

**MASTER OF EDUCATION IN CAREER AND TECHNICAL EDUCATION
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 graduate program is to provide a pedagogical and andragogical foundation for the development of effective instructional programs in military. Industrial and academic settings that serve adult learners in online and face to face learning environments.</p>	<p>Measures:</p> <p>It was decided during August of 2014 that this program should be closed due to low enrollment.</p>		

EXPANDED STATEMENT OF INSTITUTIONAL MISSION	STUDENT LEARNING OUTCOMES AND OBJECTIVES OF PROGRAM	ASSESSMENT CRITERIA AND PROCEDURES	ASSESSMENT RESULTS	USE OF RESULTS
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: Research paper on movements and curriculum models that have affected the design of CTE programs (CTE 607)		
		M2: Complete a set of three professional development reflections on activities to build community collaboration (CTE 645)		
		M3: Completion of the comprehensive exam question requiring the definition of the field and a description of the distinctive qualities of CTE compared to other fields of education in terms of methods and mission.		
		M4: Completion of the comprehensive exam requiring identification of one individual, movement or legislative act that was pivotal to the history of career education and an explanation of the particular important of that selection.		
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.	M5: Research paper on current practice in adult learning theory (CTE 612)		

EXPANDED STATEMENT OF INSTITUTIONAL MISSION	STUDENT LEARNING OUTCOMES AND OBJECTIVES OF PROGRAM	ASSESSMENT CRITERIA AND PROCEDURES	ASSESSMENT RESULTS	USE OF RESULTS
		M6: Modification of media for low vision users (CTE 644)		
	3. The CTE teacher can describe the historical contributions of the profession to diversity education.	M7: Final essay exam question on the role of CTE in history of the African American educational experience.		

		M8: Reflection/discussion questions on the role of missionary movements on the development of the industrial school.		
3. understand and anticipate the needs of a global society (WCU 2; INTASC Standard 3; NCATE Unit Standard 4 Diversity);	4. The CTE teacher is adaptive and can develop course materials that respect the traditions of diverse cultural groups	M9: Cultural diversity online media presentation		
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);	5. The CTE teacher applies multiple instructional delivery methods including face-to face and online methods to technical content	M10: Documenting and developing an online mini-course (individual project: CTE 644)		
		M11: Documenting and developing a collaborative online course (collaborative group project CTE 645)		
		M12: Completion of the comprehensive exam question requiring identification and explanation of the unique elements of online course design.		

EXPANDED STATEMENT OF INSTITUTIONAL MISSION	STUDENT LEARNING OUTCOMES AND OBJECTIVES OF PROGRAM	ASSESSMENT CRITERIA AND PROCEDURES	ASSESSMENT RESULTS	USE OF RESULTS
	6. The CTE teacher develops learning experiences based on occupational expectations.	M13: DACUM analysis assignment (CTE 645)		
		M14: Task, procedural and knowledge analysis (CTE 641: CTE 643)		

		M15: Completion of the comprehensive exam describing common elements and products of ISD models.		
	7. The CTE teacher manages a safe and orderly learning environment.	M16: Course Portfolio (642) : Management of equipment, safety plan, and discipline		
	8. The CTE teacher designs effective program assessments plans	M17: Plan for a program assessment cycle.		
	9. The CTE teacher can apply assessment results for program improvement.	M18: Reviews and interpretation of evaluation reports.		
		M19: Completion of the comprehensive exam question requiring an explanation of how task analysis is related to the objectives and assessment methods used in CTE.		

