

Student Learning Outcomes (SLOs) Report for Non-Accredited Programs

(updated 9/19/23)

Program Type: **Non-Accredited Program**

Program Name: **Career and Technical Education (CTE)**

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Submission Date: October 28, 2024

Review Cycle:

- **Even Year**
- Odd Year

Review Round:

- **Round A** (Associate Dean review)
- **Round B** (Associate Dean + VPAA review)

All SLO reports are archived here: <https://www.eiu.edu/assess/majorassessment.php>

DUE: **October 15th** to your Associate Dean or designee

Each academic program is expected to prepare a Summary of the Assessment Data by Student Learning Outcome. This summary may take the form of a chart or other means of presentation that describes the annual data collected, when it is collected, in which course(s), through which assignment or activity, and by whom. This summary should clearly indicate what the program seeks to discover in its students' learning. The summary should correspond to the record-keeping documents maintained by the academic program.

Program Name: **Career and Technical Education (CTE)**

Illinois Professional Teaching Standards = Student Learning Goals

1. **Standard 1 - Teaching Diverse Students** – The competent teacher understands the diverse characteristics and abilities of each student and how individuals develop and learn within the context of their social, economic, cultural, linguistic, and academic experiences. The teacher uses these experiences to create instructional opportunities that maximize student learning.
2. **Standard 2 - Content Area and Pedagogical Knowledge** – The competent teacher has in-depth understanding of content area knowledge that includes central concepts, methods of inquiry, structures of the disciplines, and content area literacy. The teacher creates meaningful learning experiences for each student based upon interactions among content area and pedagogical knowledge, and evidence-based practice.
3. **Standard 3 - Planning for Differentiated Instruction** – The competent teacher plans and designs instruction based on content area knowledge, diverse student characteristics, student performance data, curriculum goals, and the community context. The teacher plans for ongoing student growth and achievement.
4. **Standard 4 - Learning Environment** – The competent teacher structures a safe and healthy learning environment that facilitates cultural and linguistic responsiveness, emotional well-being, self-efficacy, positive social interaction, mutual respect, active engagement, academic risk-taking, self-motivation, and personal goal-setting.
5. **Standard 5 - Instructional Delivery** – The competent teacher differentiates instruction by using a variety of strategies that support critical and creative thinking, problem-solving, and continuous growth and learning. This teacher understands that the classroom is a dynamic environment requiring ongoing modification of instruction to enhance learning for each student.
6. **Standard 6 - Reading, Writing, and Oral Communication** – The competent teacher has foundational knowledge of reading, writing, and oral communication within the content area and recognizes and addresses student reading, writing, and oral communication needs to facilitate the acquisition of content knowledge.
7. **Standard 7 - Assessment** – The competent teacher understands and uses appropriate formative and summative assessments for determining student needs, monitoring student progress, measuring student growth, and evaluating student outcomes. The teacher makes decisions driven by data about curricular and instructional effectiveness and adjusts practices to meet the needs of each student.
8. **Standard 8 - Collaborative Relationships** – The competent teacher builds and maintains collaborative relationships to foster cognitive, linguistic, physical, and social and emotional development. This teacher works as a team member with professional colleagues, students, parents or guardians, and community members.

9. **Standard 9 - Professionalism, Leadership, and Advocacy** – The competent teacher is an ethical and reflective practitioner who exhibits professionalism; provides leadership in the learning community; and advocates for students, parents or guardians, and the profession.

PART 1. OVERVIEW OF STUDENT LEARNING OUTCOMES AND MEASURES

Student Learning Outcome (SLO)	What measures and instruments are you using? This could be an oral or written exam, a regularly assigned paper, a portfolio—administered early and later in coursework. Scale: <i>1-2 = Does Not Meet Standard</i> <i>3 = Meets Standard</i> <i>4-5 = Exceeds Standard</i>	How are you using this info to improve student learning? What are you hoping to learn from your data? Include target score(s) and results , and specify whether these were met, not met, or partially met for each instrument.	Does your SLO correspond to an undergraduate learning goal (ULG) : writing, speaking, quantitative reasoning, critical thinking, responsible citizenship?
1 - Teaching Diverse Students	Unit Plan –The unit plan is administered in CTE 3403, 3405, & 5405 Student Teaching Evaluation	UNIT PLAN –FA 22 (N=2): 100% meets or exceeds overall standard –SP23 (N=9): 100% meets or exceeds standard –FA23 (N=1): 100% exceeds standard –SP24 (N=4): 100% meets or exceeds overall standard STUDENT TEACHING Results for Fall 2022 (N=2): --100% exceeds standard Results for Spring 2023 (N=6) --100% meets or exceeds the standard Results for Fall 2023 (N=1) --100% meets or exceeds the standard Results for Spring 2024 (N=2) --100% meets or exceeds the standard	Critical Thinking

