Student Learning Outcomes:

1. Engage in the process of reflective thinking and writing to enhance role as a reflective practitioner

2. Take active role in professional organizations to enhance role as active member of the profession

3. Acquire competencies in administrative aspects of career and technical education
Student Learning Outcome #1

Outcome goal: Enhancement of role as a reflective practitioner

Objectives: Engage in the process of reflective thinking and writing

ASSESSMENT PLAN:

Means of Assessment #1: OUTCOMES SURVEY
Designed as a student assessment of how well the program provided opportunities to successfully meet the MA degree program’s intended learning outcomes. This survey is administered to each student in his or her final semester prior to graduation.

Rating scale for each item will be as follows:
   1- Not at all
   2- Minimally
   3- Somewhat
   4- Reasonably well
   5- Extremely well

Criteria for Success: Eighty percent of students will select satisfaction ratings of 4 (reasonably well) or 5 (extremely well).

Results:

A.1. Reflective Practice
   I was able to develop and enhance my role as a reflective practitioner in the CTE field by:

   Engaging in the process of reflective thinking and writing

   Ratings
   1  2  3  4  5
   Number of Responses: 0  0  0  2  14
   Percentage rating 4 and above: 100%

Means of Assessment #2: PORTFOLIO EVALUATION – Component #3 Overall Narrative

In the Career and Technical Education Masters program, the portfolio is a capstone evaluation experience, designed to assess how well the student was able to integrate the salient aspects of his/her coursework from the program. Program portfolios are required for all masters students in Career and Technical Education and are completed during the semester in which final coursework is to be completed.
Students must submit three components documenting their mastery of knowledge/skills in seven key courses covering the areas of preparation and development, school and community relations, career development, current trends, administration, supervision, and practicum. A rating is assigned to each component as described in the evaluation criteria on the following pages.

Table 1
Portfolio Rating Rubric

<table>
<thead>
<tr>
<th>Level</th>
<th>Rating Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>fails to represent the minimal expectations of mastery of course outcomes.</td>
</tr>
<tr>
<td>2</td>
<td>falls slightly below the minimal expectations of mastery of course outcomes. (re-write may be required)</td>
</tr>
<tr>
<td>3</td>
<td>represents at least a minimal command of the course outcomes.</td>
</tr>
<tr>
<td>4</td>
<td>represents a thorough command of the course outcomes</td>
</tr>
<tr>
<td>High</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>represents superior command of the course outcomes</td>
</tr>
</tbody>
</table>

Note: An overall average score for product(s) submitted for a course of:
3, 4, or 5 represents a passing score.
2 indicates a possible need for the student to re-submit a product(s).
1 represents a failing score. Resubmission is required.

Criteria for Success: Eighty percent of students will receive average ratings of 4 (thorough) or above (5 superior) in Component #3 Overall Narrative.

Results:
Component #3 Overall Narrative

<table>
<thead>
<tr>
<th>Average Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 2 3 3.3 3.6 4 4.3 5</td>
</tr>
</tbody>
</table>

Number of Responses: 0 0 0 1 1 3 1 10
Percentage rating 4 and above: 87.5%

Student Learning Outcome #2
Outcome goal: Enhancement of role as an active member of the profession

Objectives: Take active role in professional organizations

ASSESSMENT PLAN

Means of Assessment #1: OUTCOMES SURVEY
Designed as a student assessment of how well the program provided opportunities to successfully meet the MA degree program’s intended learning outcomes. This survey is administered to each student in his or her final semester prior to graduation.

Rating scale for each item will be as follows:
1-Not at all
2-Minimally
3-Somewhat
4-Reasonably well
5-Extremely well

Criteria for Success: Eighty percent of students will select satisfaction ratings of 4 (reasonably well) or 5 (extremely well).

Results:

A.2. Professional Role
I have developed my role as an active member in the profession through:

Taking an active role in professional organizations.

<table>
<thead>
<tr>
<th>Ratings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

Number of Responses: 0 1 0 3 12
Percentage rating 4 and above: 93.75%

Means of Assessment #2: PORTFOLIO EVALUATION – Component #1 MHS 6340 Career Development

In the Career and Technical Education Masters program, the portfolio is a capstone evaluation experience, designed to assess how well the student was able to integrate the salient aspects of his/her coursework from the program. Program portfolios are required for all masters students in Career and Technical Education and are completed during the semester in which final coursework is to be completed.

