

**Prepared4PA Pilot Evaluation Form**

**Fall-Winter 2021-2022**

For each section and subsection of the evaluation framework, programs will be rated with the below scores. It is important to note that the purpose of this process is to gain knowledge and insight as the PASSHE system seeks to scale its Prepared4PA pilot.

**4** ⎯ **Exemplary** ⎯ serving as a desirable model; representing the best of its kind; deserving imitation

**3** ⎯ **Acceptable / Practices In Place** ⎯ reasonably good; good enough

**2** ⎯ **Emerging / Plan in Place** ⎯ shows promise, but practice is not yet being implemented or is too limited in scope to be considered acceptable

**1** ⎯ **Not Currently Addressing / Unable to Assess** ⎯ evidence not provided that allows for evaluation of the subcategory

Programs are asked to enter their answers to the questions in the document below.

**Section 1: Desired Outcomes & Indicators of Success**

**Please provide a descriptive narrative and attach supporting documentation, as applicable, that ensure program outcomes are consistent with the identified success metrics in your response to the #Prepared4PA pilot RFP.** Provide evidence the desired outcomes and indicators of program success are consistent with the benchmarks established in your response in the following categories:

**1.A. Participant Outcomes**

Describe program outcomes and success indicators in four (4) of the following categories:

* Credential attainment
* Gainful employment
* Increase in pay
* Promotion
* Transition across occupations

**1.B. Employer Success**

Describe employer satisfaction and successful employment outcomes in at least two (2) of the following categories:

* Fill job vacancies within 4-6 months
* Upskill current employees
* Establish comprehensive industry training partnerships
* Increased employee retention

**1.C. General Program Metrics**

Describe how the program continuously monitors and tracks effectiveness in the following categories:

* **Program participation**
* **Program completion**
* **Intentional and pronounced focus on DEI** (increased recruitment of historically underserved populations)
* **Incorporation of Essential Skills Training** (Essential Employability Qualities/EEQs)
* **Cross-industry and/or multi-discipline collaboration**

**Section 2: General Student Success**

Assesses the processes that are most likely to lead to positive student outcomes.

**2.A The enrollment/registration process is navigable**

* If available, please provide a link to the online course registration. Evaluators will log on to experience registration.
* Please describe any/all action being taken to ensure enrollment/registration process is accessible, easy, and safe.

**2.B The course delivery method is appropriate and effective for the students and the subject matter**

* Please state whether course delivery is synchronous, asynchronous, on-site, or a blend? (If a blend, please specify.)
* Please share why this type of course delivery was chosen and why it is best for the particular course and program. Please share any/all research that was done or included to determine scheduling.

**2.C The course schedule accommodates working adults and non-traditional students**

* Provide links to, or documentation of, the course schedule (use Dropbox folder provided for documents)
* Share how this course schedule accommodates working adults and non-traditional students.
* Share any/all research that was done or included to determine scheduling.

**2.D Students are actively engaged in course activities**

* Share how students *actively* participate in class (and in extracurricular activities, if any). Please be as specific as possible, with concrete examples.
* Indicate how students self-assess, build, prove, and showcase their personal effectiveness, academic and workplace competencies.
* Share how the program incorporates work-based learning opportunities and work-relevant content.

**2.E Procedures are in place to check-in with students and keep them connected and focused**

* Describe how the program ensures that its student services: (a) meet the needs of students requiring additional instructional support and (b) address the varying levels of ability, age, background, prior education and work experience of its students.
* Describe the procedures in place to ensure students feel connected to the course/program and stay directed and focused.
* Describe the types of integrated support services and procedures provided during the program.
* Are procedures in place that guide instructors to take note of those students who are not participating as actively as others and explore the reasons?

**Section 3: Student Competency Preparation**

Addresses students’ preparation in regard to the personal effectiveness, academic, workplace, and technical competencies identified for its industry.

**3.A The program addresses and develops each grouping of the industry identified competencies**

* In the **competency mapping spreadsheets** (available on the participant portal for each competency identified by the employer partner for the targeted occupation), please make a brief note about where in course outcomes / assignments / activities the various competencies are addressed. (Please use Dropbox folder to submit).
* **Additionally**, please provide a context statement and additional detail for each set of competencies that expounds upon the curriculum map and sets forth explanations for the most significant competency development. Please address each of the below:
* Personal Effectiveness Competencies
* Academic Competencies
* Workplace Competencies
* Technical Competencies

**3.B The program articulates the proficiencies to students**

* Describe how the program articulates to students the industry competencies provided by the credential. Please provide documents, links, or evidence (or use Dropbox folder for documents).
* Describe how the program articulates to students the available careers, earning potential, and mobility provided by the credential. Please provide documents, links, or evidence (or use Dropbox folder for documents).
* Are students given the “why” around the proficiencies they are expected to attain? If so, please describe in as much detail as possible.

