2020-2021 INSTITUTIONAL EFFECTIVENESS AUDIT

ALL sections are required.

Major Organizational Unit Head: Don Schillinger, Dean; Terry McConathy, Provost

Name of Unit/Program: BS, Early Childhood Education, Grades PK-3

Mission: To provide high-quality educational experiences for students across the lifespan, to enhance and extend knowledge bases through research and other scholarly activities, and to serve the community through collaborative endeavors.

DUE OCTOBER 15, 2020. **Based on analysis of the 2019-2020 data, what is being implemented during the 2020-2021 cycle to improve results?**

The program's quality assurance system continues to be revamped.

SLO 1 (discipline-specific content knowledge)

Candidates complete the Praxis Subject Assessments at points during their academic programs prior to the senior year. This results in candidates taking the exams during sophomore and junior years and in some cases prior to completing general education courses that serve as preparation for the exams. Given this, the 80% benchmark was overly ambitious. Upon reflection, we recognize that a benchmark not exceeding 60% is more reasonable when considering the percentage of students who complete all or at least most general education courses prior to attempting the first exam. Moreover, comparing the 80% benchmark to the national pass rates certainly reflects how overly ambitious that benchmark is. A decision to adjust the benchmark to 55% for 2020-2021 was made.

SLO 2 (discipline-specific content knowledge in professional practice)

Candidates typically perform well overall during their residency/student teaching experiences. Three candidates in this cohort, and one in particular, struggled to succeed. On a 4-point scale, two of the candidates did not earn ratings above 3, and one candidate did not earn ratings about 2. These results led to interventions with each candidate and also impacted the cohort's performance negatively. We believe this is an anomaly and decided against making sweeping assessment changes on a single snapshot of data given the circumstances of these individual students. Should multiple years of data yield trends in the data, however, we will revisit the measure, the measure's use, and how evaluators and candidates are prepared for the implementation.

SLO 3 (professional behaviors and characteristics)
Benchmark status: Cannot determine whether benchmark was met

Data from this proprietary assessment is not available for disaggregation by candidate, which is how the expected outcome was framed. For 2020-2021, the outcome will be adjusted to reflect a benchmark in terms of how data are available. This was the first year this proprietary tool was used in the quality assurance system, and details provided did not identify data reporting limitations.

SLO 4 (creative thinking, ideas, processes, materials, experiences)
SLO 5 (data-driven decisions)

Efforts were implemented fall 2020 to ensure data collection capacity regardless of COVID-19 circumstances in 2020-2021.

DUE OCTOBER 15, 2020. Expected Outcomes (based upon and linked to overall Mission of Program or Unit)

Programmatic Outcomes
SLO 1 (discipline-specific content knowledge)
Candidates will demonstrate content knowledge mastery in the areas of literacy, math, science, and social studies.

SLO 2 (discipline-specific content knowledge in professional practice)
Candidates will demonstrate proficiency in the professional skills of planning and preparation, organizing and maintaining a classroom environment, instruction, and professionalism.

SLO 3 (professional behaviors and characteristics)
Candidates will model behaviors and characteristics of professional educators.

SLO 4 (creative thinking, ideas, processes, materials, experiences)
Candidates will create engaging learning activities that embed college- and career-readiness skills, digital learning experiences, and current best practices in teaching.

SLO 5 (data-driven decisions)
Candidates will make instructional decisions by collecting, analyzing, and acting upon student performance data.

General Education Course Assessment
N/A

DUE OCTOBER 15, 2020. Means of Measurement (Make sure this is measurable, and link each measurement to each expected outcome.)

Programmatic Means of Measurement

SLO 1 (discipline-specific content knowledge)
Assessment: Praxis Subject Assessments: Reading Language Arts (5002), Mathematics (5003), Social Studies (5004), Science (5005)
Method: Nationally-normed test
Benchmark: 80% of candidates earn passing scores (157 on 5002, 157 on 5003, 155 on 5004, 159 on 5005) on first attempt

SLO 2 (discipline-specific content knowledge in professional practice)
Assessment: Danielson Framework for Teaching Evaluations
Method: Rubric
Benchmark: 100% of candidates will earn a mean rating of 3.0 on all indicators

SLO 3 (professional behaviors and characteristics)
Assessment: Teacher Beliefs and Mindset Survey
Method: Survey
Benchmark: Cohort means for each survey category will have be 3.0 or above

SLO 4 (creative thinking, ideas, processes, materials, experiences)
Assessment: Lesson Plan
Method: Rubric
Benchmark: 80% of candidates earn passing score of at least 80%

SLO 5 (data-driven decisions)
Assessment: Student Learning Target Assessment
Method: Rubric
Benchmark: 80% of candidates earn passing score of at least 80%

General Education Course Means of Measurement
N/A

DUE OCTOBER 15, 2021. Measurements of Results (Disaggregate data based on mode of delivery and/or location.)

Programmatic Results
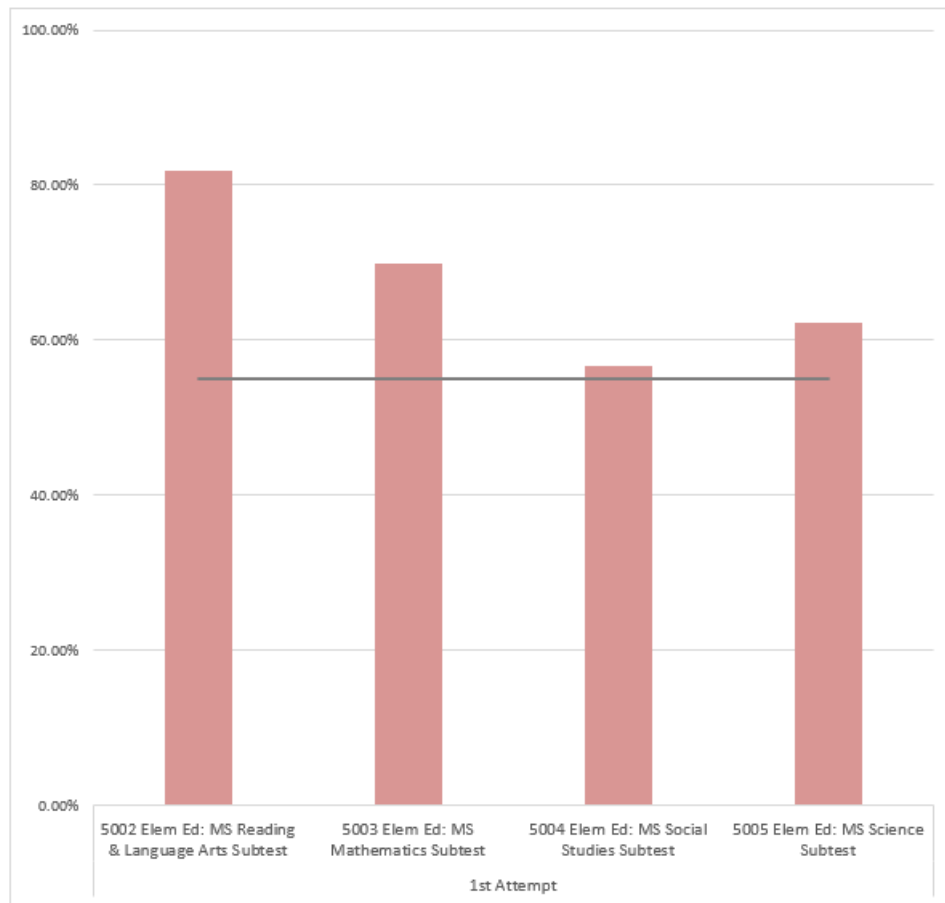**SLO 1 (discipline-specific content knowledge)**
Assessment: Praxis Subject Assessments: Reading Language Arts (5002), Mathematics (5003), Social Studies (5004), Science (5005)
Method: Nationally-normed test
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During this period, 100% of candidates met the new benchmark with the highest pass rate (81.67%) on the Reading Language Arts exam. Social Studies (56%) and Science (62%) were identified as areas of concern.

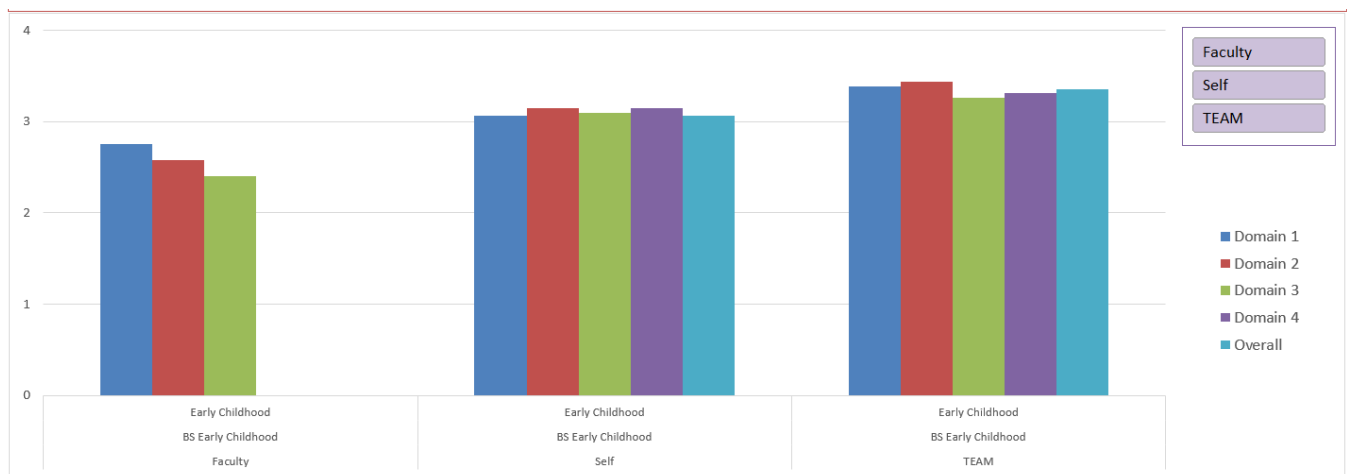|		Number Tested	Number Passed	Percent Passed
1st Attempt				
	5002 Elem Ed: MS Reading & Language Arts Subtest	60	49	81.67%
	5003 Elem Ed: MS Mathematics Subtest	66	46	69.70%
	5004 Elem Ed: MS Social Studies Subtest	53	30	56.60%
	5005 Elem Ed: MS Science Subtest	58	36	62.07%

SLO 2 (discipline-specific content knowledge in professional practice)
Assessment: Danielson Framework for Teaching Evaluations
Method: Rubric
Benchmark: 100% of candidates will earn a mean rating of 3.0 on all indicators

During the current year, 100% of candidates met benchmark as rated by the TEAM with average ratings from 3.0 in Domain 3D to 3.6 in Domains 1B and 2E. Faculty ratings were slightly lower with all candidates being below benchmark. The range of faculty ratings was 2.25 in Domains 2B and 3A to 2.88 in Domains 3B and 3C. Candidate self ratings ranged from 2.75 for Domain 4C to 3.48 in Domains 4A and 4F. It was noted that there is a large discrepancy between faculty ratings and those of the students and TEAM which is an area that needs to be addressed.

	Domain 1a	Domain 1b	Domain 1c	Domain 1d	Domain 1e	Domain 1f
⊟ TEAM						
⊟ BS Early Childhood						
Early Childhood	3.40	3.60	3.50	3.40	3.30	3.10
⊟ Faculty						
⊟ BS Early Childhood						
Early Childhood	2.88	2.88	2.63	2.63	2.88	2.63
⊟ Self						
⊟ BS Early Childhood						
Early Childhood	3.13	3.25	3.00	3.25	2.88	2.88
Grand Total	3.15	3.27	3.08	3.12	3.04	2.88

	Domain 2a	Domain 2b	Domain 2c	Domain 2d	Domain 2e
⊟ TEAM					
⊟ BS Early Childhood					
Early Childhood	3.40	3.50	3.30	3.40	3.60
⊟ Faculty					
⊟ BS Early Childhood					
Early Childhood	2.88	2.25	2.50	2.50	2.75
⊟ Self					
⊟ BS Early Childhood					
Early Childhood	3.25	3.13	3.00	3.13	3.25
Grand Total	3.19	3.00	2.96	3.04	3.23

	Domain 3a	Domain 3b	Domain 3c	Domain 3d	Domain 3e
⊟ TEAM					
⊟ BS Early Childhood					
Early Childhood	3.40	3.20	3.40	3.00	3.30
⊟ Faculty					
⊟ BS Early Childhood					
Early Childhood	2.25	2.38	2.38	2.63	2.38
⊟ Self					
⊟ BS Early Childhood					
Early Childhood	3.13	3.13	3.25	2.88	3.13
Grand Total	2.96	2.92	3.04	2.85	2.96

	Domain 4a	Domain 4b	Domain 4c	Domain 4d	Domain 4e	Domain 4f
⊟ TEAM						
⊟ BS Early Childhood						
Early Childhood	3.30	3.40	3.20	3.40	3.20	3.40
⊟ Self						
⊟ BS Early Childhood						
Early Childhood	3.38	3.13	2.75	3.13	3.13	3.38
Grand Total	3.33	3.28	3.00	3.28	3.17	3.39

SLO 3 (professional behaviors and characteristics)
Assessment: Teacher Beliefs and Mindset Survey
Method: Survey
Benchmark: Cohort means for each survey category will have be 3.0 or above

The student's sense of self-efficacy is identified as the greatest strength. Another strength is the consistency between both Early Childhood and Elementary. Culturally responsive teaching is the area of concern for both Early Childhood and Elementary. While looking at the breakdown of the content, ELL stood out as a key area of concern and was selected as our prioritized area for growth in the next year.

Average Sense of Self-Efficacy

	BS-Early Childhood
Classroom Management	**8.13**
1. How much can you do to prevent and respond to disruptive behavior in the classroom?	8
3. How much can you do to calm a student who is disruptive or noisy?	8
6. How much can you do to get children to follow classroom rules?	8
8. How well can you establish a classroom management system with each group of students?	8
Instructional Strategies	**8.23**
5. To what extent can you craft good questions for your students?	8
9. To what extent can you use a variety of assessment strategies?	8
10. To what extent can you provide an alternative explanation or example when students are confused?	8
12. How well can you implement alternative strategies in your classroom?	8
Student Engagement	**8.05**
7. How much can you do to get students to believe they can do well in schoolwork?	8
2. How much can you do to motivate students who show low interest in schoolwork?	8
4. How much can you do to help your students value learning?	8
11. How much can you assist families in helping their children do well in school?	7

Average Level of Confidence

	BS-Early Childhood
Culturally Responsive Teaching	**7.72**
2.1. Identify ways that the school culture (e.g., values, norms, and practices) is different from my students' home culture	7
2.2. Implement strategies to minimize the effects of the mismatch between my students' home culture and the school culture	7
2.3. Assess student learning using various types of assessments	8
2.4. Obtain information about my students' home life	8
2.5. Build a sense of trust in my students	9
2.6. Establish positive home-school relations	8
2.7. Develop a community of learners when my class consists of students from diverse backgrounds	8
2.8. Use my students' cultural background to help make learning meaningful	8
2.9. Use my students' prior knowledge to help them make sense of new information	9

2.10. Identify ways how students communicate at home may differ from the school norms	8
2.11. Obtain information about my students' cultural background	8
2.12. Greet English Language Learners with a phrase in their native language	6
2.13. Design a classroom environment using displays that reflects a variety of cultures	8
2.14. Develop a personal relationship with my students	8
2.15. Praise English Language Learners for their accomplishments using a phrase in their native language	6
2.16. Identify ways that standardized tests may be biased towards linguistically diverse students	7
2.17. Communicate with families regarding their child's educational progress	8
2.18. Structure teacher conferences so that the meeting is not intimidating for families	8
2.19. Revise instructional material to include a better representation of cultural groups	8
2.20. Critically examine the curriculum to determine whether it reinforces stereotypes	8
2.21. Model classroom tasks to enhance English Language Learners' understanding	7
2.22. Communicate with the families of English Language Learners regarding their child's achievement	7
2.23. Identify ways that standardized tests may be biased towards culturally diverse students	8
2.24. Use examples that are familiar to students from diverse cultural backgrounds	8
2.25. Explain new concepts using examples that are taken from my students' everyday lives	8
2.26. Teach students about their culture's contributions to society	8

SLO 4 (creative thinking, ideas, processes, materials, experiences)
Assessment: Lesson Plan
Method: Rubric
Benchmark: 80% of candidates earn passing score of at least 80%
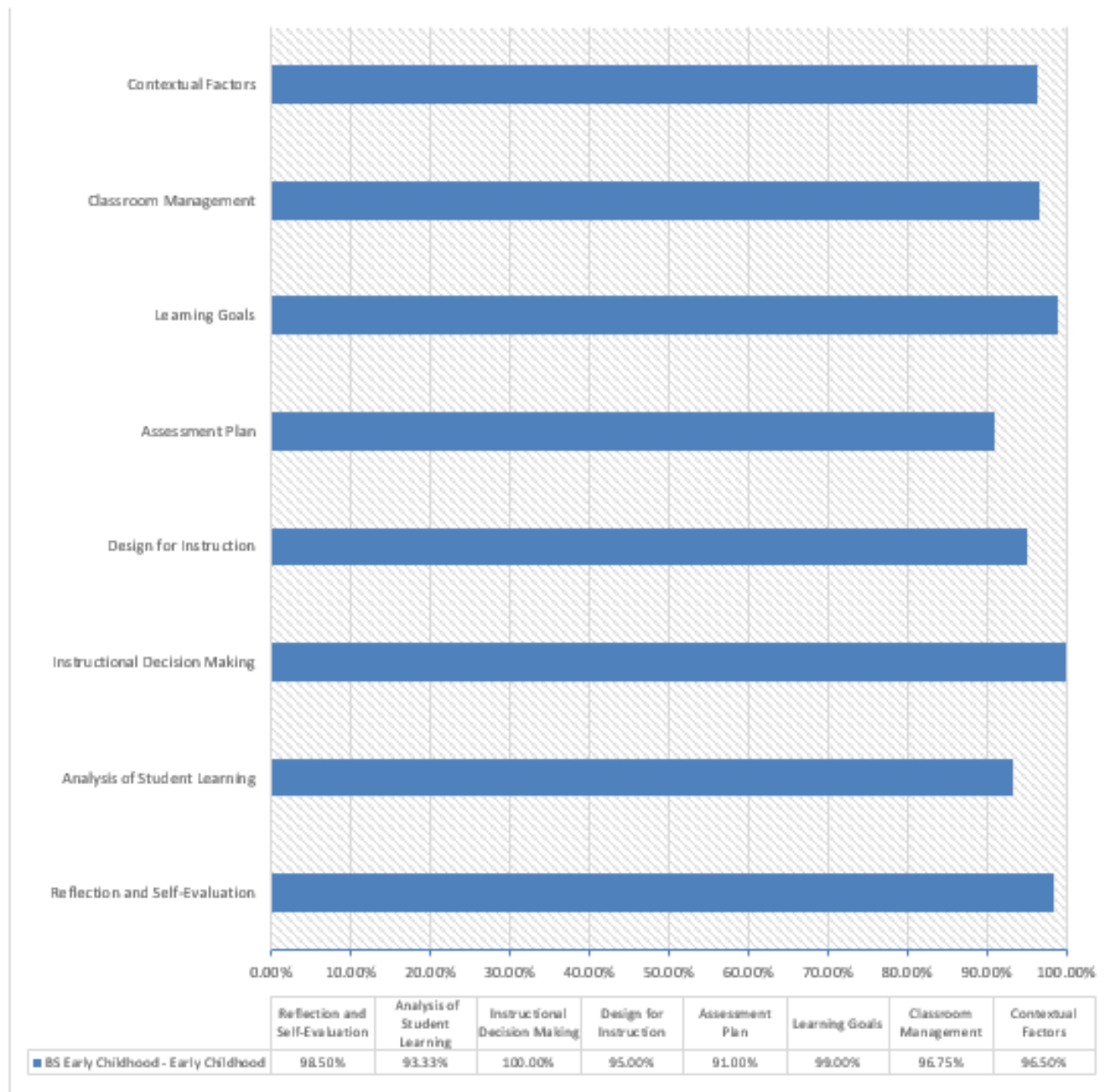Data for SLO 4 was not available from the 2020-21 year for analysis.

