

## PROGRAM REVIEW REPORT SUMMARY

1. **Reporting Institution** Eastern Illinois University
2. **Program Reviewed** Career and Technical Education
3. **Date** January 2020
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### 5. Overview

The CTE program’s **mission** is to prepare secondary teachers in the areas of business, family and consumer sciences, and technology education. Graduates will advance the intellectual, psychological, and social well-being of their students while being leaders in their professions. The program mission and **strengths** tie directly into EIU’s mission. EIU’s mission states students are “guided by a faculty known for its excellence in teaching, research, creative activity, and service” which is achieved through the CTE faculty’s commitment to quality education and service to the department, University, and profession. “Applied learning experiences within a student-centered campus culture” are achieved through small class sizes and a variety of school-based activities including practicum and student teaching. As a result of program requirements, CTE “students refine their abilities to reason and to communicate clearly so as to become responsible citizens and leaders.” These abilities are refined through in-class activities, projects, experiential learning experiences, and classroom teaching.

The Illinois program most comparable is located at Illinois State University. However, EIU is **unique** in that it combines business, family and consumer sciences, and technology education into a CTE program allowing students to learn about the purpose and focus of CTE. The primary **learning objectives** are students will: understand workforce preparation and the variety of programs within CTE; utilize instructional technology in classroom settings; demonstrate competence in the usage of appropriate pedagogical practices; illustrate adequacy in their preparation to teach a variety of subjects in their selected discipline; critically analyze instructional and community environments in order to plan and prepare standards-based curriculum; examine and solve classroom management situations; demonstrate the ability to write and speak effectively; demonstrate the ability to think critically; and demonstrate the ability to function as responsible global citizens. The **career objectives** of CTE students are teaching at the middle or high school level. As teachers, they will continue their professional development through workshops and/or a graduate degree. Program **changes** are currently underway to include: revised business and technology education curricula to ensure exposure to a wider range of content, student dispositions for teaching are assessed throughout the program, and middle school curriculum. **Plans for the future** involve reviewing the program curriculum as a result of changes to Illinois Professional Teaching Standards and certification requirements, researching the possibility of providing more courses in hybrid formats in an effort to provide accessibility to students, and developing an alumni survey to determine placement rates.

### 6. Major Findings and Recommendations

#### **6a. Description and assessment of any major changes in the program/disciplinary context**

CTE has seen a variety of **changes** in the last decade. Federal legislation has required schools to focus on English, math, and science as a result of funding based on student test scores. As a result, states increased graduation requirements in these areas and school districts have increased financial resources to support these

courses and provide supplemental resources. With these changes, CTE programs around the country and in Illinois have been reduced and cut.

Unfortunately, **enrollment trends for CTE** have been in a downward spiral. The lack of student interest does not mean that the schools do not have a demand for teachers. The **number of graduates** for the previous years are: 3 in 2018, 3 in 2017, 2 in 2016, 6 in 2015, 9 in 2014, and 11 in 2013. Since EIU is the only Illinois university to combine business, family and consumer sciences, and technology education into a career and technical education program, it is difficult to determine the graduation rates at other institutions. Based on student feedback, most graduates are able to find teaching positions within a year of graduating.

CTE is now a national shortage area. CTE courses enable students to learn about the career options available based on their interests, skills, values, and post-secondary education options. These opportunities are invaluable when one considers those students who enter a university with little idea as to their major. As a society, we need secondary students to be exposed to skills that will help them in their future education, job/career, and life.

CTE faculty continue to **update the curriculum** to insure students are prepared for licensure requirements, that students can demonstrate they are able to meet the Illinois Professional Teaching Standards, and are ready to enter their own classroom with the skills and knowledge necessary to be effective educators. Education has always operated on a pendulum with core academic areas on one side of the pendulum and CTE on the other. At any time, educational legislation and policies move toward core academic areas or toward CTE. With today's economic issues, there will most likely be a shift back toward CTE. Improving the U.S. economy requires this shift.

**6b. Description of major findings and recommendations, including evidence of learning outcomes and identification of opportunities for program review**

As an education program, assessment is an absolute necessity and priority. Each of the program objectives is assessed through internal and/or external means, meeting guidelines set forth by the EIU Center for Academic Support and Assessment. The annual assessment done by the department yields positive results relative to the CTE learning objectives. **Assessments include student assignments and activities throughout their academic program** as well as **feedback from cooperating teachers who supervise CTE student teachers and the students themselves** during their student teaching experience. **Assignments and activities** include: papers, presentations, reflections, examinations, writing unit and lesson plans, teaching lessons, research papers, and service learning activities. As noted in the yearly assessment data, students beginning their program in CTE predominantly exceeded or met expectations in their Sophomore level experience: 21 exceed; 3 meet; 2 do not meet expectations. At the senior level, 29 students exceeded expectation while 12 met expectations based on **direct assessment** ratings of a unit plan outline in which students integrated a core academic area and their CTE emphasis area.

The findings of the department's annual assessment program have been instrumental in helping to identify **areas in need of improvement**. Some of the changes include: assignments have been modified, courses have been adjusted to eliminate overlap, and curricula have been modified to provide a broader exposure to material that graduates may teach at the secondary level.

**6c. Description of actions taken since the last review, including instructional resources and practices, and curricular changes**

At the time of the last review, the CTE program had just undergone a variety of changes to meet the needs of the students. The **changes** included: program learning objectives; the business education and technology education curricula were reviewed and new course requirements were implemented to better meet the needs of students as they prepare to take the Illinois Content Area Exam for each area and to help them prepare to teach a variety of subjects; changes were made to assignments to better address the learning and career objectives; updates were made to address the advancements in instructional technology, which students

use in their teaching and presentations. Those changes appear to be effective to our students' success in the classroom. Currently, we are undergoing new revisions as we adopt national standards and the new rules and regulations from the state of Illinois to move the CTE license to a 6-12 grade range. To date, FCS has made the necessary changes and our next focus will be on the Business and Technology fronts. Adapting coursework and content to meet the new standards and regulations should be completed for Fall 2020.

**6d. Description of actions to be taken as a result of this review, including instructional resources and practice, and curricular changes**

Based on this review, the program foresees the following curricular **changes**: discussions and reviews of curricula, courses, assignments, and evaluations will continue to take place to insure the program is meeting the needs of the students in relation to their career plans of becoming secondary teachers and State certification requirements. **Program improvements will** include: additional recruitment activities, improvements to CTE web pages, and developing an alumni survey.

7. No assigned issues

**8. Outcome**

a. Decision:

- Program in Good Standing
- Program flagged for Priority Review
- Program Enrollment Suspended

**b. Explanation-PROVOST FEEDBACK**

The CTE program's reassignment to the College of Education is recent and a response to Vitalization recommendations. While enrollments and graduates do not yet meet IBHE standards, the growth in CTE students within the FCS option since FA18 is promising. Needless to say, the high demand for these teachers makes the CTE program central to the mission of the COE. Yet, the observed enrollments and few graduates mandate the "priority review" designation be assigned. As such, enrollments and graduates will be closely watched.

Finally, I am pleased the program and faculty continue to review the curriculum and are committed to ongoing innovation.