

# CAREER AND TECHNICAL EDUCATION, B.S.E.

## ANNUAL ACADEMIC ASSESSMENT REPORT

2023-2024

### Program Goals

The career and technical education (CATE) program in the College of Education and Health Professions is designed to provide the student with a knowledge base that will prepare him/her to possess a broad career and technical education background. Program goals were also reviewed during a strategic planning retreat in Fall 2023. The goals of the CATE program are to:

1. Provide a high-quality curriculum that prepares students for careers in career and technical education.
2. Produce CATE teachers who are knowledgeable, skillful, supportive, and professional scholar-practitioners in diverse education settings.
3. Enhance the curriculum with up-to-date technology that is used in the CATE classroom and the workplace.

The CATE curriculum is based on the Council for the Accreditation of Educator Preparation (CAEP) standards and Charlotte Danielson's Framework for Learning to accomplish these goals.

### Student Learning Outcomes

1. Students will be able to effectively plan and prepare a unit of study demonstrating knowledge of content and pedagogy, knowledge of students, selecting instructional outcomes, demonstrating knowledge of resources, designing coherent instruction, and assessing student learning. (CAEP Standard 1: Content and Pedagogical Knowledge; Danielson Domain 1: Planning and Preparation)
2. Students will be able to demonstrate strong classroom management skills by designing an environment of respect and rapport, establishing a culture for learning, managing classroom procedures, managing student behavior and organizing physical space. (CAED Standards 1 & 2; Danielson Domain 2: Classroom Environment)
3. Students will possess strong teaching skills through the design of instruction, communicating with students, using questioning and discussion techniques, engaging students in learning, using assessment in instruction and demonstrating flexibility and responsiveness in the classroom. (CAEP Standard 1: Content and Pedagogical Knowledge, Standard 2: Clinical Partnerships and Practice, Standard 3: Candidate Quality, Recruitment, and Selectivity, Standard 4: Program Impact; Danielson Domain 1: Planning and Preparation, Domain 2: Classroom Environment, and Domain 3: Instruction)
4. Students will demonstrate professional responsibilities by reflecting on teaching in terms

of accuracy and instruction, maintaining accurate records, communicating with families, demonstrating professionalism, and participating in professional communities. (CAEP Standard 3: Candidate Quality, Recruitment, and Selectivity; Danielson Domain 4: Professional Responsibilities).

Student Learning Outcome	Evidence	Timeline for Assessment and Evaluation	Results of Assessment Desired Level
<b>1. Planning and Preparation</b>	1. Lesson Plans 2. Formative Observation 3. Praxis II Content 4. Praxis II Pedagogy 5. ILPPA 6. Portfolio 7. TESS Summative 8. Graduation GPA	Spring semester, senior year Spring semester, senior year Fall semester, junior year Spring semester, senior year	1. Average of all teacher candidates' lesson plans was <b>95%</b> . This exceeds the 90% target goal. 2. Average of all teacher candidates' formative assessment observation was <b>2.78</b> . This exceeds the goal of 2.0 on the TESS scaled scores. 3. All candidates passed Praxis II Content on first attempt. 4. All candidates that took PLT passed on first attempt. 5. Average of all teacher candidates' ILPPA projects was <b>95%</b> . This exceeds the 90% target goal. 6. Average of all teacher candidates' portfolios was <b>97%</b> . This exceeds the 90% target goal. 7. Average of all teacher candidates' summative assessment observations was <b>2.86</b> . This exceeds the goal of 2.0 on the TESS scaled scores. 8. Average GPA was above 3.65.
<b>2. Classroom Environment</b>	1. Lesson Plans Formative 2. TESS Summative	Spring semester, senior year Spring semester, senior year	1. Average of all teacher candidates' lesson plans was <b>95%</b> . This exceeds the 90% target goal. 2. Average of all teacher candidates' summative assessment observations was <b>2.86</b> . This exceeds the goal of 2.0 on the TESS scaled scores.