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);	10. The CTE teacher can write an effective formal paper using the appropriate editorial style.	M20: Score on final research paper completed in the CTE program. (graduating student only)		
	11. The CTE teacher is an effective informative speaker.	M21: Score on final presentation delivered in the CTE program (graduating student only)		
	12. The CTE teacher reflects their professional and personal development and uses their reflections to develop a life plan.	M22: 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)	13. The CTE teacher is an effective member of a team.	M23: Students worked on a collaborative team to develop an online course design		
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**MASTER OF EDUCATION IN CAREER AND TECHNICAL EDUCATION
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
<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 challenges 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 graduate program is to provide a pedagogical and andragogical foundation for the development of effective instructional programs in military. Industrial and academic settings that serve adult learners in online and face to face learning environments.</p>	<p>Measures:</p> <p>It was decided during August of 2014 that this program should be closed due to low enrollment.</p>	<p>Revised degree plans are being prepared for all students enrolled in the program. CTE courses will no longer be offered after May 2014. Approved substitution have been identified for courses that will not be offered within this timeframe.</p>	<p>The decision to close the degree program has resulted in a revision of the course schedule for the next year.</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: Research paper on movements and curriculum models that have affected the design of CTE programs (CTE 607)	Zero percent (0%) of the students enrolled in CTE 607 earned 90% or higher on the final submission of curriculum model research paper (N=2) A scaffolding tool based on Adler (1972) <i>How to Read a Book</i> was included to ease students into working with academic reports and complex content.	First term graduate students have difficulty with the complexity of the textbook. Since the readings in the textbook provide the foundational content for the research paper, this needs to be addressed. It is also an indicator of the difficulty that CTE graduate students have in comprehending more advanced academic readings. This course will be replaced with EDU 640 during the final year of this program.
		M2: Complete a set of three professional development reflections on activities to build community collaboration (CTE 645)	One hundred percent (100 %) of the students enrolled in CTE 645 earned 90% or higher on the reflections on community collaboration (N=7) This exercise was reformatted toward consideration of specific community partners to encourage students to focus on how to implement ideas related to community collaboration.	There are no changes planned in the course at this time due to program closure.
		M3: Completion of the comprehensive exam question requiring the definition of the field and a description of the distinctive qualities of CTE compared to other fields of education in terms of methods and mission.	All students who completed the compressive exam question related to the distinctive qualities of the profession scored 3 or higher on this question on the comprehensive exam (N=4)	The comprehensive exam will be revised to reflect the needed program changes and course replacements that will be implemented in order to close the program by May 2014.
		M4: Completion of the comprehensive exam requiring identification of one individual, movement or legislative act that was pivotal to the history of career education and an explanation of the particular important of that selection.	All students who completed the compressive exam question related to one individual, movement or legislative act that was pivotal to the history of career education scored 3 or higher on this question on the comprehensive exam (N=4)	The comprehensive exam will be revised to reflect the needed program changes and course replacements that will be implemented in order to close the program by May 2014.
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.	M5: Research paper on current practice in adult learning theory (CTE 612)	This course was not offered during this academic cycle.	This course will be replaced with an education elective during the final year of this program.

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		M6: Modification of media for low vision users (CTE 644)	Sixty-seven (67%) of students enrolled in CTE 644 earned 90% or higher on the accessibility assignment. This problem requires successfully identifying and modifying issues with web based media accessibility using RGB codes calculations, and color blind simulations (N=6)	This course will be offered only in a live or hybrid format for the final year of the program to assist individuals who have weak computer skills since this was an online computer course.
	3. The CTE teacher can describe the historical contributions of the profession to diversity education.	M7: Final essay exam question on the role of CTE in history of the African American educational experience.	One hundred percent (100%) of students enrolled in CTE 652 earned 90% or higher on the exam and discussion question related to CTE and the African American experience (N=4)	This course will be replaced with EDU 630 for the final program year.
		M8: Reflection/discussion questions on the role of missionary movements on the development of the industrial school.	One hundred percent (88%) of students enrolled in CTE 652 earned 90% or higher on the exam question related to missionary movements and the industrial school (N=4)	This course will be replaced with EDU 630 for the final program year.
3. understand and anticipate the needs of a global society (WCU 2; INTASC Standard 3; NCATE Unit Standard 4 Diversity);	4. The CTE teacher is adaptive and can develop course materials that respect the traditions of diverse cultural groups	M9: Cultural diversity online media presentation	One hundred percent (100%) of students enrolled in CTE 641 earned 90% or higher on their presentation on diverse cultural groups. (N=9)	No action planned at this time: final run of this course will be in Fall of 2014.
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);	5. The CTE teacher applies multiple instructional delivery methods including face-to face and online methods to technical content	M10: Documenting and developing an online mini-course (individual project: CTE 644)	Sixty-seven percent (67%) of students enrolled in CTE 644 earned 90% or higher on the mini-course design. This problem required successfully developing a web based instructional module without the use of a LMS. (N=6)	No action planned at this time. This project was very effective in both the online and face to face course. The two students who did not meet the target did not complete all parts of the project.
		M11: Documenting and developing a collaborative online course (collaborative group project CTE 645)	One hundred percent (100%) of the students enrolled in CTE 645 earned 90% or higher their online collaboration (N=5)	This project was revised this year in order to improve the online experience through the use of online collaborative groups. The final run of this course will be in a hybrid format to enhance the collaborative experience.
		M12: Completion of the comprehensive exam question requiring identification and explanation of the unique elements of online course design.	Sixty percent (60%) of students who completed the compressive exam question related to task analysis scored 3 or higher on this question on the comprehensive exam (N=4)	The students who did not score well on this question failed to contrast online course development with live course development. They simply did not fully address all parts of the question. A review seminar on test taking skills was implemented to address this concern.

