ABSTRACT
        The Ohio Program Review for Improvement, Development,
and Expansion (PRIDE) in Vocational Education is a comprehensive
program review system designed to define, secure, and provide useful
information relative to selected vocational education objectives.
This document was designed to assist the local vocational education
personnel in planning and conducting the self-review activity for
individual instructional programs. The steps in the instructional
program self-review process are discussed under the headings:
preparing for the self-review, program self-review committee, program
review guide, local adaptation of program review guides, program
review procedures, and the program review report. A suggested report
outline for self-review instructional program (Administration and
Guidance) together with a suggested report outline for program review
for the Vocational Education Planning District are appended to the
report. This document should be used in conjunction with CE 000 562
which is the outline of the basic PRIDE Program in Ohio. (KP)

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PROGRAM SELF - REVIEW PROCEDURES

OHIO PROGRAM REVIEW FOR IMPROVEMENT,
DEVELOPMENT, AND EXPANSION IN VOCATIONAL EDUCATION

STATE OF OHIO · DEPARTMENT OF EDUCATION
MARTIN ESSEX, SUPERINTENDENT OF PUBLIC INSTRUCTION

Division of Vocational Education

For use with <u>Program Review Guides</u>

INTRODUCTION

Ohio Program Review for Improvement, Development, and Expansion in Vocational Education (Ohio PRIDE in Vocational Education) has been developed as an integral part of the continuing programmatic effort designed to improve the quality of vocational education. Ohio PRIDE is a comprehensive program review system designed to define, secure, and provide useful information relative to selected vocational education goals and objectives. The program review system will assist local, vocational education planning district, and state-level decision-makers by providing information necessary for the educational planning and decision-making process.

The components of Ohio PRIDE are (1) instructional program process variable review, (2) instructional program product review, (3) instructional program cost-analysis review, (4) vocational education organization and administration review, (5) vocational education availability and impact review, and (6) vocational education acceptance and congruence review. The information derived from the program review components at the local education agency level will be used for local vocational education planning and decision-making. Selected program review information will be clustered by local education agencies to form an information base for planning and decision-making at the vocational education planning district level. The information from the vocational education planning districts will be further combined to provide information for state-wide vocational education planning and decision-making.

This publication has been developed to assist the local vocational education personnel in planning and conducting the self-review activity and is designed to be used with individual Instructional Program Review Guides developed for each vocational education instructional program. The material within this publication and the individual Program Review Guides has been developed for state-wide application. Local instructional program review committees should make adaptations in procedures and materials for use in the specific local setting.

The material within this publication is written for the review of

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a single instructional program. It is also written in general terms to permit the local schools to prepare detailed self-review activity plans. Information to help local self-review committee chairmen plan for self-review activities involving multiple programs and for the development of self-review activity plans will be provided during in-service education workshops.

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PART I

Instructional Program Self-Review

Self-Review

Vocational education programs are constantly being evaluated, per-
haps at times informally or indirectly, but the concern with Ohio PRIDE
in Vocational Education is to provide a systematic, organized approach
for maximum personnel involvement and information yield. Instructional
program self-review exists as one means of ascertaining the quality and
effectiveness of essential program elements or characteristics which
have the greatest effect on the attainment of instructional program ob-
jectives. These essential program elements or characteristics are
termed process variables.

Since the self-review activity is designed for program improvement,
and not for rating of one program against another, the review of process
variables can best be accomplished by those persons most closely related
to the instructional program and/or who will be responsible for educa-
tional planning and decision-making relative to the program. The
advantage of self-review in the educational improvement process is that
those who will subsequently implement recommendations and thus be
beneficiaries of change are directly involved in all review activities.

The effectiveness of the instructional program elements or char-
acteristics, process variables, should be reviewed and judged in terms
of the extent to which each contributes to the preparation of the in-
dividual to become employed, satisfied, and successful in the
occupational field; that is, to which all aspects contribute to the
achievement of the instructional program objectives.

The instructional program self-review is looked upon as a coopera-
tive team effort which requires a commitment by local administrators
that assures support and resources for completing the review activities
and consideration of findings and recommendations.

It is assumed that local self-review teams or committees will
utilize this publication and related Program Review Guides as aids in
the self-review process. The sections which follow deal with the

preparation for and organization of staff and others for the self-review.