SLO 5 (data-driven decisions)
Assessment: Student Learning Target Assessment
Method: Rubric
Benchmark: 80% of candidates earn passing score of at least 80%

Data from 2020-21 show that 100% of candidates met the benchmark with Instructional Decision Making (100%) being the greatest strength. Assessment Plan (91%) and Analysis of Student Learning (93.33%) have the lowest scores.

	Reflection and Self-Evaluation	Analysis of Student Learning	Instructional Decision Making	Design for Instruction	Assessment Plan	Learning Goals	Classroom Management	Contextual Factors
■ BS Early Childhood - Early Childhood	98.50%	93.33%	100.00%	95.00%	91.00%	99.00%	96.75%	96.50%

General Education Course Results
N/A

DUE OCTOBER 15, 2021. **Use of Results (Describe what changes were made during this cycle. State clearly what improvements have taken place during this cycle-What was actually done to improve the outcomes? Did this work? Discuss strengthens and weaknesses. You can compare previous year to current year to identify improvement.)**

Programmatic Use of Results

SLO 1 (discipline-specific content knowledge)
Assessment: Praxis Subject Assessments: Reading Language Arts (5002), Mathematics (5003), Social Studies (5004), Science (5005)
Method: Nationally-normed test
Benchmark: 55% of candidates earn passing scores (157 on 5002, 157 on 5003, 155 on 5004, 159 on 5005) on first attempt

As previously explained, when compared to the national pass rates, the 80% benchmark set during the 2019-20 year was determined to be an overly ambitious benchmark. As a result, the benchmark was adjusted to 55% for 2020-2021.

SLO 2 (discipline-specific content knowledge in professional practice)
Assessment: Danielson Framework for Teaching Evaluations
Method: Rubric
Benchmark: 100% of candidates will earn a mean rating of 3.0 on all indicators

Because the number of students who did not meet benchmark during the 2019-20 year was very low (3), it was decided not to make changes on a single snapshot of data given the circumstances of these individual students, but to continue to watch the data to determine if multiple years of data yield a trend that needs to be addressed. Therefore, no changes were made during the 2020-21 year.

SLO 3 (professional behaviors and characteristics)
Assessment: Teacher Beliefs and Mindset Survey
Method: Survey
Benchmark: Cohort means for each survey category will have be 7.0 or above

During the 2019-20 year, data disaggregated by candidate was not available for analysis, and therefore minimal changes were planned. It was determined at that time, that the outcome would be adjusted to reflect a benchmark in terms of how data are available. For 2020-21, data was collected so that it could be disaggregated by candidate which allowed for program specific analysis. A new benchmark of mean of 7.0 or above was set to better align to the rating scale of the assessment (1-9).

SLO 4 (creative thinking, ideas, processes, materials, experiences)
Assessment: Lesson Plan
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The Lesson Plan assessment has not been implemented consistently, and, therefore, data have not been collected. During the 2020-21 year, the lesson plan template was redesigned by a panel of faculty who use the assessment in the Practicum courses. It was also determined that going forward, the assessment would be implemented during the practicum courses and the data will be collected through Qualtrics for

analysis each year. The next step, which is to review and revise the current lesson plan rubric will take place during the 2021-22 year.

SLO 5 (data-driven decisions)
Assessment: Student Learning Target Assessment
Method: Rubric
Benchmark: 80% of candidates earn passing score of at least 80%

Efforts were implemented fall 2020 to ensure data collection capacity regardless of COVID-19 circumstances in 2020-2021. These efforts were successful and data were collected for analysis.

General Education Use of Results
N/A

2020-2021 INSTITUTIONAL EFFECTIVENESS AUDIT

Major Organizational Unit Head: Don Schillinger, Dean; Terry McConathy, Provost

Name of Unit/Program: BS, Elementary Education, Grades 1-5

Mission: To provide high-quality educational experiences for students across the lifespan, to enhance and extend knowledge bases through research and other scholarly activities, and to serve the community through collaborative endeavors.

DUE OCTOBER 15, 2020. Based on analysis of the 2019-2020 data, what is being implemented during the 2020-2021 cycle to improve results?

The program's quality assurance system continues to be revamped.

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Candidates typically perform well overall during their residency/student teaching experiences. Three candidates in this cohort, and one in particular, struggled to succeed. On a 4-point scale, two of the candidates did not earn ratings above 3, and one candidate did not earn ratings about 2. These results led to interventions with each candidate and also impacted the cohort's performance negatively. We believe this is an anomaly and decided against making sweeping assessment changes on a single snapshot of data given the circumstances of these individual students. Should multiple years of data yield trends in the data, however, we will revisit the measure, the measure's use, and how evaluators and candidates are prepared for the implementation.

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Benchmark status: Cannot determine whether benchmark was met

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DUE OCTOBER 15, 2020. **Expected Outcomes (based upon and linked to overall Mission of Program or Unit)**

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Method: Rubric
Benchmark: 80% of candidates earn passing score of at least 80%

General Education Course Means of Measurement
N/A

DUE OCTOBER 15, 2021. Measurements of Results (Disaggregate data based on mode of delivery and/or location)

Programmatic Results

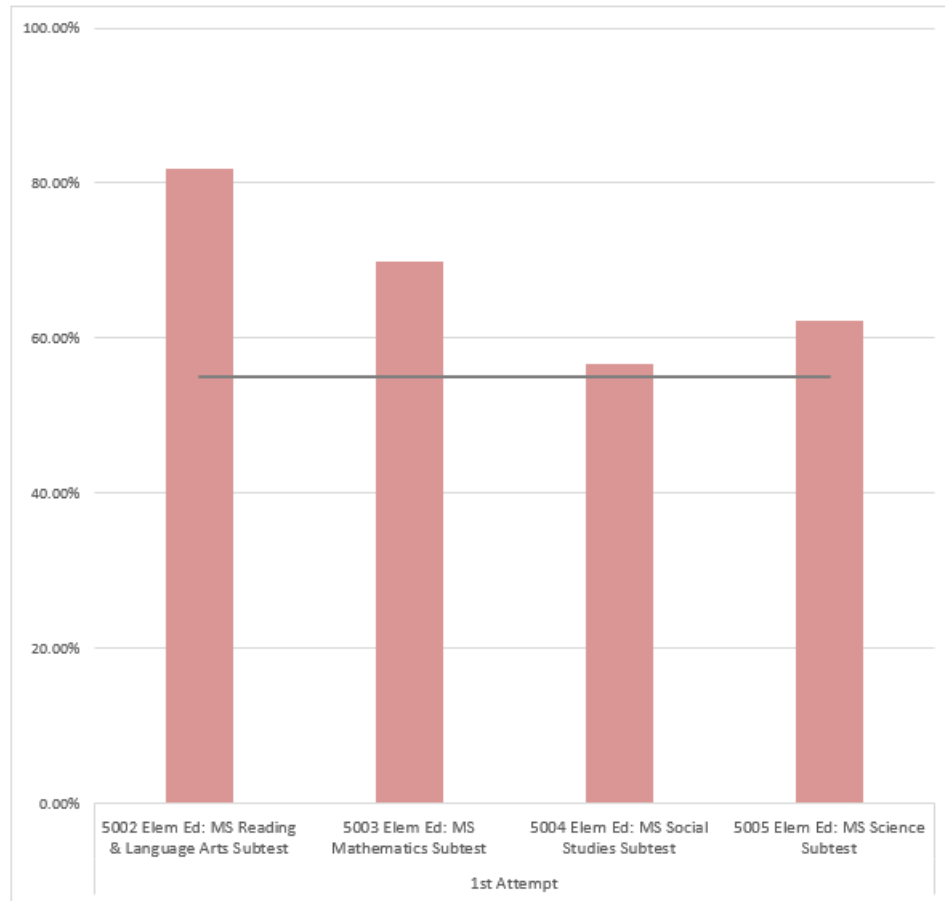**SLO 1 (discipline-specific content knowledge)**
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During this period, 100% of candidates met the new benchmark with the highest pass rate (81.67%) on the Reading Language Arts exam. Social Studies (56%) and Science (62%) were identified as areas of concern.

	Number Tested	Number Passed	Percent Passed
1st Attempt			
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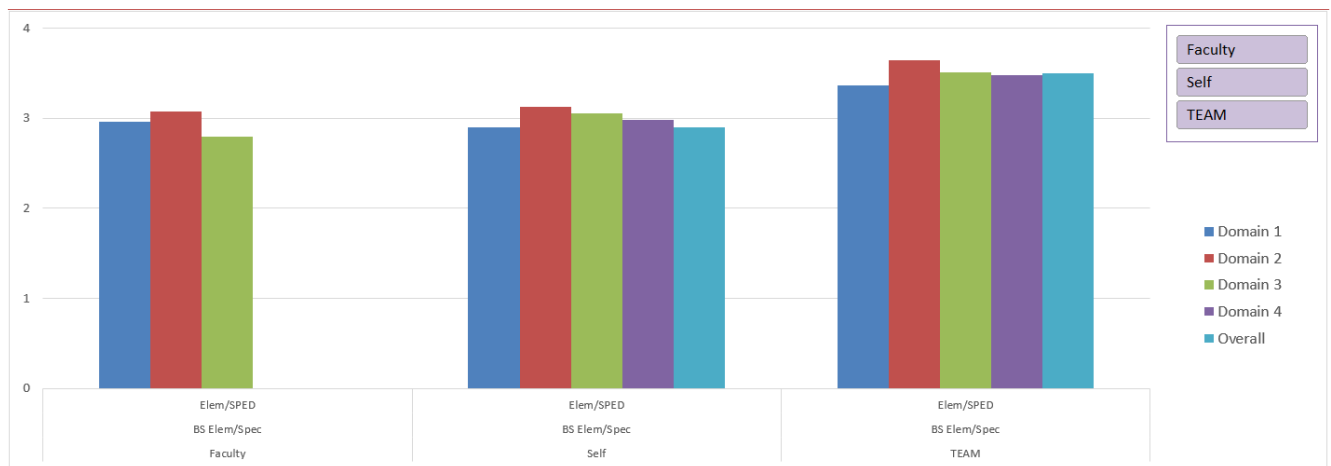**SLO 2 (discipline-specific content knowledge in professional practice)**
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Method: Rubric
Benchmark: 100% of candidates will earn a mean rating of 3.0 on all indicators

During the current year, 100% of candidates met benchmark as rated by the TEAM with average ratings from 3.11 in Domain 4C to 3.78 in Domains 2B, 2E, 3A, and 4F. Faculty ratings were slightly lower with ratings in some categories being below benchmark. Faculty ratings ranged from 2.6 in Domains 1F, 3A and 3C to 3.2 in Domains 1D, 1E, 2A, 2C, and 2D. Candidate self ratings ranged from 2.63 for Domain 4C to 3.25 in Domains 2A, 2B, 2E, 3A, and 4F. It was noted that there is a large

discrepancy between faculty ratings and those of the students and TEAM which is an area that needs to be addressed.

	Domain 1a	Domain 1b	Domain 1c	Domain 1d	Domain 1e	Domain 1f
⊟ TEAM						
⊟ BS Elem/Spec						
Elem/SPED	3.44	3.44	3.33	3.33	3.44	3.22
⊟ Faculty						
⊟ BS Elem/Spec						
Elem/SPED	2.80	3.00	3.00	3.20	3.20	2.60
⊟ Self						
⊟ BS Elem/Spec						
Elem/SPED	3.13	2.88	2.75	2.88	2.88	2.88
Grand Total	3.18	3.14	3.05	3.14	3.18	2.95

	Domain 2a	Domain 2b	Domain 2c	Domain 2d	Domain 2e
⊟ TEAM					
⊟ BS Elem/Spec					
Elem/SPED	3.67	3.78	3.67	3.33	3.78
⊟ Faculty					
⊟ BS Elem/Spec					
Elem/SPED	3.20	2.80	3.20	3.20	3.00
⊟ Self					
⊟ BS Elem/Spec					
Elem/SPED	3.25	3.25	3.00	2.88	3.25
Grand Total	3.41	3.36	3.32	3.14	3.41

	Domain 3a	Domain 3b	Domain 3c	Domain 3d	Domain 3e
⊟ TEAM					
⊟ BS Elem/Spec					
Elem/SPED	3.78	3.33	3.67	3.44	3.33
⊟ Faculty					
⊟ BS Elem/Spec					
Elem/SPED	3.00	2.60	2.60	2.80	3.00
⊟ Self					
⊟ BS Elem/Spec					
Elem/SPED	3.25	3.00	3.13	2.88	3.00
Grand Total	3.41	3.05	3.23	3.09	3.14

	Domain 4a	Domain 4b	Domain 4c	Domain 4d	Domain 4e	Domain 4f
⊟ TEAM						
⊟ BS Elem/Spec						
Elem/SPED	3.44	3.67	3.11	3.44	3.44	3.78
⊟ Self						
⊟ BS Elem/Spec						
Elem/SPED	3.00	3.13	2.63	2.88	3.00	3.25
Grand Total	3.24	3.41	2.88	3.18	3.24	3.53

SLO 3 (professional behaviors and characteristics)
Assessment: Teacher Beliefs and Mindset Survey
Method: Survey
Benchmark: Cohort means for each survey category will have be 3.0 or above

The student's sense of self-efficacy is identified as the greatest strength. Another strength is the consistency between both Early Childhood and Elementary. Culturally responsive teaching is the area of concern for both Early Childhood and Elementary. While looking at the breakdown of the content, ELL stood out as a key area of concern and was selected as our prioritized area for growth in the next year.

Average Sense of Self-Efficacy

	BS-Elem/SPED
Classroom Management	**7.93**
1. How much can you do to prevent and respond to disruptive behavior in the classroom?	8
3. How much can you do to calm a student who is disruptive or noisy?	8
6. How much can you do to get children to follow classroom rules?	8
8. How well can you establish a classroom management system with each group of students?	8
Instructional Strategies	**8.08**
5. To what extent can you craft good questions for your students?	8
9. To what extent can you use a variety of assessment strategies?	8
10. To what extent can you provide an alternative explanation or example when students are confused?	8
12. How well can you implement alternative strategies in your classroom?	8
Student Engagement	**7.85**
7. How much can you do to get students to believe they can do well in schoolwork?	8
2. How much can you do to motivate students who show low interest in schoolwork?	8
4. How much can you do to help your students value learning?	8
11. How much can you assist families in helping their children do well in school?	7

Average Level of Confidence

	BS-Elem/SPED
Culturally Responsive Teaching	**7.06**
2.1. Identify ways that the school culture (e.g., values, norms, and practices) is different from my students' home culture	6
2.2. Implement strategies to minimize the effects of the mismatch between my students' home culture and the school culture	6
2.3. Assess student learning using various types of assessments	8
2.4. Obtain information about my students' home life	8

2.5. Build a sense of trust in my students	9
2.6. Establish positive home-school relations	8
2.7. Develop a community of learners when my class consists of students from diverse backgrounds	8
2.8. Use my students' cultural background to help make learning meaningful	8
2.9. Use my students' prior knowledge to help them make sense of new information	9
2.10. Identify ways how students communicate at home may differ from the school norms	8
2.11. Obtain information about my students' cultural background	8
2.12. Greet English Language Learners with a phrase in their native language	6
2.13. Design a classroom environment using displays that reflects a variety of cultures	7
2.14. Develop a personal relationship with my students	9
2.15. Praise English Language Learners for their accomplishments using a phrase in their native language	5
2.16. Identify ways that standardized tests may be biased towards linguistically diverse students	7
2.17. Communicate with families regarding their child's educational progress	7
2.18. Structure teacher conferences so that the meeting is not intimidating for families	7
2.19. Revise instructional material to include a better representation of cultural groups	7
2.20. Critically examine the curriculum to determine whether it reinforces stereotypes	7
2.21. Model classroom tasks to enhance English Language Learners' understanding	6
2.22. Communicate with the families of English Language Learners regarding their child's achievement	5
2.23. Identify ways that standardized tests may be biased towards culturally diverse students	6
2.24. Use examples that are familiar to students from diverse cultural backgrounds	6
2.25. Explain new concepts using examples that are taken from my students' everyday lives	8
2.26. Teach students about their culture's contributions to society	7

