

**CAREER AND TECHNICAL EDUCATION - UNDERGRADUATE
EFFECTIVENESS PROGRAM
2014-2015**

EXPANDED STATEMENT OF INSTITUTIONAL MISSION	STUDENT LEARNING OUTCOMES AND OBJECTIVES OF PROGRAM	ASSESSMENT CRITERIA AND PROCEDURES	ASSESSMENT RESULTS	USE OF RESULTS
<p>University Mission: As a Christian university which embraces its Baptist heritage and namesake, William Carey University provides quality educational programs, within a caring Christian academic community, which challenge the individual student to excel in scholarship, leadership, and service in a diverse global society.</p> <p>Expanded Statement of Mission:</p> <ol style="list-style-type: none"> 1. Provide academic programs to promote student learning 2. Promote Christian development and social responsibility 3. Serve Baptist churches, associations, and conventions 4. Provide an environment that supports student learning 5. Strengthen organizational and operational effectiveness 6. Strengthen financial resources <p>Goal for Departmental Program/Unit: Education Goals: Consistent with the Interstate New Teacher Assessment and Support Consortium (INTASC) AND NCATE Standards, William Carey University seeks to prepare teachers who:</p>	<p>Program Mission: The mission of the Career & Technical Education undergraduate program is to provide an academic foundation for individuals who possess a previously acquired trade or technical specialty and who intend to teach that technical skill to others in an academic or training environment</p>	<p>Measures:</p> <p>Due to low enrollment numbers this program will close in May 2014.</p> <p>No new students are currently being admitted to the program.</p> <p>Due to low enrollment numbers, only the following courses were offered this cycle:</p> <p>CTE 441 Foundations of Career and Technical Education</p> <p>CTE 442 Management of the Occupational Learning Environment</p> <p>CTE 443 Design of the Occupation Based Instructional Program</p> <p>CTE 444 Development of Occupational Instructional Materials</p> <p>CTE 445 Delivery of the Career and Technical Education Instructional Program</p> <p>CTE 446 Evaluation of Career/Technical Student Performance</p> <p>CTE 449 Special Topics in Career and Technical Education.</p> <p>CTE 495 Internship in Career and Technical Education</p>		

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1. apply current research and technology related to the teaching-learning-assessment process (WCU 1, 4, 6; INTASC Standard 1; NCATE Unit Standards 1 Candidate Knowledge, Skills and Professional Dispositions, 6 Unit Governance and Resources);	1. The CTE teacher supports the mission and professional standards of the profession.	M1: Portfolio of course development assignments: learning theories, taxonomy, task analysis, instructional planning (441)		
		M2: Portfolio of Media Assignments (444)		
2. respond sensitively to individual differences and diversity (WCU 1, 2, 4; INTASC Standard 3, 4; NCATE Unit Standard 4 Diversity);	2. The CTE teacher evaluates the needs of adult learners and develops age appropriate learning activities.	M3: Case study assignment – working with adult learners.		
	4. The CTE teacher can describe the historical contributions of the profession to diversity education.	M4: Essay exam question on the role of CTE in history of the African American educational experience.		
		M5: Reflection/discussion questions on the educational experience of Native Americans in CTE.		
3. understand and anticipate the needs of a global society (WCU 2; INTASC Standard 3; NCATE Unit Standard 4 Diversity);	5. The CTE teacher is adaptive and can develop course materials that respect the traditions of diverse cultural groups	M6: Cultural diversity presentation & Peer reviews		

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4. plan and implement learning experiences that support the highest level of student potential (WCU 1, 2, 4, 6; INTASC Standards 1-10; NCATE Unit Standards 2 Assessment System and Unit Evaluation, Standard 5 Faculty Qualifications, Performance and Development, Standard 6 Unit Governance and Resources);	6. The CTE teacher applies multiple instructional delivery methods including face-to face and online methods to technical content.	M7: Developing a Unit Plan (443)		
	7. The CTE teacher develops learning experiences based on expected student outcomes.	M8: Task analysis Assignment		
	8. The CTE teacher manages a safe and orderly learning environment.	M9: Course Portfolio (442) : Management of equipment, safety plan, and discipline		
	9. The CTE teacher designs effective problem and project based learning experiences.	M10: Design of assignment and assessment rubrics for projects and problem based learning activities.		
	10. The CTE teacher designs effective classroom assessments.	M11: Portfolio of assessments: objective, essay, station exams, performance exams.		
	11. The CTE teacher develops online assessment tools.	M12- Assignment : Development of online rubrics and quizzes		
	12. The CTE teacher can apply assessment results for course improvement.	M13: Reviews and interpretation of evaluation reports.		