Students must submit three components documenting their mastery of knowledge/skills in seven key courses covering the areas of preparation and development, school and community relations, career development, current trends, administration,
supervision, and practicum. A rating is assigned to each component as described in the evaluation criteria on the following pages.

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<tr>
<td>1</td>
<td>fails to represent the minimal expectations of mastery of course outcomes.</td>
</tr>
<tr>
<td>2</td>
<td>falls slightly below the minimal expectations of mastery of course outcomes. (re-write may be required)</td>
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Note: An overall average score for product(s) submitted for a course of:
3, 4, or 5 represents a passing score.
2 indicates a possible need for the student to re-submit a product(s).
1 represents a failing score. Resubmission is required.

Criteria for Success: Eighty percent of students will receive average ratings of 4 (thorough) or above (5 superior) in Component #1 MHS 6340 Career Development.

Results:
Component #1 MHS 6340 Career Development

Average Score

<table>
<thead>
<tr>
<th>Average Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
</tr>
<tr>
<td>Number of Responses:</td>
</tr>
<tr>
<td>Percentage rating 4 and above: 93.75%</td>
</tr>
</tbody>
</table>

Student Learning Outcome #3

Outcome goal: Acquire administrative and supervisory competencies

Objectives: Acquire competencies in administrative aspects of career and technical education
ASSESSMENT PLAN

Means of Assessment #1: OUTCOMES SURVEY
Designed as a student assessment of how well the program provided opportunities to successfully meet the MA degree program’s intended learning outcomes. This survey is administered to each student in his or her final semester prior to graduation.

Rating scale for each item will be as follows:
1-Not at all
2-Minimally
3-Somewhat
4-Reasonably well
5-Extremely well

Criteria for Success: Eighty percent of students will select satisfaction ratings of 4 (reasonably well) or 5 (extremely well).

Results:

A.3. Administration and Supervision
I have acquired relevant knowledge and competencies in:

Administrative aspects of Career and Technical Education

<table>
<thead>
<tr>
<th>Ratings</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Responses:</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>13</td>
</tr>
<tr>
<td>Percentage rating 4 and above:</td>
<td>93.75%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Means of Assessment #2: PORTFOLIO EVALUATION – Component #1 EVT 6264
Administration of Local Programs

In the Career and Technical Education Masters program, the portfolio is a capstone evaluation experience, designed to assess how well the student was able to integrate the salient aspects of his/her coursework from the program. Program portfolios are required for all masters students in Career and Technical Education and are completed during the semester in which final coursework is to be completed.

Students must submit three components documenting their mastery of knowledge/skills in seven key courses covering the areas of preparation and development, school and community relations, career development, current trends, administration, supervision, and practicum. A rating is assigned to each component as described in the evaluation criteria on the following pages.

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- 3, 4, or 5 represents a passing score.
- 2 indicates a possible need for the student to re-submit a product(s).
- 1 represents a failing score. Resubmission is required.

**Criteria for Success:** Eighty percent of students will receive average ratings of 4 (thorough) or above (5 superior) in Component #1 EVT 6264 Administration of Local Programs

**Results:**
Component #1 EVT 6264 Administration of Local Programs

<table>
<thead>
<tr>
<th>Average Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1  2  3  4  4.5  5</td>
</tr>
<tr>
<td>Number of Responses: 0 0 0 10 2 4</td>
</tr>
<tr>
<td>Percentage rating 4 and above: 100%</td>
</tr>
</tbody>
</table>

**ASSESSMENT REPORT – Outcomes 1, 2, & 3**

**Findings:** The criteria for success were met in all learning outcomes.

**Use of Results:** In order to progress even further in the criteria success area faculty continuously reviewed the work in progress. Upon faculty review it was determined that in order to improve course flow and articulation the current sequencing of courses needed to be changed. This process was developed throughout the academic year during monthly
program meetings. The portfolio structure was changed from ongoing to summative to better reflect the assessment criteria. Several courses were also modified in content in order to provide greater opportunity for learning in regards to specific learning outcomes. Two faculty members reviewed the portfolios independently. If any portfolio was questionable or a re-submit it was then evaluated by all faculty. Each graduate will be contacted for a follow-up survey to examine type and number of job placements and/or job promotions.