SLO 4 (creative thinking, ideas, processes, materials, experiences)
Assessment: Lesson Plan
Method: Rubric
Benchmark: 80% of candidates earn passing score of at least 80%
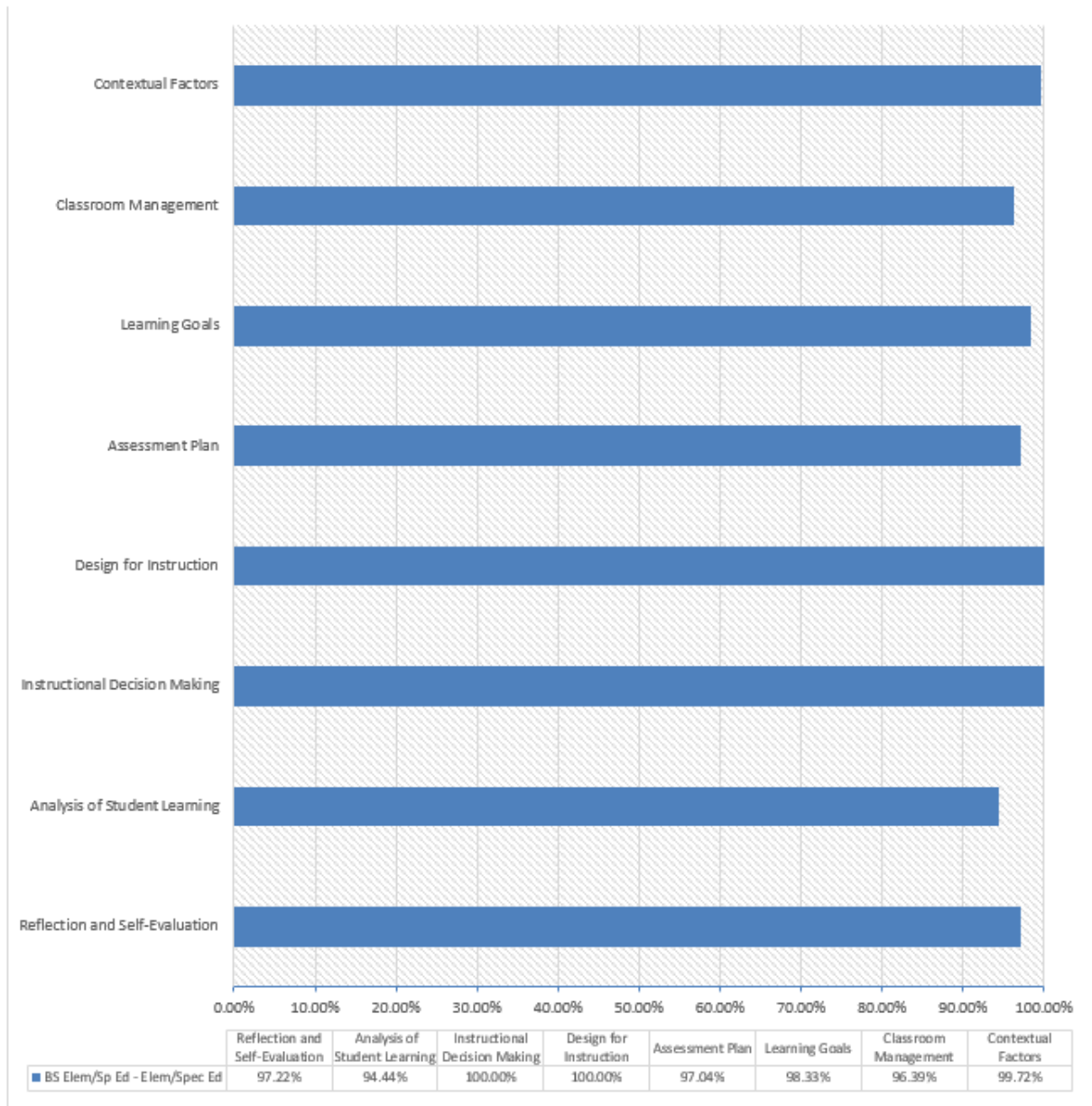Data for SLO 4 was not available from the 2020-21 year for analysis.

SLO 5 (data-driven decisions)
Assessment: Student Learning Target Assessment
Method: Rubric
Benchmark: 80% of candidates earn passing score of at least 80%

Data from 2020-21 show that 100% of candidates met the benchmark with Instructional Decision Making (100%) and Design for Instruction (100%) being the greatest strength. Analysis of Student Learning has the lowest score with 94.44%.

	Reflection and Self-Evaluation	Analysis of Student Learning	Instructional Decision Making	Design for Instruction	Assessment Plan	Learning Goals	Classroom Management	Contextual Factors
BS Elem/Sp Ed – Elem/Spec Ed	97.22%	94.44%	100.00%	100.00%	97.04%	98.33%	96.39%	99.72%

General Education Course Results

N/A

DUE OCTOBER 15, 2021. Use of Results (Describe what changes were made during this cycle. State clearly what improvements have taken place during this cycle-What was actually done to improve the outcomes? Did this work? Discuss strengthens and weaknesses. You can compare previous year to current year to identify improvement.)

<u>Programmatic Use of Results</u>
SLO 1 (discipline-specific content knowledge)
Assessment: Praxis Subject Assessments: Reading Language Arts (5002), Mathematics (5003), Social Studies (5004), Science (5005)
Method: Nationally-normed test
Benchmark: 55% of candidates earn passing scores (157 on 5002, 157 on 5003, 155 on 5004, 159 on 5005) on first attempt

As previously explained, when compared to the national pass rates, the 80% benchmark set during the 2019-20 year was determined to be an overly ambitious benchmark. As a result, the benchmark was adjusted to 55% for 2020-2021. No other changes were made.

SLO 2 (discipline-specific content knowledge in professional practice)
Assessment: Danielson Framework for Teaching Evaluations
Method: Rubric
Benchmark: 100% of candidates will earn a mean rating of 3.0 on all indicators

Because the number of students who did not meet benchmark during the 2019-20 year was very low (3), it was decided not to make changes on a single snapshot of data given the circumstances of these individual students, but to continue to watch the data to determine if multiple years of data yield a trend that needs to be addressed. Therefore, no changes were made during the 2020-21 year.

SLO 3 (professional behaviors and characteristics)
Assessment: Teacher Beliefs and Mindset Survey
Method: Survey
Benchmark: Cohort means for each survey category will have be 7.0 or above

During the 2019-20 year, data disaggregated by candidate was not available for analysis, and therefore minimal changes were planned. It was determined at that time, that the outcome would be adjusted to reflect a benchmark in terms of how data are available. For 2020-21, data was collected so that it could be disaggregated by candidate which allowed for program specific analysis.   A new benchmark of mean of 7.0 or above was set to better align to the rating scale of the assessment (1-9).

SLO 4 (creative thinking, ideas, processes, materials, experiences)
Assessment: Lesson Plan
Method: Rubric
Benchmark: 80% of candidates earn passing score of at least 80%

The Lesson Plan assessment has not been implemented consistently, and, therefore, data have not been collected. During the 2020-21 year, the lesson plan template was redesigned by a panel of faculty who use the assessment in the Practicum courses. It was also determined that going forward, the assessment would be implemented during the practicum courses and the data will be collected through Qualtrics for analysis each

year. The next step, which is to review and revise the current lesson plan rubric will take place during the 2021-22 year.

SLO 5 (data-driven decisions)
Assessment: Student Learning Target Assessment
Method: Rubric
Benchmark: 80% of candidates earn passing score of at least 80%

Efforts were implemented fall 2020 to ensure data collection capacity regardless of COVID-19 circumstances in 2020-2021. These efforts were successful and data were collected for analysis.

General Education Use of Results
N/A

2020-2021 INSTITUTIONAL EFFECTIVENESS AUDIT

ALL sections are required.

Major Organizational Unit Head: Don Schillinger, Dean; Terry McConathy, Provost

Name of Unit/Program: BS, Secondary Education and Teaching, Grades 6-12

Mission: To provide high-quality educational experiences for students across the lifespan, to enhance and extend knowledge bases through research and other scholarly activities, and to serve the community through collaborative endeavors.

DUE OCTOBER 15, 2020. **Based on analysis of the 2019-2020 data, what is being implemented during the 2020-2021 cycle to improve results?**

The program's quality assurance system continues to be revamped.

SLO 1 (discipline-specific content knowledge)

Candidates complete the Praxis Subject Assessments at points during their academic programs prior to the senior year. This results in candidates taking the exams during sophomore and junior years and in some cases prior to completing general education courses that serve as preparation for the exams. Given this, the 80% benchmark was overly ambitious. Upon reflection, we recognize that a benchmark not exceeding 60% is more reasonable when considering the percentage of students who complete all or at least most general education courses prior to attempting the first exam. Moreover, comparing the 80% benchmark to the national pass rates certainly reflects how overly ambitious that benchmark is. A decision to adjust the benchmark to 55% for 2020-2021 was made.

SLO 2 (discipline-specific content knowledge in professional practice)

Candidates typically perform well overall during their residency/student teaching experiences. Three candidates in this cohort, and one in particular, struggled to succeed. On a 4-point scale, two of the candidates did not earn ratings above 3, and one candidate did not earn ratings about 2. These results led to interventions with each candidate and also impacted the cohort's performance negatively. We believe this is an anomaly and decided against making sweeping assessment changes on a single snapshot of data given the circumstances of these individual students. Should multiple years of data yield trends in the data, however, we will revisit the measure, the measure's use, and how evaluators and candidates are prepared for the implementation.

SLO 3 (professional behaviors and characteristics)
Benchmark status: Cannot determine whether benchmark was met

Data from this proprietary assessment is not available for disaggregation by candidate, which is how the expected outcome was framed. For 2020-2021, the outcome will be adjusted to reflect a benchmark in terms of how data are available. This was the first year this proprietary tool was used in the quality assurance system, and details provided did not identify data reporting limitations.

SLO 4 (creative thinking, ideas, processes, materials, experiences)
SLO 5 (data-driven decisions)
Efforts were implemented fall 2020 to ensure data collection capacity regardless of COVID-19 circumstances in 2020-2021.

DUE OCTOBER 15, 2020. Expected Outcomes (based upon and linked to overall Mission of Program or Unit)

Programmatic Outcomes
SLO 1 (discipline-specific content knowledge)
Candidates will demonstrate content knowledge mastery in their respective certification areas.

SLO 2 (discipline-specific content knowledge in professional practice)
Candidates will demonstrate proficiency in the professional skills of planning and preparation, organizing and maintaining a classroom environment, instruction, and professionalism.

SLO 3 (professional behaviors and characteristics)
Candidates will model behaviors and characteristics of professional educators.

SLO 4 (creative thinking, ideas, processes, materials, experiences)
Candidates will create engaging learning activities that embed college- and career-readiness skills, digital learning experiences, and current best practices in teaching.

SLO 5 (data-driven decisions)
Candidates will make instructional decisions by collecting, analyzing, and acting upon student performance data.

General Education Course Assessment
N/A

DUE OCTOBER 15, 2020. Means of Measurement (Make sure this is measurable, and link each measurement to each expected outcome.)

Programmatic Means of Measurement
SLO 1 (discipline-specific content knowledge)
Assessment: Praxis Subject Assessments: Agriculture (5701), Business (5101), English (5039), Social Studies (5086)
Method: Nationally-normed test
Benchmark: 80% of candidates earn passing scores (147 on 5701, 154 on 5101, 168 on 5039, 153 on 5086) on first attempt

SLO 2 (discipline-specific content knowledge in professional practice)
Assessment: Danielson Framework for Teaching Evaluations
Method: Rubric
Benchmark: 100% of candidates will earn a mean rating of 3.0 on all indicators

SLO 3 (professional behaviors and characteristics)
Assessment: Teacher Beliefs and Mindset Survey
Method: Survey
Benchmark: 100% of candidates will have a mean rating of 3.0 on all items

SLO 4 (creative thinking, ideas, processes, materials, experiences)
Assessment: Lesson Plan
Method: Rubric
Benchmark: 80% of candidates earn passing score of at least 80%

SLO 5 (data-driven decisions)
Assessment: Student Learning Target Assessment
Method: Rubric
Benchmark: 80% of candidates earn passing score of at least 80%

General Education Course Means of Measurement
N/A

DUE OCTOBER 15, 2021. Measurements of Results (Disaggregate data based on mode of delivery and/or location.)


Programmatic Results

SLO 1 (discipline-specific content knowledge)
Assessment: Praxis Subject Assessments: Agriculture (5701), Business (5101), English (5039), Social Studies (5086)
Method: Nationally-normed test
Benchmark: 80% of candidates earn passing scores (147 on 5701, 154 on 5101, 168 on 5039, 153 on 5086) on first attempt

All candidates who took the Agriculture subject assessment received a passing score on the first attempt. The first attempt passing percentage for both English Language Arts (53.33%) and Social Studies (46.67%) was below the benchmark.
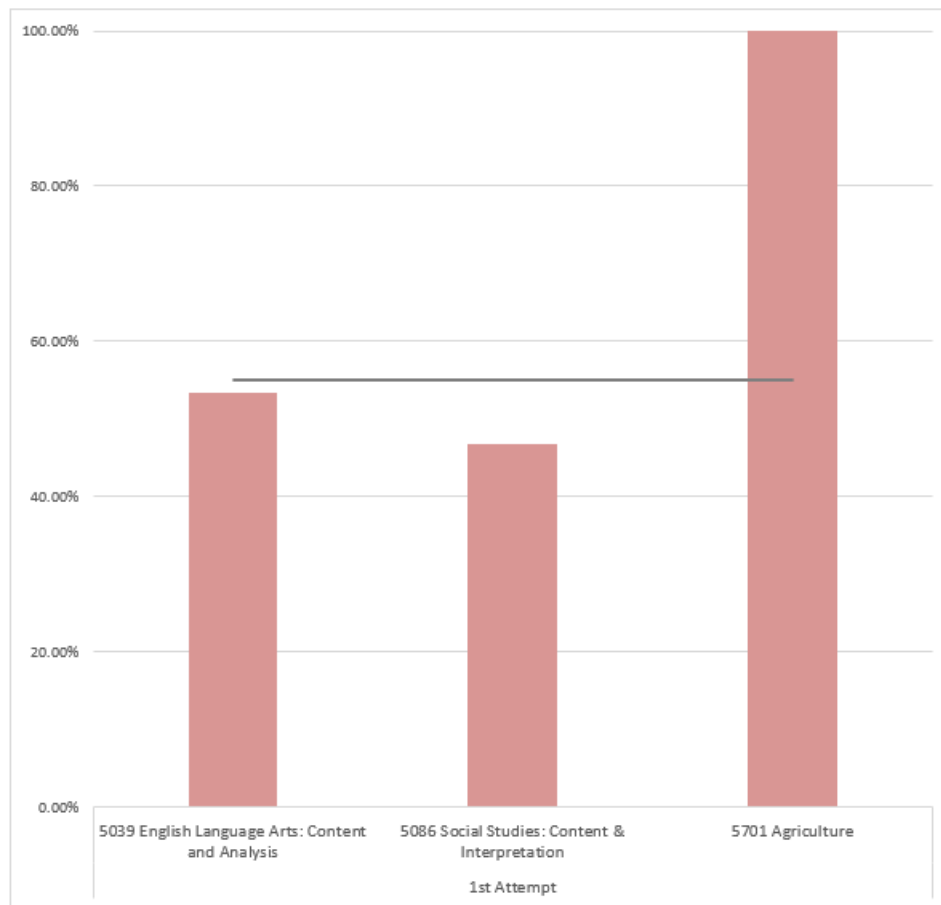
|	Number Tested	Number Passed	Percent Passed
1st Attempt			
5039 English Language Arts: Content and Analysis	15	8	53.33%
5086 Social Studies: Content & Interpretation	15	7	46.67%
5701 Agriculture	4	4	100.00%

SLO 2 (discipline-specific content knowledge in professional practice)
Assessment: Danielson Framework for Teaching Evaluations
Method: Rubric
Benchmark: 100% of candidates will earn a mean rating of 3.0 on all indicators

During the current year, 100% of candidates met benchmark as rated by the TEAM with average ratings from 3.25 to 4.0. Faculty ratings were slightly lower with ratings in some categories being below benchmark (Social Studies 3B and 3C). Faculty ratings ranged from 2.67 to 3.83. Candidate self ratings ranged from 2.67 to 3.33. It was noted that there is a discrepancy between faculty, students and TEAM which is an area that needs to be addressed.
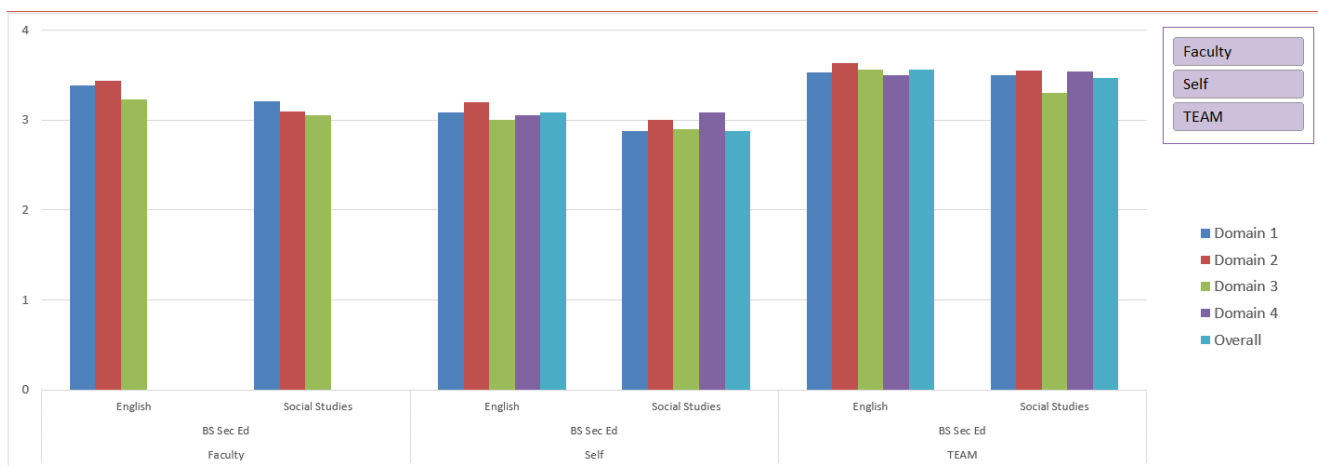
	Domain 1a	Domain 1b	Domain 1c	Domain 1d	Domain 1e	Domain 1f		Domain 2a	Domain 2b	Domain 2c	Domain 2d	Domain 2e
TEAM							**TEAM**					
BS Sec Ed							BS Sec Ed					
English	3.83	3.50	3.50	3.50	3.50	3.33	English	4.00	3.83	3.33	3.33	3.67
Social Studies	3.75	3.75	3.50	3.25	3.50	3.25	Social Studies	3.75	3.50	3.50	3.50	3.50
Faculty							**Faculty**					
BS Sec Ed							BS Sec Ed					
English	3.00	3.33	3.67	3.83	3.50	3.00	English	3.67	3.17	3.33	3.17	3.83
Social Studies	3.00	3.00	3.00	3.75	3.00	3.50	Social Studies	3.00	3.00	3.00	3.25	3.25
Self							**Self**					
BS Sec Ed							BS Sec Ed					
English	3.00	3.33	3.17	3.17	3.17	2.67	English	3.33	3.00	3.17	3.17	3.33
Social Studies	2.75	3.00	3.00	2.75	3.00	2.75	Social Studies	3.25	3.00	3.00	2.75	3.00
Grand Total	3.23	3.33	3.33	3.40	3.30	3.07	**Grand Total**	3.53	3.27	3.23	3.20	3.47

	Domain 3a	Domain 3b	Domain 3c	Domain 3d	Domain 3e		Domain 4a	Domain 4b	Domain 4c	Domain 4d	Domain 4e	Domain 4f
TEAM						**TEAM**						
BS Sec Ed						BS Sec Ed						
English	3.50	3.33	3.67	3.50	3.83	English	3.67	3.33	3.33	3.17	3.67	3.83
Social Studies	3.50	3.00	3.25	3.00	3.75	Social Studies	3.75	3.50	3.25	3.75	3.25	3.75
Faculty						**Self**						
BS Sec Ed						BS Sec Ed						
English	3.50	3.17	3.17	3.00	3.33	English	3.17	3.00	2.67	2.83	3.33	3.33
Social Studies	3.00	2.75	2.75	3.75	3.00	Social Studies	3.00	3.25	3.25	3.00	3.00	3.00
Self						**Grand Total**	3.40	3.25	3.10	3.15	3.35	3.50
BS Sec Ed												
English	3.33	3.00	3.17	2.67	2.83							
Social Studies	3.00	2.75	3.00	3.00	2.75							
Grand Total	3.33	3.03	3.20	3.13	3.27							

SLO 3 (professional behaviors and characteristics)
Assessment: Teacher Beliefs and Mindset Survey
Method: Survey
Benchmark: 100% of candidates will have a mean rating of 3.0 on all items

ELA has lower sense of self-efficacy in Student Engagement, while Social Studies has lower sense of self-efficacy in Instructional Strategies. For Culturally Responsive Teaching, Social Studies has a lower level of confidence overall. Candidates in both ELA and Social Studies responded lower to questions related to teaching English Language Learners.