<b>3. Instruction</b>	1. TESS Summative 2. Lesson Plans 3. Praxis II Pedagogy 4. Formative Observation 5. ILPPA 6. Portfolio 7. TESS Summative	Spring semester, senior year Spring semester, senior year Spring semester, senior year Spring semester, senior year Fall & Spring, senior year Spring semester, senior year Spring semester, senior year	1. Average of all teacher candidates' summative assessment observations was <u>2.86</u> . This exceeds the goal of 2.0 on the TESS scaled scores. 2. Average of all teacher candidates' lesson plans was <u>95%</u> . This exceeds the 90% target goal. 3. All candidates that took PLT passed on first attempt. 4. Average of all teacher candidates' formative assessment observations was a <u>2.78</u> . This exceeds the goal of 2.0 on the TESS scaled scores. 5. Average of all teacher candidates' ILPPA projects was <u>95%</u> . This exceeds the 90% target goal. 6. Average of all teacher candidates' portfolios was <u>97%</u> . This exceeds the 90% target goal. 7. Average of all teacher candidates' summative assessment observations was <u>2.86</u> . This exceeds the goal of 2.0 on the TESS scaled scores.
<b>4. Professional Responsibilities</b>	1. GPA 2. Praxis II Pedagogy 3. Formative Observation 4. Portfolio 5. TESS Summative	Ongoing Spring semester, senior year Spring semester, senior year Spring semester, senior year Spring semester, senior year	1. All candidates graduated with an average GPA of 3.47. 2. All candidates that took PLT passed on first attempt. 3. Average of all teacher candidates' formative assessment observations was <u>2.78</u> . This exceeds the goal of 2.0 on the TESS scaled scores. 4. Average of all teacher candidates' portfolios was <u>97%</u> . This exceeds the 90% target goal. 5. Average of all teacher candidates' summative assessment observations was <u>2.86</u> . This exceeds the goal of 2.0 on the TESS scaled scores.

## Program Review

The Division of Elementary and Secondary Education (DESE) completed its review of the proposal submitted by the University of Arkansas at Fayetteville for an alignment update to the Business Technology Education Grades 4 – 12 program during the Spring 2022 semester. On January 28, 2022, DESE approved the proposal for business technology grades 4-12 licensure upon completing the prescribed program of study and the required licensure assessment. The Division of Elementary and Secondary Education (DESE) completed its review of the proposal submitted by the University of Arkansas at Fayetteville for an alignment update to the Family and Consumer Sciences grades 7 – 12 program during the Spring 2023 semester. On June 19, 2023, DESE approved the proposal for family and consumer sciences grades 7-12 licensure upon completing the prescribed program of study and the required licensure assessment.

## Assessments

Eight assessments were required for the candidates for 2023-2024. Data for CATE undergraduate students are compiled beginning with the admission to the program (fall semester before student teaching). Assessments were Lesson Plan, Praxis II Content, Praxis II Pedagogy, GPA, Teacher Education Formative Observation, ILPPA, Portfolio and Summative Evaluation. There were eight students in the Bachelor of Science in CATE degree program and one student in the Non-Degree Licensure Program in Career and Technical Education. In Spring 2024 the Praxis II Family and Consumer Sciences test code 5123 replaced the 5122 test code.

### Assessment of Student Learning Outcomes

Student Learning Outcome	Evidence
<b>1. Planning and Preparation</b>	Lesson Plans Formative Observation Praxis II Content Praxis II Pedagogy ILPPA Portfolio Summative Evaluation GPA
<b>2. Creating an Environment of Respect and Rapport</b>	Lesson Plans Formative Observation Portfolio

<b>3. Using Assessment in Instruction</b>	Summative Evaluation Lesson Plans Praxis II Pedagogy Formative Observation ILPPA Portfolio Summative Evaluation
<b>4. Professional Responsibilities</b>	GPA Praxis II Pedagogy Formative Observation Portfolio Summative Evaluation

The results of each assessment are presented below:

**Results of Assessments for 2023-2024 (CATE)  
At Completion of Spring 2024 Semester  
Bachelor of Science in Education**

