

# 2015-16 Project BUILD Executive Summary

## Program Description and Participants

Project BUILD is a three-week, mini-MBA summer program established in 1986. It is designed for high school junior and seniors held in partnership with the University of Louisville's College of Business. Course study includes accounting, economics, finance, management, and marketing. The primary mission is to generate interest in the world of business and business related career fields among promising high school students of color.

### Objectives

- increase student interest in pursuing business education and related careers,
- increase student knowledge of concepts related to the world of business (i.e. computer information systems, finance, marketing, etc.),
- introduce students to various business career opportunities.

### 2014-15 Student Participant Characteristics

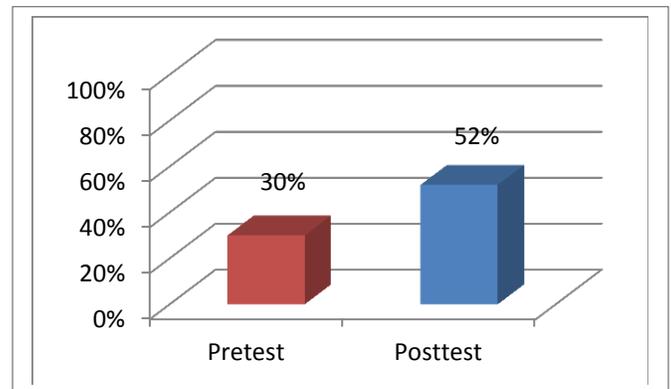
- ✓ N = 24
- ✓ Participants attended 16 high school with highest numbers from Male and Manual.
- ✓ 50% female and 50% male
- ✓ 92% African-American, 8% White

## Success and Commendations

- Goal 1:** Increase student interest in pursuing business education and related careers.
  - ✓ 100% = students agreed with 9 of 13 survey statements on program impact.
- Goal 2:** Increase (75%) in student knowledge of concepts related to the world of business.
  - ✓ 100% = students tested increased scores on post-test.
- Goal 3:** Introduce students to various business career opportunities.
  - ✓ All students participated in field trips to various business organizations.

## Evaluation Results Summary

- Attendance (maximum 20 program days)
  - ✓ 84% = average attendance rate
  - ✓ 59% = 18- 20 days attendance
- Pre-Post Assessment Results



- 90% + = students agreed with all 13 survey statements on *program impact*.

"I believe my participation in Project BUILD will help prepare me for my college career."

"Project BUILD contributed to my preparation for further education."

## Recommendations

- Post-test performance trends.** While 2016 post-test scores were higher than pre-tests across students and met the established program goal, overall student performance has gone down across the last three years (Post-tests: 2014 = 76%; 2015 = 64%; 2016 = 52%). This trend may not be problematic but it is worth investigating the reasons. For example, attendance rates have declined some during this same time, which may be attenuating performance gains.