

## **Career and Technical Education Outline of IBHE Program Review Report**

- I. Responses to Institution-Assigned Issues/Concerns
  - A. Hours to graduation is reported as an average of 156
    - 1. Program requirements are:
      - a. Business Education – 123
      - b. Family and Consumer Sciences – 120
      - c. Technology Education – 120
    - 2. Post bac students – 120 + about 45-60 hours
    - 3. Several students earn minors
  - B. How does unit monitor employment opportunities
    - 1. Informal monitoring through professional organizations
    - 2. Informal monitoring through teachers in the field
  - C. Evidence of program's excellence
    - 1. Content area test passage rate well above state average
    - 2. Faculty actively involved with standards and certification test revisions
- II. Major Findings and Recommendations
  - A. Changes in disciplinary context
    - 1. CTE evolved from vocational education
    - 2. CTE major is a merger of business education, family and consumer sciences education, and technology education
    - 3. Program first offered the major in fall semester of 2001
    - 4. In the fall semester of 2003, there were approximately 150 students in CTE
    - 5. Gender distribution is close to equal, but minorities are underrepresented
  - B. Job demands
    - 1. DOL/BLS data indicates there will be a steady growth in demand through 2010
    - 2. Technology education will grow 12 percent
    - 3. FCS and Business Education will grow about 23 percent
  - C. Program makeup
    - 1. All CTE emphasis areas require approximately the same number of hours to total 120
    - 2. There are approximately 2 1/3 FTE faculty in the program
  - D. Program Evaluation
    - 1. An evaluation system/process in being established
    - 2. Students in program have been surveyed
    - 3. Student teachers have been surveyed
    - 4. Cooperating teachers (85) have been surveyed
    - 5. Student teachers will be asked to complete an evaluative survey each semester
    - 6. Cooperating teachers will be asked to complete surveys each year
  - E. Student achievement of learning outcomes
    - 1. Passage rate on content area exams is nearly 100 percent in business education and family and consumer sciences education

2. Passage rate is about 65 percent for technology education, which above the state average
  3. Student teachers and cooperating teacher indicated that they were positive about the preparation they had for their content area exams
  4. Only a small number of students have taken the APT exam at this time, but the passage rate has been 100 percent
- F. Evaluation Results
1. Students were pleased to learn about the CTE content areas other than their own
  2. Students appreciate smaller class sizes
  3. Students appreciate professors who are concerned about them
  4. Students expressed concern about duplication between courses
  5. Students expressed concern about the content area exams because they are tested on areas for which they have no coursework
  6. Cooperating teachers have a high degree of satisfaction with the CTE student teachers
  7. Cooperating teachers felt that the student teachers were very well prepared for teaching
  8. About 10 percent of the cooperating teachers felt the student teachers could do better in planning instruction and developing lesson plans
  9. About 10 percent of the cooperating teachers expressed concern about the student teacher's ability to handle classroom discipline (classroom management)
- III. Program Changes
- A. Changes in process
1. Business education has proposed curriculum changes to reflect needs illustrated from survey and informal feedback from students
  2. The program is reviewing objectives
- B. Changes to consider
1. Each emphasis area should continue to monitor results of all examinations students take for certification
  2. The standard related to teaching reading in the content area must be addressed because it is currently not being met
  3. Reviews of standards matrices will indicated other gaps that should be addressed
  4. Addition of another faculty member will give flexibility in scheduling course assignments
- C. Program costs
1. Direct cost per credit hour in fall 2002 was \$225.68
  2. Direct cost is well below that of other institutions in Illinois for similar programs
- D. Actions taken as a result of this review
1. New program objectives considered
  2. Curriculum reviews resulting in changes to business education
  3. Evaluation system is being established