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	6. The CTE teacher develops learning experiences based on occupational expectations.	M13: DACUM analysis assignment (CTE 645)	All of the students enrolled in CTE 645 earned 90% or higher their DACUM assignment (N=6)	This assignment was integrated into the embedded project in CTE 645. It was an effective format since it placed the method in the design sequence in the same type of application that would be used in a workplace setting. Target was met; no action planned at this time.
		M14: Task, procedural and knowledge analysis (CTE 641: CTE 643)	Eighty- five (85%) of the students who competed the task analysis assignments in CTE 641 and CTE 643 earned 90% or higher on the average of these assignments (N= 13)	The students understand the process of task analysis but are less clear on how this is integrated into overall ISD planning. This course will be revised to add greater emphasis to this concept.
		M15: Completion of the comprehensive exam describing common elements and products of ISD models.	Fifty percent (50%) students who completed the compressive exam question related to task analysis scored 3 or higher on this question on the comprehensive exam (N=4)	The students understand the process of task analysis but are less clear on how this is integrated into overall ISD planning. CTE 643 and CTE 641 will be revised to add greater emphasis to this concept.
	7. The CTE teacher manages a safe and orderly learning environment.	M16: Course Portfolio (642) : Management of equipment, safety plan, and discipline	All of the students enrolled in CTE 642 earned 90% or higher their course management course portfolio (N=5).	Target was met. Course project will be revised to include more individualized customization based on intended teaching or training area.
	8. The CTE teacher designs effective program assessments plans	M17: Plan for a program assessment cycle.	Eighty three percent (83%) of students enrolled in CTE 646 earned 90% or higher their course management course portfolio (N=6).	No action planned at this time. Students who did not meet target did not complete the course.
	9. The CTE teacher can apply assessment results for program improvement.	M18: Reviews and interpretation of evaluation reports.	Eighty-three percent (83%) of students enrolled in CTE 646 earned 90% or higher their evaluation assignment (N=6).	Target was met. No action planned at this time.
		M19: Completion of the comprehensive exam question requiring an explanation of how task analysis is related to the objectives and assessment methods used in CTE.	Fifty percent (50%) students who completed the compressive exam question related to task analysis scored 3 or higher on this question on the comprehensive exam (N=4)	The students understand the process of task analysis but are less clear on how this is integrated into overall ISD planning. CTE 643 and CTE 641 will be revised to add greater emphasis to this concept.

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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);	10. The CTE teacher can write an effective formal paper using the appropriate editorial style.	M20: Score on final research paper completed in the CTE program. (graduating student only)	All graduating students scored a 90% or higher on their final research paper in the CTE program and showed improvement over the course of the program in the development of papers for specific audiences. (N=4)	Target was met. No action planned at this time.
	11. The CTE teacher is an effective informative speaker.	M21: Score on final presentation delivered in the CTE program (graduating student only)	All graduating students scored a 90% or higher on their final presentation in the CTE program (N=4)	Target was met. No action planned at this time.
	12. The CTE teacher reflects their professional and personal development and uses their reflections to develop a life plan.	M22: Development of a life plan.	This course was not offered during this academic year.	This course will be replaced with an education elective.
6. collaborate with others to promote learning (WCU 4; INTASC Standard 10; NCATE Unit Standard 6 Unit Governance and Resources)	13. The CTE teacher is an effective member of a team.	M23: Students worked on a collaborative team to develop an online course design	One hundred percent (100%) of the students enrolled in CTE 645 earned 90% or higher their online collaboration (N=5)	Target was met. No action planned at this time.

