PROGRAM REVIEW REPORT

Career and Technical Education BS (CTE)

2023 - 2024

General

Completion Status
Complete and Official

Submitter
Marivic Schrage

I. Program Description

Catalog Program Description
The Bachelor of Science in Career and Technical Education (BS CTE) program aims to produce high-quality CTE educators who will possess technical expertise, pedagogical competencies and values to effectively teach 21st century skills, using culturally- responsive teaching, to diverse learners. The program conforms to the standards of the Association for Advancing Quality in Educator Preparation (AAQEP) and the National Board of Professional Teaching Standards (NBPTS-CTE). As designed, the
program provides students with the necessary tools to seek employment in K-12, trade and technical schools, community colleges, and in industry or business environments. This program offers students the opportunity to articulate an Associate Degree in any career and technical education field of study to GCC's Bachelor of Science in CTE. It also prepares students for CTE teaching certification with the Guam Educator Commission for Certification.

Related GCC Institutional Strategic Master Plan Goals
GOAL 1: Advancing Workforce Development and Training

II. Program Effectiveness

<u>Course Data and Analysis</u>
Course Success Rate by Mode of Instruction
Traditional

Course Success Rate Narrative
All students successfully passed the courses they enrolled in, reflecting a 100% course success rate for the academic year 2023-2024. This achievement underscores the value students found in the courses offered during that period. Support for their success included dedicated time to complete major course projects, leniency regarding late assignment submissions, and allowances for absences, contributing to their academic accomplishments.

Retention Rate by Mode of Instruction
Traditional

Student Equity Data
Equity-related issues and plans to address them include:

A non-English speaker is enrolled in the program. Based on her degree audit, she is projected to complete the program in Spring 2025. However, she may face challenges graduating due to her difficulty with reading and writing in English, which could prevent her from passing the required Praxis exams. To support her, she will be required to utilize the tutoring program offered on campus.

All of the students are full-time working professionals. Under the traditional face-to-face semester schedule, they can only take one course at a time. To address this issue, starting in Fall 2024, the CTE courses will be offered in a hybrid format on an 8-week basis. This will allow them to complete at least two courses per semester.

Due to their enrollment status, the students are ineligible for FAFSA, which limits their ability to take more than two classes.

Career and Technical Education BS (CTE): Program Review

Curriculum - Currency of Program and Course Guides
All BSCTE course curricula were updated in Spring 2022, and the BSCTE program curriculum received approval from the Curriculum Review Committee in Spring 2024. We are currently awaiting feedback from the administrators.

Overall Observation of Data on Courses
Support provided to students during the academic year 2023-2024 was tailored based on student equity data and the historical enrollment and retention trends of the BSCTE program. The program's existing students, predominantly consisting of 72% GCC secondary full-time teachers, have expressed strong appreciation for the knowledge and skills gained, highlighting the program's relevance in their professional lives.

Program Data and Analysis
Demographics
Age:
22-31: 9 Students
32-41:
42-51: 2 Students
52 and above:

Ethnicity:
Japanese 1 Student
Chamorro: 1 Student
Caucasian: 1 Student
Filipino: 8 Students

Gender:
Male: 3 Students
Female: 8 Students

Enrollment/Employment Status
Full-time working students - 100%
Note that 8 of the 11 students are GCC full-time secondary teachers

Award Count
BSCTE = 1

Time to Completion based on Award
3 years

Persistence Rates
Fall 2023- Spring 2024: 100%

Stop-outs
None

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hybrid format on an 8-week basis. This will allow them to complete at least two courses per semester.

Due to their enrollment status, the students are ineligible for FAFSA, which limits their ability to take more than two classes. To support them, they will be required to take advantage of scholarships available for students.

