

Health Science Technology Education Program Evaluation

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

The Health Science Technology Education (HSTE) Program Evaluation was developed to assist districts in evaluating and improving programs. The criteria may be used to identify program strengths as well as areas for improvement. The HSTE Program Evaluation was designed for use by the program instructor in conducting a comprehensive self-evaluation as well as by an external evaluation team. The criteria do not incorporate all of the state and federal rules and regulations, but should assist districts to offer quality HSTE programs which lead to higher student achievement.

It is recommended that a program evaluation team be composed of at least:

- An HSTE instructor
- A Counselor
- An Administrator
- A student who is currently enrolled in Health Science Technology Education
- A person representing students with special needs
- At least two industry or education partners
- A parent of a current or former HSTE student

Date of Report _____ Name of Reviewer _____

Name of School _____

Name of Instructor _____

Health Science Technology Education Evaluation Criteria

When evaluating an HSTE program, check the number that best describes the degree to which the program meets the quality indicators by using the following assessment levels:

<u>Levels of Assessment</u>	<u>Interpretation of Level</u>
4 - indicates superior quality	Exceeds program standards
3 - indicate s 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.

1.0 Philosophy and Goals						
		4	3	2	1	N/A
1.1	A written statement of philosophy and goals exists for each HSTE program offered (consistent with local, state, and national standards) and is available for administrators, instructors, parents, students, and industry partners.					
1.2	HSTE program goals and evaluations are reviewed annually by administrators, instructors, education and industry partners.					
1.3	The philosophy, goals, and objectives of the HSTE program reflect the needs of students, parents, and community.					
1.4	HSTE 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						
		4	3	2	1	N/A
2.1	Students enrolled in the HSTE 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 HSTE program in proportion to community demographics.					
2.3	Ethnic enrollments in HSTE are proportionate to community demographics.					
2.4	The HSTE program reflects non-traditional enrollments.					
2.5	HSTE enrollment and class sizes are appropriate for safe and effective learning.					
2.6	Appropriate procedures have been implemented when placing students with disabilities into the HSTE program:					
	a. assessment of student interests and abilities.					
	b. placement by an Admissions, Review, and Dismissal (ARD) committee which includes the HSTE instructor.					
	c. an Individual Education Plan (IEP) is developed to provide appropriate instruction for the student.					
	d. appropriate modifications of instruction and/or equipment 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.					

3.0 Instructional Objectives, Competencies, and TEKS

		4	3	2	1	N/A
3.1	<p>The following Health Science Technology Education opportunities are currently being offered by this program: (<i>check courses offered</i>)</p> <p><input type="checkbox"/> Introduction to Health Science Technology</p> <p><input type="checkbox"/> Health Science Technology I</p> <p><input type="checkbox"/> Health Science Technology II</p> <p><input type="checkbox"/> Health Science Technology III</p> <p><input type="checkbox"/> Scientific Research and Design</p> <p><input type="checkbox"/> Anatomy and Physiology of Human Systems</p> <p><input type="checkbox"/> Medical Microbiology</p> <p><input type="checkbox"/> Pathophysiology</p> <p><input type="checkbox"/> Medical Terminology</p> <p><input type="checkbox"/> Gerontology</p> <p><input type="checkbox"/> Clinical Nutrition</p> <p><input type="checkbox"/> Pharmacology</p> <p><input type="checkbox"/> Mental Health</p> <p><input type="checkbox"/> HSTE Independent Study</p>					
3.2	Written instructional objectives have been developed with input from 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	Curriculum guides are used to guide the instructional process.					
3.6	Lesson plans are developed as a component of the instructional process.					
3.7	Instructional objectives are discussed with students at the beginning of each course.					
3.8	Standards for measuring academic and technical competency levels have been identified, are consistent with the instructional objectives and school policy, and are presented to the 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 an HSTE program.					
3.10	Instructional strategies prepare students for high-skilled, high-wage, and high demand occupations and provide opportunities for upward mobility in employment.					

		4	3	2	1	N/A
3.11	Evidence that the HSTE program is academically integrated (minutes of joint meetings with HSTE and academic instructors, lesson plans, special projects)					
3.12	Curriculum is enriched with resources (speakers, field trips, job shadowing, computer technology, internet research, etc.)					
3.13	Safe transportation resources are available for field trips and clinical experiences.					
3.14	Safe and appropriate use of facilities, equipment, supplies, and safety protective equipment is included in the instructional process prior to student use.					
3.15	Appropriate accommodations are made for students with special needs including disabled, LEP, special population students, minorities and students with gifted abilities.					
3.16	There is evidence that the HSTE instruction for students with disabilities is consistent with the student's IEP.					
3.17	Instructional materials are appropriate, sufficient, relevant, and current to accommodate student learning styles.					
3.18	The HSTE instructor is involved in the selection and acquisition of instructional materials for a quality program.					
3.19	Records of purchases and invoices are maintained.					
3.20	Rate the overall effectiveness of instructional resources for:					
	a. professional speakers					
	b. skill demonstration					
	c. internet research					
	d. laboratory projects					
	e. independent study					
	f. multimedia presentations					
	g. group/cooperative projects					
	h. individual projects					
	i. writing assignments					
	j. reading assignments					
	k. computer hardware					
	l. software programs					
	m. assessment strategies					
	n. other					