**MASTER OF EDUCATION IN CAREER AND TECHNICAL EDUCATION
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 challenges 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 graduate program is to provide a pedagogical and andragogical foundation for the development of effective instructional programs in military. Industrial and academic settings that serve adult learners in online and face to face learning environments.</p>	<p>Measures:</p> <p>An important concern for this program is the increasing need for military specific content. As enrollment has stabilized, the majority of the students in this program are interested in the Government Service (GS) series. Although this program currently supports that series, revision will be needed in the coming academic year to realign this program with expected changes in this series.</p>	<p>Need to revise content and outcomes to documentation to support expected changes in government service series.</p>	<p>Collaboration with USAF educational office to streamline the review process for graduates interested in GS 1750.</p>

EXPANDED STATEMENT OF INSTITUTIONAL MISSION	STUDENT LEARNING OUTCOMES AND OBJECTIVES OF PROGRAM	ASSESSMENT CRITERIA AND PROCEDURES	ASSESSMENT RESULTS	USE OF RESULTS
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: Research paper on movements and curriculum models that have affected the design of CTE programs	Eighty percent (80%) of the students enrolled in CTE 607 earned 90% or higher on the final submission of curriculum model research paper (N=15)	First term graduate students have difficulty with the complexity of the textbook. Since the readings in the textbook provide the foundational content for the research paper, this needs to be addressed. It is also an indicator of the difficulty that CTE graduate students have in comprehending more advanced academic readings. A scaffolding tool based Adler (1972) <i>How to Read a Book</i> will be included to ease students into working with academic reports and complex content. In addition, an alternate textbook will be sought for this course.
		M2: Complete a set of three professional development reflections on activities to build community collaboration (CTE 645)	One hundred percent (100%) of the students enrolled in CTE 645 earned 90% or higher on the reflections on community collaboration (N=12)	Although this assignment supported the intended objective, the reflections were limited responses. This exercise will be reformatted toward consideration of specific community partners to encourage students to focus on how to implement ideas related to community collaboration.
		M3: Completion of the comprehensive exam question requiring the definition of the field and a description of the distinctive qualities of CTE compared to other fields of education in terms of methods and mission.	All students who completed the compressive exam question related to the distinctive qualities of the profession scored 3 or higher on this question on the comprehensive exam (N=5)	The comprehensive exam has been revised for Fall 2013 to better align the exam content with INTASC standards. There will be six questions on the revised exam. This question will be rewritten to meet the format and time constraints of the revised exam.
		M4: Completion of the comprehensive exam requiring identification of one individual, movement or legislative act that was pivotal to the history of career education and an explanation of the particular important of that selection.	All students who completed the compressive exam question related to one individual, movement or legislative act that was pivotal to the history of career education scored 3 or higher on this question on the comprehensive exam (N=5)	The comprehensive exam has been revised for Fall 2013 to better align the exam content with INTASC standards. There will be six questions on the revised exam. This question will be rewritten to meet the format and time constraints of the revised exam.
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.	M5: Research paper on current practice in adult learning theory (CTE 612)	Fifty percent (50%) of the students enrolled in CTE 612 earned 90% or higher on the adult theory research paper (N=2)	No action planned at this time due to low numbers enrolled in this section.

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		M6: Modification of media for low vision users (CTE 444)	Eighty two percent (82%) of students enrolled in CTE 644 earned 90% or higher on the accessibility assignment. This problem requires successfully identifying and modifying issues with web based media accessibility using RGB codes calculations. and color blind simulations (N=17)	This problem will be revised prior to the next course offering to include consideration of mobile platforms.
	3. The CTE teacher can describe the historical contributions of the profession to diversity education.	M7: Final essay exam question on the role of CTE in history of the African American educational experience.	Eighty-eight percent (88%) of students enrolled in CTE 605 and CTE 652 earned 90% or higher on the exam question related to CTE and the African American experience (N=9)	No action planned at this time. The assignment is supportive of the intended outcome. Target was not met due to students who did not submit the assignment.
		M8: Reflection/discussion questions on the role of missionary movements on the development of the industrial school.	Eighty-eight percent (88%) of students enrolled in CTE 605 and CTE 652 earned 90% or higher on the exam question related to missionary movements and the industrial school (N=9)	No action planned at this time. The assignment is supportive of the intended outcome. Target was not met due to students who did not submit the assignment.
3. understand and anticipate the needs of a global society (WCU 2; INTASC Standard 3; NCATE Unit Standard 4 Diversity);	4. The CTE teacher is adaptive and can develop course materials that respect the traditions of diverse cultural groups	M9: Cultural diversity online media presentation	CTE 641 was not offered during this assessment cycle. This course is offered on an 18 month cycle.	No action planned at this time since this course was not offered during this cycle.
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);	5. The CTE teacher applies multiple instructional delivery methods including face-to face and online methods to technical content	M10: Documenting and developing an online mini-course (individual project: CTE 644)	Eighty two percent (76%) of students enrolled in CTE 644 earned 90% or higher on the mini-course design. This problem required successfully developing a web based instructional module without the use of a LMS. (N=17)	This project was very effective in both the online and face to face course. The scope of the project needs to be better bounded so that the project elements can be more fully developed within a single term.
		M11: Documenting and developing a collaborative online course (collaborative group project CTE 645)	One hundred percent (100%) of the students enrolled in CTE 645 earned 90% or higher their online collaboration (N=12)	This project was very effective in the traditional face to face course. It was less successful in the distance format since there was less interaction between group members within the design group. Additional collaborative tools such as Google groups will be added to the online offering.
		M12: Completion of the comprehensive exam question requiring identification and explanation of the unique elements of online course design.	All students who completed the compressive exam question related to task analysis scored 3 or higher on this question on the comprehensive exam (N=5)	The comprehensive exam has been revised for Fall 2013 to better align the exam content with INTASC standards. There will be six questions on revised exam. This question will be rewritten to meet the format and time constraints of the revised exam.

