***STUDENT LEARNING ASSESSMENT PROGRAM***

***SUMMARY FORM AY 2016-2017***

Please complete a separate worksheet for each academic program (major, minor) at each level (undergraduate, graduate) in your department. Worksheets are due to CASA this year by Worksheets should be sent electronically to [kjsanders@eiu.edu](mailto:kjsanders@eiu.edu) and should also be submitted to your college dean. For information about assessment or help with your assessment plans, visit the Assessment webpage at <http://www.eiu.edu/~assess/> or contact Karla Sanders in CASA at 581-6056.

BS in Career and Technical Education

**Degree and**

**Program Name:**

# Submitted By:

**Jerry Cloward**, Program Coordinator

**PART ONE**

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| What are the learning objectives? | How, where, and when are they assessed? | What are the expectations? | What are the results? | Committee/person responsible? How are results shared? used? |
| 1. Students will understand workforce preparation and the variety of programs within CTE. | **CTE2000 – sophomore level**  a) Students complete an online activity that exposes them to the Illinois Career Resource Network Web site. A reflection paper is written to address how the Web site content is related to workforce preparation and the variety of jobs in the CTE areas. Points are assigned for content and mechanics of the paper.  b) Students complete an in-class activity that involves integrating two of the CTE emphasis areas into one unit plan outline. An individual homework assignment requires them to develop a unit plan outline which integrates at least one academic area and their CTE emphasis area. The unit plan outline is assessed using a rating scale.  **CTE3400 – senior level**  c) Students develop a lesson plan integrating workforce preparation topics into their content. This lesson plan is assessed while students teach the lesson to their peers. The lesson is formally assessed by the CTE 3400 instructor using a rubric and informally assessed by the students’ peers using anecdotal records.  **Every Fall and Spring – student teaching**  d) Student teaching feedback is collected via a survey of cooperating secondary school teachers.  **Every Fall and Spring – student teaching**  e) Student teaching feedback is collected via a survey of student teachers. | a) Students explore a variety of resources found on one free web site and write a reflection of their findings. A minimum score of 5/5(Fall))=exceeds expectations, 0/5 (Fall))=meets expectations, and below 0/5(Fall) Below does not meet expectations. The expectation is that written communication will be focused, organized, and highly competent/competent mechanics are used.    b) Students will recognize how various CTE area topics naturally complement one another as well as other academic areas. A minimum of 27/30=exceeds expectations, 21/30=meets expectations, and below 21/30=does not meet expectations. The expectation is that written communication will be focused, organized, and highly competent/competent mechanics are used. Objectives will be formatted using the ABCD method.  c) Students will effectively incorporate workforce preparation topics into lessons. A minimum of 45/50=exceeds expectations, 35/50=meets expectations, and below 35/50= does not meet expectations.  d) A majority of cooperating teachers will select “complete agreement” or “agree” on the item “The student teacher incorporates career development and/or workplace skills into lessons when appropriate.” Fewer than 10% of respondents will disagree or completely disagree.  e) A majority of student teachers will select “complete agreement” or “agree” on the item “As a result of the Career and Technical Education program, I am able to incorporate career development and/or workplace skills into lessons when appropriate.” Fewer than 10% of respondents will disagree or completely disagree. | a)Fall data (No classes in fall or spring. Students taught in modules with EDU 2000)  Exceeds = 0  Meets = 0  Does not meet = 0  b) Fall data (no class in spring)  Exceeds = 0  Meets = 0  Does not meet = 0  c) Fall (6) and Spring (0) data-  Exceeds = 6  Meets = 0  Does not meet = 0  d) Results from fall 2016 not available. There were 3 student teachers in the spring.  e) Student teachers from Spring indicated “As a result of the Career and Technical Education program, I am able to incorporate career development and/or workplace skills into lessons when appropriate” with the following responses: the three agreed. | a-c) The instructor who teaches CTE 2000 and CTE 3400 utilizes results to revise course activities and instruction. If students are not achieving objectives from the activities, requirements and instruction are adjusted to help ensure successful achievement of the objectives. Discussions during CTE Program Committee meetings occur when activities in other courses may help students meet this objective.  d-e) The program coordinator is responsible for collecting data from cooperating teachers. Results are shared with CTE faculty. When problems are noted, faculty discuss them in the CTE Program Committee meetings. |
| 2. Students will utilize instructional technology in a variety of CTE classroom settings. | **CTE3400//3403/3404/3405 – senior level**  a) Students are expected to use instructional technology when presenting lessons in teaching methods classes. Each CTE student takes at least two related teaching methods courses. The instruction is assessed using a rubric.  **Every Fall and Spring – student teaching**  b) Student teaching feedback is collected via a survey of cooperating secondary school teachers.  **Every Fall and Spring – student teaching**  c) Student teaching feedback is collected via a survey of student teachers. | a) Faculty evaluate student performance based on a rubric for their content area. Students are expected to demonstrate a level of competence in using technology.  b) A majority of cooperating teachers in the high schools will select “complete agreement” or “agree” on the item “The student teacher effectively uses appropriate instructional technology to support teaching.” Fewer than 10% of respondents will disagree or completely disagree.  