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5. continue to reflect, refine, and revise professional practices (WCU 1, 2; INTASC Standard 9; NCATE Unit Standard 1 Candidate Knowledge, Skills, and Professional Dispositions);	13. The CTE teacher is an effective communicator.	M14: Lesson presentations: lecture, media supported, and demonstration, online tools.		
	14. The CTE teacher supports the role of Career & Technical Student Organizations as an integral part of CTE.	M15: Presentation on CSO.		
	15. The CTE teacher reflects on their professional and personal development and uses their reflections to develop a life plan.	M16: Development of a life plan.		
6. collaborate with others to promote learning (WCU 4; INTASC Standard 10; NCATE Unit Standard 6 Unit Governance and Resources)	16. The CTE teacher is an effective member of a team.	M17: Interpersonal dynamics assessment and reflection.		
7. Build caring, reflective decision-makers (WCU 2, 4; INTASC Standard 9; NCATE Unit Standard 1 Candidate Knowledge, Skills and Dispositions).	17. The CTE teacher is an ethical and professional member of the profession.	M18: Critical Review Assignments (441)		

**CAREER AND TECHNICAL EDUCATION - UNDERGRADUATE
EFFECTIVENESS PROGRAM
2013-2014**

EXPANDED STATEMENT OF INSTITUTIONAL MISSION	STUDENT LEARNING OUTCOMES AND OBJECTIVES OF PROGRAM	ASSESSMENT CRITERIA AND PROCEDURES	ASSESSMENT RESULTS	USE OF RESULTS
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1. apply current research and technology related to the teaching-learning-assessment process (WCU 1, 4, 6; INTASC Standard 1; NCATE Unit Standards 1 Candidate Knowledge, Skills and Professional Dispositions, 6 Unit Governance and Resources);	1. The CTE teacher supports the mission and professional standards of the profession.	M1: Portfolio of course development assignments: learning theories, taxonomy, task analysis, instructional planning (441)	Thirty-three percent (33%) of student enrolled in CTE 441 earned 90% or higher on their portfolio of course development assignments.(N=9)	Since students who took this course as an out-of –major elective did not perform well in this course, future enrollment will be limited to students who are majoring in CTE.
		M2: Portfolio of Media Assignments (444)	Eighty-three percent (75 %) of students enrolled in CTE 444 earned 90% or higher on their portfolio of media assignments (N=4). All students who were CTE majors earned 90% or higher on their portfolio of media assignments.	One student repeated this course during this cycle. On the second attempt, this student earned 90% or higher on their portfolio of media assignments. This course will be limited to CTE majors.
2. respond sensitively to individual differences and diversity (WCU 1, 2, 4; INTASC Standard 3, 4; NCATE Unit Standard 4 Diversity);	2. The CTE teacher evaluates the needs of adult learners and develops age appropriate learning activities.	M3: Case study assignment – working with adult learners.	CTE 490/412 course did not run during this academic cycle.	This course will be replaced with an upper division elective due to program closure.
	4. The CTE teacher can describe the historical contributions of the profession to diversity education.	M4: Essay exam question on the role of CTE in history of the African American educational experience.	CTE 452 course did not run during this academic cycle.	No action planned at this time since course was not offered during this cycle
		M5: Reflection/discussion questions on the educational experience of Native Americans in CTE.	CTE 452 was not offered during this assessment cycle.	No action planned at this time since course was not offered during this cycle.
3. understand and anticipate the needs of a global society (WCU 2; INTASC Standard 3; NCATE Unit Standard 4 Diversity);	5. The CTE teacher is adaptive and can develop course materials that respect the traditions of diverse cultural groups	M6: Cultural diversity presentation & Peer reviews	Thirty-three percent (33%) of student enrolled in CTE 441 earned 90% or higher their peer review assignments (N=9)	As the numbers shrink when the remaining students graduate, this assignment will be replaced with personal reflections since peer reviews will no longer be effective.