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	6. The CTE teacher develops learning experiences based on occupational expectations.	M13: DACUM analysis assignment (CTE 645)	All of the students enrolled in CTE 645 earned 90% or higher their online collaboration (N=12)	This assignment was integrated into the embedded project in CTE 645. It was an effective format since it placed the method in the design sequence in the same type of application that would be used in a workplace setting. Target was met; no action planned at this time.
		M14: Task, procedural and knowledge analysis (CTE 641: CTE 643)	CTE 641 was not offered during this assessment cycle. This course is offered on an 18 month cycle.	No action planned at this time since the course was not offered.
		M15: Completion of the comprehensive exam describing common elements and products of ISD models.	All of the students who completed the compressive exam question related to task analysis scored 3 or higher on this question on the comprehensive exam (N=5)	The comprehensive exam has been revised for Fall 2013 to better align the exam content with INTASC standards. There will be six questions on revised exam. This question will be rewritten to meet the format and time constraints of the revised exam.
	7. The CTE teacher manages a safe and orderly learning environment.	M16: Course Portfolio (642) : Management of equipment, safety plan, and discipline	All of the students enrolled in CTE 642 earned 90% or higher their course management course portfolio (N=5).	Target was met. Course project will be revised to include more individualized customization based on intended teaching or training area.
	8. The CTE teacher designs effective program assessments plans	M17: Plan for a program assessment cycle.	All of the students enrolled in CTE 646 earned 90% or higher their course management course portfolio (N=13).	Target was met. Assignment revised to include report formatting and layouts and the addition of an executive summary.
	9. The CTE teacher can apply assessment results for program improvement.	M18: Reviews and interpretation of evaluation reports.	All of the students enrolled in CTE 646 earned 90% or higher their course management course portfolio (N=13).	Target was met. Assignment revised to include possible action and related resources for implementation.
		M19: Completion of the comprehensive exam question requiring an explanation of how task analysis is related to the objectives and assessment methods used in CTE.	All students who completed the compressive exam question related to task analysis scored 3 or higher on this question on the comprehensive exam (N=5)	Although all students who took compressive exam successfully completed this question, the responses were weaker than expected particularly in relationship between task and content assessment and authentic assessment. For this reason, content emphasizing the interrelationship of these concepts has been developed for CTE 641.

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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);	10. The CTE teacher can write an effective formal paper using the appropriate editorial style.	M20: Score on final research paper completed in the CTE program. (graduating student only)	All graduating students scored a 90% or higher on their final research paper in the CTE program (N=5)	Target was met. Areas for future improvement include working with formatting expectations based on call for papers from specific publications.
	11. The CTE teacher is an effective informative speaker.	M21: Score on final presentation delivered in the CTE program (graduating student only)	All graduating students scored a 90% or higher on their final presentation in the CTE program (N=5)	Target was met. Areas for future improvement include formatting for image citations.
	12. The CTE teacher reflects their professional and personal development and uses their reflections to develop a life plan.	M22: Development of a life plan.	Eighty percent (80%) of the students enrolled in CTE 647 earned 90% or higher their course management course portfolio (N=10).	Since this is a primarily an affective assignment, the assignment rubric needs to be revised to include indirect measures. This can be done by moving the assignment to an earlier point in the term and developing a follow-up indirect assessment for the end of the term.
6. collaborate with others to promote learning (WCU 4; INTASC Standard 10; NCATE Unit Standard 6 Unit Governance and Resources)	13. The CTE teacher is an effective member of a team.	M23: No effective measure was in place for this cycle- measure was added after realignment to INTASC Standards Next cycle will include a collaborative online course design and a research paper and presentation examining the dynamics of the organizational environment	This assignment set allowed students to examine multiple organizational theories related to work plan collaboration and structure. It was a rigorous assignment set that also meet the secondary purpose of improving the reading comprehension level of graduate students in this program	No action planed at this time. These measures effectively support the intended outcome.