Preparing for Self-Review

The design and operation of the program review system Ohio PRIDE are guided by a State Advisory Group composed of local vocational education teachers and administrators. Through this Advisory Group the Division of Vocational Education will contact local administrators to secure general commitment necessary for the successful completion of program review activities.

The Division of Vocational Education will also provide local self-review committee chairmen with in-service education workshops designed to familiarize chairmen with suggested procedures and activities. During the workshops local committee chairmen will have the opportunity to develop self-review activity plans.

Before the self-review activity plans are implemented the local chairmen should meet with their local administrators to present the self-review activity plan and obtain administrative support for the plan of activities.

Program Self-Review Committee

The self-review activities should be conducted by a committee of individuals who are interested in and who have understandings about the instructional program. These individuals should have sufficient background to justify their leadership in the self-review.

The self-review committee should be headed by a chairman who is familiar with the particular instructional program. The chairman should have time available to coordinate the self-review activities and prepare the final self-review reports. The chairman and the committee should have clerical help available as required to successfully carry out the activity plan.

It is suggested that the program self-review committee for each instructional program be composed of from four to six individuals. The committee should be appointed by the school administration as an

official school committee. The key to successful self-review is the involvement of personnel in the various activities.

Individual committee members may be selected from the following:

1. Two to four school representatives such as:
    a. Instructional program staff (essential)
    b. Local supervisor of the vocational service
    c. Vocational education director
    d. Building principal
    e. Vocational guidance personnel
    f. Curriculum or closely related discipline personnel
    g. Students in the instructional program
2. Two business, industrial, or lay representatives (essential):
    a. These committee members should be selected from the instructional program advisory committee
    b. Other committee members may be selected to represent former students and parents

It has been suggested by a number of schools that a non-committee member function as the committee recorder. These schools have found that this allows the chairman and others to interact without the having to personally keep a record of the discussion.

Program Review Guide

Program review guides have been developed by local instructional program personnel for each vocational education instructional program by Vocational Education Taxonomy Code Number. The purpose of the Program Review Guide is to provide a vehicle designed to direct the self-review committee's study of the instructional program process variables in relation to elements or characteristics which have proven essential to instructional program success.

The program review guides for the 1970-71 review activities are in initial draft stage. A revision workshop is planned for May of 1971 to up-grade the guides based on recommendations of local self-review committees. The material presented in each Instructional Program Review Guide consist of:

1. An instructional program description which delineates the
    optimal characteristics of the program;

2. A set of instructional program objectives which forms the
    frame-of-reference or program specifications against
    which to judge the adequacy and appropriateness of the
    instructional program process variables; and

3. A listing of process variables grouped in the areas of
    curriculum and instruction, facilities and equipment, in-
    structional staff, and students. The process variables
    are a translation of the instructional program
    objectives into those elements or characteristics which
    are essential to meet the objectives.

Local Adaptation of Program Review Guides

Since the individual Program Review Guides were developed for state-
wide use, each Guide must be adapted to fit the local situation. The
adaptation activity should be a part of the self-review activity plan
and should include all elements of the Program Review Guide; that is,
program description, instructional program objectives, and process
variables.

The limited number of process variables included within each sec-
tion of the initial Program Review Guides cannot possibly cover all
existing situations. Awareness of this limitation will assist the self-
review committee to adapt the Guide to be most effective in a particular
situation.

Review Guide adaptations, additions, and suggestions made by local
self-review committees will be reviewed by development personnel and
where appropriate or applicable to state-wide use they will be incor-
porated into future editions. This process is essential to providing
the best Program Review Guides available.

The following suggestions are made to assist the self-review com-
mittee in local adaptation of the Program Review Guide. Local
adaptations or changes should be inserted into the appropriate section
of the Guide to insure that all committee members include these in their
study of the instructional program. In addition, all adaptations,

additions, changes, and suggestions for improvement of the Program Re-
view Guide should be included in the Program Review Report.

1. Program Description

The program Description is a concise
narrative statement which delineates the
salient features of the vocational educa-
tion instructional program and should be
adapted to reflect the uniqueness of the
local program.

2. Instructional Program Objectives

The instructional program objectives
are precise statements of intended outcomes
which are compatible with the program descrip-
tion and serve as "bench-marks" against
which to judge the adequacy and appropriate-
ness of the process variables.