Average Sense of Self-Efficacy

	BS-Sec English	BS-Sec Social Studies
Classroom Management	**7.71**	**7.50**
1. How much can you do to prevent and respond to disruptive behavior in the classroom?	8	7
3. How much can you do to calm a student who is disruptive or noisy?	8	7
6. How much can you do to get children to follow classroom rules?	8	8
8. How well can you establish a classroom management system with each group of students?	8	8
Instructional Strategies	**7.38**	**7.06**
5. To what extent can you craft good questions for your students?	8	7
9. To what extent can you use a variety of assessment strategies?	8	7
10. To what extent can you provide an alternative explanation or example when students are confused?	8	7
12. How well can you implement alternative strategies in your classroom?	6	7
Student Engagement	**6.54**	**7.44**
7. How much can you do to get students to believe they can do well in schoolwork?	7	8
2. How much can you do to motivate students who show low interest in schoolwork?	7	7
4. How much can you do to help your students value learning?	7	8
11. How much can you assist families in helping their children do well in school?	6	7

Average Level of Confidence

	BS-Sec English	BS-Sec Social Studies
Culturally Responsive Teaching	**7.28**	**6.91**
2.4. Obtain information about my students' home life	7	8
2.5. Build a sense of trust in my students	8	8
2.6. Establish positive home-school relations	8	7
2.14. Develop a personal relationship with my students	8	8
2.15. Praise English Language Learners for their accomplishments using a phrase in their native language	7	6
2.1. Identify ways that the school culture (e.g., values, norms, and practices) is different from my students' home culture	8	6
2.2. Implement strategies to minimize the effects of the mismatch between my students' home culture and the school culture	7	7
2.3. Assess student learning using various types of assessments	7	8
2.7. Develop a community of learners when my class consists of students from diverse backgrounds	8	8
2.8. Use my students' cultural background to help make learning meaningful	8	7

2.9. Use my students' prior knowledge to help them make sense of new information	7	7
2.10. Identify ways how students communicate at home may differ from the school norms	8	7
2.11. Obtain information about my students' cultural background	7	7
2.12. Greet English Language Learners with a phrase in their native language	6	6
2.13. Design a classroom environment using displays that reflects a variety of cultures	7	7
2.16. Identify ways that standardized tests may be biased towards linguistically diverse students	8	6
2.17. Communicate with families regarding their child's educational progress	8	8
2.18. Structure teacher conferences so that the meeting is not intimidating for families	8	8
2.19. Revise instructional material to include a better representation of cultural groups	7	7
2.20. Critically examine the curriculum to determine whether it reinforces stereotypes	7	7
2.21. Model classroom tasks to enhance English Language Learners' understanding	8	7
2.22. Communicate with the families of English Language Learners regarding their child's achievement	7	7
2.23. Identify ways that standardized tests may be biased towards culturally diverse students	8	6
2.24. Use examples that are familiar to students from diverse cultural backgrounds	7	7
2.25. Explain new concepts using examples that are taken from my students' everyday lives	7	7
2.26. Teach students about their culture's contributions to society	7	8

SLO 4 (creative thinking, ideas, processes, materials, experiences)
Assessment: Lesson Plan
Method: Rubric
Benchmark: 80% of candidates earn passing score of at least 80%
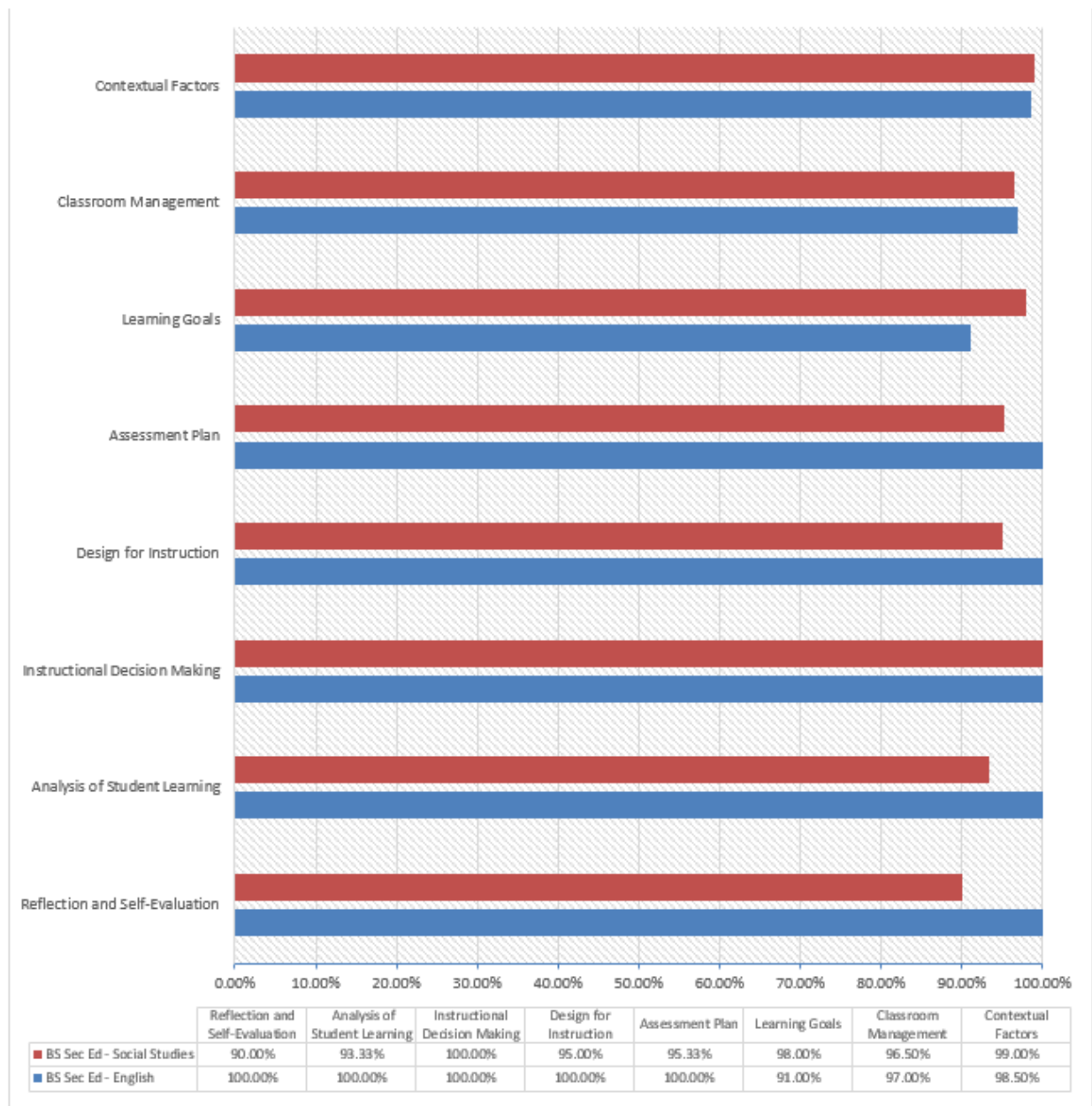Data for SLO 4 was not available from the 2020-21 year for analysis.

SLO 5 (data-driven decisions)
Assessment: Student Learning Target Assessment
Method: Rubric
Benchmark: 80% of candidates earn passing score of at least 80%

On the Student Learning Target Assessment, 100% of candidates in both English and Social Studies met benchmark. Areas where passing scores were lower are: Social Studies in Reflection and Self-Evaluation; English in Learning Goals.

	Reflection and Self-Evaluation	Analysis of Student Learning	Instructional Decision Making	Design for Instruction	Assessment Plan	Learning Goals	Classroom Management	Contextual Factors
■ BS Sec Ed – Social Studies	90.00%	93.33%	100.00%	95.00%	95.33%	98.00%	96.50%	99.00%
■ BS Sec Ed – English	100.00%	100.00%	100.00%	100.00%	100.00%	91.00%	97.00%	98.50%

General Education Course Results

N/A

DUE OCTOBER 15, 2021. Use of Results (Describe what changes were made during this cycle. State clearly what improvements have taken place during this cycle-What was actually done to improve the outcomes? Did this work? Discuss strengthens and weaknesses. You can compare previous year to current year to identify improvement.)

Programmatic Use of Results

SLO 1 (discipline-specific content knowledge)
Assessment: Praxis Subject Assessments: Agriculture (5701), Business (5101), English (5039), Social Studies (5086)
Method: Nationally-normed test
Benchmark: 80% of candidates earn passing scores (147 on 5701, 154 on 5101, 168 on 5039, 153 on 5086) on first attempt

As previously explained, when compared to the national pass rates, the 80% benchmark set during the 2019-20 year was determined to be an overly ambitious benchmark. As a result, the benchmark was adjusted to 55% for 2020-2021. No other changes were made.

SLO 2 (discipline-specific content knowledge in professional practice)
Assessment: Danielson Framework for Teaching Evaluations
Method: Rubric
Benchmark: 100% of candidates will earn a mean rating of 3.0 on all indicators

Because the number of students who did not meet benchmark during the 2019-20 year was very low (3), it was decided not to make changes on a single snapshot of data given the circumstances of these individual students, but to continue to watch the data to determine if multiple years of data yield a trend that needs to be addressed. Therefore, no changes were made during the 2020-21 year.

SLO 3 (professional behaviors and characteristics)
Assessment: Teacher Beliefs and Mindset Survey
Method: Survey
Benchmark: 100% of candidates will have a mean rating of 7.0 on all items

During the 2019-20 year, data disaggregated by candidate was not available for analysis, and therefore minimal changes were planned. It was determined at that time, that the outcome would be adjusted to reflect a benchmark in terms of how data are available. For 2020-21, data was collected so that it could be disaggregated by candidate which allowed for program specific analysis. A new benchmark of mean of 7.0 or above was set to better align to the rating scale of the assessment (1-9).

SLO 4 (creative thinking, ideas, processes, materials, experiences)
Assessment: Lesson Plan
Method: Rubric
Benchmark: 80% of candidates earn passing score of at least 80%

The Lesson Plan assessment has not been implemented consistently, and, therefore, data have not been collected. During the 2020-21 year, the lesson plan template was redesigned by a panel of faculty who use the assessment in the Practicum courses. It was also determined that going forward, the assessment would be implemented during the practicum courses and the data will be collected through Qualtrics for analysis each year. The next step, which is to review and revise the current lesson plan rubric will take place during the 2021-22 year.

SLO 5 (data-driven decisions)
Assessment: Student Learning Target Assessment
Method: Rubric
Benchmark: 80% of candidates earn passing score of at least 80%

Efforts were implemented fall 2020 to ensure data collection capacity regardless of COVID-19 circumstances in 2020-2021. These efforts were successful and data were collected for analysis.

General Education Use of Results
N/A

Major Organizational Unit Head: Don Schillinger, Dean; Terry McConathy, Provost

Name of Unit/Program: MAT, Early Childhood Education, Grades PK-3

Mission: To provide high-quality educational experiences for students across the lifespan, to enhance and extend knowledge bases through research and other scholarly activities, and to serve the community through collaborative endeavors.

DUE OCTOBER 15, 2020. Based on analysis of the 2019-2020 data, what is being implemented during the 2020-2021 cycle to improve results?

The program's quality assurance system continues to be revamped.

SLO 1 (discipline-specific content knowledge)

Candidates complete the Praxis Subject Assessments prior to program admission. Thus, pass rates are 100% as passage is an admission requirement. This measure is the only content knowledge measure in the suite of program-level assessments. Louisiana teacher preparation program policy (Bulletin 996) sets the admission and curricular requirements for MAT programs. Those require curricula focused on pedagogy with the certification exam being the only content assessment. Data on these exams must be collected and reported regularly, but, obviously, a 100% passage rate does not provide for actionable data. Beginning in 2020-2021, we will begin collecting complete records of candidate test results so that each attempt is recorded rather than just the passing attempt. This will allow for first-attempt results to be reported, which we expect this will result in data variance and, thus, have potential for decision-making.

SLO 2 (discipline-specific content knowledge in professional practice)

Candidates typically perform well overall during their internship experiences. These results led us to evaluate our evaluator training practices, and we discovered that our training of evaluators for the BS and MAT programs was not comparable. This accounts for at least some of the noticeable variance between scores for each type of program. During 2020-2021, we will institute standardized training for all evaluators because the same measure is used across all programs; however, to this point, particular evaluators and trainings have been exclusive to each level of program.

SLO 3 (professional behaviors and characteristics)
Benchmark status: Cannot determine whether benchmark was met

Data from this proprietary assessment is not available for disaggregation by candidate, which is how the expected outcome was framed. For 2020-2021, the outcome will be adjusted to reflect a benchmark in terms of how data are available. This was the first year this proprietary tool was used in the quality assurance system, and details provided did not identify data reporting limitations.

SLO 4 (creative thinking, ideas, processes, materials, experiences)
SLO 5 (data-driven decisions)
Efforts were implemented fall 2020 to ensure data collection capacity regardless of COVID-19 circumstances in 2020-2021.

DUE OCTOBER 15, 2020. Expected Outcomes (based upon and linked to overall Mission of Program or Unit)

Programmatic Outcomes
SLO 1 (discipline-specific content knowledge)
Candidates will demonstrate content knowledge mastery in the areas of literacy, math, science, and social studies.

SLO 2 (discipline-specific content knowledge in professional practice)
Candidates will demonstrate proficiency in the professional skills of planning and preparation, organizing and maintaining a classroom environment, instruction, and professionalism.

SLO 3 (professional behaviors and characteristics)
Candidates will model behaviors and characteristics of professional educators.

SLO 4 (creative thinking, ideas, processes, materials, experiences)
Candidates will create engaging learning activities that embed college- and career-readiness skills, digital learning experiences, and current best practices in teaching.

SLO 5 (data-driven decisions)
Candidates will make instructional decisions by collecting, analyzing, and acting upon student performance data.

General Education Course Assessment
N/A

DUE OCTOBER 15, 2020. Means of Measurement (Make sure this is measurable, and link each measurement to each expected outcome.)

Programmatic Means of Measurement
SLO 1 (discipline-specific content knowledge)
Assessment: Praxis Subject Assessments: Reading Language Arts (5002), Mathematics (5003), Social Studies (5004), Science (5005)
Method: Nationally-normed test

Benchmark: 80% of candidates earn passing scores (157 on 5002, 157 on 5003, 155 on 5004, 159 on 5005) on first attempt

SLO 2 (discipline-specific content knowledge in professional practice)
Assessment: Danielson Framework for Teaching Evaluations
Method: Rubric
Benchmark: 100% of candidates will earn a mean rating of 3.0 on all indicators

SLO 3 (professional behaviors and characteristics)
Assessment: Teacher Beliefs and Mindset Survey
Method: Survey
Benchmark: 100% of candidates will have a mean rating of 3.0 on all items

SLO 4 (creative thinking, ideas, processes, materials, experiences)
Assessment: Lesson Plan
Method: Rubric
Benchmark: 80% of candidates earn passing score of at least 80%

SLO 5 (data-driven decisions)
Assessment: Student Learning Target Assessment
Method: Rubric
Benchmark: 80% of candidates earn passing score of at least 80%

General Education Course Means of Measurement
N/A

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DUE OCTOBER 15, 2021. Measurements of Results (Disaggregate data based on mode of delivery and/or location.)

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Programmatic Results
SLO 1 (discipline-specific content knowledge)
Assessment: Praxis Subject Assessments: Reading Language Arts (5002), Mathematics (5003), Social Studies (5004), Science (5005)
Method: Nationally-normed test
Benchmark: 80% of candidates earn passing scores (157 on 5002, 157 on 5003, 155 on 5004, 159 on 5005) on first attempt

The Praxis subject assessments required for Early Childhood are also required for Elementary and SPED/VI. Data is downloaded from ETS by test and is not disaggregated by certification. First attempt data downloaded from the ETS website show that the percent passing for the Praxis content exams required for early childhood certification was above 55% (the new benchmark) with all but one candidate (90%) passing the Reading & Language Arts subtest on the first attempt. The social studies subtest had the lowest percent passing with 63.64%.

	Number Tested	Number Passing	Percent Passing
⊟ MAT			
⊟ 5002 Elem Ed: MS Reading & Language Arts Subtest			
Earned Bachelor's Degree	10	9	90.00%
Earned Master's Degree	1		
⊟ 5003 Elem Ed: MS Mathematics Subtest			
Earned Bachelor's Degree	13	9	69.23%
Earned Bachelor's Degree Plus Additional Credits	1		
Earned Master's Degree	1		
⊟ 5004 Elem Ed: MS Social Studies Subtest			
Earned Bachelor's Degree	11	7	63.64%
Earned Master's Degree	1		
⊟ 5005 Elem Ed: MS Science Subtest			
Earned Bachelor's Degree	10	7	70.00%
Earned Master's Degree	1		

SLO 2 (discipline-specific content knowledge in professional practice)
Assessment: Danielson Framework for Teaching Evaluations
Method: Rubric
Benchmark: 100% of candidates will earn a mean rating of 3.0 on all indicators

Data for MAT candidates were available for overall domain scores only and not broken down by individual criterion scores within domains. These data include one evaluation by a Faculty member and one evaluation by a peer (other MAT intern). One MAT candidate completed Residency in lieu of Internship and was also rating by the TEAM and self. Data indicate that most candidates are struggling in all domains with the ratings ranging from 2.5 to 3.0. The candidate who completed residency receive very high ratings (3.5-4.0) from the TEAM.

