

Health Science Technology Education



Program Evaluation

Introduction

(TAC), Title 19, Part II Chapter 75, Subchapter BB
75.1025 Program Evaluations.
Each district and consortium shall annually evaluate its
career and technology education programs.

The Health Science Technology Education Program Evaluation was developed to assist in evaluating current HST programs. These criteria may be used to assist schools and HST programs in identifying program strengths as well as areas for improvement .

The Program Evaluation Criteria were designed for use both by the individual instructor in conducting a comprehensive self-evaluation as well as by an external evaluation team.

The evaluation criteria listed do not incorporate all of the state and federal rules and regulations, but those selected should assist personnel in their efforts to offer quality HST programs which lead to higher student achievement.

Program Evaluation Team:

It is recommended that a team consisting of at least the following should conduct the Health Science Technology education program evaluation process:

- ?? All instructors who are involved in Health Science Technology on the campus
- ?? One counselor
- ?? One administrator
- ?? One student who is presently enrolled in Health Science Technology Education
- ?? One person representing students with special needs
- ?? At least two industry or education partners
- ?? One parent of a present or former Health Science Technology Education student

Health Science Technology Education Program Evaluation

Date of Report

Name of School

Street Address

City

State

Zip Code

Name of Principal

Name of Career and Technology Education Director

Name of School District

District Number

Name of Instructor

Highest Degree
Held

Years of
Teaching Experience

Years in
Health Profession

Name of Instructor

Highest Degree
Held

Years of
Teaching Experience

Years in
Health Profession

Name of Instructor

Highest Degree
Held

Years of
Teaching Experience

Years in
Health Profession

Name of Counselor

Name of Administrator

Title

Name of Student

Years in HST Program

Career of Interest

Person Representing Students with Special Needs

Title

HST Education/Industry Partner

Title

HST Education/Industry Partner

Title

Name of Parent Member

**Health Science Technology Education
Evaluation Criteria
(Revised 2000)**

In evaluating your Health Science Technology Education program, check the number that best describes the degree to which your program meets the quality indicators listed by using the following assessment levels:

<u>Levels of Assessment</u>	<u>Interpretation of Level</u>
4 - indicates superior quality	Exceeds program standards
3 - indicates good quality	Meets program standards. Additional technical assistance not necessary. Indicated areas could be improved.
2 - indicates minor improvement needed	Falls below program standards. Demonstrates limited effectiveness. Additional technical assistance and/or resource utilization is required.
1 - indicates major improvement needed	Little or no effectiveness. A great deal of technical assistance is an immediate need.
N/A - indicates item not applicable	Does not apply to this program.

Philosophy and Goals							
1.1	A statement of philosophy and goals exists in written form for each HST program offered (consistent with local, state, and national standards) which is available for administrators, instructors, parents, students, and industry members to review.						
1.2	HST program goals and evaluations are reviewed annually by administrators, instructors, and education and industry partners.						
1.3	The philosophy, goals, and objectives of the HST program reflect the needs of students, parents, and the community.						
1.4	HST courses are open to all students regardless of race, gender, ethnicity, religion, or disability in accordance with state and federal laws.						
2.0 Student Enrollment							
2.1	Students enrolled in the HST program meet eligibility requirements and have the intellectual ability and social maturity to benefit from the instruction.						
2.2	Students with special needs are enrolled in the program in proportion to community demographics.						
2.3	Ethnic enrollments are proportionate to community demographics.						
2.4	The HST program reflects non-traditional enrollments.						
2.5	Enrollment and class sizes are appropriate for safe and effective learning.						