The review committee should supplement
the instructional program objectives to re-
flect the unique characteristics of the local
instructional program. Objectives included
in the Program Review Guide may serve as
examples in developing supplemental ob-
jectives.

3. Process Variables

Process variables are essential ele-
ments or characteristics of the instructional
program which make possible the attainment
of the program objectives. Key process
variables have been developed in each of the
four sections of the Review Guide in an
attempt to provide a guide for use in
assessing the degree to which curriculum and
instruction, facilities and equipment, in-
structional staff, and students contribute to
the accomplishment of program objectives.

Since the process variables in the Review Guide were developed for state-wide application, local program uniqueness may necessitate the development of additional variables to be reviewed. Process variables in the Program Review Guide may serve as examples in developing supplemental variables.

Program Review Procedures

The scope of instructional program self-review activities will depend upon the activity plan developed by the self-review committee chairman and approved by the school administration. The following procedural outline is suggested to help the self-review committee chairman organize and conduct the self-review activities in relation to process variable review:

1. The self-review committee chairman should attend the in-service education workshop and develop the self-review activity plan for the local instructional program. (Division of Vocational Education consultative help will be available throughout all activities.)

2. The committee chairman should review the self-review activity plan with the local school administrators and obtain approval and support for the activities.

3. The committee chairman should establish a time line for the self-review process with built-in time blocks for each activity. (State deadlines will be provided at the in-service education workshop.)

4. The school administration should appoint the instructional program self-review committee as an official school committee. Invitations to participate in the review activities should be made jointly by the school administration and the committee chairman.

5. The committee chairman should provide a thorough orientation for the program self-review committee as to

the purpose of the Program Review Guide and procedures to be followed in the self-review process.

6. The program self-review committee should examine the Program Review Guide and make local adaptations as required.

7. Each committee member should be provided with the opportunity to review the process variables within the curriculum and instruction, facilities and equipment, instructional staff, and student sections of the Program Review Guide. Activities of committee members may include observation of the instructional program, critical review of instructional materials, analysis of equipment repair records, interviews with students and instructional staff, study of student records and materials, and other review activities depending upon the self-review activity plan.

8. Each committee member should maintain notes relating to (a) program strengths, (b) program elements or characteristics which need improvement, and (c) alternatives, recommendations, and priorities for program improvement. In addition, committee members should individually complete the summary review statements in the Program Review Report.

9. The committee should meet together and study the individual reactions of the committee members.

10. The committee should provide a synthesis, interpretation, and summarization of the program self-review findings and summary review statements.

11. The chairman should prepare the final program review report based on information obtained in items 8, 9, and 10 above. (The Program Review Report is discussed in Part II.)

12. The chairman should review the Program Review Report with the committee for final approval.

13. The chairman should submit the Program Review Report

to the school administration, local advisory com-
mittee, school personnel, and other interested
groups.

14. The chairman should provide the district superin-
tendent with two copies of the Program Review
Report for submission to the Division of Vocational
Education.

15. The local educational decision-makers should uti-
lize the Program Review Report findings, alternatives,
recommendations, and priorities for program improve-
ment, development, and expansion.

This suggested procedural outline is intended only as a guide to
developing the unique local self-review activity plan. The in-service
education workshops will help local self-review committee chairmen de-
velop self-review activity plans.

PART II

Program Review Report

The Program Review Report document which accompanies each Program Review Guide is the result of field-testing of the process variable review component of Ohio PRIDE. During the field-testing, schools requested a report document of uniform pattern for each instructional program. This uniform pattern of reporting permits a clustering of information at the vocational educational planning district and state-levels.

The Program Review Report for each instructional program is the same except for the summary review statement section. The summary review statements represent a grouping of the process variable statements from each section into composite reference statements.

The narrative review report is the key to communicating the review findings and recommendations to educational decision-makers. The importance of a carefully prepared, clearly written report cannot be over stressed.

The report is designed to capsulize the findings and recommendations of the self-review committee and should be an action oriented document which provides information as to alternatives for program improvement, recommendations among the alternatives, and priorities for implementation of recommendations.

The narrative review report also serves as a frame-of-reference for future program reviews by subsequent self-review committees and State staff visiting program review teams. Constant follow-ups should be made to assess the progress toward strengthening the instructional program to bring about a fuller realization of the stated objectives.