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4. plan and implement learning experiences that support the highest level of student potential (WCU 1, 2, 4, 6; INTASC Standards 1-10; NCATE Unit Standards 2 Assessment System and Unit Evaluation, Standard 5 Faculty Qualifications, Performance and Development, Standard 6 Unit Governance and Resources);	6. The CTE teacher applies multiple instructional delivery methods including face-to face and online methods to technical content.	M7: Developing a Unit Plan (443)	CTE 443 was not offered during this assessment cycle.	No action planned at this time since this course was not offered during this cycle.
	7. The CTE teacher develops learning experiences based on expected student outcomes.	M8: Task analysis Assignment	CTE 443 was not offered during this assessment cycle.	No action planned at this time since this course was not offered during this cycle.
	8. The CTE teacher manages a safe and orderly learning environment.	M9: Course Portfolio (442) : Management of equipment, safety plan, and discipline	All of the students enrolled in CTE 442 earned 90% or higher on their portfolio of assignments (N=3).	Target was met. .
	9. The CTE teacher designs effective problem and project based learning experiences.	M10: Design of assignment and assessment rubrics for projects and problem based learning activities.	Sixty-seven (67%) of students enrolled in CTE 446 earned 90% or higher on their project and project based assignments (N=3).	No revision planned at this time.
	10. The CTE teacher designs effective classroom assessments.	M11: Portfolio of assessments: objective, essay, station exams, performance exams.	Sixty-seven (67 %) of students enrolled in CTE 446 earned 90% or higher on their project and project based assignments (N=3).	No revision planned at this time.
	11. The CTE teacher develops online assessment tools.	M12- Assignment : Development of online rubrics and quizzes	All of the students enrolled in CTE 444 earned 90% or higher on the design of online assessments (N=3)	Target was met. No action planned at this time.
	12. The CTE teacher can apply assessment results for course improvement.	M13: Reviews and interpretation of evaluation reports.	Zero percent (0%) of students enrolled in CTE 446 earned 90% or higher on their project and project based assignments (N=0).	Assignment will be simplified so to use modified case studies rather than actual reports.

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5. continue to reflect, refine, and revise professional practices (WCU 1, 2; INTASC Standard 9; NCATE Unit Standard 1 Candidate Knowledge, Skills, and Professional Dispositions);	13. The CTE teacher is an effective communicator.	M14: Lesson presentations: lecture, media supported, and demonstration, online tools.	Sixty percent (60%) of all students enrolled in CTE 445 earned 90% or higher on the average of their lesson presentation assignments.(N=5)	Final offering of the course will be limited to CTE majors.
	14. The CTE teacher supports the role of Career & Technical Student Organizations as an integral part of CTE.	M15: Presentation on CSO.	Eighty percent (80%) of all students enrolled in CTE 445 earned 90% or higher on the average of their lesson presentation assignments.(N=5)	Final offering of the course will be limited to CTE majors.
	15. The CTE teacher reflects on their professional and personal development and uses their reflections to develop a life plan.	M16: Development of a life plan.	CTE 447 was not offered in this academic cycle.	Course will be replaced by an upper division business or psychology of the workforce elective.
6. collaborate with others to promote learning (WCU 4; INTASC Standard 10; NCATE Unit Standard 6 Unit Governance and Resources)	16. The CTE teacher is an effective member of a team.	M17: Interpersonal dynamics assessment and reflection.	<p>All of the students enrolled in CTE 495 worked on an instructional design team in either a military setting or an industrial environment. All individuals were effective at applying their skills in the work place based on program reflections (N=1).</p> <p>Since CTE 445 had an enrollment of two (N=2) no data were collected for long term peer assignments. Peer assignments were replaced with individual reflection assignments.</p>	<p>Replace peer assessments with individual reflection assignments.</p> <p>CTE 495 will be replaced with an upper division elective.</p>
7. Build caring, reflective decision-makers (WCU 2, 4; INTASC Standard 9; NCATE Unit Standard 1Candidate Knowledge, Skills and Dispositions).	17. The CTE teacher is an ethical and professional member of the profession.	M18: Critical Review Assignments (441)	All students (100%) enrolled in CTE 441 earned 90% or higher on their critical review assignments	Target was met. No action planned at this time.