c) A majority of student teachers will select “complete agreement” or “agree” on the item “As a result of the Career and Technical Education program, I am able to use appropriate instructional technology to effectively support teaching.” Fewer than 10% of respondents will disagree or completely disagree. | a)  Of the 6 students in the methods courses, 6 performed well and demonstrated competence with some form of instructional technology.  b) Based on feedback from a survey sent to cooperating teachers from the fall 2016 semester, and Spring 2017 data only one cooperating teacher responded.  c) One of three responded from a survey sent to student teachers to respond to “As a result of the Career and Technical Education program, I am able to use appropriate instructional technology to effectively support teaching.” All agreed. | a) Each faculty is responsible for assuring that students demonstrate proficient use of the technology appropriate for their area of emphasis since each area utilizes technology differently. Areas of concern and technology needs are discussed in CTE Program Committee meetings.  b-c) The program coordinator is responsible for collecting data from cooperating teachers. Results are shared with CTE faculty. When problems are noted, faculty discuss them in the CTE Program Committee meetings. |
| 3. Students will demonstrate competence in the usage of appropriate pedagogical practices for their selected CTE discipline. | **CTE3400//3403/3404/3405 – senior level**  a) Students develop and present at least one lesson plan. This lesson plan is assessed while the students teach the lesson to their peers. The lesson is formally assessed by the instructor using a rubric. One area on the rubric is Presentation and Delivery system. It accounts for 30% of the grade.  **Every Fall and Spring – student teaching**  b) Student teaching feedback is collected via a survey of cooperating secondary school teachers.  **Every Fall and Spring – student teaching**  c) Student teaching feedback is collected via a survey of student teachers. | a) Students will select the best teaching method to introduce a topic, teach a skill, or further develop students’ knowledge. A minimum of 45/50=exceeds expectations, 35/50=meets expectations, and below 35/50=does not meet expectations.  b) A majority of cooperating teachers will select “complete agreement” or “agree” on the items “The student teacher develops an understanding and ability to use various approaches to teach their content areas in a school setting” and “The student teacher uses a variety of appropriate instructional methods when teaching.” Fewer than 10% of respondents will disagree or completely disagree.  c) A majority of student teachers of the CTE program will select “complete agreement” or “agree” on the items “As a result of the Career and Technical Education program, I am able to use a variety of appropriate instructional methods when teaching.” Fewer than 10% of respondents will disagree or completely disagree. | a) Fall (n/a) and Spring (6)  Exceeds = 0  Meets =6  Does not meet = 0  b) Cooperating teachers shared the following responses:  “The student teacher develops an understanding and ability to use various approaches to teach their content areas in a school setting.” The one teacher that responded said he agreed.  c) Fall 2016 student teachers responses were not available:  “As a result of the Career and Technical Education program, I am able to use a variety of appropriate instructional methods when teaching” Complete Agreement–, Agree –. The one that responded in the spring agreed. | a) Each faculty member collects data on student performance in specific classes. If problems arise, faculty discuss this in the CTE Program Committee meetings or individually depending on the circumstances.  b-c) The program coordinator is responsible for collecting data from cooperating teachers. Results are shared with CTE faculty. When problems are noted, faculty discuss them in the CTE Program Committee meetings. |
| 4. Students will illustrate adequacy in their preparation to teach a variety of subjects in their selected discipline of BED, FCS, or TED | **CTE3400//3403/3404/3405 – senior level**  a) Students are required to prepare content area unit and lesson plans. Students submit a minimum of two unit plans and four lesson plans via Live Text; these are assessed utilizing the rubrics developed by the College of Education and Professional Studies and the CTE Program Committee. Rubrics are based on the Illinois Teaching Standards and the national professional teaching standards for each of the content areas.  **Senior Level**  b) Students demonstrate their content knowledge when completing the content area exam in their area of emphasis.  **Every Fall and Spring – student teaching**  c) Student teaching feedback is collected via a survey of cooperating secondary school teachers.  **Every Fall and Spring – student teaching**  d) Student teaching feedback is collected via a survey of student teachers. | a) Students will create unit plans and lesson plans that demonstrate they have the content knowledge to teach the different subjects found within their emphasis area of either business education, family and consumer sciences, or technology education. Students will meet expectations on the rubrics.  b) Students are required to pass the content area exam in their specific area prior to being given approval to student teach. A score of 240 is required to pass.  c) A majority of cooperating teachers in the high schools will select “complete agreement” or “agree” on the items “The student teacher develops a broad knowledge of their content area” and “The student teacher is prepared to teach the specific content area classes to which he/she is assigned.” Fewer than 10% of respondents will disagree or completely disagree.  d) A majority of student teachers will select “complete agreement” or “agree” on the items “As a result of the Career and Technical Education program, I have developed a broad knowledge of my content area” and “As a result of the Career and Technical Education program, I am prepared to teach the specific content area classes I am going to be assigned.” Fewer than 10% of respondents will disagree or completely disagree. | a) Faculty evaluated unit plans and lesson plans for content knowledge. Of the 6 students in the methods courses, all demonstrated competence in the variety of subjects found within their emphasis areas.  