The following is a discussion of each section of the Program Review Report as they appear in the report document:

1. Cover Sheet

    The cover sheet contains basic identification information. This page is

self explanatory and should be completed in
detail so that reports may be appropriately
identified at a later date.

2.   Program Review Guide Adaptations

The information provided in this section
of the report will form the primary basis
for Program Review Guide revision.

In this section, describe the adaptations
and additions which complement and supplement
the program description, program objectives,
and process variables within the Program Re-
view Guide. In addition, the writer should
present suggestions for Program Review Guide,
Report, or Procedure changes.

A brief rationale or a description of
the unique local setting may be included to
describe the need for changes or adaptations
in the Program Review Guide.

3. Curriculum and Instruction

The narrative report relating to curric-
ulum and instruction is sub-divided into
three areas. Each area is discussed
separately.

A. Outstanding Program Aspects or Character-
istics

The primary purpose of this
area is to identify and describe
those aspects of the curriculum and
instruction which represent out-
standing strengths. It is intended
that the items reported under this
area will be summarized by the
Division of Vocational Education to
provide information or ideas to
help others find solutions to

persistent curriculum and instruc-
tion problems.

In this area, concisely describe
those aspects of curriculum and in-
struction which the self-review
committee identifies as outstanding
within the instructional program.

B. Program Elements Which Need to be Strengthened

Describe in this area those ele-
ments or characteristics of the
curriculum and instruction which need
to be strengthened to fully meet the
intent of the instructional program
objectives.

This area should focus the
reader's or decision-maker's atten-
tion on specific elements of curriculum
and instruction which need to be
strengthened and should provide a con-
cise rationale for the identified need.

C. Alternatives, Recommendations, and Prior-
ities for Program Improvement

Based on the area describing as-
pects of the curriculum and instruction
which need to be strengthened, this
area should offer alternatives for im-
provement and make recommendations
among the alternatives.

The material here should present
ways and means for making needed im-
provements and establish priorities for
the curriculum and instruction improve-
ment activities.

4. Facilities and Equipment
    A. Outstanding Program Aspects or Characteristics
    B. Program Elements Which Need to be Strengthened
    C. Alternatives, Recommendations, and Priorities for Program Improvement.

5. Instructional Staff
    A. Outstanding Program Aspects or Characteristics
    B. Program Elements Which Need to be Strengthened
    C. Alternatives, Recommendations, and Priorities for Program Improvement

6. Students
    A. Outstanding Program Aspects or Characteristics
    B. Program Elements Which Need to be Strengthened
    C. Alternatives, Recommendations, and Priorities for Program Improvement

The narrative review report for these three sections should follow the same format and provide the same type of information as in Item 3, but be directly related to the specific area.

7. Summary Review Statements

The rating of summary review statements will provide the decision-makers with a quick reference regarding aspects of the curriculum and instruction, facilities and equipment, instructional staff, and student components of the instructional program.

Each summary review statement should be given one rating on the

adequacy scale which represents the
composite judgment of the self-
review committee.

8. Report Summary

This section of the narrative
review report should capsulize the
program review findings and recom-
mendations into a composite summary.
This composite summary should pro-
vide the reader or decision-maker
with a synthesis of sections 3, 4,
5, and 6 and establish overall
priorities for program improvement.
This section would not repeat the
ways and means offered in previous
sections but would provide an
overall suggested implementation
plan in logical developmental order
designed for program improvement.

The narrative review report and ratings of summary review state-
ments are prepared for educational decision-makers. It may be
necessary to prepare selected revisions of the uniform pattern report
to serve the unique needs of various audiences.

SUGGESTED REPORT OUTLINE
FOR
SELF-REVIEW INSTRUCTIONAL PROGRAM
(Administration and Guidance)

Note: A report for each instructional program within a school will be genera-
ted using this suggested outline as a guide. For example: two
instructional programs within a district but in separate schools will
necessitate two reports. Each report will be developed by the local
self-review committee for the particular instructional program.

