality of teaching at CEC.

(1 being the lowest, 10 being the highest)

1 2 3 4 5 6 7 8 9 10

Please elaborate on your rating:

14. Rate your satisfaction level with the leadership and administration at CEC.

(1 being the lowest, 10 being the highest)

1 2 3 4 5 6 7 8 9 10

Please elaborate on your rating:

Instructional Outcomes

In this section, we are interested in determining how well aligned CEC's instruction is with meeting its stated objectives.

15. CEC helps strengthen students' academic knowledge in the areas of writing skills proficiency.

- Agree
- Disagree
- Not sure

Please Elaborate:

16. CEC helps strengthen students' academic knowledge in the areas of English/Language Arts.

- Agree
- Disagree
- Not sure

Please Elaborate:

17. CEC helps strengthen students' academic knowledge in the areas of Mathematics.

- Agree
- Disagree
- Not sure

Please Elaborate:

18. CEC helps strengthen students' academic knowledge in the areas of Social Studies.

- Agree
- Disagree
- Not sure

Please Elaborate:

19. CEC helps strengthen students' academic knowledge in the areas of Science.

- Agree
- Disagree
- Not sure

Please Elaborate:

20. CEC graduates are better prepared for employment than other high school graduates.

- Agree
- Disagree
- Not sure

Please Elaborate:

21. CEC helps improve the work ethic of students.

- Agree
- Disagree
- Not sure

Please Elaborate:

22. CEC teaches both hard skills (technical knowledge) and soft skills (values) to students.

- Agree
- Disagree
- Not sure

Please Elaborate:

23. The skills learned at CEC are transferable to either employment or postsecondary education.

- Agree
- Disagree
- Not sure

Please Elaborate:

24. CEC helps increase student on-time performance (helps reduce tardiness).

- Agree
- Disagree
- Not sure

Please Elaborate:

25. CEC helps increase overall student attendance (helps reduce student absenteeism).

- Agree
- Disagree
- Not sure

Please Elaborate:

26. CEC helps students learn how to conserve or utilize resources efficiently (helps reduce overall wastefulness of supplies).

- Agree
- Disagree
- Not sure

Please Elaborate:

27. CEC helps students learn how to pay attention to detail and overall accuracy (helps address the problem of failure to check for accuracy).

- Agree
- Disagree
- Not sure

Please Elaborate:

Other Thoughts

28. Directors at CEC are familiar with and implement performance-based instruction as described by Joe Harless on a day-to-day basis.

- Agree
- Disagree
- Not sure

Please Elaborate:

29. You received the proper amount of training on performance-based instruction.

Yes

No

N/A

Please Elaborate:

30. In what ways is working at CEC similar or different to working at other schools?

31. In what ways could CEC improve?

32. What are some of CEC's major strengths?

33. What are some of the CEC's major weaknesses?

Sample Employer Satisfaction Survey

Employer Satisfaction Survey

This survey has been developed as part of CEC's ongoing internal research and evaluation efforts. All responses are completely confidential and will be seen in their original form only by the CEC research and evaluation director or anyone acting under his/her authority. Please be as honest and candid as possible. Your participation in this survey is entirely voluntary and at your discretion. This survey will take you approximately 15-20 minutes to complete.

If you have any questions or comments, feel free to contact.

Experience with CEC Students

1. Does your workplace offer job shadowing, internships, apprenticeships, or other work-based learning opportunities to CEC students?

- Yes
- No (*Skip to Question 2.*)

If Yes:

- a. How many students participate in a given semester?
- b. Who supervises them?
- c. Is there any training for their supervisors?
- d. Who is in charge of their learning?
- e. How are they evaluated?
- f. What are the benefits to your company of offering these work-based learning opportunities?

g. What are the challenges of partnering with CEC?

h. How could the experience of hosting work-based learning students be improved for you?

i. Please rate the students' preparation in terms of general technical skills (i.e., industry-specific skills; basic reading, writing, and math; etc.).