CAREER AND TECHNICAL EDUCATION - UNDERGRADUATE EFFECTIVENESS PROGRAM 2012-2013

EXPANDED STATEMENT OF INSTITUTIONAL MISSION	STUDENT LEARNING OUTCOMES AND OBJECTIVES OF PROGRAM	ASSESSMENT CRITERIA AND PROCEDURES	ASSESSMENT RESULTS	USE OF RESULTS
<p>University Mission: As a Christian university which embraces its Baptist heritage and namesake, William Carey University provides quality educational programs, within a caring Christian academic community, which challenge the individual student to excel in scholarship, leadership, and service in a diverse global society.</p> <p>Expanded Statement of Mission:</p> <ol style="list-style-type: none"> 1. Provide academic programs to promote student learning 2. Promote Christian development and social responsibility 3. Strengthen ties with Baptist churches, associations, and conventions 4. Provide an environment that supports student learning 5. Strengthen organizational and operational effectiveness 6. Strengthen financial resources <p>Goal for Departmental Program/Unit: Education Goals: Consistent with the Interstate New Teacher Assessment and Support Consortium (INTASC) AND NCATE Standards, William Carey University seeks to prepare teachers who:</p>	<p>Program Mission: The mission of the Career & Technical Education undergraduate program is to provide an academic foundation for individuals who possess a previously acquired trade or technical specialty and who intend to teach that technical skill to others in an academic or training environment</p>	<p>Measures:</p> <p>A significant concern for this program is low enrollment numbers.</p> <p>Due to low enrollment numbers, only the following courses were offered this cycle:</p> <p>CTE 412 Principles of Adult Learning</p> <p>CTE 442 Management of the Occupational Learning Environment (This was offered as a directed reading course, (CTE 449) with an enrollment of one student)</p> <p>CTE 444 Development of Occupational Instructional Materials</p> <p>CTE 446 Evaluation of Career/Technical Student Performance</p> <p>CTE 447 Industrial Human Relations. (Entire enrollment was due to no majors).</p> <p>CTE 449 Special Topics in Career and Technical Education.</p> <p>CTE 495 Internship in Career and Technical Education</p>	<p>There were ten (10) Career and Technical majors enrolled in CTE courses during this time frame. Of this number, four were interested in teacher education; the remaining six were interested in military or industrial training.</p> <p>Of the four interested in teacher education, one complete course work for licensure and had no plans to complete a degree and one was counseled out of the profession. An additional person decided to pursue a degree in a different area of education.</p> <p>Of the six individuals interested in military training, one left the program due to financial concerns.</p> <p>At the end of this cycle, there were six individuals interested in pursuing an undergraduate degree in CTE that still needed to complete CTE coursework.</p>	<p>Based the history of this program, it is unlikely that the program enrollment will ever grow beyond ten to twelve majors. For this reason, the program is scheduled to be phased out over the next two academic years.</p>

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1. apply current research and technology related to the teaching-learning-assessment process (WCU 1, 4, 6; INTASC Standard 1; NCATE Unit Standards 1 Candidate Knowledge, Skills and Professional Dispositions, 6 Unit Governance and Resources);	1. The CTE teacher supports the mission and professional standards of the profession.	M1: Portfolio of course development assignments: learning theories, taxonomy, task analysis, instructional planning (441)	CTE 441 was not offered during this assessment cycle. Course is offered on an 18 month rotation.	No action planned at this time since course was not offered during this cycle.
		M2: Portfolio of Media Assignments (444)	Eighty-three percent (83 %) of students enrolled in CTE 444 earned 90% or higher on their portfolio of media assignments (N=6).	Additional tutorial media were developed on isolated tasks.
2. respond sensitively to individual differences and diversity (WCU 1, 2, 4; INTASC Standard 3, 4; NCATE Unit Standard 4 Diversity);	2. The CTE teacher evaluates the needs of adult learners and develops age appropriate learning activities.	M3: Case study assignment – working with adult learners.	Fifty percent (50%) of students enrolled of students enrolled in CTE 412 earned 90% or higher on their case study assignments (N=2).	No action planned at this time due to low enrollment in this course. One student was unsuccessful in the program and was counseled out of the major.
	4. The CTE teacher can describe the historical contributions of the profession to diversity education.	M4: Essay exam question on the role of CTE in history of the African American educational experience.	CTE 452 was not offered during this assessment cycle. Course is offered on an 18 month rotation.	No action planned at this time since course was not offered during this cycle
		M5: Reflection/discussion questions on the educational experience of Native Americans in CTE.	CTE 452 was not offered during this assessment cycle. Course is offered on an 18 month rotation.	No action planned at this time since course was not offered during this cycle.
3. understand and anticipate the needs of a global society (WCU 2; INTASC Standard 3; NCATE Unit Standard 4 Diversity);	5. The CTE teacher is adaptive and can develop course materials that respect the traditions of diverse cultural groups	M6: Cultural diversity presentation & Peer reviews	CTE 441 was not offered during this assessment cycle. Course is offered on an 18 month rotation.	No action planned at this time since course was not offered during this cycle.