b) All students passed the content area exam in order to student teach during the fall 2016 and spring 2017  c) Results from spring 2017 cooperating teachers include: “The student teacher develops a broad knowledge of their content area.” Complete Agreement–n/a, Agree– n/a, “The student teacher is prepared to teach the specific content area classes to which he/she is assigned.” Fall data were not available. One of the Spring cooperating teachers agreed.  d) Results from spring 2017 student teachers are: “As a result of the Career and Technical Education program, I have developed a broad knowledge of my content area.” Complete Agreement–, Agree– “As a result of the Career and Technical Education program, I am prepared to teach the specific content area classes I am going to be assigned.” Agree – for the one teacher responding in the spring | a) Each faculty member reviews unit and lesson plans in his/her content area. Concerns are discussed in CTE Program Committee meetings. The assessments are reviewed and taken into consideration as curriculum decisions, including class activities, are made.  b) The program coordinator monitors the results of statewide exams and shares the results with the CTE Program Committee.  c-d) The program coordinator is responsible for collecting data from cooperating teachers. Results are shared with CTE faculty. When problems are noted, faculty discuss them in the CTE Program Committee meetings. |
| 5. Students will critically analyze instructional and community environments in order to plan and prepare standards-based curriculum. | **CTE3400//3403/3404/3405 – senior level**  a) Students are required to include state and national learning standards in their unit and lesson plans. The College of Education and Professional Studies and the content area rubrics are used to assess the unit and lesson plans found in Live Text portfolios to ensure that students’ use of the standards is appropriate.  **Every Fall and Spring – student teaching**  b) Student teaching feedback is collected via a survey of cooperating secondary school teachers.  **Every Fall and Spring – student teaching**  c) Student teaching feedback is collected via a survey of student teachers. | The one agreed | a) Faculty evaluated student performance based on the rubrics. Of the 6 students in the methods courses, all 6 demonstrated competence.  b) Feedback from cooperating teachers include: “The student teacher effectively addresses the uniqueness and diversity of individual students.”  The one teacher responding in the spring agreed.  c) Feedback from spring 2017 include: “As a result of the Career and Technical Education program, I am able to address effectively the uniqueness and diversity of individual students.” 3 agree. | a) Each faculty member collects data on student performance in specific classes. If problems arise, faculty discuss this in the CTE Program Committee meetings or individually depending on the circumstances.  b-c) The program coordinator is responsible for collecting data from cooperating teachers. Results are shared with CTE faculty. When problems are noted, faculty discuss them in the CTE Program Committee meetings. |
| 6. Students will examine and solve classroom management situations as they arise. | **CTE3400 – senior level**  a) Students are given classroom management situations and asked to solve them. Assessment is based upon logical solutions to varied situations. A rating scale is used to assess their reactions/responses.  **CTE3400, 3401, 3402, 3403, and 3404 – senior level**  b) Students address situations while they are teaching lessons and are evaluated using rubrics.  **Every Fall and Spring – student teaching**  c) Student teaching feedback is collected via a survey of cooperating secondary school teachers.  **Every Fall and Spring – student teaching**  d) Student teaching feedback is collected via a survey of student teachers. | a) Students will handle classroom situations quickly and appropriately depending on the situation. Students will earn 4/5 on rating scale.  b) Students will handle classroom situations quickly and appropriately depending on the situation. Students will earn 40/50 on rubric.  c) A majority of cooperating teachers will select “complete agreement” or “agree” on the item: “The student teacher is able to manage classrooms without difficulty.” Fewer than 10% of respondents will disagree or completely disagree.  d) A majority of student teachers will select “complete agreement” or “agree” on the item: “As a result of the Career and Technical Education program< I am able to manage classrooms without difficulty.” Fewer than 10% of respondents will disagree or completely disagree. | a) All 6 students met expectations on the classroom management situations. Some were able to handle the situations more easily than others. However, it is hard to determine if the response in a class made up of their peers will be equal to their response in a high school setting.  b) Of the 6 students in the methods courses, all met expectations.  c) Cooperating teachers indicated: “The student teacher is able to manage classrooms without difficulty.” The one agreed.  d) Spring 2017 student teachers indicated: “As a result of the Career and Technical Education program, I am able to manage classrooms without difficulty.” Complete Agreement–, Agree – One agreed. | a-b) Each faculty member collects data on student performance in specific classes. If problems arise, faculty discuss this in the CTE Program Committee meetings or individually depending on the circumstances.  c-d) The program coordinator is responsible for collecting data from cooperating teachers. Results are shared with CTE faculty. When problems are noted, faculty discuss them in the CTE Program Committee meetings. |
