

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

## **ANNUAL ACADEMIC ASSESSMENT REPORT**

**2024-2025**

### **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 2024. 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 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. The ISTE Standards are implemented throughout the program curriculum.

### **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, senior 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 <b><u>98%</u></b> . This exceeds the 90% target goal. 2. Average of all teacher candidates' formative assessment observation was <b><u>2.80</u></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><u>95%</u></b> . This exceeds the 90% target goal. 6. Average of all teacher candidates' portfolios was <b><u>94.71%</u></b> . This exceeds the 90% target goal. 7. Average of all teacher candidates' summative assessment observations was <b><u>2.92</u></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 2. TESS Summative	Spring semester, senior year Spring semester, senior year	1. Average of all teacher candidates' lesson plans was <b><u>98%</u></b> . This exceeds the 90% target goal. 2. Average of all teacher candidates' summative assessment observations was <b><u>2.92</u></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>2.92</u> . This exceeds the goal of 2.0 on the TESS scaled scores. 2. Average of all teacher candidates' lesson plans was <u>98%</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>2.80</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>94.71%</u> . This exceeds the 90% target goal. 7. Average of all teacher candidates' summative assessment observations was <u>2.92</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 3.74. 2. All candidates that took PLT passed on first attempt. 3. Average of all teacher candidates' formative assessment observations was <u>2.80</u> . This exceeds the goal of 2.0 on the TESS scaled scores. 4. Average of all teacher candidates' portfolios was <u>94.71%</u> . This exceeds the 90% target goal. 5. Average of all teacher candidates' summative assessment observations was <u>2.92</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 professional education programs at the University of Arkansas. CATE submitted extensive paperwork to DESE during the Fall 2024 semester. The state review was conducted in March 2025. The CATE program will begin a yearlong internship with the Fall 2026 – Spring 2027 academic year. During Spring 2025 and Fall 2025 there were several curriculum changes approved for the program. Students with an anticipated graduation date of Spring 2027 will transition into the program of study during the Fall 2026 semester. This transition will include enrolling in the new CATE 41006 Teaching Residency I course during Fall 2026, followed by enrolling in CATE 40612 Teaching Residency II course in Spring 2026.

## Assessments

Eight assessments were required for the candidates for 2024-2025. 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. 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
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The results of each assessment are presented below:

**Results of Assessments for 2024-2025 (CATE)  
At Completion of Spring 2025 Semester  
Bachelor of Science in Education**

<b>Lesson Plan Scale</b> 100 pts.	<b>Praxis II Content</b>	<b>Praxis II Pedagogy</b>	<b>GPA</b>	<b>Teacher Education Formative Observation</b>	<b>ILPPA</b> 100 pts.	<b>Portfolio</b> 100 pts.	<b>Summative Evaluation</b> 4.0 scale
<i>N = 7</i>	<i>N = 7</i>	<i>N = 7</i>	<i>N = 7</i>	<i>N = 7</i>	<i>N = 7</i>	<i>N = 7</i>	<i>N = 7</i>
<b>98.0</b>	<b>All passed</b>	<b>6 passed 1 waiting on score</b>	<b>3.74</b>	<b>2.80</b>	<b>95.0</b>	<b>94.71%</b>	<b>2.92</b>

**CATE 2024-2025 Intern (Undergraduate & Graduate) Testing Data**

<b>Student</b>	<b>Content</b>	<b>Pass/Fail</b>	<b>Attempts</b>
1	5122: Family and Consumer Sciences	Passed	1
2	5122: Family and Consumer Sciences	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	5101: Business Technology	Passed	1
7	5122: Family and Consumer Sciences	Passed	1

<b>Student</b>	<b>Pedagogy</b>	<b>Pass/Fail</b>	<b>Attempts</b>
1	5624: Principles of Learning and Teaching (PLT) Grades 7-12	Passed	1
2	5624: Principles of Learning and Teaching (PLT) Grades 7-12	Passed	1
3	5624: Principles of Learning and Teaching (PLT) Grades 7-12	Passed	1
4	5624: Principles of Learning and Teaching (PLT) Grades 7-12	Passed	1
5	5624: Principles of Learning and Teaching (PLT) Grades 7-12	Passed	1

6	5624: Principles of Learning and Teaching (PLT) Grades 7-12	Passed	1
7	5624: Principles of Learning and Teaching (PLT) Grades 7-12	WAITING ON SCORES	1

### **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 2024-2025 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 2025) 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 in Spring 2025.
4. CATE faculty met throughout the fall 2024 and spring 2025 semesters discussing the implementation of the yearlong internship.

### **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 and when they expect to enroll in the courses.