**3.C All students have multiple opportunities to apply learning in work-relevant contexts (such as, but not limited to applied projects, capstones, simulations, case studies, internships, fieldwork, experiential activities, work-site projects, etc.)**

* Please describe the opportunities provided to students to apply their learning in work-relevant contexts. Please provide documents, links, or evidence (or use Dropbox folder for documents)
* Are students helped to understand the opportunities they might pursue or take advantage of outside of the class context? If so, please explain in as much detail as possible.
* Please address whether and how the program ensures that all students are getting access to the available opportunities, networks and resources.

**3.D The program provides all students with verifiable records documenting achievement of the industry identified competencies.**

* Please describe any student transcripts, e-portfolios, badges, micro-credentials or other types of verifiable student records provided to students around their industry identified competencies. Please provide documents, links, or evidence (or use Dropbox folder for documents).

**Section 4: Employer Engagement & Success**

Addresses the extent to which – and how – employers (and other relevant external stakeholders, such as workforce organizations, community-based partners or industry group representatives) are engaged in the design, development, delivery, and/or evaluation of the program.

**4.A. Employers are engaged in developing, delivering, and reviewing program outcomes and learning**

* Please describe program relationships, memberships, and networks with employers, industry associations, and program certification agencies.
* Please share how the program solicits information about the competencies for the target occupation and makes an alignment between those competencies and learning outcomes.
* Please discuss the mechanisms in place to engage employers in the development, delivery, and review of program outcomes and learning experiences, including the frequency with which these occur.
* Please provide documents, links, or evidence (or use Dropbox folder for documents) that competencies and learning outcomes are regularly reviewed in response to changing industry standards, employer recommendations, and/or certification and licensing requirements. Evidence may include: (1) Mechanisms for and samples of employer engagement activities, including advisory board member lists and / or biographies, (2) Meeting agendas or minutes, (3) Roles and responsibilities of advisory boards, (4) Evidence of employer or industry association partnerships, (5) Use and alignment of labor market data to design and revise program outcomes and learning experiences, (6) Use of employers to assess student work and/or be engaged in instruction, and (7) incorporation of work-based or experiential learning with employer partners.

**4.B. Employers have clear mechanisms for providing continuous feedback about students, graduates, the program, and program outcomes**

* Please discuss the mechanisms in place to gather feedback from employers about students, graduates, and the program as a whole, including the frequency with which this feedback is gathered.
* Please provide documents, links, or evidence (or use Dropbox folder for documents) to include: (1) Mechanisms for and samples of employer feedback (e.g., focus group summaries, meeting or interview notes, etc.), (2) Findings from locally and / or externally conducted surveys of employers, including internship feedback surveys or reports and follow up actions, and, (3) Methods for and samples of employers’ participation in assessing program effectiveness.

**4.C. The program systematically uses employer information and feedback to continuously improve**

* Please discuss how the program systematically uses the information and feedback it gathers from employers to make improvements to the program.
* **Provide an example of when an analysis of employer/sponsor feedback resulted in improvements to the training or operation of the institution.** Evidence may include: (1) Formal and informal processes to improve student and/or program performance based on feedback from employers), (2) Samples of improvements implemented, as documented in meeting minutes, assessment, and / or program review reports, syllabi, or other documents, and (3) Assessments of future employer needs. Please provide documents, links, or evidence (or use Dropbox folder for documents).
* Describe how the program systematically and continuously tracks program outcomes (e.g. credential attainment, gainful employment, increase in pay, promotion, transition across occupations).
* Describe how the program tracks employer success (e.g. filling job vacancies, the upskilling of current employees, establishing comprehensive industry training partnerships, increased employee retention).

**Bonus Section: Competency Mapping**

This section will not be scored. The purpose is to provide insight to the PASSHE system around how best to use the detailed Industry Competency Maps

**Q1:** To what extent did you use the Prepared4PA Competency Map for your industry?

* A lot
* A little
* Not at all

**Q2:** How easy or difficult was it to use the Prepared4PA Competency Map for your industry in attempting to integrate or align competencies into the curriculum.

* Very easy
* Somewhat easy
* Somewhat difficult
* Very difficult

**Q3:** What about the Industry Competency Maps did you find most useful and/or valuable?

**Q4:** What about the Industry Competency Maps did you find most difficult and/or frustrating?

**Q5:** What are your suggestions to the PASSHE in rolling out the Industry Competency Maps and having them adopted and used by programs within the system?