Student Enrollment (continued)					
		4	3	2	1
2.6	Appropriate procedures have been followed in placing students with disabilities into the HST program:				
a.	assessment of interests and abilities				
b.	placement by an Admissions, Review, and Dismissal (ARD) committee which includes the student's HST instructor				
c.	an Individual Education Plan (IEP) is developed to provide appropriate instruction for the student				
d.	appropriate modifications of instruction and/or equipment, and related aids and services as specified by the IEP				
2.7	Annual nondiscrimination public notices have been disseminated to students, employees, education and industry partners, and the community at the beginning of the school year and are included in the recruitment materials.				
Instructional Objectives, Methods, Occupational Competencies, and TEKS					
3.1	The following Health Science Technology Education opportunities are currently being offered by this program: <i>(check courses offered)</i> _____ Introduction to Health Science Technology _____ Health Science Technology I _____ Health Science Technology II _____ Health Science Technology III _____ Scientific Research and Design _____ Anatomy and Physiology of Human Systems _____ Medical Microbiology _____ Pathophysiology _____ Medical Terminology _____ Gerontology _____ Clinical Nutrition _____ Pharmacology _____ Mental Health _____ HST Independent Study				
3.2	Written instructional objectives have been developed with input from the education and industry partners and contain a description of the standards of performance required of students.				
3.3	There is evidence of active parental, student, and industry involvement in program planning, design, and implementation.				
3.4	Instructional objectives are based on the Texas Essential Knowledge and Skills (TEKS).				
3.5	Current curriculum guides are used to guide the instructional process.				
3.6	Lesson plans are developed as a part of the instructional process.				
3.7	Instructional objectives are discussed with the students at the beginning of each course.				
3.8	Standards for measuring competency levels have been identified, are consistent with the instructional objectives and school policy, and are presented to students at the beginning of each course.				
3.9	Evidence of pre-testing and post-testing for student competency achievement is maintained for each student enrolled in the HST program <i>(including Intro, HST I, HST II, and HST III)</i> .				

		Instructional Objectives, Methods, Occupational Competencies, and TEKS (continued)			
		4	3	2	1
3.10	Instructional strategies provide students with skills that prepare them for high-skilled, high-wage, and high demand occupations and provide opportunities for upward mobility in employment.				
3.11	Evidence that the HST program is academically integrated/evidence of TAAS objectives (minutes of joint meetings with HST and academic instructors, lesson plans, special projects)				
3.12	Curriculum is enriched with resources (speakers, field trips, videos, computer software, internet, etc.)				
3.13	Adequate and safe transportation is available for field trips and clinical experiences.				
3.14	Proper and safe use of facilities, equipment, supplies, and safety protective equipment is included in the instructional process prior to student use.				
3.15	Adequate provisions are made for educating students with special needs including minorities, disabled, LEP, special population students and those with gifted abilities.				
3.16	There is evidence of monitoring to determine if the instruction being provided students with disabilities is consistent with the student's IEP.				
3.17	Instructional materials are appropriate, sufficient, relevant, and current to accommodate student differences, such as varying reading levels and learning styles.				
3.18	The instructor is involved in the selection and acquisition of instructional materials necessary to provide a quality program.				
3.19	Records of purchases and invoices are on file.				
3.20	Rate the overall effectiveness of instructional materials that are used in:				
	a. lecture				
	b. lecture-demonstration				
	c. research				
	d. laboratory assignments				
	e. independent study				
	f. multimedia presentations				
	g. group/cooperative projects				
	h. individual projects				
	i. written papers				
	j. reading assignments				
	k. community resource speakers				
	l. student presentations				
	m. computer software programs				
	n. internet assignments				
	o. teleconferences				
	p. mentoring opportunities				
	q. assessment strategies				
	r. other (<i>list</i>): _____				
3.21	A variety of current resource materials are readily accessible to students (including health career information and employability materials).				
3.22	Bias-free instructional materials and texts are used and instruction reflects nondiscriminatory practices.				
3.23	Students have access to current:				
	a. computer hardware				
	b. application software				
	c. internet access				
	d. multimedia technology				

Instructional Objectives, Methods, Occupational Competencies, and TEKS (continued)

