

B.S.E. in Career and Technical Education 2018-2019

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.

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 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.
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 2018 – 2019. 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 seven students in the Bachelor of Science in CATE degree program.

Scores were not available for all of the candidates for the Praxis II Pedagogy. Students are required to register for the Praxis II Pedagogy by the student teaching semester; however, most of the students take the exam mid semester.

Below is a summary of the results of the assessments:

**Results of Assessments for 2018 – 2019 (CATE)
Bachelor of Science in Education**

Lesson Plan Scale 100 pts. <i>N = 7</i>	Praxis II Content <i>N = 7</i>	Praxis II Pedagogy <i>N = 6</i>	GPA <i>N=7</i>	Teacher Education Formative Observation <i>N = 7</i>	ILPPA 100 pts. <i>N = 7</i>	Portfolio 100 pts. <i>N = 7</i>	Summative Evaluation 4.0 scale <i>N = 8</i>
85	Pass	Pass	3.09	2.40	82.25	86.10	2.50

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 2018 - 2019 academic year.

1. CATE 4033/5033 was changed from online to on-campus 2017 – 2018 academic year. To enhance instruction in the course additional learning activities will be incorporated utilizing Google Forms.

2. More content knowledge in ELL will be added to CATE 4013/5013: Teaching Strategies beginning fall 2019. Data does not reflect this need; however, several interns have expressed an interest in this area. (*Source of Data: Focused Group Interviews Spring 2018*).
3. More emphasis on “how to navigate a Career Fair” before the internship semester will be added to the CATE 3101: Professionalism course (fall semester 2019). One class period will be devoted to utilizing the university’s career readiness resources. (*Source of Data: Focused Group Interviews Spring 2018*).

Changes Made to Assessment Process

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.