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4. plan and implement learning experiences that support the highest level of student potential (WCU 1, 2, 4, 6; INTASC Standards 1-10; NCATE Unit Standards 2 Assessment System and Unit Evaluation, Standard 5 Faculty Qualifications, Performance and Development, Standard 6 Unit Governance and Resources);	6. The CTE teacher applies multiple instructional delivery methods including face-to face and online methods to technical content.	M7: Developing a Unit Plan (443)	CTE 443 was not offered during this assessment cycle. Course is offered on an 18 month rotation.	No action planned at this time since this course was not offered during this cycle.
	7. The CTE teacher develops learning experiences based on expected student outcomes.	M8: Task analysis Assignment	CTE 443 was not offered during this assessment cycle. Course is offered on an 18 month rotation	No action planned at this time since this course was not offered during this cycle.
	8. The CTE teacher manages a safe and orderly learning environment.	M9: Course Portfolio (442) : Management of equipment, safety plan, and discipline	All of the students enrolled in CTE 442 earned 90% or higher on their portfolio of assignments (n=1).	Target was met. No action planned at this time due to low enrollment.
	9. The CTE teacher designs effective problem and project based learning experiences.	M10: Design of assignment and assessment rubrics for projects and problem based learning activities.	Seventy –one percent (71%) of students enrolled in CTE 446 earned 90% or higher on their project and project based assignments (N=7).	Additional content to be included to emphasis SCANs and workplace readiness attitudinal assessments.
	10. The CTE teacher designs effective classroom assessments.	M11: Portfolio of assessments: objective, essay, station exams, performance exams.	Seventy-two percent (72%) of students enrolled in CTE 446 earned 90% or higher on their portfolio of assessments (N=7).	Additional application examples needed for station exams in a variety of subjects.
	11. The CTE teacher develops online assessment tools.	M12- Assignment : Development of online rubrics and quizzes	All of the students enrolled in CTE 444 earned 90% or higher on the design of online assessments (N=7)	Target was met. No action planned at this time.
	12. The CTE teacher can apply assessment results for course improvement.	M13: Reviews and interpretation of evaluation reports.	Seventy –one percent (71%) of students enrolled in CTE 446 earned 90% or higher on their project and project based assignments (N=7).	Revised content to provide additional practice with interpreting statistics.

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5. continue to reflect, refine, and revise professional practices (WCU 1, 2; INTASC Standard 9; NCATE Unit Standard 1 Candidate Knowledge, Skills, and Professional Dispositions);	13. The CTE teacher is an effective communicator.	M14: Lesson presentations: lecture, media supported, and demonstration, online tools.	CTE 445 did not make enrollment during this assessment cycle. Course is offered on an 18 month rotation.	No action planned at this time since this course was not offered during this cycle.
	14. The CTE teacher supports the role of Career & Technical Student Organizations as an integral part of CTE.	M15: Presentation on CSO.	CTE 445 did not make enrollment during this assessment cycle. Course is offered on an 18 month rotation.	No action planned at this time since this course was not offered during this cycle.
	15. The CTE teacher reflects on their professional and personal development and uses their reflections to develop a life plan.	M16: Development of a life plan.	Ninety- percent (90%) of students enrolled of students enrolled in CTE 447 earned 90% or higher on their life plan. (N=10)	Improvement in rubric for life plan to include dispositional criteria and to include additional implementation strategies.
6. collaborate with others to promote learning (WCU 4; INTASC Standard 10; NCATE Unit Standard 6 Unit Governance and Resources)	16. The CTE teacher is an effective member of a team.	M17: Interpersonal dynamics assessment and reflection.	<p>All of the students enrolled in CTE 495 worked on an instructional design team in either a military setting or an industrial environment. All individuals were effective at applying their skills in the work place based on program reflections (N=4).</p> <p>Since CTE 445 did not make enrollment during this assessment cycle, no data were collected for long term peer assignments.</p>	No action planned at this time.
7. Build caring, reflective decision-makers (WCU 2, 4; INTASC Standard 9; NCATE Unit Standard 1Candidate Knowledge, Skills and Dispositions).	17. The CTE teacher is an ethical and professional member of the profession.	M18: Critical Review Assignments (441)	CTE 441 was not offered during this assessment cycle. Course is offered on an 18 month rotation.	No action planned at this time since this course was not offered during this cycle.