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I.   Introduction and Background
     A.   Purpose of Self-Review
     B.   Program Planning with Objectives
     C.   Organizational Pattern for Self-Review
     D.   Reaction of Committee to Self-Review
          1.   Process
          2.   Review Guide Adaptations
II. Statistical Information
     A.   Time Schedule
     B.   Enrollments
     C.   Student Data
          1.   Male-Female
          2.   Disadvantaged
          3.   Handicapped
          4.   Regular
III. Program Description
     A.   Re: To Suggested Program Description
     B.   Local Adaptations
     C.   Composite Rating and Justifications
IV. Instructional Program Objectives
     A.   Re: To Suggested Program Description
     B.   Local Adaptations
     C.   Composite Rating and Justifications
V.   Curriculum and Instruction
     A.   Re: To Process Variable Statements
     B.   Local Adaptations
     C.   Composite Rating and Justifications
          1.   Strengths
          2.   Weaknesses
          3.   Recommendations and Priorities
VI. Facilities and Equipment
     A.   Re: To Process Variable Statements
     B.   Local Adaptations
     C.   Composite Rating and Justifications
          1.   Strengths
          2.   Weaknesses
          3.   Recommendations and Priorities
VII. Instructional Staff
     A.   Re: To Process Variable Statements
     B.   Local Adaptations
     C.   Composite Rating and Justifications
          1.   Strengths
          2.   Weaknesses
          3.   Recommendations
VIII. Students
     A.   Re: To Process Variable Statements
     B.   Local Adaptations
     C.   Composite Rating and Justifications
          1.   Strengths
          2.   Weaknesses
          3.   Recommendations and Priorities

IX. Cost Analysis
    A. Per Pupil Expenditure
    B. Supervisor and Administrative Costs
    C. Depreciation
    D. Salary
    E. Material, etc.
X. Student Product Review
    A. Achievement Measures
    B. Placement and Follow-Up
       1. Success (Student, Parent, Employer)
       2. Satisfaction (Student, Parent, Employer)
XI. Community Resource
    A. Employment Needs
    B. Availability of Occupational Programs
       1. Priorities
       2. Industry, Business, & Labor
       3. Locations
    C. Community Attitude
    D. Congruence
       1. Economic
       2. Geographic
       3. Societal Attitudes
    E. Adult Education
XII. Summary Statements, Conclusions, and Recommendations
    A. Process
       1. Description
       2. Objectives
       3. Curriculum and Instruction
       4. Facilities and Equipment
       5. Instructional Staff
       6. Students
    B. Cost Analysis
    C. Product Review
    D. Community
       1. Availability
       2. Acceptance
       3. Congruence
    E. Priorities

Appendix - Spot-Light Studies

SUGGESTED REPORT OUTLINE
FOR
PROGRAM REVIEW FOR VOCATIONAL EDUCATION PLANNING DISTRICT

Note: A report for each Vocational Education Planning District will be com-
piled using this suggested outline as a guide. To develop this report,
information from the self-review instructional program reports will be
utilized. This V.E.P.D. report will be written by the local coordina-
tors of "PRIDE". Guidance for the V.E.P.D. report will be provided by
the State Review Team.

I. Introduction and Background
    A. Purpose for Program Review
    B. District Planning by Objectives
    C. Organizational Pattern for V.E.P.D.
    D. Organizational Pattern for Program Review
    E. Reaction to Program Review
        1. Process
        2. Instructional Program Materials
        3. District Materials and Instruments
II. Statistical Information
    A. Student Population and Enrollment
    B. Student Interest and Aptitude Reports
    C. Projected Employment Needs
III. Administration for the V.E.P.D.
    A. Guiding Statement and Philosophy
    B. Objectives
    C. Recommendations and Priorities
IV. Guidance for the V.E.P.D.
    A. Guiding Statement and Philosophy
    B. Objectives
    C. Recommendations and Priorities
V. Agriculture Education Program
    A. Guiding Statement and Philosophy
    B. Objectives
    C. Recommendations and Priorities
    D. Cooperative Occupational Experience Program in
       Agriculture (01.0000)
        1. Objectives
        2. Recommendations and Priorities
    E. Agricultural Production (01.0100)
        1. Objectives
        2. Recommendations and Priorities
    F. Agricultural Supply Business and Service
       (01.0200)
        1. Objectives
        2. Recommendations and Priorities
    G. Agricultural-Industrial Equipment and Service
       (01.0300)
        1. Objectives
        2. Recommendations and Priorities
    H. Food Processing (01.0400)
        1. Objectives
        2. Recommendations and Priorities
    I. Ornamental Horticulture Program (01.0500)
        1. Objectives
        2. Recommendations and Priorities

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