		4	3	2	1	N/A
3.21	A variety of resources are accessible to students (including health career information and employability materials).					
3.22	Bias-free instructional materials are used and instruction reflects nondiscriminatory practices.					
3.23	Academic excellence is encouraged and recognition is provided for student achievement through HOSA, honor societies, Tech-Prep, dual enrollment, or advanced technical credit.					
3.24	Students have the opportunity to complete a course evaluation.					
3.25	An effective public relations program is being conducted in the school and community (radio, TV, newspaper, brochures, community health fairs).					
4.0	HSTE Paid Work Based Learning (WBL)					
4.1	In the selection process, students are interviewed to determine career interests and to explain the HSTE 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 HSTE paid WBL must 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 healthcare employment opportunities.					
4.3	An individualized Training Plan (Paid) agreement with the employer, the student, a parent/guardian, and the school is 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 required 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 paid WBL receive either:					
	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	3	2	1	N/A
4.7	The HSTE instructor uses discretion in selecting training stations that are appropriate for the student's occupational objectives and abilities.					
4.8	The HSTE instructor supervises students' work-based training through site visits at least six times each school year.					
4.9	Continuous evaluation of student progress is made jointly by the HSTE instructor and training station supervisor.					
4.10	HSTE students exhibit professional grooming and appearance.					
4.11	HSTE students maintain ethical and legal standards.					
4.12	Training station supervisors and health care facilities are given appropriate recognition for participation.					
5.0	HSTE Clinical Rotation/Preceptorship/Internship					
5.1	A written affiliation agreement is on file between the school and each participating health care facility.					
5.2	A signed Training Plan (Unpaid) between the student, parent/guardian, health care facility, and the school is on file for each student enrolled prior to the unpaid WBL experience.					
5.3	HSTE students have close, direct professional supervision during clinical experiences.					
5.4	Each HSTE student is clearly identified as a STUDENT with an appropriate nametag.					
5.5	The HSTE instructor supervises and monitors the clinical experience and student evaluation records are on file.					
5.6	HSTE students exhibit professional grooming and appearance.					
5.7	Industry partners and participating health care facilities are given appropriate recognition.					
6.0	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 are consistent with state and national goals.					
6.3	All HSTE students are provided opportunities to participate in activities that promote leadership, scholarship, and competitive events.					
6.4	The HOSA chapter focuses on the development of leadership skills and reinforces HSTE instructional objectives.					

		4	3	2	1	N/A
6.5	Supporting industry partners and health care facilities are given appropriate recognition by HOSA chapters.					
7.0 Faculty Responsibilities and Support						
7.1	HSTE instructors have appropriate, valid certification credentials on file with the local school district or are currently seeking teacher certification as approved by SBEC.					
7.2	HSTE instructors are provided with opportunities to attend professional development conferences, workshops, and/or courses that enhance teaching effectiveness and knowledge of and/or skills in health care.					
7.3	New technologies for professional development are utilized (on-line seminars, teleconferencing, distance learning).					
7.4	Funding is available for instructor professional development.					
7.5	HSTE instructors exhibit professionalism through membership and participation in professional organizations.					
7.6	HSTE instructors are provided staff development in integrating academic and technical knowledge and skills.					
7.7	Counselors and administrators are familiar with the goals and objectives of the HSTE program and are informed of current local and national employment trends, occupational information and career opportunities in health care.					
7.8	Professional development opportunities are available for administrators, counselors, and HSTE instructors in health care industry settings.					
7.9	HSTE program budget is prepared with input from instructors.					
7.10	HSTE 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).					
7.11	Instructors, counselors, and administrators facilitate articulation with post-secondary institutions and keep students informed of articulation opportunities.					
7.12	The HSTE instructor acts as a role model for students and exhibits leadership, ethical and professional practices.					
7.13	HSTE instructor maintains accurate and current documentation of student attendance and participation in the HST program.					

		4	3	2	1	N/A
8.0	Partnerships That Work					
8.1	There are active partnerships with education and industry partners, community members, counselors, administrators, parents, and students.					
8.2	HSTE partnerships reflect representation from both genders as well as the ethnic diversity of the community.					
8.3	Guidelines, policies, and procedures have been established for the operation and maintenance of HSTE partnerships.					
8.4	Education and industry partnerships support program goals and objectives, assist with long-range planning, conduct annual evaluations, and market the program to the community.					
8.5	HSTE instructors communicate with education and industry partners on a regular basis.					
8.6	Agendas and minutes of each partnership meeting are maintained and distributed as appropriate.					
8.7	There is evidence that recommendations of HSTE partners are reviewed by the administration and appropriate action taken.					
9.0	Facilities, Equipment, and Safety					
9.1	Facilities are adequate to support the full scope of the HSTE program.					
9.2	Facilities are well maintained, in good repair, and organized.					
9.3	Equipment and materials are comparable to those currently used in the health care industry and comply with local, state, and federal health and safety guidelines and regulations.					
9.4	The space and physical arrangements of the HSTE facilities are conducive to safe and effective instruction and learning.					
9.5	Adequate office space is provided which contains a functional computer, printer, telephone, fax, and internet access.					
9.6	Sufficient storage is provided for HSTE equipment, supplies, materials, and student records.					
9.7	An inventory is maintained for all HSTE equipment, materials, and supplies and equipment purchased with state and federal funds are marked and easily identifiable.					
9.8	HSTE facilities are easily accessible for students with disabilities.					
9.9	HSTE laboratory space meets guidelines for safe and effective learning.					

9.10	Adequate operating funds are available to replace outdated/malfunctioning equipment and to purchase state-of-the-art technologies for the HSTE program.					
9.11	The HSTE classroom./laboratory is well maintained, and meets health and safety regulations.					
9.12	Hand washing facilities are accessible and functional.					
9.13	Safety rules and enforced and emergency exits are posted.					
9.14	An appropriate hazardous waste disposal system is available for the HSTE program.					

Suggestions and Comments: