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. 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 University of Arkansas was identified as one of the Great Value Colleges for Family and Consumer Sciences for 2016 – 2017. The ranking was created based on masters and doctoral degree opportunities, research opportunities, and internship and scholarship opportunities.

Student Learning Outcomes (based on the CAEP accreditation standards, COEHP conceptual framework, and Danielson's Framework for Teaching)

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.

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.

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.

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.

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 Summative Evaluation
2. Creating an Environment of Respect and Rapport	Lesson Plans Formative Observation Portfolio Summative Evaluation
3. Using Assessment in Instruction	Lesson Plans Praxis II Pedagogy Formative Observation ILPPA Portfolio Summative Evaluation
4. Professional Responsibilities	GPA Praxis II Pedagogy Formative Observation Portfolio Summative Evaluation

Eight assessments were required for the candidates for 2016 - 2017. 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 11 students in the Bachelor of Science degree program.

Scores were not available for all of the candidates for the Praxis II Content and Pedagogy. Two students had not taken the Praxis II Content and Pedagogy test at the time of this report.

Results of Assessments for 2016 - 2017 (CATE)

Bachelor of Science in Education

Lesson Plan Scale 100 pts *N = 11*	Praxis II Content *N = 9*	Praxis II Pedagogy *N = 9*	GPA *N=*	Teacher Education Formative Observation *N = 11*	ILPPA *N = 11*	Portfolio 100 pts *N = 11*	Summative Evaluation *N = 11*
94	Pass	Pass	3.42	2.64	95	93	2.70

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 2016 – 2017 academic year.

1. The CATE faculty developed a recruitment plan. Through funding from the ERZ, recruitment monies were used to develop outreach presentations by the CATE student teachers.

2. After evaluating the Praxis Content, the Professionalism course was changed to add relevant content that will better prepare students for not only the Pedagogy but it will also better prepare them for their teaching experience.

3. The family and consumer science program advisor met with faculty in Bumper's College to discuss the FACS Praxis content and analysis of FACS Praxis scores.

4. The CATE 4803: Housing class was revised to align the course with content reflected on the Praxis exam.

5. The business technology education and the technology education faculty developed a computer programming class in collaboration with high school computer programming teachers. The faculty members submitted a computer science grant that provided tuition stipends for graduate students. The computer science initiative continues with the first undergraduate course to be offered spring 2018.