<p>2 - Content Area and Pedagogical Knowledge</p>	<p>Unit Plan Student Teaching Evaluation</p>	<p>UNIT PLAN –FA 22 (N=2): 100% meets or exceeds overall standard –SP23 (N=9): 100% meets or exceeds standard –FA23 (N=1): 100% exceeds standard –SP24 (N=4): 100% meets or exceeds overall standard</p> <p>STUDENT TEACHING: Results for Fall 2022 (N=2): --100% exceeds standards Results for Spring 2023 (N=6) --100% meets or exceeds the standard Results for Fall 2023 (N=1) --100% meets or exceeds the standard Results for Spring 2024 (N=2) --100% meets or exceeds the standard</p>	<p>Critical Thinking</p>
<p>3 - Planning for Differentiated Instruction</p>	<p>Unit Plan Student Teaching Evaluation</p>	<p>UNIT PLAN –FA 22 (N=2): 100% meets or exceeds overall standard –SP23 (N=9): 100% meets or exceeds standard –FA23 (N=1): 100% exceeds standard –SP24 (N=4): 100% meets or exceeds overall standard</p> <p>STUDENT TEACHING: Results for Fall 2022 (N=2): --100% exceeds standards Results for Spring 2023 (N=6) --100% meets or exceeds the standard Results for Fall 2023 (N=1) --100% meets or exceeds the standard Results for Spring 2024 (N=2)</p>	<p>Writing & Critical Reading</p>

		--100% meets or exceeds the standard	
4 - Learning Environment	Student Teaching Evaluation	<p>STUDENT TEACHING:</p> <p>Results for Fall 2022 (N=2): --100% exceeds standards</p> <p>Results for Spring 2023 (N=6) --100% meets or exceeds the standard</p> <p>Results for Fall 2023 (N=1) --100% meets or exceeds the standard</p> <p>Results for Spring 2024 (N=2) --100% meets or exceeds the standard</p>	Responsible Citizenship
5 - Instructional Delivery	Unit Plan Student Teaching Evaluation	<p>UNIT PLAN</p> <p>--FA 22 (N=2): 100% meets or exceeds overall standard</p> <p>--SP23 (N=9): 100% meets or exceeds standard</p> <p>--FA23 (N=1): 100% exceeds standard</p> <p>--SP24 (N=4): 100% meets or exceeds overall standard</p> <p>STUDENT TEACHING:</p> <p>Results for Fall 2022 (N=2): --100% exceeds standards</p> <p>Results for Spring 2023 (N=6) --100% meets or exceeds the standard</p> <p>Results for Fall 2023 (N=1) --100% meets or exceeds the standard</p> <p>Results for Spring 2024 (N=2) --100% meets or exceeds the standard</p>	Critical Thinking Speaking & Listening
6 - Reading, Writing, and Oral Communication	Unit Plan Student Teaching Evaluation	<p>UNIT PLAN</p> <p>--FA 22 (N=2): 100% meets or exceeds overall standard</p> <p>--SP23 (N=9): 100% meets or exceeds standard</p> <p>--FA23 (N=1): 100% exceeds standard</p>	Writing & Critical Reading Speaking & Listening

		<p>–SP24 (N=4): 100% meets or exceeds overall standard</p> <p>STUDENT TEACHING: Results for Fall 2022 (N=2): --100% exceeds the standard except on co-planning, which was 50% does not meet. It is assumed that the candidate was with a Cooperating Teacher that did not enact the co-planning model. Results for Spring 2023 (N=6) --100% meets or exceeds the standard Results for Fall 2023 (N=1) --100% meets or exceeds the standard Results for Spring 2024 (N=2) --100% meets or exceeds the standard</p>	
7 - Assessment	Unit Plan Student Teaching Evaluation	<p>UNIT PLAN –FA 22 (N=2): 100% meets or exceeds overall standard –SP23 (N=9): 100% meets or exceeds standard –FA23 (N=1): 100% exceeds standard –SP24 (N=4): 100% meets or exceeds overall standard</p> <p>STUDENT TEACHING: Results for Fall 2022 (N=2): --100% exceeds standards Results for Spring 2023 (N=6) --100% meets or exceeds the standard Results for Fall 2023 (N=1) --100% meets or exceeds the standard Results for Spring 2024 (N=2) --100% meets or exceeds the standard</p>	Quantitative Reasoning

8 - Collaborative Relationships	Student Teaching Evaluation	STUDENT TEACHING: Results for Fall 2022 (N=2): --100% exceeds standards Results for Spring 2023 (N=6) --100% meets or exceeds the standard Results for Fall 2023 (N=1) --100% meets or exceeds the standard Results for Spring 2024 (N=2) --100% meets or exceeds the standard	Responsible Citizenship
9 - Professionalism, Leadership, & Advocacy	Student Teaching Evaluation	STUDENT TEACHING: Results for Fall 2022 (N=2): --100% exceeds standards Results for Spring 2023 (N=6) --100% meets or exceeds the standard Results for Fall 2023 (N=1) --100% meets or exceeds the standard Results for Spring 2024 (N=2) --100% meets or exceeds the standard	Responsible Citizenship

PART 2. IMPROVEMENTS AND CHANGES BASED ON ASSESSMENT

A. Provide a short summary (1-2 paragraphs) or bulleted list of any **curricular actions** (revisions or additions) that were approved over the past two years as a result of reflecting on the student learning outcomes data. Are there any additional future changes, revisions, or interventions proposed or still pending?

