EVALUATION OF PROGRAMME OUTCOME BASED ON ALUMNI SURVEY

BEFORE - AFTER ANALYSIS

CONCEPT

Evaluating program outcomes through alumni surveys using before-after analysis can be a powerful method for assessing the effectiveness and impact of educational programs.

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EVALUATION OF PROGRAMME OUTCOME

Based on alumni survey using before-after analysis

Evaluating program outcomes through alumni surveys using before-after analysis can be a powerful method for assessing the effectiveness and impact of educational programs. This approach entails conducting an extensive survey of UG and PG graduates, which assesses the level of their skills prior to studying the program and then evaluates their skills upon completion of the program. Here's a structured approach to conducting such an evaluation:

Steps in Programme Outcome evaluation

1. Define Program Outcomes: Begin by clearly defining the outcomes or objectives of the program. These could include knowledge gained, skills acquired, career advancements, personal development, etc. Ensure these outcomes are measurable and aligned with the program's goals.

2. Design the Survey: Develop a survey instrument that captures relevant information about the alumni's experiences before and after participating in the program. Include questions that assess changes in knowledge, skills, attitudes, and behavior as they relate to the program outcomes.

3. Collect Data: Administer the survey to program alumni, ensuring a sufficient sample size for meaningful analysis. Collect data on both retrospective perceptions of their status before the program and their current status after completing the program.

4. Analyze Responses: Use statistical techniques such as mean, standard deviation and paired t test to analyze the survey responses. Look for significant differences in outcomes to determine the program's impact.

5. Interpret Results: Interpret the findings of the analysis, paying attention to both the magnitude and direction of changes in program outcomes. Identify areas where the program has been particularly effective and areas that may require improvement in effectiveness in programme delivery.

6. Communicate Findings: Share the results of the evaluation with stakeholders, including Principal, management and teachers. Highlight the strengths of the program and areas for enhancement based on the evaluation findings (if any).

7. Use Findings for Improvement: Use the evaluation findings to inform future program planning and implementation of effective delivery.

8. follow-up: Evaluation should be an ongoing process, with regular assessments conducted to track changes in program outcomes over time. Use feedback from alumni refine the evaluation methods and improve the program continuously.

ANALYSIS AND REPORT

H.0: There is no significant difference between students' skills before joining and after completing the various programmes offered by the MES Asmabi college

Table showing Paired sample T test for significant difference between students' skills before joining and after completing various programmes offered by the MES Asmabi college

Paired Samples Statistics

Factors of Programme Outcome	Period	Mean	Std. Deviation	Gap	T value	P value (Sig.)
Employability Skills	Before	3.48	0.878	0.31	-6.11	<0.001**
	After	3.79	0.838			
Communication Skills	Before	3.65	0.845	0.34	-6.16	<0.001**
	After	3.99	0.756			
Social Interaction and Adaptability	Before	3.89	0.861	0.19	-3.39	<0.001**
	After	4.08	0.736			
Citizenship behaviour	Before	3.85	0.772	0.23	-5.17	<0.001**
	After	4.08	0.701			
Moral and Ethics	Before	3.86	0.729	0.19	-4.43	<0.001**
	After	4.05	0.721			
Consciousness of environment and sustainability	Before	3.91	0.746	0.14	-3.01	<0.001**
	After	4.05	0.742			
Attitude towards lifelong learning	Before	3.91	0.789	0.13	-3.95	<0.001**
	After	4.11	0.782			
Social responsibility	Before	3.94	0.791	0.18	-3.43	<0.001**
	After	4.12	0.769			
Critical Thinking	Before	3.79	0.778	0.26	-5.37	<0.001**
	After	4.05	0.782			
Self-Direction	Before	3.86	0.803	0.30	-.5.63	<0.001**
	After	4.16	0.756			

** denotes significant at 1% level.

Statistical inference

The paired sample t test was used to compare the status of students skills before and after joining the various programmes offered by the MES Asmabi college, P Vemballur. Because of the P value is less than 0.01, the null hypothesis is rejected at 1% level with regard to the all factors of students skills such as Employability Skills, Communication Skills, Social Interaction and Adaptability, Citizenship behaviour, Moral and Ethics, Consciousness of

environment and sustainability, Attitude towards lifelong learning, Social responsibility, Critical Thinking and Self-Direction. The mean scores indicate that all mean scores are higher in the category of after completing the programme compared to the category of before joining the programme.

Observation from data analysis

The analysed data indicates that students' skills are improved after completing the program at MES Asmabi College compared to their skills before joining the program. It denotes the effectiveness of the teaching-learning process and programme delivery at MES Asmabi College in achieving the desired program outcomes and enabling students to acquire program-aimed skills successfully.