Table 1: CME Evaluaton Plan- Year 1

Program Objectives	Program and Evaluation Activities	Target Numbers
1. Deploy a manufacturing technology curriculum and certification system that will ensure that all graduates of college manufacturing programs can meet international skill standards, document the skills they learn through instruction or on the job, and continue their skill development.	1. Review curriculum materials and strategies as they are developed. Document and chart skill standards required by industries and match standards with skill objectives of the curriculum modules.	➢ 100% of industry skill standards will be targeted in the CME curriculum modules.
	2. Track enrollment of post-secondary students and incumbent workers in programs that adapt the modules. 3. Interview and/or survey students regarding quality and effectiveness of curriculum materials.	➢ By the end of the three-year project, enrollment of post-secondary students and incumbent workers in college programs will increase by 30%, with minority and female student enrollment increasing by 40 percent.
	4. Analyze response frequencies on students' end-of-course evaluations to verify student skill outcomes and course satisfaction.	➢ Skill outcomes will be documented during application in work-like settings. ➢ Student satisfaction response means on course evaluations will fall in the "satisfied" range.
	5. Develop a process to standardize articulation with regional high schools and colleges. 6. Interview representatives from educational institutions regarding links between institutions and industry. 7. Chart module implementation in high school and college curriculum systems.	➢ Over 50 percent of Puget Sound regional community colleges will adopt and integrate at least 2 modules in their program. ➢ 75 percent of curriculum modules will have at least 4 high schools and 2 community colleges as major sites for implementation.

Program Objectives	Program and Evaluation Activities	Target Numbers
2. Promote professional development of high school instructors, college faculty, and manufacturing trainers by providing high quality instruction on the use and application of CME instructional products and manufacturing technology services.	1. Create 6 full modules that include industry skill standards during the first year. Confirm and chart implementation of skill standards in the first 6 modules.	➢ All skill standards will be documented as part of at least one of the first six modules.
	2. Teach the first 6 modules in workshops the second year to high school instructors, college faculty, and manufacturing trainers. Workshop evaluations focus on participant satisfaction, workshop effectiveness, and learning outcomes.	➢ At least 15 instructors from regional high schools and community colleges will participate in the workshops during the second year. ➢ Workshop participant response means on course evaluations will fall in the "satisfied" range.
	3. Develop 6 additional modules during the second year, all of which include industry skill standards. Confirm and chart implementation of skill standards in the second 6 modules.	➢ All skill standards will be documented as part of at least one of the second six modules.
	4. Teach the second 6 modules in workshops the third year to high school instructors, college faculty, and manufacturing trainers. Workshop evaluations focus on participant satisfaction, workshop effectiveness, and learning outcomes.	➢ At least 15 instructors from regional high schools and community colleges will participate in the workshops during the second year. ➢ Workshop participant response means on course evaluations will fall in the "satisfied" range.