**CAREER AND TECHNICAL EDUCATION - UNDERGRADUATE
EFFECTIVENESS PROGRAM
2011-2012**

EXPANDED STATEMENT OF INSTITUTIONAL MISSION	STUDENT LEARNING OUTCOMES AND OBJECTIVES OF PROGRAM	ASSESSMENT CRITERIA AND PROCEDURES	ASSESSMENT RESULTS	USE OF RESULTS
<p>University Mission: As a Christian university which embraces its Baptist heritage and namesake, William Carey University provides quality educational programs, within a caring Christian academic community, which challenge the individual student to excel in scholarship, leadership, and service in a diverse global society.</p> <p>Expanded Statement of Mission:</p> <ol style="list-style-type: none"> 1. Provide academic programs to promote student learning 2. Promote Christian development and social responsibility 3. Strengthen ties with Baptist churches, associations, and conventions 4. Provide an environment that supports student learning 5. Strengthen organizational and operational effectiveness 6. Strengthen financial resources <p>Goal for Departmental Program/Unit: Education Goals: Consistent with the Interstate New Teacher Assessment and Support Consortium (INTASC) AND NCATE Standards, William Carey University seeks to prepare teachers who:</p>	<p>Program Mission: The mission of the Career & Technical Education undergraduate program is to provide an academic foundation for individuals who possess a previously acquired trade or technical specialty and who intend to teach that technical skill to others in an academic or training environment</p>	<p>Measures:</p>	<p>Need 1: Develop a follow-up study for program graduates.</p>	<p>Action 1: Since the first graduation class in the program completed the program in May 2012, a follow-up survey has been developed to be distributed in May 2013.</p>

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		M2: Portfolio of Media Assignments (444)	M2: Since the CTE program runs on an 18 month rotation, this measure did not apply to this cycle. CTE 444 did not run between Fall 2011 and Summer 2012.	No action recommended at this time.
2. respond sensitively to individual differences and diversity (WCU 1, 2, 4; INTASC Standard 3, 4; NCATE Unit Standard 4 Diversity);	2. The CTE teacher evaluates the needs of adult learners and develops age appropriate learning activities.	M3: Case study assignment – working with adult learners.	M3: 77% of students who completed CTE 490 earned an average of 90 or higher on their revised case study assignments for CTE 490 (N=13)	Action 2: Assignment will be revised. Original assignment was more focused on theory rather than application. Theoretical content will be moved to the exam. Note that this course is now numbered as CTE 412
	4. The CTE teacher can describe the historical contributions of the profession to diversity education.	M4: Essay exam question on the role of CTE in history of the African American educational experience.	M4: 50% of students who completed CTE 452 earned an average of 90 or higher on their essay assignments for CTE 452 (N=2).	No action recommended at this time. Very low course numbers.
		M5: Reflection/discussion questions on the educational experience of Native Americans in CTE.	M5: 100% of students who completed CTE 452 earned an average of 90 or higher on their reflective discussion assignments for CTE 452 (N=2)	No action recommended at this time. Very low course numbers.
3. understand and anticipate the needs of a global society (WCU 2; INTASC Standard 3; NCATE Unit Standard 4 Diversity);	5. The CTE teacher is adaptive and can develop course materials that respect the traditions of diverse cultural groups	M6: Cultural diversity presentation & Peer reviews	M6: 54% of students who completed CTE 490 earned an average of 90 or higher on their presentation for CTE 490 (N=13)	Action 3: Course scores reflected technical gaps in media usage. Additional content will be added to review media development skills.

