CAREER AND TECHNICAL EDUCATION, B.S.E. (CATEBS)

ANNUAL ACADEMIC ASSESSMENT REPORT

2021-2022

Program Goals

Program goals and student learning outcomes were revised January 23, 2015. The career and technical education (CATE) program in the College of Education and Health Professions is designed to provide the student a knowledge base that will prepare him/her to possess a broad background in career and technical education. Program goals were also reviewed during a strategic planning retreat Fall 2019. 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.

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

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 demonstrative 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
1. Planning and Preparation	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 Spring semester, senior year Spring semester, senior year Spring semester, senior year Spring semester, senior year	1. Average of all teacher candidates' lesson plans was 93.6%. This exceeds the 90% target goal. 2. Average of all teacher candidates' formative assessment observation was a 2.63. 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 92.5%. This exceeds the 90% target goal. 6. Average of all teacher candidates' portfolios was 99.2%. This exceeds the 90% target goal. 7. Average of all teacher candidates' summative assessment observation was a 2.63. This exceeds the goal of 2.0 on the TESS scaled scores. 8. Average GPA was above 3.65.
2. Classroom Environment	1. Lesson Plans Formative 2. TESS Summative	Spring semester, senior year Spring semester, senior year	1. Average of all teacher candidates' lesson plans was 93.6%. This exceeds the 90% target goal. 2. Average of all teacher candidates' summative assessment observation was a 2.63. This exceeds the goal of 2.0 on the TESS scaled scores.

3. Instruction	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 observation was a 2.63. This exceeds the goal of 2.0 on the TESS scaled scores. 2. Average of all teacher candidates' lesson plans was 93.6%. This exceeds the 90% target goal. 3. All candidates that took PLT passed on first attempt. 4. Average of all teacher candidates' formative assessment observation was a 2.63. This exceeds the goal of 2.0 on the TESS scaled scores. 5. Average of all teacher candidates' ILPPA projects was 92.5%. This exceeds the 90% target goal. 6. Average of all teacher candidates' portfolios was 99.2%. This exceeds the 90% target goal. 7. Average of all teacher candidates' summative assessment observation was a 2.63. This exceeds the goal of 2.0 on the TESS scaled scores.
4. Professional Responsibilities	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 3.65. 2. All candidates that took PLT passed on first attempt. 3. Average of all teacher candidates' formative assessment observation was a 2.63. This exceeds the goal of 2.0 on the TESS scaled scores. 4. Average of all teacher candidates' portfolios was 99.2%. This exceeds the 90% target goal. 5. Average of all teacher candidates' summative assessment observation was a 2.63. 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 completion of the prescribed program of study and the required licensure assessment.

Assessments

Eight assessments were required for the candidates for 2021-2022. Data for CATE undergraduate and graduate 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 seven students in the Bachelor of Science in CATE degree program and one student in the Master of Education in Career and Technical Education degree program.

Assessment of Student Learning Outcomes

Student Learning Outcome	Evidence
1. Planning and Preparation	Lesson Plans Formative Observation Praxis II Content Praxis II Pedagogy ILPPA Portfolio Summative Evaluation GPA
2. Creating an Environment of Respect and Rapport	Lesson Plans Formative Observation Portfolio
3. Using Assessment in Instruction	Summative Evaluation Lesson Plans Praxis II Pedagogy Formative Observation ILPPA Portfolio Summative Evaluation
4. Professional Responsibilities	GPA Praxis II Pedagogy Formative Observation Portfolio Summative Evaluation

The results of each assessment are presented below:

Results of Assessments for 2021-2022 (CATE)
At Completion of Spring 2022 Semester
Bachelor of Science in Education

Lesson Plan Scale 100 pts. N = 7 N= 1*	Praxis II Content N = 7 N= 1*	Praxis II Pedagogy N = 7 N= 1*	GPA N = 7 N= 1*	Teacher Education Formative Observation N = 7 N= 1*	ILPPA 100 pts. N = 7 N= 1*	Portfolio 100 pts. N = 7 N= 1*	Summative Evaluation 4.0 scale N = 7 N= 1*
93.6 97.2*	All passed	All passed	3.65 *4.00	2.63 2.62*	92.5 92.8*	99.2 100*	2.63 2.63*

* = graduate student

Students are required to pass the Praxis II: Content and Praxis II: Pedagogy. All of the students passed the required exams and were recommended for licensure. The table below reflects the required test, pass/fall status, and the number of attempts of the test.

CATE 2021-2022 Intern (Undergraduate & Graduate) Testing Data

Student	Content	Pass/Fail	Attempts
1	5101: Business Technology	Passed	1
2	5101: Business Technology	Passed	1
3	5122: Family and Consumer Sciences	Passed	1
4	5122: Family and Consumer Sciences	Passed	1
5	5122: Family and Consumer Sciences	Passed	1
6	5122: Family and Consumer Sciences	Passed	1
7	5122: Family and Consumer Sciences	Passed	1
8	5051: Technology	Passed	1

Degrees Awarded

The number of degrees awarded is steadily climbing for the B.S.E. program. The M.Ed. in CATE program has been phased out effective May, 2022. The table below shows the degrees awarded the last five years.

Level	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
B.S.E.	13	8	6	9	10

Retention Rate

According to the U of A Institutional Retention Report by Major, the retention rate was 71.4 for the 6-year cohort. This is an improvement from the 2012 cohort that showed a retention rate of 66.7%. (Data retrieved from https://oir.uark.edu/datasets/student/retention/retention-graduation-ugrd.php on March 18, 2022).

Summary of Program Improvements Based on Data:

The CATE program faculty continually analyze data throughout the year. As a result, several changes were implemented during the 2021-2022 academic year.

1. To improve on reflecting on impact as an educator CATE faculty incorporated Flip Grid in Teaching Strategies and Introduction to Technology in Education. This has proven to be successful and more opportunities for virtual presentations will be implemented.

2. Recruitment materials were developed during 2021. A CATE recruitment video was developed and is now available on the web.

3. CATE interns prepared and presented CATE recruitment presentations.

4. A focused effort on assessment and classroom management strategies will be discussed at the fall mentor teacher training. Mentor teachers will be asked to provide more oversight and guidance to the interns in developing and maintaining assessment strategies and to offer classroom management strategies to the interns.

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.