	Domain 1	Domain 2	Domain 3	Domain 4	Overall
Faculty					
Elem	2.60	2.70	2.60	3.00	2.70
Elem/SPED	3.00	3.00	3.00	3.00	3.00
Peer					
Elem	2.80	2.65	2.50		2.65
Elem/SPED	2.90	3.00	2.80		2.90
Self					
Elem/SPED	3.17	3.20	3.40	3.00	3.17
TEAM					
Elem/SPED	3.50	4.00	4.00	3.83	3.83
Grand Total	**2.92**	**2.99**	**2.93**	**3.17**	**2.95**

SLO 3 (professional behaviors and characteristics)
Assessment: Teacher Beliefs and Mindset Survey
Method: Survey
Benchmark: 100% of candidates will have a mean rating of 3.0 on all items

MAT candidates scored themselves high in all areas. The average sense of self-efficacy received the highest ratings with 8.75 in all three categories. Culturally Responsive Teaching was lower, but still scored high with a 7.73. Several items in Culturally Responsive Teaching had an average rating of 7, which was the lowest rating of all items.

Average Sense of Self-Efficacy

	MAT Early Childhood
Classroom Management	**8.75**
1. How much can you do to prevent and respond to disruptive behavior in the classroom?	8
3. How much can you do to calm a student who is disruptive or noisy?	9
6. How much can you do to get children to follow classroom rules?	9
8. How well can you establish a classroom management system with each group of students?	9
Instructional Strategies	**8.75**
5. To what extent can you craft good questions for your students?	9
9. To what extent can you use a variety of assessment strategies?	9
10. To what extent can you provide an alternative explanation or example when students are confused?	9
12. How well can you implement alternative strategies in your classroom?	8
Student Engagement	**8.75**
7. How much can you do to get students to believe they can do well in schoolwork?	9
2. How much can you do to motivate students who show low interest in schoolwork?	9
4. How much can you do to help your students value learning?	9
11. How much can you assist families in helping their children do well in school?	8

Average Level of Confidence

	MAT Early Childhood
Culturally Responsive Teaching	**7.73**
2.4. Obtain information about my students' home life	7
2.5. Build a sense of trust in my students	7
2.6. Establish positive home-school relations	7
2.14. Develop a personal relationship with my students	9
2.15. Praise English Language Learners for their accomplishments using a phrase in their native language	9
2.1. Identify ways that the school culture (e.g., values, norms, and practices) is different from my students' home culture	7
2.2. Implement strategies to minimize the effects of the mismatch between my students' home culture and the school culture	7
2.3. Assess student learning using various types of assessments	7
2.7. Develop a community of learners when my class consists of students from diverse backgrounds	7

2.8. Use my students' cultural background to help make learning meaningful	7
2.9. Use my students' prior knowledge to help them make sense of new information	7
2.10. Identify ways how students communicate at home may differ from the school norms	7
2.11. Obtain information about my students' cultural background	7
2.12. Greet English Language Learners with a phrase in their native language	8
2.13. Design a classroom environment using displays that reflects a variety of cultures	8
2.16. Identify ways that standardized tests may be biased towards linguistically diverse students	9
2.17. Communicate with families regarding their child's educational progress	8
2.18. Structure teacher conferences so that the meeting is not intimidating for families	8
2.19. Revise instructional material to include a better representation of cultural groups	8
2.20. Critically examine the curriculum to determine whether it reinforces stereotypes	8
2.21. Model classroom tasks to enhance English Language Learners' understanding	9
2.22. Communicate with the families of English Language Learners regarding their child's achievement	7
2.23. Identify ways that standardized tests may be biased towards culturally diverse students	8
2.24. Use examples that are familiar to students from diverse cultural backgrounds	8
2.25. Explain new concepts using examples that are taken from my students' everyday lives	9
2.26. Teach students about their culture's contributions to society	8

SLO 4 (creative thinking, ideas, processes, materials, experiences)
Assessment: Lesson Plan
Method: Rubric
Benchmark: 80% of candidates earn passing score of at least 80%

Data for SLO 4 was not available from the 2020-21 year for analysis.

SLO 5 (data-driven decisions)
Assessment: Student Learning Target Assessment
Method: Rubric
Benchmark: 80% of candidates earn passing score of at least 80%

Data for SLO 5 was not available from the 2020-21 year for analysis.

General Education Course Results
N/A

> **DUE OCTOBER 15, 2021. Use of Results (Describe what changes were made during this cycle. State clearly what improvements have taken place during this cycle-What was actually done to improve the outcomes? Did this work? Discuss strengthens and weaknesses. You can compare previous year to current year to identify improvement.)**

Programmatic Use of Results
SLO 1 (discipline-specific content knowledge)

Assessment: Praxis Subject Assessments: Reading Language Arts (5002), Mathematics (5003), Social Studies (5004), Science (5005)
Method: Nationally-normed test
Benchmark: 80% of candidates earn passing scores (157 on 5002, 157 on 5003, 155 on 5004, 159 on 5005) on first attempt

In 2020-2021, we began collecting complete records of candidate test results so that each attempt is recorded rather than just the passing attempt. A database has been created and scores downloaded for all attempts periodically downloaded from the ETS website. At present, these records are still incomplete since many of the candidates took the exams for the first time prior to the start of this new data collection process. In future year's first-attempt results will be more complete and we will be able to disaggregate by certification area.

SLO 2 (discipline-specific content knowledge in professional practice)
Assessment: Danielson Framework for Teaching Evaluations
Method: Rubric
Benchmark: 100% of candidates will earn a mean rating of 3.0 on all indicators

During the 2020-21 year, the focus of change was on establishing a better data collection process which would make data more readily available and allow for more in-depth analysis. Danielson evaluations are now completed in Qualtrics, however, because of the timing of this change, there is limited data available from 2020-21. The process will continue to be refined through next year to ensure complete and accurate data collection.

SLO 3 (professional behaviors and characteristics)
Assessment: Teacher Beliefs and Mindset Survey
Method: Survey
Benchmark: 100% of candidates will have a mean rating of 3.0 on all items

During the 2019-20 year, data disaggregated by candidate was not available for analysis, and therefore minimal changes were planned. It was determined at that time, that the outcome would be adjusted to reflect a benchmark in terms of how data are available. For 2020-21, data was collected so that it could be disaggregated by candidate which allowed for program specific analysis. A new benchmark of mean of 7.0 or above was set to better align to the rating scale of the assessment (1-9).

SLO 4 (creative thinking, ideas, processes, materials, experiences)
Assessment: Lesson Plan
Method: Rubric
Benchmark: 80% of candidates earn passing score of at least 80%

The Lesson Plan assessment has not been implemented consistently, and, therefore, data have not been collected. During the 2020-21 year, the lesson plan template was redesigned by a panel of faculty who use the assessment in the undergraduate Practicum and MAT Internship courses. It was also determined that going forward, the assessment would be implemented during the

practicum/internship courses and the data will be collected through Qualtrics for analysis each year. The next step, which is to review and revise the current lesson plan rubric will take place during the 2021-22 year.

SLO 5 (data-driven decisions)
Assessment: Student Learning Target Assessment
Method: Rubric
Benchmark: 80% of candidates earn passing score of at least 80%

Efforts to collect this data during 2020-2021 were not successful, and no data were available for analysis. The process to ensure collection and analysis of this data will continue to be refined.

General Education Use of Results
N/A

2020-2021 INSTITUTIONAL EFFECTIVENESS AUDIT

Major Organizational Unit Head: Don Schillinger, Dean; Terry McConathy, Provost

Name of Unit/Program: MAT, Elementary Education, Grades 1-5; GC, Special Education – Mild/Moderate, Grades 1-5

Mission: To provide high-quality educational experiences for students across the lifespan, to enhance and extend knowledge bases through research and other scholarly activities, and to serve the community through collaborative endeavors.

DUE OCTOBER 15, 2020. Based on analysis of the 2019-2020 data, what is being implemented during the 2020-2021 cycle to improve results?

The program's quality assurance system continues to be revamped.

SLO 1 (discipline-specific content knowledge)

Candidates complete the Praxis Subject Assessments prior to program admission. Thus, pass rates are 100% as passage is an admission requirement. This measure is the only content knowledge measure in the suite of program-level assessments. Louisiana teacher preparation program policy (Bulletin 996) sets the admission and curricular requirements for MAT programs. Those require curricula focused on pedagogy with the certification exam being the only content assessment. Data on these exams must be collected and reported regularly, but, obviously, a 100% passage rate does not provide for actionable data. Beginning in 2020-2021, we will begin collecting complete records of candidate test results so that each attempt is recorded rather than just the passing attempt. This will allow for first-attempt results to be reported, which we expect this will result in data variance and, thus, have potential for decision-making.

SLO 2 (discipline-specific content knowledge in professional practice)

Candidates typically perform well overall during their internship experiences. These results led us to evaluate our evaluator training practices, and we discovered that our training of evaluators for the BS and MAT programs was not comparable. This accounts for at least some of the noticeable variance between scores for each type of program. During 2020-2021, we will institute standardized training for all evaluators because the same measure is used across all programs; however, to this point, particular evaluators and trainings have been exclusive to each level of program.

SLO 3 (professional behaviors and characteristics)
Benchmark status: Cannot determine whether benchmark was met

Data from this proprietary assessment is not available for disaggregation by candidate, which is how the expected outcome was framed. For 2020-2021, the outcome will be adjusted to reflect a benchmark in terms of how data are available. This was the first year this proprietary tool was used in the quality assurance system, and details provided did not identify data reporting limitations.

SLO 4 (creative thinking, ideas, processes, materials, experiences)
SLO 5 (data-driven decisions)
Efforts were implemented fall 2020 to ensure data collection capacity regardless of COVID-19 circumstances in 2020-2021.

DUE OCTOBER 15, 2020. Expected Outcomes (based upon and linked to overall Mission of Program or Unit)

Programmatic Outcomes
SLO 1 (discipline-specific content knowledge)
Candidates will demonstrate content knowledge mastery in the areas of literacy, math, science, and social studies.

SLO 2 (discipline-specific content knowledge in professional practice)
Candidates will demonstrate proficiency in the professional skills of planning and preparation, organizing and maintaining a classroom environment, instruction, and professionalism.

SLO 3 (professional behaviors and characteristics)
Candidates will model behaviors and characteristics of professional educators.

SLO 4 (creative thinking, ideas, processes, materials, experiences)
Candidates will create engaging learning activities that embed college- and career-readiness skills, digital learning experiences, and current best practices in teaching.

SLO 5 (data-driven decisions)
Candidates will make instructional decisions by collecting, analyzing, and acting upon student performance data.

General Education Course Assessment
N/A

DUE OCTOBER 15, 2020. Means of Measurement (Make sure this is measurable, and link each measurement to each expected outcome.)

Programmatic Means of Measurement
SLO 1 (discipline-specific content knowledge)
Assessment: Praxis Subject Assessments: Reading Language Arts (5002), Mathematics (5003), Social Studies (5004), Science (5005)
Method: Nationally-normed test

Benchmark: 80% of candidates earn passing scores (157 on 5002, 157 on 5003, 155 on 5004, 159 on 5005) on first attempt
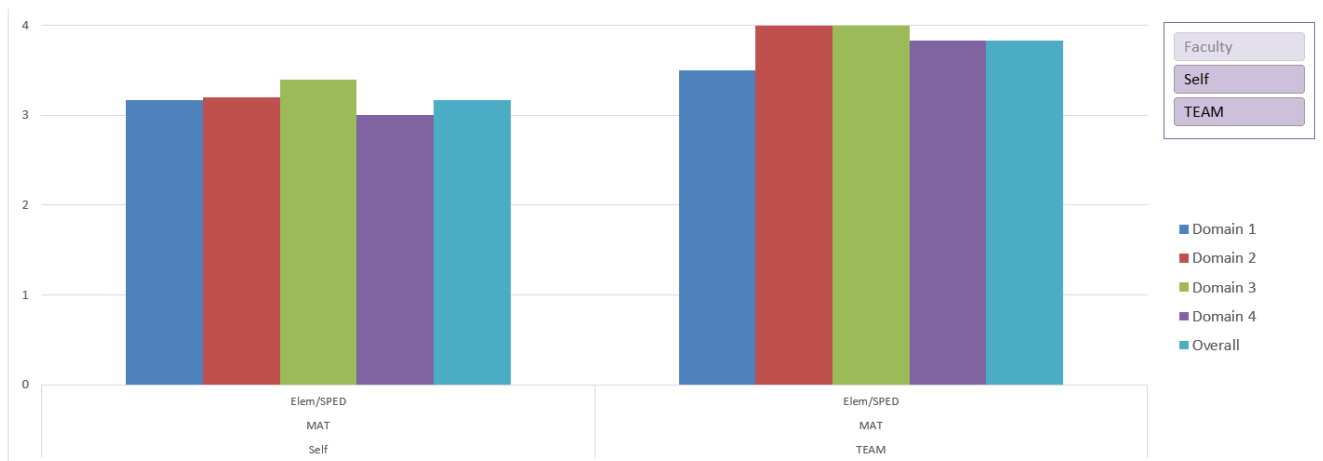
SLO 2 (discipline-specific content knowledge in professional practice)
Assessment: Danielson Framework for Teaching Evaluations
Method: Rubric
Benchmark: 100% of candidates will earn a mean rating of 3.0 on all indicators

SLO 3 (professional behaviors and characteristics)
Assessment: Teacher Beliefs and Mindset Survey
Method: Survey
Benchmark: 100% of candidates will have a mean rating of 3.0 on all items

SLO 4 (creative thinking, ideas, processes, materials, experiences)
Assessment: Lesson Plan
Method: Rubric
Benchmark: 80% of candidates earn passing score of at least 80%

SLO 5 (data-driven decisions)
Assessment: Student Learning Target Assessment
Method: Rubric
Benchmark: 80% of candidates earn passing score of at least 80%

General Education Course Means of Measurement
N/A

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DUE OCTOBER 15, 2021. Measurements of Results (Disaggregate data based on mode of delivery and/or location.)

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Programmatic Results
SLO 1 (discipline-specific content knowledge)
Assessment: Praxis Subject Assessments: Reading Language Arts (5002), Mathematics (5003), Social Studies (5004), Science (5005)
Method: Nationally-normed test
Benchmark: 80% of candidates earn passing scores (157 on 5002, 157 on 5003, 155 on 5004, 159 on 5005) on first attempt

The Praxis subject assessments required for Elementary are also required for Early Childhood. Data is downloaded from ETS by test and is not disaggregated by certification. First attempt data downloaded from the ETS website show that the percent passing for the Praxis content exams required for elementary certification was above 55% (the new benchmark) with all but one candidate (90%) passing the Reading & Language Arts subtest on the first attempt. The social studies subtest had the lowest percent passing with 63.64%.

	Number Tested	Number Passing	Percent Passing
⊟ **MAT**			
⊟ **5002 Elem Ed: MS Reading & Language Arts Subtest**			
Earned Bachelor's Degree	10	9	90.00%
Earned Master's Degree	1		
⊟ **5003 Elem Ed: MS Mathematics Subtest**			
Earned Bachelor's Degree	13	9	69.23%
Earned Bachelor's Degree Plus Additional Credits	1		
Earned Master's Degree	1		
⊟ **5004 Elem Ed: MS Social Studies Subtest**			
Earned Bachelor's Degree	11	7	63.64%
Earned Master's Degree	1		
⊟ **5005 Elem Ed: MS Science Subtest**			
Earned Bachelor's Degree	10	7	70.00%
Earned Master's Degree	1		

SLO 2 (discipline-specific content knowledge in professional practice)
Assessment: Danielson Framework for Teaching Evaluations
Method: Rubric
Benchmark: 100% of candidates will earn a mean rating of 3.0 on all indicators

Average ratings for all domains on the Danielson Framework were above benchmark with scores ranging from 3.0 to 4.0.

	Domain 1a	Domain 1b	Domain 1c	Domain 1d	Domain 1e	Domain 1f
⊟ TEAM						
⊟ MAT						
Elem/SPED	3.00	4.00	3.00	3.00	4.00	4.00
⊟ Self						
⊟ MAT						
Elem/SPED	3.00	3.00	3.00	3.00	4.00	3.00
Grand Total	3.00	3.50	3.00	3.00	4.00	3.50

	Domain 2a	Domain 2b	Domain 2c	Domain 2d	Domain 2e
⊟ TEAM					
⊟ MAT					
Elem/SPED	4.00	4.00	4.00	4.00	4.00
⊟ Self					
⊟ MAT					
Elem/SPED	4.00	3.00	3.00	3.00	3.00
Grand Total	4.00	3.50	3.50	3.50	3.50

	Domain 3a	Domain 3b	Domain 3c	Domain 3d	Domain 3e			Domain 4a	Domain 4b	Domain 4c	Domain 4d	Domain 4e	Domain 4f
TEAM							TEAM						
MAT							MAT						
Elem/SPED	4.00	4.00	4.00	4.00	4.00		Elem/SPED	4.00	4.00	3.00	4.00	4.00	4.00
Self							Self						
MAT							MAT						
Elem/SPED	3.00	3.00	4.00	3.00	4.00		Elem/SPED	3.00	3.00	3.00	3.00	3.00	3.00
Grand Total	3.50	3.50	4.00	3.50	4.00	Grand Total		3.50	3.50	3.00	3.50	3.50	3.50

SLO 3 (professional behaviors and characteristics)
Assessment: Teacher Beliefs and Mindset Survey
Method: Survey
Benchmark: 100% of candidates will have a mean rating of 3.0 on all items

MAT elementary candidates scored themselves high in most areas. The average sense of self-efficacy received the highest ratings with Instructional Strategies receiving the highest average (7.75), and Student Engagement the lowest (6.88) with one rating scoring a 5, which was the lowest rating of all items. The overall average for Culturally Responsive Teaching was lower at (6.0). Several items in Culturally Responsive Teaching had an average rating of 5.