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	7. The CTE teacher develops learning experiences based on expected student outcomes.	M8: Task analysis Assignment	M8: 100% of students who completed CTE 443 earned an average of 90 or higher on their task analysis assignments for CTE 443 (N=7)	No action recommended at this time. Met target.
	8. The CTE teacher manages a safe and orderly learning environment.	M9: Course Portfolio (442) : Management of equipment, safety plan, and discipline	M9: 50% of students who completed CTE 442 earned an average of 90 or higher on their course portfolio for CTE 442 (N=8)	No action recommended at this time. Student failure to complete revisions was the main factor affecting assessment target.
	9. The CTE teacher designs effective problem and project based learning experiences.	M10: Design of assignment and assessment rubrics for projects and problem based learning activities.	M10: 100% of students who completed CTE 446 earned an average of 90 or higher on their rubric and checklist assignments for CTE 446 (N=6)	No action recommended at this time. Met target.
	10. The CTE teacher designs effective classroom assessments.	M11: Portfolio of assessments: objective, essay, station exams, performance exams.	M11: 83% of students who completed CTE 446 earned an average of 90 or higher on their assignment portfolio for CTE 446 (N=6)	No action recommended at this time.
	11. The CTE teacher develops online assessment tools.	M12- Assignment : Development of online rubrics and quizzes	M12: Since the CTE program runs on an 18 month rotation, this measure did not apply to this cycle. CTE 444 did not run between Fall 2011 and Summer 2012.	No action recommended at this time.
	12. The CTE teacher can apply assessment results for course improvement.	M13: Reviews and interpretation of evaluation reports.	M13: 0% of students who completed CTE 446 earned an average of 90 or higher on their analysis of evaluation reports assignment for CTE 446 (N=6)	Action 5: Assignment was too advanced for an undergraduate course that did not require some statistics. Assessment will be replaced with a more appropriate measure.

EXPANDED STATEMENT OF INSTITUTIONAL MISSION	STUDENT LEARNING OUTCOMES AND OBJECTIVES OF PROGRAM	ASSESSMENT CRITERIA AND PROCEDURES	ASSESSMENT RESULTS	USE OF RESULTS
5. continue to reflect, refine, and revise professional practices (WCU 1, 2; INTASC Standard 9; NCATE Unit Standard 1 Candidate Knowledge, Skills, and Professional Dispositions);	13. The CTE teacher is an effective communicator.	M14: Lesson presentations: lecture, media supported, and demonstration, online tools.	M14: 75% of students who completed CTE 445 earned an average of 90 or higher on their delivery assignments for CTE 443 (N=4)	No action recommended at this time.
	14. The CTE teacher supports the role of Career & Technical Student Organizations as an integral part of CTE.	M15: Presentation on CSO.	M15: 100% of students who completed CTE 446 earned an average of 90 or higher on their CSO presentation for CTE 441 (N=4)	Action 6: Assignment is not effective at conveying the mechanics of how to run a CSO. Revise and replace with an assessment based on SKILLS content.
	15. The CTE teacher reflects on their professional and personal development and uses their reflections to develop a life plan.	M16: Development of a life plan.	M16: 88% of students who completed CTE 447 earned an average of 90 or higher on their life plan for CTE 447 (N=8)	No action recommended at this time.
6. collaborate with others to promote learning (WCU 4; INTASC Standard 10; NCATE Unit Standard 6 Unit Governance and Resources)	16. The CTE teacher is an effective member of a team.	M17: Interpersonal dynamics assessment and reflection.	M17: 88% of students who completed CTE 447 earned an average of 90 or higher on their interpersonal assessment and reflection assignment for CTE 447 (N=8)	No action recommended at this time.
7. Build caring, reflective decision-makers (WCU 2, 4; INTASC Standard 9; NCATE Unit Standard 1 Candidate Knowledge, Skills and Dispositions).	17. The CTE teacher is an ethical and professional member of the profession.	M18: Critical Review Assignments (441)	M18: 100% of students who completed CTE 446 earned an average of 90 on exam questions related to legal responsibilities of teaching (N=6)	Action 7: Outcome measure needs to be an isolated assignment. Add a case study assessment as the primary measure for this outcome.