I am unaware of curricular actions that took place over the past 2 years. However, the constant change in leadership may have created difficulty in sustaining curriculum review and assessment processes.

B. Provide a brief description or bulleted list of **any improvements (or declines)** observed/measured in student learning. Be sure to mention any intervention made that has not yet resulted in student improvement (if applicable).

Improvements in the assessment process overall are needed. The enrollment for the CTE Program is low and recruitment efforts will need to be put into place in order to help the program thrive. Mainly adjuncts teach in this program, and the need for more full-time faculty might help with attracting more students to the program. However, students who enter and complete this program seem to be dedicated to it and perform well in the course sequence as the scores on the Unit Plan and Student Teaching demonstrate. Finally, there needs to be improvements in preparation for the licensure exam for CTE candidates.

For Fall 2022 (N=2), one candidate passed and one failed. (The candidate who failed took it in spring 2023 and failed again before finally passing (see note for Spring 2023))

Test	216	Business, Marketing, and Computer Education	P	254
	216	Business, Marketing, and Computer Education	F	226

For Spring 2023 (N=3), 2 students passed and 1 failed (The student who failed had taken the exam unsuccessfully in Fall 2022.but tried a 2nd time and passed. We want to look at how we can we save candidates money via better preparation.)

Test	216	Business, Marketing, and Computer Education	P	281
	216	Business, Marketing, and Computer Education	F	226
	216	Business, Marketing, and Computer Education	P	275
	216	Business, Marketing, and Computer Education	P	242

For Fall 2023 (N=1) where one candidate took the exam 3 times and failed it each time.

Test	216	Business, Marketing, and Computer Education	F	224
	216	Business, Marketing, and Computer Education	F	229
	216	Business, Marketing, and Computer Education	F	224

C. HISTORY OF DATA REVIEW OVER THE PAST TWO YEARS

Please document annual faculty and committee engagement with the assessment process (such as the review of outcomes data, revisions/updates to assessment plan, and reaffirmation of SLOs).

Date of annual (or periodic) review	Individuals or groups who reviewed the assessment plan	Results of the review (i.e., reference proposed changes from any revised SLOs or from point 2.A. curricular actions)
Record of a formal annual review of data or minutes to meetings that focused on reviewing data was not located from the 2022-2024 academic years. However, there was a Curriculum Committee, but many of its members retired from the university after the Spring 2024 semester.	TLF Department	In August 2024, a new Curriculum Committee was constituted.
In August 2024 semester, TLF met to discuss adding Assessment to the Curriculum Committee.	TLF Department	The Curriculum <u>and</u> Assessment Committee was established and members + a chair were selected.

Initially, there was already a Curriculum Committee, and there had been discussion of forming a separate Assessment Committee. However, it was decided to combine this work into one committee.		Moving forward, the Curriculum & Assessment Committee will work with the new department chair to revamp the assessment process for TLF.

Dean Review and Feedback The Career and Technical Education (CTE) is housed in the Department of Teaching, Learning, and Foundations. Of all the programs, the CTE program is one of the lower enrolled educator programs at EIU. One of the reasons for its low enrollment is because of the scope of licensure, which allows for a candidate to be prepared in business education, family consumer sciences, or technology education. Given the recent push for high school students to have options that lead them into the trades, and the need for licensed teachers to prepare these high school students, candidates graduating from the CTE program remain competitive in the Illinois' teacher workforce.

The assessment system is derived from EIU's EPP assessments (assessments taken by all candidates), but the data reported is based on candidates in the CTE program. Each assessment is aligned to the Illinois Professional Teaching Standards which serves as the student learning outcomes. Additionally, the assessments are aligned to EIU's Undergraduate Student Learning Goals. Each of the assessments listed are appropriate to measuring the identified student learning outcomes and the undergraduate student learning goals. As the program moves forward, the focus should be on developing an assessment system grounded in program-specific assessments where data can be collected, analyzed, and used to inform programmatic change.

Dean or designee Dr. Christy Hooser, Associate Dean, College of Education

Date 11/04/24

VPAA Office Review and Feedback (for "Round B" SLO report only)

VPAA or designee

Date