Average Sense of Self-Efficacy

	MAT Elem/SPED
Classroom Management	**7.63**
1. How much can you do to prevent and respond to disruptive behavior in the classroom?	8
3. How much can you do to calm a student who is disruptive or noisy?	8
6. How much can you do to get children to follow classroom rules?	7
8. How well can you establish a classroom management system with each group of students?	8
Instructional Strategies	**7.75**
5. To what extent can you craft good questions for your students?	8
9. To what extent can you use a variety of assessment strategies?	8
10. To what extent can you provide an alternative explanation or example when students are confused?	8
12. How well can you implement alternative strategies in your classroom?	8
Student Engagement	**6.88**
7. How much can you do to get students to believe they can do well in schoolwork?	8
2. How much can you do to motivate students who show low interest in schoolwork?	8
4. How much can you do to help your students value learning?	8
11. How much can you assist families in helping their children do well in school?	5

Average Level of Confidence

	MAT Elem/SPED
Culturally Responsive Teaching	**6.00**
2.4. Obtain information about my students' home life	6

2.5. Build a sense of trust in my students	7
2.6. Establish positive home-school relations	5
2.14. Develop a personal relationship with my students	8
2.15. Praise English Language Learners for their accomplishments using a phrase in their native language	6
2.1. Identify ways that the school culture (e.g., values, norms, and practices) is different from my students' home culture	6
2.2. Implement strategies to minimize the effects of the mismatch between my students' home culture and the school culture	6
2.3. Assess student learning using various types of assessments	6
2.7. Develop a community of learners when my class consists of students from diverse backgrounds	7
2.8. Use my students' cultural background to help make learning meaningful	7
2.9. Use my students' prior knowledge to help them make sense of new information	7
2.10. Identify ways how students communicate at home may differ from the school norms	6
2.11. Obtain information about my students' cultural background	6
2.12. Greet English Language Learners with a phrase in their native language	4
2.13. Design a classroom environment using displays that reflects a variety of cultures	5
2.16. Identify ways that standardized tests may be biased towards linguistically diverse students	7
2.17. Communicate with families regarding their child's educational progress	5
2.18. Structure teacher conferences so that the meeting is not intimidating for families	8
2.19. Revise instructional material to include a better representation of cultural groups	6
2.20. Critically examine the curriculum to determine whether it reinforces stereotypes	6
2.21. Model classroom tasks to enhance English Language Learners' understanding	7
2.22. Communicate with the families of English Language Learners regarding their child's achievement	5
2.23. Identify ways that standardized tests may be biased towards culturally diverse students	6
2.24. Use examples that are familiar to students from diverse cultural backgrounds	6
2.25. Explain new concepts using examples that are taken from my students' everyday lives	6
2.26. Teach students about their culture's contributions to society	6

SLO 4 (creative thinking, ideas, processes, materials, experiences)
Assessment: Lesson Plan
Method: Rubric
Benchmark: 80% of candidates earn passing score of at least 80%

Data for SLO 4 was not available from the 2020-21 year for analysis.

SLO 5 (data-driven decisions)
Assessment: Student Learning Target Assessment
Method: Rubric
Benchmark: 80% of candidates earn passing score of at least 80%

Data for SLO 5 was not available from the 2020-21 year for analysis.

General Education Course Results
N/A

DUE OCTOBER 15, 2021. Use of Results (Describe what changes were made during this cycle. State clearly what improvements have taken place during this cycle-What was actually done to improve the outcomes? Did this work? Discuss strengthens and weaknesses. You can compare previous year to current year to identify improvement.)

Programmatic Use of Results
SLO 1 (discipline-specific content knowledge)
Assessment: Praxis Subject Assessments: Reading Language Arts (5002), Mathematics (5003), Social Studies (5004), Science (5005)
Method: Nationally-normed test
Benchmark: 80% of candidates earn passing scores (157 on 5002, 157 on 5003, 155 on 5004, 159 on 5005) on first attempt

In 2020-2021, we began collecting complete records of candidate test results so that each attempt is recorded rather than just the passing attempt. A database has been created and scores downloaded for all attempts periodically downloaded from the ETS website. At present, these records are still incomplete since many of the candidates took the exams for the first time prior to the start of this new data collection process. In future year's first-attempt results will be more complete and we will be able to disaggregate by certification area.

SLO 2 (discipline-specific content knowledge in professional practice)
Assessment: Danielson Framework for Teaching Evaluations
Method: Rubric
Benchmark: 100% of candidates will earn a mean rating of 3.0 on all indicators

During the 2020-21 year, the focus of change was on establishing a better data collection process which would make data more readily available and allow for more in-depth analysis. Danielson evaluations are now completed in Qualtrics, however, because of the timing of this change, there is limited data available from 2020-21. The process will continue to be refined through next year to ensure complete and accurate data collection.

SLO 3 (professional behaviors and characteristics)
Assessment: Teacher Beliefs and Mindset Survey
Method: Survey
Benchmark: 100% of candidates will have a mean rating of 3.0 on all items

During the 2019-20 year, data disaggregated by candidate was not available for analysis, and therefore minimal changes were planned. It was determined at that time, that the outcome would be adjusted to reflect a benchmark in terms of how data are available. For 2020-21, data was collected so that it could be disaggregated by candidate which allowed for program specific analysis.

A new benchmark of mean of 7.0 or above was set to better align to the rating scale of the assessment (1-9).

SLO 4 (creative thinking, ideas, processes, materials, experiences)
Assessment: Lesson Plan
Method: Rubric
Benchmark: 80% of candidates earn passing score of at least 80%

The Lesson Plan assessment has not been implemented consistently, and, therefore, data have not been collected. During the 2020-21 year, the lesson plan template was redesigned by a panel of faculty who use the assessment in the undergraduate Practicum and MAT Internship courses. It was also determined that going forward, the assessment would be implemented during the practicum/internship courses and the data will be collected through Qualtrics for analysis each year. The next step, which is to review and revise the current lesson plan rubric will take place during the 2021-22 year.

SLO 5 (data-driven decisions)
Assessment: Student Learning Target Assessment
Method: Rubric
Benchmark: 80% of candidates earn passing score of at least 80%

Efforts to collect this data during 2020-2021 were not successful, and no data were available for analysis. The process to ensure collection and analysis of this data will continue to be refined.

General Education Use of Results
N/A

ALL sections are required.

Major Organizational Unit Head: Don Schillinger, Dean; Terry McConathy, Provost

Name of Unit/Program: MAT, Middle School Education, Grades 4-8

Mission: To provide high-quality educational experiences for students across the lifespan, to enhance and extend knowledge bases through research and other scholarly activities, and to serve the community through collaborative endeavors.

DUE OCTOBER 15, 2020. **Based on analysis of the 2019-2020 data, what is being implemented during the 2020-2021 cycle to improve results?**

The program's quality assurance system continues to be revamped.

SLO 1 (discipline-specific content knowledge)

Candidates complete the Praxis Subject Assessments prior to program admission. Thus, pass rates are 100% as passage is an admission requirement. This measure is the only content knowledge measure in the suite of program-level assessments. Louisiana teacher preparation program policy (Bulletin 996) sets the admission and curricular requirements for MAT programs. Those require curricula focused on pedagogy with the certification exam being the only content assessment. Data on these exams must be collected and reported regularly, but, obviously, a 100% passage rate does not provide for actionable data. Beginning in 2020-2021, we will begin collecting complete records of candidate test results so that each attempt is recorded rather than just the passing attempt. This will allow for first-attempt results to be reported, which we expect this will result in data variance and, thus, have potential for decision-making.

SLO 2 (discipline-specific content knowledge in professional practice)

Candidates typically perform well overall during their internship experiences. These results led us to evaluate our evaluator training practices, and we discovered that our training of evaluators for the BS and MAT programs was not comparable. This accounts for at least some of the noticeable variance between scores for each type of program. During 2020-2021, we will institute standardized training for all evaluators because the same measure is used across all programs; however, to this point, particular evaluators and trainings have been exclusive to each level of program.

SLO 3 (professional behaviors and characteristics)
Benchmark status: Cannot determine whether benchmark was met

Data from this proprietary assessment is not available for disaggregation by candidate, which is how the expected outcome was framed. For 2020-2021, the outcome will be adjusted to reflect a benchmark in terms of how data are available. This was the first year this proprietary tool was used in the quality assurance system, and details provided did not identify data reporting limitations.

SLO 4 (creative thinking, ideas, processes, materials, experiences)
SLO 5 (data-driven decisions)
Efforts were implemented fall 2020 to ensure data collection capacity regardless of COVID-19 circumstances in 2020-2021.

DUE OCTOBER 15, 2020. Expected Outcomes (based upon and linked to overall Mission of Program or Unit)

Programmatic Outcomes
SLO 1 (discipline-specific content knowledge)
Candidates will demonstrate content knowledge mastery in their respective certification areas.

SLO 2 (discipline-specific content knowledge in professional practice)
Candidates will demonstrate proficiency in the professional skills of planning and preparation, organizing and maintaining a classroom environment, instruction, and professionalism.

SLO 3 (professional behaviors and characteristics)
Candidates will model behaviors and characteristics of professional educators.

SLO 4 (creative thinking, ideas, processes, materials, experiences)
Candidates will create engaging learning activities that embed college- and career-readiness skills, digital learning experiences, and current best practices in teaching.

SLO 5 (data-driven decisions)
Candidates will make instructional decisions by collecting, analyzing, and acting upon student performance data.

General Education Course Assessment
N/A

DUE OCTOBER 15, 2020. Means of Measurement (Make sure this is measurable, and link each measurement to each expected outcome.)

Programmatic Means of Measurement
SLO 1 (discipline-specific content knowledge)
Assessment: Praxis Subject Assessments: Mathematics (5169) or Science (5440)
Method: Nationally-normed test
Benchmark: 80% of candidates earn passing scores (165 on 5169, 150 on 5440) on first attempt

SLO 2 (discipline-specific content knowledge in professional practice)

Assessment: Danielson Framework for Teaching Evaluations
Method: Rubric
Benchmark: 100% of candidates will earn a mean rating of 3.0 on all indicators

SLO 3 (professional behaviors and characteristics)
Assessment: Teacher Beliefs and Mindset Survey
Method: Survey
Benchmark: 100% of candidates will have a mean rating of 3.0 on all items

SLO 4 (creative thinking, ideas, processes, materials, experiences)
Assessment: Lesson Plan
Method: Rubric
Benchmark: 80% of candidates earn passing score of at least 80%

SLO 5 (data-driven decisions)
Assessment: Student Learning Target Assessment
Method: Rubric
Benchmark: 80% of candidates earn passing score of at least 80%

General Education Course Means of Measurement
N/A

DUE OCTOBER 15, 2021. Measurements of Results (Disaggregate data based on mode of delivery and/or location.)

Programmatic Results
SLO 1 (discipline-specific content knowledge)
Assessment: Praxis Subject Assessments: Mathematics (5169) or Science (5440)
Method: Nationally-normed test
Benchmark: 80% of candidates earn passing scores (165 on 5169, 150 on 5440) on first attempt

The chart below shows data downloaded from the ETS website for the number of first-time test takers for Middle School Mathematics and Middle School Science. ETS does not provide number passing when the total number tested is less than 5, therefore a determination of the number of MAT middle school candidates who met benchmark for SLO 1 cannot be made.

	Number Tested	Number Passing	Percent Passing
MAT			
5169 Middle School Mathematics			
Earned Bachelor's Degree	3		
Earned Bachelor's Degree Plus Additional Credits	2		
Earned Master's Degree	2		
5440 Middle School Science			
Earned Bachelor's Degree	4		
Earned Bachelor's Degree Plus Additional Credits	1		

SLO 2 (discipline-specific content knowledge in professional practice)
Assessment: Danielson Framework for Teaching Evaluations
Method: Rubric
Benchmark: 100% of candidates will earn a mean rating of 3.0 on all indicators

Data for MAT candidates were available for overall domain scores only and not broken down by individual criterion scores within domains. These data include one evaluation by a Faculty member and one evaluation by a peer (other MAT intern). Average scores are below benchmark in all domains except Domain 4. Ratings in Domains 1, 2, and 3 range from 2.66 to 2.92.

	Domain 1	Domain 2	Domain 3	Domain 4	Overall
Faculty					
MS Math	2.72	2.82	2.66	3.00	2.78
Peer					
MS Math	2.92	2.78	2.76		2.80
Grand Total	**2.82**	**2.80**	**2.71**	**3.00**	**2.79**

SLO 3 (professional behaviors and characteristics)
Assessment: Teacher Beliefs and Mindset Survey
Method: Survey
Benchmark: 100% of candidates will have a mean rating of 3.0 on all items

MAT middle school candidates scored themselves relatively high for all items in Classroom Management and Instructional Strategies. The lowest average sense of self-efficacy was in Student Engagement. Culturally Responsive Teaching received an overall average of 5.67, which although higher than Student Engagement contained the items with the lowest individual ratings (3/4).

Average Sense of Self-Efficacy

	MAT MS Math
Classroom Management	**7.92**
1. How much can you do to prevent and respond to disruptive behavior in the classroom?	8
3. How much can you do to calm a student who is disruptive or noisy?	8
6. How much can you do to get children to follow classroom rules?	9
8. How well can you establish a classroom management system with each group of students?	8
Instructional Strategies	**6.83**
5. To what extent can you craft good questions for your students?	6
9. To what extent can you use a variety of assessment strategies?	8
10. To what extent can you provide an alternative explanation or example when students are confused?	6
12. How well can you implement alternative strategies in your classroom?	7
Student Engagement	**5.33**
7. How much can you do to get students to believe they can do well in schoolwork?	6
2. How much can you do to motivate students who show low interest in schoolwork?	5

4. How much can you do to help your students value learning?	5
11. How much can you assist families in helping their children do well in school?	6

Average Level of Confidence

	MAT MS Math
Culturally Responsive Teaching	**5.67**
2.4. Obtain information about my students' home life	8
2.5. Build a sense of trust in my students	7
2.6. Establish positive home-school relations	5
2.14. Develop a personal relationship with my students	7
2.15. Praise English Language Learners for their accomplishments using a phrase in their native language	3
2.1. Identify ways that the school culture (e.g., values, norms, and practices) is different from my students' home culture	5
2.2. Implement strategies to minimize the effects of the mismatch between my students' home culture and the school culture	6
2.3. Assess student learning using various types of assessments	8
2.7. Develop a community of learners when my class consists of students from diverse backgrounds	6
2.8. Use my students' cultural background to help make learning meaningful	5
2.9. Use my students' prior knowledge to help them make sense of new information	7
2.10. Identify ways how students communicate at home may differ from the school norms	6
2.11. Obtain information about my students' cultural background	7
2.12. Greet English Language Learners with a phrase in their native language	4
2.13. Design a classroom environment using displays that reflects a variety of cultures	4
2.16. Identify ways that standardized tests may be biased towards linguistically diverse students	4
2.17. Communicate with families regarding their child's educational progress	6
2.18. Structure teacher conferences so that the meeting is not intimidating for families	5
2.19. Revise instructional material to include a better representation of cultural groups	5
2.20. Critically examine the curriculum to determine whether it reinforces stereotypes	7
2.21. Model classroom tasks to enhance English Language Learners' understanding	5
2.22. Communicate with the families of English Language Learners regarding their child's achievement	5
2.23. Identify ways that standardized tests may be biased towards culturally diverse students	6
2.24. Use examples that are familiar to students from diverse cultural backgrounds	6
2.25. Explain new concepts using examples that are taken from my students' everyday lives	6
2.26. Teach students about their culture's contributions to society	4

SLO 4 (creative thinking, ideas, processes, materials, experiences)
Assessment: Lesson Plan
Method: Rubric
Benchmark: 80% of candidates earn passing score of at least 80%
Data for SLO 4 was not available from the 2020-21 year for analysis.

SLO 5 (data-driven decisions)
Assessment: Student Learning Target Assessment
Method: Rubric
Benchmark: 80% of candidates earn passing score of at least 80%

Data for SLO 5 was not available from the 2020-21 year for analysis.

General Education Course Results
N/A

DUE OCTOBER 15, 2021. Use of Results (Describe what changes were made during this cycle. State clearly what improvements have taken place during this cycle-What was actually done to improve the outcomes? Did this work? Discuss strengthens and weaknesses. You can compare previous year to current year to identify improvement.)

Programmatic Use of Results
SLO 1 (discipline-specific content knowledge)
Assessment: Praxis Subject Assessments: Mathematics (5169) or Science (5440)
Method: Nationally-normed test
Benchmark: 80% of candidates earn passing scores (165 on 5169, 150 on 5440) on first attempt

In 2020-2021, we began collecting complete records of candidate test results so that each attempt is recorded rather than just the passing attempt. A database has been created and scores downloaded for all attempts periodically downloaded from the ETS website. At present, these records are still incomplete since many of the candidates took the exams for the first time prior to the start of this new data collection process. In future year's first-attempt results will be more complete and we will be able to disaggregate by certification area.

SLO 2 (discipline-specific content knowledge in professional practice)
Assessment: Danielson Framework for Teaching Evaluations
Method: Rubric
Benchmark: 100% of candidates will earn a mean rating of 3.0 on all indicators

During the 2020-21 year, the focus of change was on establishing a better data collection process which would make data more readily available and allow for more in-depth analysis. Danielson evaluations are now completed in Qualtrics, however, because of the timing of this change, there is limited data available from 2020-21. The process will continue to be refined through next year to ensure complete and accurate data collection.

SLO 3 (professional behaviors and characteristics)
Assessment: Teacher Beliefs and Mindset Survey
Method: Survey
Benchmark: 100% of candidates will have a mean rating of 3.0 on all items

During the 2019-20 year, data disaggregated by candidate was not available for analysis, and therefore minimal changes were planned. It was determined at that time, that the outcome would be adjusted to reflect a benchmark in terms of how data are available. For 2020-21, data was collected so that it could be disaggregated by candidate which allowed for program specific analysis. A new benchmark of mean of 7.0 or above was set to better align to the rating scale of the assessment (1-9).

SLO 4 (creative thinking, ideas, processes, materials, experiences)
Assessment: Lesson Plan
Method: Rubric
Benchmark: 80% of candidates earn passing score of at least 80%

The Lesson Plan assessment has not been implemented consistently, and, therefore, data have not been collected. During the 2020-21 year, the lesson plan template was redesigned by a panel of faculty who use the assessment in the undergraduate Practicum and MAT Internship courses. It was also determined that going forward, the assessment would be implemented during the practicum/internship courses and the data will be collected through Qualtrics for analysis each year. The next step, which is to review and revise the current lesson plan rubric will take place during the 2021-22 year.

SLO 5 (data-driven decisions)
Assessment: Student Learning Target Assessment
Method: Rubric
Benchmark: 80% of candidates earn passing score of at least 80%

Efforts to collect this data during 2020-2021 were not successful, and no data were available for analysis. The process to ensure collection and analysis of this data will continue to be refined.

General Education Use of Results
N/A

Major Organizational Unit Head: Don Schillinger, Dean; Terry McConathy, Provost

Name of Unit/Program: MAT, Secondary Education, Grades 6-12

Mission: To provide high-quality educational experiences for students across the lifespan, to enhance and extend knowledge bases through research and other scholarly activities, and to serve the community through collaborative endeavors.

DUE OCTOBER 15, 2020. Based on analysis of the 2019-2020 data, what is being implemented during the 2020-2021 cycle to improve results?

The program's quality assurance system continues to be revamped.