**MASTER OF EDUCATION IN CAREER AND TECHNICAL EDUCATION
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:</p> <p>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 graduate program is to provide a pedagogical and andragogical foundation for the development of effective instructional programs in military. Industrial and academic settings that serve adult learners in online and face to face learning environments.</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>
			<p>Need 2: Diversify assessments in online courses to include more interactive collaborative experiences.</p>	<p>Action 2: The graduate program is heavily weighted toward the paper/presentation model. This was an attempt to address professional writing skills. This does not seem to be as effective as was hoped. A peer reviewer format will be implemented to address this concern.</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: Research paper on movements and curriculum models that have affected the design of CTE programs	M1: 50% of students who completed CTE 607 earned an average of 90 or higher on their revised research paper for CTE 607 (N=12)	Action 3: Students enter the program unfamiliar with formal academic writing. Adding short reading assignments to be used as examples of this style of writing (rather than as readings assigned for subject area content) might be helpful. A reviewing sheet to help students identify specific written communication elements will be assigned along with these additional assignments.
		M2: Complete a set of three professional development reflections on activities to build community collaboration (CTE 645)	M2: Since the CTE program runs on an 18 month rotation, this measure did not apply to this cycle. CTE 645 did not run between Fall 2011 and Summer 2012.	No action recommended at this time
		M3: Completion of the comprehensive exam question requiring the definition of the field and a description of the distinctive qualities of CTE compared to other fields of education in terms of methods and mission.	M3: All students who took the comprehensive exam successfully completed this question with a score of 3 or higher (N=6)	No action at this time.
		M4: Completion of the comprehensive exam requiring identification of one individual, movement or legislative act that was pivotal to the history of career and an explanation of the particular important of that selection.	M4: All students who took the comprehensive exam and selected this question successfully completed this question with a score of 3 or higher (N=6).	No action 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.	M5: Research paper on current practice in adult learning theory (CTE 612)	M5: 100% of students who completed CTE 612 earned an average of 90 or higher on their final research paper for CTE 612 (N=3: 1 student did not complete due to family issues)	No action recommended at this time.
		M6: Modification of media for low vision users (CTE 444)	M6: 100% of students who completed CTE 644 earned an average of 90 or higher on their media modification assignment for CTE 644 (N=12)	No action recommended at this time.
	3. The CTE teacher can describe the historical contributions of the profession to diversity education.	M7: Final essay exam question on the role of CTE in history of the African American educational experience.	M7: 67% of students who completed CTE 652/605 earned an average of 90 or higher on their essay exam (N=15).	No action recommended at this time.
		M8: Reflection/discussion questions on the role of missionary movements on the development of the industrial school.	M8: 100% of students who completed CTE 652/605 earned an average of 90 or higher on their reflective discussion assignments for CTE 652/605 (N=15)	No action recommended at this time.