(1 being the lowest, 10 being the highest)

1 2 3 4 5 6 7 8 9 10

Please Elaborate:

j. Please rate students' preparation in terms of general employability skills (i.e., attitude, politeness, professionalism).

(1 being the lowest, 10 being the highest)

1 2 3 4 5 6 7 8 9 10

Please Elaborate:

k. Please rate students' work ethic (i.e., hard worker, excellent effort, gets the job done).

(1 being the lowest, 10 being the highest)

1 2 3 4 5 6 7 8 9 10

Please Elaborate:

1. Please rate students' attendance (i.e., shows up and on time).

(1 being the lowest, 10 being the highest)

1 2 3 4 5 6 7 8 9 10

Please Elaborate:

CEC Graduates

2. Has your workplace hired any CEC graduates?

Yes

No (*Skip to Question 3.*)

If Yes:

- a. How many?

- b. Did they continue their education beyond high school?

- c. Please rate your overall satisfaction level with CEC alumni you've hired:

(1 being the lowest, 10 being the highest)

1 2 3 4 5 6 7 8 9 10

Please Elaborate:

-
- d. Please rate these employees' preparation in terms of general technical skills (i.e., industry specific skills; basic reading, writing, and math; etc).

(1 being the lowest, 10 being the highest)

1 2 3 4 5 6 7 8 9 10

Please Elaborate:

- e. Please rate these employees' preparation in terms of general soft skills (i.e., attitude, politeness, professionalism).

(1 being the lowest, 10 being the highest)

1 2 3 4 5 6 7 8 9 10

Please Elaborate:

-
- f. Please rate these employees' work ethic (i.e., hard worker, excellent effort, gets the job done).

(1 being the lowest, 10 being the highest)

1 2 3 4 5 6 7 8 9 10

Please Elaborate:

-
- g. Please rate these employees' attendance (i.e., shows up and on time).

(1 being the lowest, 10 being the highest)

1 2 3 4 5 6 7 8 9 10

Please Elaborate:

-
- h. Please rate these employees in comparison to their peers.

Extremely Unfavorable
 Unfavorable
 Equal
 Favorable
 Extremely Favorable
 Unsure
 N/A

Please Elaborate:

Other Thoughts

3. Do you have any other thoughts you wish to share with us about the preparation of CEC students?

Thank you for participating in our evaluation efforts!

Sample Alumni Survey

CEC Alumni Survey

This survey has been developed as part of CEC's ongoing internal research and evaluation efforts. All responses are completely confidential to and will be seen in their original form only by the CEC research and evaluation director or anyone acting under his/her authority. Please be as honest and candid as possible. Your participation in this survey is entirely voluntary and at your discretion. This survey will take you approximately 15-30 minutes to complete.

If you have any questions, feel free to contact

Demographic Information

1. What year did you graduate from high school?

- 2002
 - 2003
 - 2004
 - 2005
 - 2006
 - Other Please specify:
-

2. Gender:

- Male
 - Female
-

3. Ethnicity:

- Caucasian
 - African-American
 - Asian/Pacific Islander
 - Hispanic
 - Other Please specify:
-

High School Experiences

4. How many semesters of high school did you attend classes at CEC?

- One semester
- Two semesters
- Three semesters
- Four semesters
- More than four semesters
- N/A

5. Did you complete a career and technical education program in high school?

Yes

No

If Yes:

What was the name of the career and technical education program you completed?

6. Which of the following special opportunities to learn about careers did you participate in while enrolled in high school? (Check all that apply.)

Technical College Classes

Youth Apprenticeship Programs

Job Shadowing

Internship

School-sponsored enterprise/business

I did not participate in any of the above experiences while in high school.

