

Table 2: CME Evaluation Plan- Year 2

| Program Areas | Program Activities | Program Outcomes | Evaluation Activities |
|--------------------------|---|---|--|
| Curriculum | <p>Continue curriculum research</p> <p>Industry validation of curriculum</p> <p>Hire MTAG curriculum consultant</p> <p>Form Curriculum Design Teams</p> <p>Review and revise existing curricular materials for consistency with standards and modern instructional techniques</p> <p>Develop curriculum materials for gaps (manufacturing processes, internships, technical English as a second language)</p> <p>Trial teaching of curricular materials</p> <p>Pilot Certification Project – OSPI collaboration, MTAG & Industry validation</p> | <p>Curriculum Design Team membership is diverse (high school teachers, community/technical college instructors, industry trainers or personnel)</p> <p>All existing MTAG modules (18) are revised</p> <p>Three new modules are designed and pilot tested in classrooms</p> <p>Curriculum is interesting and exciting to diverse students (women, racial diversity), therefore all students rate their satisfaction above average on course evaluation questionnaire</p> <p>Certification plan drafted and reviewed by SBCTC</p> | <p>Document progress and outcomes of the Curriculum Design Teams</p> <p>Student course evaluation questionnaire given to all students in pilot classrooms</p> |
| Professional Development | <p>Recruit teachers for design teams</p> <p>Pilot teach modules at 5-day summer workshop for high school students</p> <p>Deliver August Conference for teachers</p> | <p>Orientation for teachers at a one-day conference helps teachers plan implementation of modules</p> <p>All modules are piloted at the student workshop</p> | <p>Survey summer institute teachers regarding understanding, satisfaction with conference, and plans for implementation</p> <p>Survey students at the workshop for understanding of concepts and evaluation of teaching strategies</p> |
| Articulation | <p>Using focus group information, incorporate student recruitment and retention emphasis in activities</p> <p>Tri-Institute --Year 1 Follow-up</p> <p>Develop career map</p> <p>For appropriate activities, work through partners (MS/HS/CC/TC/MESA/WWU/CWU)</p> <p>Draft articulation model (MTAG/MESA)</p> <p>MTAG/CME partnership</p> | <p>From focus group conclusions; a plan for recruitment and retention of underrepresented students is developed</p> <p>Career map reviewed and validated by industry partners and advisory board</p> <p>MESA field trips receive positive ratings from students and staff</p> | <p>Create Executive Summary of results from focus groups</p> <p>Evaluate existing internship models (Lake Washington, Shoreline) and interview industry sponsors concerning internship outcomes</p> <p>MESA field trip evaluation</p> <p>Interview critical partners (MacGowan/MESA, Brown/MTAG)</p> |
| CME Program | <p>Utilize NVC feedback</p> <p>Create dynamic advisory team</p> | <p>All NVC suggestions are addressed</p> <p>Advisory team provides critical input on decisions</p> | <p>Documentation of how each NVC suggestion is addressed</p> <p>Interview chair of Advisory Board regarding role, responsibilities, and suggestions for the CME</p> |