SLO 1 (discipline-specific content knowledge)

Candidates complete the Praxis Subject Assessments prior to program admission. Thus, pass rates are 100% as passage is an admission requirement. This measure is the only content knowledge measure in the suite of program-level assessments. Louisiana teacher preparation program policy (Bulletin 996) sets the admission and curricular requirements for MAT programs. Those require curricula focused on pedagogy with the certification exam being the only content assessment. Data on these exams must be collected and reported regularly, but, obviously, a 100% passage rate does not provide for actionable data. Beginning in 2020-2021, we will begin collecting complete records of candidate test results so that each attempt is recorded rather than just the passing attempt. This will allow for first-attempt results to be reported, which we expect this will result in data variance and, thus, have potential for decision-making.

SLO 2 (discipline-specific content knowledge in professional practice)

Candidates typically perform well overall during their internship experiences. These results led us to evaluate our evaluator training practices, and we discovered that our training of evaluators for the BS and MAT programs was not comparable. This accounts for at least some of the noticeable variance between scores for each type of program. During 2020-2021, we will institute standardized training for all evaluators because the same measure is used across all programs; however, to this point, particular evaluators and trainings have been exclusive to each level of program.

SLO 3 (professional behaviors and characteristics)
Benchmark status: Cannot determine whether benchmark was met

Data from this proprietary assessment is not available for disaggregation by candidate, which is how the expected outcome was framed. For 2020-2021, the outcome will be adjusted to reflect a benchmark in terms of how data are available. This was the first year this proprietary tool was used in the quality assurance system, and details provided did not identify data reporting limitations.

SLO 4 (creative thinking, ideas, processes, materials, experiences)
SLO 5 (data-driven decisions)
Efforts were implemented fall 2020 to ensure data collection capacity regardless of COVID-19 circumstances in 2020-2021.

DUE OCTOBER 15, 2020. Expected Outcomes (based upon and linked to overall Mission of Program or Unit)

Programmatic Outcomes
SLO 1 (discipline-specific content knowledge)
Candidates will demonstrate content knowledge mastery in their respective certification areas.

SLO 2 (discipline-specific content knowledge in professional practice)
Candidates will demonstrate proficiency in the professional skills of planning and preparation, organizing and maintaining a classroom environment, instruction, and professionalism.

SLO 3 (professional behaviors and characteristics)
Candidates will model behaviors and characteristics of professional educators.

SLO 4 (creative thinking, ideas, processes, materials, experiences)
Candidates will create engaging learning activities that embed college- and career-readiness skills, digital learning experiences, and current best practices in teaching.

SLO 5 (data-driven decisions)
Candidates will make instructional decisions by collecting, analyzing, and acting upon student performance data.

General Education Course Assessment
N/A

DUE OCTOBER 15, 2020. Means of Measurement (Make sure this is measurable, and link each measurement to each expected outcome.)

Programmatic Means of Measurement
SLO 1 (discipline-specific content knowledge)
Assessment: Praxis Subject Assessments: Agriculture (5701), Biology (5235), Business (5101), Chemistry (5245), English (5039), Family and Consumer Sciences (5122), General Science (5435), Mathematics (5161), Physics (5265), Social Studies (5086)
Method: Nationally-normed test

Benchmark: 80% of candidates earn passing scores (147 on 5701, 150 on 5235, 154 on 5101, 151 on 5245, 168 on 5039, 153 on 5122, 156 on 5435, 160 on 5161, 141 on 5265, 153 on 5086) on first attempt

SLO 2 (discipline-specific content knowledge in professional practice)
Assessment: Danielson Framework for Teaching Evaluations
Method: Rubric
Benchmark: 100% of candidates will earn a mean rating of 3.0 on all indicators

SLO 3 (professional behaviors and characteristics)
Assessment: Teacher Beliefs and Mindset Survey
Method: Survey
Benchmark: 100% of candidates will have a mean rating of 3.0 on all items

SLO 4 (creative thinking, ideas, processes, materials, experiences)
Assessment: Lesson Plan
Method: Rubric
Benchmark: 80% of candidates earn passing score of at least 80%

SLO 5 (data-driven decisions)
Assessment: Student Learning Target Assessment
Method: Rubric
Benchmark: 80% of candidates earn passing score of at least 80%

General Education Course Means of Measurement
N/A

DUE OCTOBER 15, 2021. Measurements of Results (Disaggregate data based on mode of delivery and/or location.)

Programmatic Results
SLO 1 (discipline-specific content knowledge)
Assessment: Praxis Subject Assessments: Agriculture (5701), Biology (5235), Business (5101), Chemistry (5245), English (5039), Family and Consumer Sciences (5122), General Science (5435), Mathematics (5161), Physics (5265), Social Studies (5086)
Method: Nationally-normed test
Benchmark: 80% of candidates earn passing scores (147 on 5701, 150 on 5235, 154 on 5101, 151 on 5245, 168 on 5039, 153 on 5122, 156 on 5435, 160 on 5161, 141 on 5265, 153 on 5086) on first attempt

The chart below shows data downloaded from the ETS website for the number of first-time test takers for Secondary certification areas. ETS does not provide number passing when the total number tested is less than 5, therefore a determination of the number of candidates in most certification areas who met benchmark for SLO 1 cannot be made. For English Language Arts, only

50% passed on the first attempt with the status of one being unknown and only 40% of social studies candidates passed on the first attempt with the status of two being unknown.

	Number Tested	Number Passing	Percent Passing
⊟ MAT			
⊟ 5039 English Language Arts: Content and Analysis			
Earned Bachelor's Degree	6	3	50.00%
Earned Bachelor's Degree Plus Additional Credits	1		
⊟ 5086 Social Studies: Content & Interpretation			
Earned Bachelor's Degree	5	2	40.00%
Earned Bachelor's Degree Plus Additional Credits	1		
Earned Master's Degree Plus Additional Credits	1		
⊟ 5101 Business Education: Content Knowledge			
Earned Bachelor's Degree	1		
Earned Master's Degree Plus Additional Credits	2		
⊟ 5122 Family and Consumer Sciences			
Earned Bachelor's Degree	1		
Earned Master's Degree	1		
⊟ 5161 Mathematics: Content Knowledge			
Earned Bachelor's Degree	3		
Earned Master's Degree	1		
⊟ 5235 Biology: Content Knowledg			
Earned Bachelor's Degree	3		
⊟ 5245 Chemistry: Content Knowledg			
Earned Master's Degree	1		
⊟ 5435 General Science: Content Knowledge			
Earned Bachelor's Degree	2		

SLO 2 (discipline-specific content knowledge in professional practice)
Assessment: Danielson Framework for Teaching Evaluations
Method: Rubric
Benchmark: 100% of candidates will earn a mean rating of 3.0 on all indicators

Data for MAT candidates were available for overall domain scores only and not broken down by individual criterion scores within domains. These data include one evaluation by a Faculty member and one evaluation by a peer (another MAT intern). Average scores are below benchmark in all domains except Domain 4 for Biology, English, and Social Studies with the exception of a 3.0 for Social Studies in Domain 1. Ratings in Domains 1, 2, and 3 range from 2.5 to 2.97. Faculty and peer evaluations for Math candidates was at benchmark or above for all domains.

	Domain 1	Domain 2	Domain 3	Domain 4	Overall
Faculty					
Biology	2.83	2.97	2.93	3.00	2.92
English	2.65	2.75	2.75	3.00	2.75
Math	3.20	3.00	3.00	3.00	3.05
Social Studies	2.50	2.90	2.70	3.00	2.70
Peer					
Biology	2.83	2.87	2.80		2.80
English	2.75	2.65	2.85		2.70
Math	3.00	3.00	3.00		3.00
Social Studies	3.00	2.90	2.55		2.80
Grand Total	**2.81**	**2.87**	**2.81**	**3.00**	**2.82**

SLO 3 (professional behaviors and characteristics)
Assessment: Teacher Beliefs and Mindset Survey
Method: Survey
Benchmark: 100% of candidates will have a mean rating of 3.0 on all items

MAT secondary biology candidates scored themselves relatively high (7-9 with only one item below 8) for all items. The lowest average sense of self-efficacy was in Instructional Strategies. Culturally Responsive Teaching received an overall average of 8.81 with no items lower than 8. For MAT secondary social studies candidates, the lowest score was in Student Engagement with an overall average of 6.5. Sense of Self-Efficacy received an overall rating only slightly higher at 6.69. Several items in this area received ratings of 5, which was the lowest individual ratings across all items.

Average Sense of Self-Efficacy

	MAT Social Studies	MAT Biology
Classroom Management	**7.50**	**8.50**
1. How much can you do to prevent and respond to disruptive behavior in the classroom?	7	8
3. How much can you do to calm a student who is disruptive or noisy?	7	9
6. How much can you do to get children to follow classroom rules?	8	9
8. How well can you establish a classroom management system with each group of students?	8	8
Instructional Strategies	**8.00**	**8.00**
5. To what extent can you craft good questions for your students?	9	7
9. To what extent can you use a variety of assessment strategies?	9	8
10. To what extent can you provide an alternative explanation or example when students are confused?	7	9
12. How well can you implement alternative strategies in your classroom?	7	8
Student Engagement	**6.50**	**9.00**
7. How much can you do to get students to believe they can do well in schoolwork?	6	9

2. How much can you do to motivate students who show low interest in schoolwork?	5	9
4. How much can you do to help your students value learning?	8	9
11. How much can you assist families in helping their children do well in school?	7	9

Average Level of Confidence

	MAT Social Studies	MAT Biology
Culturally Responsive Teaching	**6.69**	**8.81**
2.4. Obtain information about my students' home life	7	9
2.5. Build a sense of trust in my students	8	9
2.6. Establish positive home-school relations	8	9
2.14. Develop a personal relationship with my students	8	9
2.15. Praise English Language Learners for their accomplishments using a phrase in their native language	5	9
2.1. Identify ways that the school culture (e.g., values, norms, and practices) is different from my students' home culture	7	8
2.2. Implement strategies to minimize the effects of the mismatch between my students' home culture and the school culture	6	9
2.3. Assess student learning using various types of assessments	7	9
2.7. Develop a community of learners when my class consists of students from diverse backgrounds	5	9
2.8. Use my students' cultural background to help make learning meaningful	6	9
2.9. Use my students' prior knowledge to help them make sense of new information	7	9
2.10. Identify ways how students communicate at home may differ from the school norms	7	9
2.11. Obtain information about my students' cultural background	7	8
2.12. Greet English Language Learners with a phrase in their native language	5	9
2.13. Design a classroom environment using displays that reflects a variety of cultures	5	9
2.16. Identify ways that standardized tests may be biased towards linguistically diverse students	7	9
2.17. Communicate with families regarding their child's educational progress	6	9
2.18. Structure teacher conferences so that the meeting is not intimidating for families	7	9
2.19. Revise instructional material to include a better representation of cultural groups	8	8
2.20. Critically examine the curriculum to determine whether it reinforces stereotypes	8	8
2.21. Model classroom tasks to enhance English Language Learners' understanding	7	9
2.22. Communicate with the families of English Language Learners regarding their child's achievement	7	9
2.23. Identify ways that standardized tests may be biased towards culturally diverse students	8	9

2.24. Use examples that are familiar to students from diverse cultural backgrounds	7	8
2.25. Explain new concepts using examples that are taken from my students' everyday lives	5	9
2.26. Teach students about their culture's contributions to society	6	9

SLO 4 (creative thinking, ideas, processes, materials, experiences)
Assessment: Lesson Plan
Method: Rubric
Benchmark: 80% of candidates earn passing score of at least 80%

Data for SLO 4 was not available from the 2020-21 year for analysis.

SLO 5 (data-driven decisions)
Assessment: Student Learning Target Assessment
Method: Rubric
Benchmark: 80% of candidates earn passing score of at least 80%

Data for SLO 5 was not available from the 2020-21 year for analysis.

General Education Course Results
N/A

> **DUE OCTOBER 15, 2021. Use of Results (Describe what changes were made during this cycle. State clearly what improvements have taken place during this cycle-What was actually done to improve the outcomes? Did this work? Discuss strengthens and weaknesses. You can compare previous year to current year to identify improvement.)**

Programmatic Use of Results
SLO 1 (discipline-specific content knowledge)
Assessment: Praxis Subject Assessments: Agriculture (5701), Biology (5235), Business (5101), Chemistry (5245), English (5039), Family and Consumer Sciences (5122), General Science (5435), Mathematics (5161), Physics (5265), Social Studies (5086)
Method: Nationally-normed test
Benchmark: 80% of candidates earn passing scores (147 on 5701, 150 on 5235, 154 on 5101, 151 on 5245, 168 on 5039, 153 on 5122, 156 on 5435, 160 on 5161, 141 on 5265, 153 on 5086) on first attempt

In 2020-2021, we began collecting complete records of candidate test results so that each attempt is recorded rather than just the passing attempt. A database has been created and scores downloaded for all attempts periodically downloaded from the ETS website. At present, these records are still incomplete since many of the candidates took the exams for the first time prior to the start of this new data collection process. In future year's first-attempt results will be more complete and we will be able to disaggregate by certification area.

SLO 2 (discipline-specific content knowledge in professional practice)

Assessment: Danielson Framework for Teaching Evaluations
Method: Rubric
Benchmark: 100% of candidates will earn a mean rating of 3.0 on all indicators

During the 2020-21 year, the focus of change was on establishing a better data collection process which would make data more readily available and allow for more in-depth analysis. Danielson evaluations are now completed in Qualtrics, however, because of the timing of this change, there is limited data available from 2020-21. The process will continue to be refined through next year to ensure complete and accurate data collection.

SLO 3 (professional behaviors and characteristics)
Assessment: Teacher Beliefs and Mindset Survey
Method: Survey
Benchmark: 100% of candidates will have a mean rating of 3.0 on all items

During the 2019-20 year, data disaggregated by candidate was not available for analysis, and therefore minimal changes were planned. It was determined at that time, that the outcome would be adjusted to reflect a benchmark in terms of how data are available. For 2020-21, data was collected so that it could be disaggregated by candidate which allowed for program specific analysis. A new benchmark of mean of 7.0 or above was set to better align to the rating scale of the assessment (1-9).

SLO 4 (creative thinking, ideas, processes, materials, experiences)
Assessment: Lesson Plan
Method: Rubric
Benchmark: 80% of candidates earn passing score of at least 80%

The Lesson Plan assessment has not been implemented consistently, and, therefore, data have not been collected. During the 2020-21 year, the lesson plan template was redesigned by a panel of faculty who use the assessment in the undergraduate Practicum and MAT Internship courses. It was also determined that going forward, the assessment would be implemented during the practicum/internship courses and the data will be collected through Qualtrics for analysis each year. The next step, which is to review and revise the current lesson plan rubric will take place during the 2021-22 year.

SLO 5 (data-driven decisions)
Assessment: Student Learning Target Assessment
Method: Rubric
Benchmark: 80% of candidates earn passing score of at least 80%

Efforts to collect this data during 2020-2021 were not successful, and no data were available for analysis. The process to ensure collection and analysis of this data will continue to be refined.

General Education Use of Results
N/A

Major Organizational Unit Head: Don Schillinger, Dean; Terry McConathy, Provost

Name of Unit/Program: MAT, Special Education – Visually Impaired, Grades K-12; GC, Visual Impairments – Blind Education

Mission: To provide high-quality educational experiences for students across the lifespan, to enhance and extend knowledge bases through research and other scholarly activities, and to serve the community through collaborative endeavors.

DUE OCTOBER 15, 2020. Based on analysis of the 2019-2020 data, what is being implemented during the 2020-2021 cycle to improve results?

The program's quality assurance system continues to be revamped.

SLO 1 (discipline-specific content knowledge)

Candidates complete the Praxis Subject Assessments prior to program admission. Thus, pass rates are 100% as passage is an admission requirement. This measure is the only content knowledge measure in the suite of program-level assessments. Louisiana teacher preparation program policy (Bulletin 996) sets the admission and curricular requirements for MAT programs. Those require curricula focused on pedagogy with the certification exam being the only content assessment. Data on these exams must be collected and reported regularly, but, obviously, a 100% passage rate does not provide for actionable data. Beginning in 2020-2021, we will begin collecting complete records of candidate test results so that each attempt is recorded rather than just the passing attempt. This will allow for first-attempt results to be reported, which we expect this will result in data variance and, thus, have potential for decision-making.

SLO 2 (discipline-specific content knowledge in professional practice)

Candidates typically perform well overall during their internship experiences. These results led us to evaluate our evaluator training practices, and we discovered that our training of evaluators for the BS and MAT programs was not comparable. This accounts for at least some of the noticeable variance between scores for each type of program. During 2020-2021, we will institute standardized training for all evaluators because the same measure is used across all programs; however, to this point, particular evaluators and trainings have been exclusive to each level of program.

SLO 3 (professional behaviors and characteristics)
Benchmark status: Cannot determine whether benchmark was met

Data from this proprietary assessment is not available for disaggregation by candidate, which is how the expected outcome was framed. For 2020-2021, the outcome will be adjusted to reflect a benchmark in terms of how data are available. This was the first year this proprietary tool was used in the quality assurance system, and details provided did not identify data reporting limitations.

SLO 4 (creative thinking, ideas, processes, materials, experiences)
SLO 5 (data-driven decisions)
Efforts were implemented fall 2020 to ensure data collection capacity regardless of COVID-19 circumstances in 2020-2021.

DUE OCTOBER 15, 2020. Expected Outcomes (based upon and linked to overall Mission of Program or Unit)

Programmatic Outcomes
SLO 1 (discipline-specific content knowledge)
Candidates will demonstrate content knowledge mastery in the areas of literacy, math, science, social studies, and special education.

SLO 2 (discipline-specific content knowledge in professional practice)
Candidates will demonstrate proficiency in the professional skills of planning and preparation, organizing and maintaining a classroom environment, instruction, and professionalism.

SLO 3 (professional behaviors and characteristics)
Candidates will model behaviors and characteristics of professional educators.

SLO 4 (creative thinking, ideas, processes, materials, experiences)
Candidates will create engaging learning activities that embed college- and career-readiness skills, digital learning experiences, and current best practices in teaching.

SLO 5 (data-driven decisions)
Candidates will make instructional decisions by collecting, analyzing, and acting upon student performance data.

General Education Course Assessment
N/A

DUE OCTOBER 15, 2020. Means of Measurement (Make sure this is measurable, and link each measurement to each expected outcome.)