<b>Lesson Plan Scale</b> 100 pts. <i>N</i> = 7 <i>N</i> = 2*	<b>Praxis II Content</b> <i>N</i> = 7 <i>N</i> = 1*	<b>Praxis II Pedagogy</b> <i>N</i> = 7 <i>N</i> = 1*	<b>GPA</b> <i>N</i> = 7 <i>N</i> = 1*	<b>Teacher Education Formative Observation</b> <i>N</i> = 7 <i>N</i> = 1*	<b>ILPPA</b> 100 pts. <i>N</i> = 7 <i>N</i> = 1*	<b>Portfolio</b> 100 pts. <i>N</i> = 7 <i>N</i> = 1*	<b>Summative Evaluation</b> 4.0 scale <i>N</i> = 7 <i>N</i> = 1*
95.5 98.0*	All passed	All passed	3.47 *4.00	2.78 2.83*	95.0 99.0*	97% 100*	2.86 2.89*

\* = Non-Degree Licensure in CATE student

**CATE 2023-2024 Intern (Undergraduate & Graduate) Testing Data**

<b>Student</b>	<b>Content</b>	<b>Pass/Fail</b>	<b>Attempts</b>
1 KP	5122: Family and Consumer Sciences	Passed	1
2 KB Graduate student	5101: Business Technology	Passed	1
3 BE	5101: Business Technology	Passed	1
4 CJ	5101: Business Technology	Passed	1
5 AL	5122: Family and Consumer Sciences and	Passed	1

	5103: Business Technology	Passed	1
6 KM	5122: Family and Consumer Sciences	Passed	1
7 AS	5122: Family and Consumer Sciences	Passed	1
8 BT	5122: Family and Consumer Sciences	Passed	1
9 LY	5101: Business Technology	Passed	1

Student	Pedagogy	Pass/Fail	Attempts
1 KP Graduate student	5624: Principles of Learning and Teaching (PLT) Grades 7-12	WAITING ON SCORES	1
2 KB	5624: Principles of Learning and Teaching (PLT) Grades 7-12	Passed	1
3 BE	5624: Principles of Learning and Teaching (PLT) Grades 7-12	Passed	1
4 CJ	5624: Principles of Learning and Teaching (PLT) Grades 7-12	Passed	1
5 AL	5624: Principles of Learning and Teaching (PLT) Grades 7-12	Passed	1
6 KM	5624: Principles of Learning and Teaching (PLT) Grades 7-12	WAITING ON SCORES	1
7 AS	5624: Principles of Learning and Teaching (PLT) Grades 7-12	Passed	1
8 BT	5624: Principles of Learning and Teaching (PLT) Grades 7-12	Passed	1
9 LY	5624: Principles of Learning and Teaching (PLT) Grades 7-12	Passed	1

## Degrees Awarded

The M.Ed. in the CATE program has been phased out effective May 2022. The table below shows the degrees awarded in the last five years.

Level	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
<b>B.S.E.</b>	13	8	6	9	10	8	4
<b>M.E.D.</b>	1	6	1	1	2	0	

Source: Office of Strategic Analytics & Insights  
<https://osai.uark.edu/datasets/student/awards/index.php>

## Summary of Program Improvements Based on Data:

The CATE program faculty continually analyzes data throughout the year. As a result, several changes

were implemented during the 2023-2024 academic year.

1. To improve on reflecting on impact as an educator CATE faculty incorporated Flip in Teaching Strategies and Introduction to Technology in Education. This has proven successful, and more opportunities for virtual presentations will be implemented.
2. A WE CARE grant (Spring 2024) funded leadership + learn opportunities for the interns to participate in the state leadership conference and participate in a guided tour of the state capital and Central Nine museum. Students were able to observe legislators in action and we were invited to sit in the galley.
3. CATE interns prepared and presented CATE recruitment information at a state conference Spring 2024.
4. CATE faculty met throughout the fall 2023 and spring 2024 semesters discussing implementation of the yearlong internship. A new course (Directed Field Experience) has been submitted.
5. CATE faculty met with several advisors in the Boyer Center for Advising to review the CATE program of study.

### **Changes Made to Assessment Process**

1. CATE admission interviews will take place earlier in the fall semester than previously. This will allow students additional time to complete requirements and for the program to provide admission feedback to the Office of Teacher Education.
2. Prior to the CATE admission interviews, students will be required to bring to the interview a completed program of study demonstrating their knowledge of what courses are remaining in the program.