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3. understand and anticipate the needs of a global society (WCU 2; INTASC Standard 3; NCATE Unit Standard 4 Diversity);	4. The CTE teacher is adaptive and can develop course materials that respect the traditions of diverse cultural groups	M9: Cultural diversity online media presentation	M9: 100% of students who completed CTE 612 earned an average of 90 or higher on their online media presentation for CTE 612 (N=3: 1 student did not complete due to family issues)	No action recommended at this time.
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);	5. The CTE teacher applies multiple instructional delivery methods including face-to face and online methods to technical content.	M10: Documenting and developing an online mini-course (individual project: CTE 644)	M10: 75% of students who completed CTE 644 earned an average of 90 or higher on their online mini-course for CTE 644 (N=12)	Action 4: Assignment will be revised to limit media selected to specific media types and formats in order to limit the scope of the project to a more reasonable completion time.
		M11: Documenting and developing a collaborative online course (collaborative group project CTE 645)	M11: Since the CTE program runs on an 18 month rotation, this measure did not apply to this cycle. CTE 645 did not run between Fall 2011 and Summer 2012	Action 5: Course has been rewritten to include extensive use of collaborative design. Will be implemented in the next course run
		M12: Completion of the comprehensive exam question requiring identification and explanation of the unique elements of online course design.	M12: All students who took the comprehensive exam and selected this question successfully completed this question with a score of 3 or higher (N=1).	No action recommended at this time.
	6. The CTE teacher develops learning experiences based on occupational expectations.	M13: DACUM analysis assignment (CTE 445)	M13: Since the CTE program runs on an 18 month rotation, this measure did not apply to this cycle. CTE 645 did not run between Fall 2011 and Summer 2012.	Action 5: (Refer to previous) Course has been rewritten to include extensive use of collaborative design. Will be implemented in the next course run.
		M14: Task, procedural and knowledge analysis (CTE 641)	M14: Since the CTE program runs on an 18 month rotation, this measure did not apply to this cycle. CTE 645 did not run between Fall 2011 and Summer 2012	No action recommended at this time.
		M15: Completion of the comprehensive exam describing common elements and products of ISD models.	M15: All students who took the comprehensive exam and selected this question successfully completed this question with a score of 3 or higher (N=6).	No action recommended at this time.
	7. The CTE teacher manages a safe and orderly learning environment.	M16: Course Portfolio (642) : Management of equipment, safety plan, and discipline	M16: 90% of students who completed CTE 642 earned an average of 90 or higher on their course portfolio for CTE 642 (N=8)	Action 6: Add reflection assignment on planning for the unusual case: active shooters and natural disasters. There was a previous reading assignment on the topic but this content needs a more formal assignment.
	8. The CTE teacher designs effective program assessments plans	M17: Plan for a program assessment cycle.	M17: Since the CTE program runs on an 18 month rotation, this measure did not apply to this cycle. CTE 646 did not run between Fall 2011 and Summer 2012.	No action recommended at this time.

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	9. The CTE teacher can apply assessment results for program improvement.	M18: Reviews and interpretation of evaluation reports.	M18: Since the CTE program runs on an 18 month rotation, this measure did not apply to this cycle. CTE 646 did not run between Fall 2011 and Summer 2012	No action recommended at this time.
		M19: Completion of the comprehensive exam question requiring an explanation of how task analysis is related to the objectives and assessment methods used in CTE.	M19: All students who took the comprehensive exam and selected this question successfully completed this question with a score of 3 or higher (N=5)	No action recommended at this time.
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);	10. The CTE teacher can write an effective formal paper using the appropriate editorial style.	M20: Score on final research paper completed in the CTE program. (graduating student only)	M20: 100% of graduating students earned a 90 or better on their paper submitted for their final CTE course.	No action recommended at this time.
	11. The CTE teacher is an effective informative speaker.	M21: Score on final presentation delivered in the CTE program (graduating student only)	M21: 100% of graduating students earned a 90 or better on their presentation submitted for their final CTE course.	No action recommended at this time.
	12. The CTE teacher reflects their professional and personal development and uses their reflections to develop a life plan.	M22: Development of a life plan.	M22: 92% of students who completed CTE 647 earned an average of 90 or higher on their life plan for CTE 647 (N=12)	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)	13. The CTE teacher is an effective member of a team.	M23: No effective measure was in place for this cycle- measure was added after realignment to INTASC Standards Next cycle will include a collaborative online course design and a research paper and presentation examining the dynamics of the organizational environment	M23: New measures for next cycle- no data for to report.	Action 5: (Refer to previous notation). CTE 645 has been rewritten to include extensive use of collaborative design. Will be implemented in the next course run Action 7. CTE 647 has been redesigned and refocused on classical organizational theory in organizations. The objective was to increase student understanding of dynamics of the organizational environment and to increase course rigor.
7. Build caring, reflective decision-makers (WCU 2, 4; INTASC Standard 9; NCATE Unit Standard 1Candidate Knowledge, Skills and Dispositions).	14. The CTE teacher is an ethical and professional member of the profession.	M24: Analysis of case studies on the legal and ethical issues related to teaching	M24: 100% of students who completed CTE 646 earned an average of 90 on exam questions related to legal responsibilities of teaching (N=6)	Action 8: Outcome measure needs to be an isolated assignment. Add a case study assessment as the primary measure for this outcome.