CTE Data: Advisory Committee Meeting Dates
12.1.2022 - Ad-hoc committee meeting to review the BSCTE course curricula
1.9.2024 - Ad-hoc committee meeting to review the BSCTE program curriculum

CTE Data: Advisory Committee Meeting Agendas & Minutes
BSCTE Ad-Hoc Adv Sigh-in sheet 12_1_2022.pdf;
BSCTE Ad-Hoc Advisory Meeting Minutes 12.1..2022.pdf;
BSCTEProgram_CTE305ProposalsAd-HocCommittee Meeting Minutes.pdf

Overall Observation of Data on Program
The academic year 2023-2024 has highlighted the need for changes in program design and course scheduling to better support BSCTE students. Recognizing the prevalent work obligations and family demands faced by most students, the author has proposed curriculum and design revisions in the proposed revised BSCTE program curriculum still under going the curriculum review process, aimed at simplifying the degree pathway. These revisions include:

1. Offering CTE courses in a hybrid format (both face-to-face and synchronous) on a quarterly basis starting Fall 2024, while continuing the late evening schedule of CTE courses. This flexibility will accommodate students' varied schedules.

2. Acknowledging credit for relevant teaching experience, allowing it to count towards CTE492 Student Internship.

3. Adopting a Prior Learning Assessment (PLA) strategy. Students who pass the Praxis Principles of Learning and Teaching (5624) and the National Occupational Testing Institute (NOCTI) Principles of CTE Teaching Level 2 exams, as well as recipients of the Quality Matters Teaching Online Certification (TOC) and industry certification relevant to their degree, will be eligible to receive college credits.

4. Despite the availability of scholarships, their limited and competitive nature has deterred a majority of students from applying. In the Spring of 2024, ou of 11 students, only one pursued a scholarship, with confirmation still pending.

5. Moreover, there is a pressing need to provide academic support, particularly in writing skills, to help students pass the Praxis Core exam. All students have been encouraged to take the Praxis Core exam during the summer, with results informing tailored academic support initiatives for the academic year 2024-2025. Although the English Department has provided a campus-wide English tutoring program this past academic year, the morning tutoring schedule was not conducive to BSCTE students with full-time morning jobs.

<u>**Faculty/Program Staff Data and Analysis**</u>
Faculty Professional Development (Lite Rich Text)
The program's sole full-time faculty member holds the rank of an associate professor. She is currently a PhD in Career and Technical Education student at Old Dominion University, VA, USA. She earned her Master's degree in Career and Technical Education from Concordia University, Portland, OR, in 2015, and an Educational Specialist degree in Learning Technologies and Design from the University of Missouri-Columbia in 2022. Additionally, she is certified as a Quality Matters Teaching Online and a Moodle Educator Certified.

<u>SWOT Analysis</u>
III. Program Goals

<u>GOAL 1</u>
Goal 1
Goal 1: Revise CTE Course Scheduling

Goal 1 Alignment to GCC Strategic Plan
GOAL 2: Fostering 100% Student-Centered Success

Goal 1 Actions & Tasks
Offer CTE courses in a hybrid format (face-to-face and synchronous) on a quarterly basis starting Fall 2024, while maintaining late evening course options. This flexible scheduling will better accommodate students' diverse schedules.

<u>GOAL 2</u>
Goal 2
Goal 2: Institute Initiatives to Facilitate Program Completion

Goal 2 Alignment to GCC Strategic Plan
GOAL 2: Fostering 100% Student-Centered Success

Goal 2 Actions & Tasks
1. Recognize relevant teaching experience for credit towards CTE492 Student Internship.
2. Implement a Prior Learning Assessment (PLA) strategy. Students who pass exams such as Praxis Principles of Learning and Teaching (5624), National Occupational Testing Institute (NOCTI) Principles of CTE Teaching Level 2, obtain Quality Matters Teaching Online Certification (TOC), or hold industry certifications relevant to their degree, will be eligible for college credits.

<u>GOAL 3</u>
Goal 3
Goal 3: Improve Marketing and Messaging

Goal 3 Alignment to GCC Strategic Plan
GOAL 1: Advancing Workforce Development and Training

Goal 3 Actions & Tasks
1. Allocate a Google advertising budget to enhance messaging and target colleges in the region effectively.
2. Implement innovative marketing strategies alongside existing methods to enhance outreach and visibility.

Supporting Documents

Supporting Documents
IDEA FA2023 CTE300 Comparison-GCC.pdf;
IDEA FA2023 CTE320 .pdf;
IDEA FA2023 CTE320 Comparison GCC.pdf;
IDEA SP2024 CTE350.png