| 7. Students will demonstrate the ability to write effectively. | **CTE2000 – sophomore level**  a) Students complete an inquiry project while completing their observation hours. Points are assigned for content and mechanics of the paper.  **CTE3400 – senior level**  b) Students write a mid-term research paper and a final research paper. Points are assigned for content and mechanics. | a) Students explore a variety of questions related to a singular topic and write a reflection of their findings. A minimum score of 27/30=exceeds expectations, 21/30=meets expectations, and below 21/30=does not meet expectations. The expectation is that written communication will be focused, organized, and highly competent/competent mechanics are used.  b) Students conduct research for two papers—one at mid-term and one at the end of the semester. A minimum score of 45/50=exceeds expectations, 35/50=meets expectations, and below 35/50=does not met expectations. The expectation is that the research papers are focused, organized, and highly competent/ competent mechanics are used. | a) Fall data-  Exceeds = 0  Meets = 0  Does not meet = 0  No class in the spring  b) Fall and Spring data for mid-term paper-  Exceeds = 0  Meets = 6  Does not meet = 0  Data for final paper-  Exceeds =0  Meets = 6  Does not meet = 0 | a-b) The instructor who teaches CTE 2000 and CTE 3400 utilizes results to revise course activities and instruction. If students are not achieving objectives from the activities, requirements and teaching are adjusted to help ensure successful achievement of the objectives. Discussions during CTE Program Committee meetings occur when activities in other courses may help students meet this objective. |
| 8. Students will demonstrate the ability to speak effectively. | **CTE3400 – senior level**  a) Students develop a lesson plan and teach the lesson to their peers. The lesson is formally assessed by the CTE 3400 instructor using a rubric and informally assessed by the students’ peers using anecdotal records.  **Every Fall and Spring – student teaching**  b) Student teaching feedback is collected via a survey of cooperating secondary school teachers.  **Every Fall and Spring – student teaching**  c) Student teaching feedback is collected via a survey of student teachers. | a) Students will effectively teach their lesson in a way that utilizes effective oral communication skills. A minimum of 45/50=exceeds expectations, 35/50=meets expectations, and below 35/50=does not meet expectations. The expectation is that oral communication will be highly competent in organization, language, material, delivery, and voice.  b) A majority of cooperating teachers will select “complete agreement” or “agree” on the item: “The student teacher demonstrates effective communication skills.” Fewer than 10% of respondents will disagree or completely disagree.  c) A majority of student teachers will select “complete agreement” or “agree” on the item: “As a result of the Career and Technical Education program, I demonstrate effective communication skills.” Fewer than 10% of respondents will disagree or completely disagree. | a) Fall and Spring data-  Exceeds = 0  Meets = 6  Does not meet = 0  b) Cooperating teachers indicated: “The student teacher demonstrates effective communication skills.” Complete Agreement, Agree–1. For spring.  c) Student teachers indicated: “As a result of the Career and Technical Education program, I demonstrate effective communication skills.” Complete Agreement–, 3 Agree–. | a) The instructor who teaches CTE 3400 utilizes results to revise course activities and instruction. If students are not achieving objectives from the activities, requirements are adjusted to help ensure successful achievement of the objectives. Discussions during CTE Program Committee meetings occur when activities in other courses may help students meet this objective.  b-c) The program coordinator is responsible for collecting data from cooperating teachers. Results are shared with CTE faculty. When problems are noted, faculty discuss them in the CTE Program Committee meetings. |
| 9. Students will demonstrate the ability to think critically. | **CTE3400 – senior level**  b) Students write a mid-term research paper and a final research paper. Points are assigned for content and mechanics. Topics for these papers require students to think critically about how the topic will affect them as future teachers. | b) Students conduct research for two papers—one at mid-term and one at the end of the semester. A minimum score of 45/50=exceeds expectations, 35/50=meets expectations, and below 35/50=does not meet expectations. The expectation is that the research papers are focused, organized, and highly competent/ competent mechanics are used. Critical thinking is also a key expectation in the development of the research and possible solutions. | b) Fall and Spring data for mid-term paper-  Exceeds = 0  Meets = 6  Does not meet = 0  Data for final paper-  Exceeds = 0  Meets = 6  Does not meet = 0 | a) The instructor who teaches CTE 3400 utilizes results to revise course activities and instruction. If students are not achieving objectives from the activities, requirements and teaching are adjusted to help ensure successful achievement of the objectives. Discussions during CTE Program Committee meetings occur when activities in other courses may help students meet this objective. |
| 10. Students will demonstrate the ability to function as responsible global citizens. | **CTE3400 – senior level**  a) Students complete a service learning project within their content area (i.e., business, family and consumer sciences, technology). Students are assessed on completion of four steps throughout the project. | a) Student groups brainstorm project ideas by determining their strengths and content knowledge as well as needs in the community, research the intended project to make sure it is feasible, develop a plan of action to make sure each member knows his/her responsibilities and the timeline, and implement the plan. A paper is completed for each step. The first three steps require one group paper and the last step requires an individual reflection on the entire process. Completing the process is the most important part. A minimum of 23/25 on the independent reflection paper equals exceeds expectations, 18/25=meets expectations, and below 18/25=does not meet expectations. | a)The students in CTE 3400 performed a variety of service in the community during the year. | a) The instructor who teaches CTE 3400 utilizes results to revise course activities and instruction. If students are not achieving objectives from the activities, requirements and teaching are adjusted to help ensure successful achievement of the objectives. Discussions during CTE Program Committee meetings occur when activities in other courses may help students meet this objective. |