7. Did you earn a West Central Technical College technical certificate of credit while in high school?

Yes (*Continue to Question 8.*)

No (*Skip to Question 9.*)

8. If you did receive a technical certificate(s), which one(s) below did you earn?

Computer Repair Technician

Patient Care Assistant

Child Development Associate

Basic Dental Assisting

CAD

Basic Machine Operator

Advance Dental Assistant

Welding

Certified Customer Service Specialist

Patient Care Technician

Other Please specify:

9. Since graduating from high school, have you ever enrolled in any college or university?

Yes (*Continue to Question 10, College Experiences.*)

No (*Skip to Question 18, Employment.*)

College Experiences

10. How soon after high school graduation did you first enroll in a college or university? (Check the one best response.)

- Within six months of high school graduation
 Six months to one year after high school graduation
 More than one year after high school graduation
-

11. Are you currently enrolled in a college or university?

- Yes
 No (*Skip to Question 18, Employment.*)
-

12. What type of college or university are you currently attending? (Check only one.)

- Two-year technical college
 Two-year community college
 Four-year college or university
 Registered apprentice
 Other:
-

13. What is the name, city, and state of the college or university are you currently attending?

Name: _____
City: _____ State: _____

14. What is your current program of study?

15. How closely is your college or university program of study related to your CEC career and technical education courses?

- Very related
 Somewhat related
 Not at all related
-

16. How much influence did your CEC career and technical education classes have on your overall educational goals?

- A great deal of influence
 Some influence
 No influence
-

17. Which of the following college credentials are you seeking right now? (Check the best response.)

- A certificate or license requiring less than a 2-year degree
 - An associate's degree in an occupational-technical field
 - A transfer associate's degree designed for continuation at a 4-year college
 - A bachelor's degree
 - A graduate or advanced degree
 - Other Please specify:
 - I am not currently seeking a college credential
-

Employment

18. How many jobs have you had since graduating from high school?

- 1 job
 - 2 jobs
 - 3 jobs
 - 4 jobs
 - 5 jobs or more
 - I have not had any jobs since graduating from high school. (*Skip to Question 26.*)
-

19. What is your current employment status?

- Employed full-time (35 or more hours per week)
 - Employed part-time (less than 35 hours per week)
 - Serving in the military full-time
 - I am not currently working. (*Skip to Question 26, Preparation at CEC.*)
-

20. Is your current job related to the career and technical education (CTE) classes you completed in high school at CEC?

- Yes, my current job is related to my high school preparation
 - No, my current job is not related to my high school preparation
-

21. How much did your participation in CTE classes in high school affect your career plans?

- A great deal
 - Somewhat
 - Not at all
-

22. What is your job title?

23. What are your job duties?

24. Who is your employer?

25. How much do you make per hour in your job?

Preparation at CEC

26. Please rate your overall satisfaction level with your CEC experience. (Rate on a scale of 1-10, 1 meaning lowest and 10 meaning highest)

(1 being the lowest, 10 being the highest)

1 2 3 4 5 6 7 8 9 10

Please elaborate on the reason for your rating:

27. How well did CEC prepare you for your current job or college experience?

(1 being the lowest, 10 being the highest)

1 2 3 4 5 6 7 8 9 10

Please elaborate on the reason for your rating:

28. Compared to your peers, how would you rate your overall preparation level when you first began either your career or college education?

___ Less Prepared

___ Equally Prepared

___ More Prepared

___ Other:

Please elaborate on the reason for your rating:

29. In your opinion, how much of the technical knowledge and skills you learned through CEC courses proved useful for you after you graduated from high school?

- All
- Most
- Some
- A little
- None

Please elaborate:

30. In your opinion, how much of the work ethic instruction at CEC—in areas such as attendance, being on time, hard work, respect for others, working in teams—proved useful for you when you graduated from high school?

- All
- Most
- Some
- A little
- None

Please elaborate:

Optional Information

Name: _____

What was your name when you graduated from high school, if it has changed?

May we contact you for more information in the future?

- Yes
- No

Email Address: _____

Mailing Address: _____

Phone number: _____

Thank you for taking the time to complete this survey!