		4	3	2	1	
3.24	Academic excellence is encouraged and recognition is provided for student achievement through HOSA, honor societies, Distinguished Achievement Program, Tech-Prep, dual enrollment, or articulated credit.					
3.25	Students have the opportunity to complete a course evaluation.					
3.26	An effective public relations program is being conducted in the school and community (radio, TV, newspaper, brochures, community health fairs).					
4.1	In the selection process, students are interviewed to determine occupational interests and to explain the program, job qualifications, training, employer expectations and transportation requirements. The selection process is free from discrimination based on ethnicity, gender, disability, and LEP.					
4.2	Students selecting HST cooperative education are provided the opportunity to receive school-based instruction and individualized occupationally specific work-based training under the supervision of an employer which provides the student with the broadest possible understanding of health careers.					
4.3	An approved, written cooperative training agreement with the employer, the student, a parent/guardian, and the school are signed and on file for each student.					
4.4	Training plans are up-to-date, contribute to the student's employability skills and contain the appropriate essential knowledge and skills.					
4.5	Individual student records include the training plan, wage and hour reports, and employer evaluations.					
4.6	Students enrolled in the HST cooperative education receive: <i>(check one of the following)</i>					
	a. 2 units of credit and have an average of 1 hour classroom instruction each day and an average of 10 hours work-based instruction each week.					
	b. 3 units of credit and have an average of 1 hour classroom instruction each day and an average of 15 hours of work-based instruction each week.					
4.7	The HST instructor/coordinator uses discretion in using only those training stations where training opportunities are appropriate for the student's occupational objectives and abilities.					
4.8	Strategies are being implemented to eliminate possible bias or stereotyping in traditional employment opportunities.					
4.9	The HST instructor/coordinator supervises students' work-based training through site visits at least six times each school year.					
4.10	Continuous evaluation of student progress is made by the HST instructor/coordinator and training station supervisor.					
4.11	Students exhibit professional grooming and appearance.					
4.12	Students maintain ethical and legal standards.					
4.13	Cooperative training station supervisors and health care facilities are given appropriate recognition for participation.					

5.1	A written affiliation agreement between the school and each health care facility participating is on file.					
5.2	A written training agreement between the student, parent/guardian, health care facility, and the school is signed and on file for each student enrolled.					
5.3	Students have close, direct professional supervision during clinical experiences.					
5.4	Each student is clearly identified as a STUDENT with an appropriate nametag.					
5.5	The HST instructor/coordinator supervises and monitors the clinical experience and individual student evaluation records are on file.					
5.6	Students exhibit professional grooming and appearance for the clinical experience.					
5.7	Industry partners and participating health care facilities are given appropriate recognition.					
Student Organization - HOSA						
6.1	Membership in HOSA is open to all eligible students without regard to race, gender, ethnicity, or disability.					
6.2	Goals and objectives of the local HOSA chapter of the student organization are consistent with state and national goals.					
6.3	All students are provided with the opportunity to participate in chapter activities and community service projects that encourage leadership, scholarship, and competitive events.					
6.4	The local HOSA chapter focuses on development of leadership skills and reinforces the HST instructional objectives.					
6.5	Supporting industry partners and health care facilities are given appropriate recognition by the HOSA organization.					
7.0						
7.1	All HST instructors have appropriate, valid credentials on file with the local school district or are currently seeking teacher certification as approved by SBEC.					
7.2	Ongoing assessments of professional development needs of HST instructors are conducted.					
7.3	New technologies for professional development are utilized (on-line seminars, interactive teaching, teleconferencing, distance learning).					
7.4	All HST instructors are provided with the opportunity to attend professional development conferences, workshops, and/or courses that enhance teaching effectiveness and knowledge of and/or skills in state-of-the-art practices in health care.					
7.5	HST instructors exhibit professionalism through membership and participation in professional organizations.					
7.6	Funding is available for HST instructor professional development.					
7.7	All HST instructors are provided staff development in integrating foundation knowledge and skills and career and technology education.					