**PART TWO**

Describe your program’s assessment accomplishments since your last report was submitted. Discuss ways in which you have responded to the CASA Director’s comments on last year’s report or simply describe what assessment work was initiated, continued, or completed.

* Data continues to be collected from students as they complete the teaching methods courses, cooperating teachers, and student teachers to determine how well the program is preparing students for careers in teaching.
* The rubrics and rating scales continue to help faculty determine the level of competency of students in the areas being assessed. The rubrics serve as a guide to what constitutes a well developed paper, lesson plan, unit plan, etc.
* An alumni survey is being considered. It would be mailed three to five years after program completion.
* Expectations and results were adjusted as a result of feedback.

**PART THREE**

Summarize changes and improvements in **curriculum, instruction, and learning** that have resulted from the implementation of your assessment program. How have you used the data? What have you learned? In light of what you have learned through your assessment efforts this year and in past years, what are your plans for the future?

How have we used the data?

* The family and consumer sciences education curriculum is currently being reviewed based on feedback from students and cooperating teachers. Even though students pass the content area exam with little difficulty, there is still concern that the students are not well prepared in some areas that are being taught at the secondary level based on feedback from cooperating teachers and student teachers.
* Various program marketing ideas are being discussed including holding summer and/or night roundtables with CTE teachers.

What have we learned?

* Based on the results of our assessments, the program is doing well in achieving its objectives.

What are our plans for the future?

* Program plans for the future are to continue collecting the current data and to improve our assessment strategies based on student performance and program needs.
* All three areas will be reviewed as a result of the State changing the Illinois Professional Teaching Standards. New goals, courses, and assessments will need to be incorporated.