

CTE LEARNING OUTCOMES, PATHWAYS, AND PROGRAMS

Title - CTE Learning Outcomes, Pathways, and Programs

Program of Study – Masters Degree in Education with a concentration in Administration and Supervision

Presentation Type – **Choose one of the following:** Remote Oral Presentation (Online students only)

Subtype – **Choose one of the following for poster or oral presentation types:** Basic

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The purpose of my research study is to examine CTE curriculum maps, specifically in the commercial arts career cluster to see what learning outcomes students achieve in secondary and postsecondary classroom settings. While researching this week, I came across the Journal of Career and Technical Education, which had an abundance of good information on CTE learning outcomes relating. CTE programs do have an affect on the enrollment in community college, and industry opportunities available to high school students upon graduation.

This quantitative articles illustrate statistical examples. “Thus, among community college students, high school CTE participation may help facilitate goals related to the completion agenda, which call for increasing the number of individuals with quality postsecondary credentials (Predicting Community College Outcomes: Does High School CTE Participation have a Significant Effect? *Journal of Career and Technical Education*).” This longitudinal study shows examples of how CTE outcomes affect different characteristics and communities. For example, they looked at these different variables of students attending CTE programs, income

CTE LEARNING OUTCOMES, PATHWAYS, AND PROGRAMS

levels in households, races, gender, academic performance, environmental factors, and effects on high school curricula.

This article is an example of correlation research design. Three reasons why this article is an example of correlation research design are; this article assess relationships among naturally occurring variables, it discusses the relationship between the variables described, and there are generalized findings from the sample population. Variables included in the *Journal of Career and Technical Education* include gender, race, family income, academic preparation, a number of siblings, and expectation of CTE completion rate. The study is a non-experimental, longitudinal design. The main variable we are looking at in this study is CTE participation, and curriculum.

Method of Data Collection

The method of data collection was a generalized linear model. The statistics were categorized by high school program type, learning outcome, and a variety of dependent and independent variables. For example, by *Table 5: Hierarchical Generalized Linear Model Summaries: Fixed Coefficients* it looks at if particular categories would transfer, earn an Associate's Degree, or certificate. Results show that high income families were most likely to transfer from a CTE high school program to a community college. Students who complete CTE programs in a high school setting, had a larger chance of gaining a certificate upon graduation.

Christian worldview integration:

My teaching experience includes professional experience teaching in both a private and public school setting. Students in a secular public school setting and private Christian school setting both utilize CTE learning standards to enhance vocational programs. The research study: CTE Learning Outcomes, Pathways, and Programs illustrates a dynamic study of how CTE

CTE LEARNING OUTCOMES, PATHWAYS, AND PROGRAMS

learning outcomes impact specific career clusters, and impact students' success in a classroom setting. Students which participate in CTE programs are career, college, and community ready for vocational career paths and careers.

At Mooseheart School, the school which I currently serve at we have a total of six vocational CTE career clusters offered to students. I was recognized for starting the commercial arts vocation. I prepared a proposal, planned a budget for the program, and prepared a graphic design vocational field trip for students to learn more about this field of study. Giving students hope for the future, like He did for us gives light in the career and technical educational classroom setting.

CTE career clusters have employability standards which are common throughout all career clusters. During my teaching experience at Mooseheart School, I had the opportunity to plan and implement an employability workshop. Students learned soft skills, resume writing skills, and even heard from a guest speaker on current career trends. High school students had a learning opportunity to connect, collaborate, and communicate in small group settings after the guest speaker. This event was a success and created CTE opportunities for students to learn more about vocational studies.

At the school which I currently serve at we have a Christian value system which utilizes biblical Christian values. This has enhanced our CTE and vocational programs in a positive way. Students have Christian resources and CTE career cluster information available to them at their finger tips. Career and technical education is about preparing students for the future. As leaders and Champions of Christ, we must prepare our students for the future and teach them to seek Him and His wisdom. "For I know the plans I have for you," declares the LORD, "plans to prosper you and not to harm you, plans to give you hope and a future (NKJB,

CTE LEARNING OUTCOMES, PATHWAYS, AND PROGRAMS

Jeremiah 29:11).” As a certified career and technical educator with an endorsement in commercial and advertising arts for grades 7-12, I know how important it is to encourage our students to plan, prosper, and seek Him at all times. When you believe, you achieve. Career and technical education from a Christian perspective provides students with hope through Him for a future in the trades and vocational studies.

References

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New King James Bible, Jeremiah 29:11