		4	3	2	1
7.8	Counselors are provided professional development activities that emphasize the health career component of a comprehensive guidance program.				
7.9	Professional development opportunities are available for administrators, counselors, and HST instructors in health care industry settings.				
7.10	HST program budget is prepared with input from HST instructors.				
7.11	The administration actively supports program improvement.				
7.12	HST instructos meets periodically to review the program and determine methods of improvements.				
7.13	HST instructors have access to individual student files containing the assessment of interests, abilities, and special needs and use the information appropriately to direct effective learning (IEPs).				
7.14	HST instructors ensure that counselors and administrators are familiar with the goals, objectives, activities, prerequisites, enrollment guidelines, and curriculum of the HST program.				
7.15	Each HST instructor works to develop education and industry partnerships that support program goals.				
7.16	Instructors, counselors, and administrators are informed of current local and national employment trends, occupational information and career opportunities in the health care industry.				
7.17	Counseling materials are free of discriminatory statements on the basis of ethnicity, gender and disability.				
7.18	Instructors, counselors, and administrators maintain, coordinate, and facilitate articulation with post-secondary institutions and keep students informed of articulation agreements.				
7.19	The dress code for HST instructors is consistent with professional standards.				
7.20	The HST instructor acts as a role model for students and exhibits leadership, teamwork, ethical and professional practices.				
7.21	Each HST instructor maintains accurate and current documentation of student attendance and participation in the HST program.				
Partnerships That Work					
8.1	There are active HST partnerships with industry partners, community members, counselors, administrators, parents, and students.				
8.2	HST partnerships reflect representation from both genders as well as the ethnicity of the community.				
8.3	Guidelines, policies, and procedures have been established for the operation and maintenance of the HST partnerships.				
8.4	Education and industry partnerships make program recommendations and suggestions, assist with long-range planning, conduct annual evaluations, and help market the program to the community.				
8.5	HST instructors meet with education and industry partners on a regular basis.				
8.6	Agendas and minutes of each partnership meeting are maintained and distributed to school administration, HST instructors, and appropriate partners.				

		Partnerships That Work				
8.7	There is evidence that the recommendations of the HST partners are reviewed by the administration and HST instructors and that appropriate action has been taken.					
		Facilities, Equipment, and Safety				
9.1	Health Science Technology facilities are well maintained, in good repair, and organized.					
9.2	Facilities are adequate to support the full scope of the HST program.					
9.3	Equipment and materials provided in the instructional areas are comparable to those used in the health care industry.					
9.4	The space and physical arrangements of the HST facility are conducive to safe and effective instruction and learning.					
9.5	Facilities, equipment, instructional materials, and supplies comply with local, state, and federal health and safety guidelines and regulations.					
9.6	Sufficient space and equipment, materials, and supplies are accessible in the HST department to permit maximum individual student participation and achievement in all areas of the instructional program.					
9.7	Adequate office space is provided which contains a functional computer, printer, telephone, fax, internet access, and desk.					
9.8	Sufficient and appropriate storage is provided for HST equipment, supplies, materials, and student records.					
9.9	Equipment purchased with state and federal funds are marked and are easily identified.					
9.10	An inventory is maintained for all HST equipment, materials, and supplies.					
9.11	HST facilities are easily accessible for students with disabilities.					
9.12	Changing rooms, showers, and restroom facilities used by HST classes are provided for both genders and accessible to students with disabilities.					
9.13	HST laboratory space meets guidelines for safe and effective learning.					
9.14	Equipment safety features are operable and used as required.					
9.15	Adequate operating funds have been budgeted to replace outdated / malfunctioning equipment and to purchase state-of-the-art technologies for the HST program.					
9.16	Multimedia equipment and materials are available for the HST program.					
9.17	The facilities' environmental control is adequate, appropriate, well maintained, and meets health and safety regulations.					
9.18	Wash facility in laboratory is accessible and functional.					
9.19	Safety rules are posted and enforced.					
9.20	Emergency exit routing from each HST room and the building are posted.					
9.21	Hazardous materials storage is appropriate.					
9.22	There is an appropriate hazardous waste disposal system in place for the HST program.					

