ASSESSMENT PLAN/REPORT        FORM C

Career & Technical Education – Tampa Campus        M.A.
(Academic Degree Program and Campus)        (Degree Level)

2003-2004        July 2004
(Assessment Period Covered)        (Date Submitted)

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
Outcomes Assessment Plan/Report: Career & Technical Masters Program

**Background**

The MA in Career and Technical Education (CTE) program was launched in the fall of 2001 with a cohort of approximately 23 students. At that time most of the courses in the two year program were delivered on a weekend format with some web enhancement. The plan was to accept a new cohort every other fall semester since the Career and Technical Education program was staffed with only three faculty members who were operating three separate undergraduate degree programs in addition to the MA program.

During the 2003-04 year the USF College of Education made the decision to no longer support the three CTE undergraduate programs with faculty replacements so the decision was made to phase out the undergraduate programs and focus on enhancing the MA program and revamping and re-launching the CTE doctoral program at a later date. This decision was made easier by the commitment of St. Petersburg College to start up these same three undergraduate programs in the CTE.

It was determined that with the phase out of the undergraduate programs, and with the doctoral program being temporarily closed to new admissions, the current CTE faculty members would focus their efforts on the MA program. One faculty member was retiring and the decision was made to recruit a replacement with the background and experience to support the MA program. The search was successful with the new faculty member slated to join us in fall 2004. Having three faculty to support the program led to the decision to, beginning with fall 2004, accept a new cohort every fall rather than every other fall.

**Major Changes in Program Delivery**

A detailed survey of completers from the 2001-03 cohort during the summer of 2003 indicated that participants wanted much more of the instruction in the 12 courses making up the program delivered via distance learning. A proposal was written for grant funding to support the conversion of nine of the 12 courses to Blackboard format (three of the courses were already delivered via Blackboard). The proposal was funded and the conversion process began during the summer of 2003 and will be completed in May 2005. The program will now be delivered almost entirely on the Internet (there are occasional Saturday orientation and/or wrap up sessions for some courses).

**Actions Taken Since Last Assessment Plan/Report**

In December 2003, the Assessment Plan/Report submitted for the MA in CTE program focused on three student learning outcomes which appear below. Although responses on the assessment surveys completed by the first cohort in August 2003 for all three objectives were very positive (100%, 94% and 94% ratings of 4 or 5 on a 1-5 scale respectively) program faculty explored ways to enhance students’ mastery of these objectives if possible.
In an effort to be proactive, the following actions have been taken since August 2003 to, hopefully, improve students’ reported mastery of these three objectives

**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:**

Opportunities for reflective thinking and writing were increased in EVT 5369 and added to EVT 6661 and EVT 6930.

**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:**

Rather than only encourage cohort members to join several professional organizations, we are now requiring that they join the Association for Career and Technical Education upon beginning the program along with a state level organization of their choice.

**Student Learning Outcome #3**

**Outcome goal:** Acquire administrative and supervisory competencies  

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

**ASSESSMENT PLAN**

The faculty search that was conducted utilized a vacancy announcement that indicated “Experience in administration/supervision of career and technical education at the school or community college level” as a preferred qualification. We were successful in hiring a new faculty member with extensive experience in administration and supervision who will be converting EVT 6264 and EVT 6265 to Blackboard format.
ASSESSMENT REPORT – Outcomes 1, 2, & 3

Findings: Through faculty observation all learning outcomes were met.

Use of Results:

The current cohort began in the fall of 2003 and will complete the program in August 2005. At that time they will be asked to complete a detailed survey on their experiences in the program and its impact on them personally and professionally. In analyzing the results of the survey, we anticipate focusing on three or four additional program objectives to determine how students might enhance their level of mastery of them in the program.

In addition to a survey, students’ comments and products included in their final program portfolio will also be used to assess the effectiveness of each course and the overall program. Each semester, students post one or two completed products they developed during each course to their personal portfolio site on Blackboard. They add a reflective piece at that time about how they approached the product and the impact developing it and using it had on their professional practice.

We also plan on sending a follow-up survey to the original August 2003 graduates during the summer of 2005 since they will have completed the program two years previously and sufficient time will have passed for them to be able to assess the impact of program completion on their careers and reflect on how they benefited from the program.