Programmatic Means of Measurement
SLO 1 (discipline-specific content knowledge)
Assessment: Praxis Subject Assessments: Reading Language Arts (5002), Mathematics (5003), Social Studies (5004), Science (5005), Special Education: Core Knowledge and Applications (5354)
Method: Nationally-normed test

Benchmark: 80% of candidates earn passing scores (157 on 5002, 157 on 5003, 155 on 5004, 159 on 5005, 145 on 5354) on first attempt

SLO 2 (discipline-specific content knowledge in professional practice)
Assessment: Danielson Framework for Teaching Evaluations
Method: Rubric
Benchmark: 100% of candidates will earn a mean rating of 3.0 on all indicators

SLO 3 (professional behaviors and characteristics)
Assessment: Teacher Beliefs and Mindset Survey
Method: Survey
Benchmark: 100% of candidates will have a mean rating of 3.0 on all items

SLO 4 (creative thinking, ideas, processes, materials, experiences)
Assessment: Lesson Plan
Method: Rubric
Benchmark: 80% of candidates earn passing score of at least 80%

SLO 5 (data-driven decisions)
Assessment: Student Learning Target Assessment
Method: Rubric
Benchmark: 80% of candidates earn passing score of at least 80%

General Education Course Means of Measurement
N/A

> **DUE OCTOBER 15, 2021. Measurements of Results (Disaggregate data based on mode of delivery and/or location.)**

Programmatic Results
Programmatic Means of Measurement
SLO 1 (discipline-specific content knowledge)
Assessment: Praxis Subject Assessments: Reading Language Arts (5002), Mathematics (5003), Social Studies (5004), Science (5005), Special Education: Core Knowledge and Applications (5354)
Method: Nationally-normed test
Benchmark: 80% of candidates earn passing scores (157 on 5002, 157 on 5003, 155 on 5004, 159 on 5005, 145 on 5354) on first attempt

The Praxis subject assessments required for SPED/VI are also required for Elementary and Early Childhood. Data is downloaded from ETS by test and is not disaggregated by certification. First attempt data downloaded from the ETS website show that the percent passing for the Praxis content exams required for SPED/VI certification was above 55% (the new benchmark) with all but one candidate (90%) passing the Reading & Language Arts subtest on the first attempt. The social studies subtest had the lowest percent passing with 63.64%. Candidates seeking certification in SPED/VI must also pass the Special Education: Core Knowledge and Applications exam. ETS does not provide

number passing when the total number tested is less than 5, therefore a determination of the number of candidates who met benchmark for SLO 1 cannot be made.

	Number Tested	Number Passing	Percent Passing
⊟ MAT			
⊟ 5002 Elem Ed: MS Reading & Language Arts Subtest			
Earned Bachelor's Degree	10	9	90.00%
Earned Master's Degree	1		
⊟ 5003 Elem Ed: MS Mathematics Subtest			
Earned Bachelor's Degree	13	9	69.23%
Earned Bachelor's Degree Plus Additional Credits	1		
Earned Master's Degree	1		
⊟ 5004 Elem Ed: MS Social Studies Subtest			
Earned Bachelor's Degree	11	7	63.64%
Earned Master's Degree	1		
⊟ 5005 Elem Ed: MS Science Subtest			
Earned Bachelor's Degree	10	7	70.00%
Earned Master's Degree	1		
⊟ 5354 Special Ed: Core Knowledge and Applications			
Earned Bachelor's Degree	2		
Earned Bachelor's Degree Plus Additional Credits	4		

SLO 2 (discipline-specific content knowledge in professional practice)
Assessment: Danielson Framework for Teaching Evaluations
Method: Rubric
Benchmark: 100% of candidates will earn a mean rating of 3.0 on all indicators

Data for MAT candidates were available for overall domain scores only and not broken down by individual criterion scores within domains. These data include one evaluation by a Faculty member and one evaluation by a peer (another MAT intern). Average scores are below benchmark in all domains except Domain 4 with the exception of a 3.0 for Peer Evaluations in Domain 1. Ratings range from 2.5 to 3.0.

	Domain 1	Domain 2	Domain 3	Domain 4	Overall
Faculty					
SPED/VI	2.80	2.50	2.50	3.00	2.70
Peer					
SPED/VI	3.00	2.80	2.50		2.70
Grand Total	**2.90**	**2.65**	**2.50**	**3.00**	**2.70**

SLO 3 (professional behaviors and characteristics)
Assessment: Teacher Beliefs and Mindset Survey
Method: Survey
Benchmark: 100% of candidates will have a mean rating of 3.0 on all items

No SPED/VI candidates completed the TBMS, therefore, data are not available for this SLO.

SLO 4 (creative thinking, ideas, processes, materials, experiences)
Assessment: Lesson Plan
Method: Rubric
Benchmark: 80% of candidates earn passing score of at least 80%

Data for SLO 4 were not available from the 2020-21 year for analysis.

SLO 5 (data-driven decisions)
Assessment: Student Learning Target Assessment
Method: Rubric
Benchmark: 80% of candidates earn passing score of at least 80%

Data for SLO 5 were not available from the 2020-21 year for analysis.

General Education Course Results
N/A

DUE OCTOBER 15, 2021. Use of Results (Describe what changes were made during this cycle. State clearly what improvements have taken place during this cycle-What was actually done to improve the outcomes? Did this work? Discuss strengthens and weaknesses. You can compare previous year to current year to identify improvement.)

Programmatic Use of Results
Programmatic Means of Measurement
SLO 1 (discipline-specific content knowledge)
Assessment: Praxis Subject Assessments: Reading Language Arts (5002), Mathematics (5003), Social Studies (5004), Science (5005), Special Education: Core Knowledge and Applications (5354)
Method: Nationally-normed test
Benchmark: 80% of candidates earn passing scores (157 on 5002, 157 on 5003, 155 on 5004, 159 on 5005, 145 on 5354) on first attempt

In 2020-2021, we began collecting complete records of candidate test results so that each attempt is recorded rather than just the passing attempt. A database has been created and scores downloaded for all attempts periodically downloaded from the ETS website. At present, these records are still incomplete since many of the candidates took the exams for the first time prior to the start of this new data collection process. In future year's first-attempt results will be more complete and we will be able to disaggregate by certification area.

SLO 2 (discipline-specific content knowledge in professional practice)
Assessment: Danielson Framework for Teaching Evaluations
Method: Rubric
Benchmark: 100% of candidates will earn a mean rating of 3.0 on all indicators

During the 2020-21 year, the focus of change was on establishing a better data collection process which would make data more readily available and allow for more in-depth analysis. Danielson evaluations are now completed in Qualtrics, however, because of the timing of this change, there is limited data available from 2020-21. The process will continue to be refined through next year to ensure complete and accurate data collection.

SLO 3 (professional behaviors and characteristics)
Assessment: Teacher Beliefs and Mindset Survey
Method: Survey
Benchmark: 100% of candidates will have a mean rating of 3.0 on all items

During the 2019-20 year, data disaggregated by candidate was not available for analysis, and therefore minimal changes were planned. It was determined at that time, that the outcome would be adjusted to reflect a benchmark in terms of how data are available. For 2020-21, data was collected so that it could be disaggregated by candidate which allowed for program specific analysis. A new benchmark of mean of 7.0 or above was set to better align to the rating scale of the assessment (1-9).

SLO 4 (creative thinking, ideas, processes, materials, experiences)
Assessment: Lesson Plan
Method: Rubric
Benchmark: 80% of candidates earn passing score of at least 80%

The Lesson Plan assessment has not been implemented consistently, and, therefore, data have not been collected. During the 2020-21 year, the lesson plan template was redesigned by a panel of faculty who use the assessment in the undergraduate Practicum and MAT Internship courses. It was also determined that going forward, the assessment would be implemented during the practicum/internship courses and the data will be collected through Qualtrics for analysis each year. The next step, which is to review and revise the current lesson plan rubric will take place during the 2021-22 year.

SLO 5 (data-driven decisions)
Assessment: Student Learning Target Assessment
Method: Rubric
Benchmark: 80% of candidates earn passing score of at least 80%

Efforts to collect this data during 2020-2021 were not successful, and no data were available for analysis. The process to ensure collection and analysis of this data will continue to be refined.

General Education Use of Results
N/A

2020-2021 INSTITUTIONAL EFFECTIVENESS AUDIT

ALL sections are required.

Major Organizational Unit Head: Don Schillinger, Dean; Terry McConathy, Provost

Name of Unit/Program: MEd, Curriculum and Instruction

Mission: To provide high-quality educational experiences for students across the lifespan, to enhance and extend knowledge bases through research and other scholarly activities, and to serve the community through collaborative endeavors.

DUE OCTOBER 15, 2020. Based on analysis of the 2019-2020 data, what is being implemented during the 2020-2021 cycle to improve results?

The program's quality assurance system continues to be revamped.

SLO 1 (discipline-specific content knowledge)

Of the two measures for which data are available, one candidate of a total six candidates did not maintain a 3.0 GPA. Given the low n value and that only one candidate fell below benchmark, we do not believe that the n values are sufficient to justify program changes. We believe at least two complete cycles of data are necessary for justifiable adjustments to the outcome.

SLO 2 (discipline-specific content knowledge in professional practice)

This program and all key assessments were redesigned for the 2020-2021 academic year. No candidates have completed this assessment as of fall 2020.

SLO 3 (professional behaviors and characteristics)

This program and all key assessments were redesigned for the 2020-2021 academic year. No candidates have completed this assessment as of fall 2020.

SLO 4 (creative thinking, ideas, processes, materials, experiences)

Final project scores ranged from 78.88 to 91.55 (n=6). Only one candidate's final rating fell below benchmark. Given the low n value and that only one candidate fell below benchmark, we do not believe that the n values are sufficient to justify program changes. We believe at least two complete cycles of data are necessary for justifiable adjustments to the outcome.

SLO 5 (data-driven decisions)

This program and all key assessments were redesigned for the 2020-2021 academic year. No candidates have completed this assessment as of fall 2020.

DUE OCTOBER 15, 2020. Expected Outcomes (based upon and linked to overall Mission of Program or Unit)

Programmatic Outcomes
SLO 1 (discipline-specific content knowledge)
Candidates will demonstrate content knowledge mastery in core curriculum and instruction topics.

SLO 2 (discipline-specific content knowledge in professional practice)
Candidates will demonstrate proficiency in the professional practice skills required of mentor teachers or content leaders.

SLO 3 (professional behaviors and characteristics)
Candidates will model behaviors and characteristics of mentor teachers or content leaders.

SLO 4 (creative thinking, ideas, processes, materials, experiences)
Candidates will examine current problems in curriculum and instruction and propose either change theory/innovation-oriented or educational policy-oriented solutions.

SLO 5 (data-driven decisions)
Candidates will utilize action research approaches to plan for data-driven decision-making.

General Education Course Assessment
N/A

DUE OCTOBER 15, 2020. Means of Measurement (Make sure this is measurable, and link each measurement to each expected outcome.)

Programmatic Means of Measurement
SLO 1 (discipline-specific content knowledge)
Assessment: Core course content GPA
Method: GPA
Benchmark: 100% of candidates will maintain a minimum 3.0 GPA on core courses

SLO 2 (discipline-specific content knowledge in professional practice)
Assessment: Curriculum development project
Method: Rubric
Benchmark: 80% of candidates will a minimum score of 80%

SLO 3 (professional behaviors and characteristics)
Assessment: Professional development project

Method: Rubric
Benchmark: 80% of candidates will a minimum score of 80%

SLO 4 (creative thinking, ideas, processes, materials, experiences)
Assessment: Change project (Capstone problem-solution assessment)
Method: Rubric
Benchmark: 80% of candidates will a minimum score of 80%

SLO 5 (data-driven decisions)
Assessment: Action research project
Method: Rubric
Benchmark: 80% of candidates will a minimum score of 80%

General Education Course Means of Measurement
N/A

DUE OCTOBER 15, 2021. **Measurements of Results (Disaggregate data based on mode of delivery and/or location.)**

Programmatic Results

SLO 1 (discipline-specific content knowledge)
Assessment: Core course content GPA
Method: GPA
Benchmark: 100% of candidates will maintain a minimum 3.0 GPA on core courses

Overall group average is 3.9. Four of the five candidates earned 4.0, and one candidate earned 3.5.

SLO 2 (discipline-specific content knowledge in professional practice)
Assessment: Curriculum development project
Method: Rubric
Benchmark: 80% of candidates will a minimum score of 80%

This is a new assessment and no candidate has completed it as of Fall 2021.

SLO 3 (professional behaviors and characteristics)
Assessment: Professional development project
Method: Rubric
Benchmark: 80% of candidates will a minimum score of 80%

This is a new assessment and no candidate has completed it as of Fall 2021.

SLO 4 (creative thinking, ideas, processes, materials, experiences)
Assessment: Change project (Capstone problem-solution assessment)
Method: Rubric
Benchmark: 80% of candidates will a minimum score of 80%

Overall, candidates performed well with average ratings exceeding 3.0 on all but one criterion. Average ratings for two criteria exceeded 5.0 (5.4): Select research participants and Build a question guide. The lowest average rating (3.0) was for Define insights. This criterion requires candidates to connect what they gleaned from the project to course readings on disruptive innovation and innovator's mindset. That single criterion is critical as it is the one that demonstrates how well candidates connect course readings and literature to the change project overall.

Measure	Total N	Benchmark Met N
Change project	5	4

SLO 5 (data-driven decisions)
Assessment: Action research project
Method: Rubric
Benchmark: 80% of candidates will a minimum score of 80%

This is a new assessment and no candidate has completed it as of Fall 2021.

General Education Course Results
N/A

DUE OCTOBER 15, 2021. Use of Results (Describe what changes were made during this cycle. State clearly what improvements have taken place during this cycle-What was actually done to improve the outcomes? Did this work? Discuss strengthens and weaknesses. You can compare previous year to current year to identify improvement.)

Programmatic Use of Results

SLO 1 (discipline-specific content knowledge)
Benchmark status: Met

During the 19-20 cycle, one candidate of a total six candidates did not maintain a 3.0 GPA. Given the low n value and that only one candidate fell below benchmark, no changes were made during the 20-21 cycle. During the current review cycle (20-21), 100% of candidates in the program met the benchmark.

SLO 2 (discipline-specific content knowledge in professional practice)
Benchmark status: Cannot be determined

This is a new assessment and no candidates have completed it as of Fall 2021.

SLO 3 (professional behaviors and characteristics)
Benchmark status: Cannot be determined

This is a new assessment and no candidate have completed it as of Fall 2021.

SLO 4 (creative thinking, ideas, processes, materials, experiences)
Benchmark status: Not met

During the 19-20 cycle, only one candidate's final rating fell below benchmark. Given the low n value and that only one candidate fell below benchmark, no changes were made during the 20-21 cycle.

SLO 5 (data-driven decisions)
Benchmark status: Cannot be determined

This is a new assessment and no candidate have completed it as of Fall 2021.

General Education Use of Results
N/A

2020-2021 INSTITUTIONAL EFFECTIVENESS AUDIT

ALL sections are required.

Major Organizational Unit Head: Don Schillinger, Dean; Terry McConathy, Provost

Name of Unit/Program: MEd, Educational Leadership; GC, Teacher Leader

Mission: To provide high-quality educational experiences for students across the lifespan, to enhance and extend knowledge bases through research and other scholarly activities, and to serve the community through collaborative endeavors.

DUE OCTOBER 15, 2020. Based on analysis of the 2019-2020 data, what is being implemented during the 2020-2021 cycle to improve results?

The program's quality assurance system continues to be revamped.

SLO 1 (discipline-specific content knowledge)

Sixty-three percent of the candidates earned a passing score on the first SLLA attempt. Given the low n value, we do not believe that the n values are sufficient to justify program changes. We believe at least two complete cycles of data are necessary for justifiable adjustments to the outcome.

Throughout their courses, candidates were given the opportunity to respond to scenarios that were similar to those on the SLLA exam as a form of preparation for the test. During the upcoming school year, additional information regarding testing and test prep will be shared with candidates in an attempt to increase the percentage of students who reach the benchmark for SLO 1.

SLO 2 (discipline-specific content knowledge in professional practice)

One hundred percent of the candidates earned a rating of 7.0 or higher on required activity 3RA3. These data support that candidates mastered this outcome, but only one cycle of data is available. At least two cycles of data are needed to identify trends, and a second cycle will be available in 2020-2021. At that time, trend analysis results will be used to determine whether adjustments to the benchmark or assessment are warranted.

SLO 3 (professional behaviors and characteristics)

Use of a survey was slated as a new program measure. Due to COVID-19 school closures, no candidate mentors were able to participate in this activity.

SLO 4 (creative thinking, ideas, processes, materials, experiences)

One hundred percent of the candidates earned a rating of 7.0 or higher on required activity 5RA1. These data support that candidates mastered this outcome, but only one cycle of data is available. At least two cycles of data are needed to identify trends, and a second cycle will be available in 2020-2021. At that time, trend analysis results will be used to determine whether adjustments to the benchmark or assessment are warranted.

SLO 5 (data-driven decisions)

One hundred percent of the candidates earned a score of 100 on the abbreviated School Improvement Initiative Project, which is comparable to the original benchmark of 80% of candidates will earn a rating of 2.0 or higher on all components. These data support that candidates mastered this outcome, but only one cycle of data is available. At least two cycles of data are needed to identify trends, and a second cycle will be available in 2020-2021. At that time, trend analysis results will be used to determine whether adjustments to the benchmark or assessment are warranted.

DUE OCTOBER 15, 2020. Expected Outcomes (based upon and linked to overall Mission of Program or Unit)

<u>Programmatic Outcomes</u>
SLO 1 (discipline-specific content knowledge)
Candidates will demonstrate content knowledge mastery in core educational leadership topics. (NELP Standard 1)

SLO 2 (discipline-specific content knowledge in professional practice)
Candidates will demonstrate proficiency in the professional skills associated with curriculum, data systems, supports, and assessment. (NELP Standard 4)

SLO 3 (professional behaviors and characteristics)
Candidates will model behaviors and characteristics of professional school leaders. (NELP Standard 2)

SLO 4 (creative thinking, ideas, processes, materials, experiences)
Candidates will assist in developing a school's professional capacity by promoting through supervision, evaluation, support and professional learning. (NELP Standard 7)

SLO 5 (data-driven decisions)
Candidates will make instructional decisions and recommendations by collecting, analyzing, and acting upon student performance data. (NELP Standard 8)

SLO 6 (family and community relations)
Candidates will apply the knowledge and skills necessary to create a plan to engage families, community, and school personnel to advocate for the needs of their students and school. (NELP Standard 5)

General Education Course Assessment
N/A

DUE OCTOBER 15, 2020. Means of Measurement (Make sure this is measurable, and link each measurement to each expected outcome.)

Programmatic Means of Measurement

SLO 1 (discipline-specific content knowledge)
Assessment: School Leaders Licensure Assessment (SLLA 6990)
Method: Nationally-normed test
Benchmark: 80% of candidates earn passing scores on first attempt (151 on 6990)

SLO 2 (discipline-specific content knowledge in professional practice)
Assessment: Internship activities 3RA3-Prepare and present a presentation to a group external to the school about needs of the schools. 3RA4-Prepare and present a presentation to a group external to the school about policies and programs that promote equitable learning opportunities for student success.
Method: Rubric
Benchmark: 80% of candidates will earn a rating of 7.0 or higher

SLO 3 (professional behaviors and characteristics)
Assessment: Mentor Survey of MEDEL Candidates
Method: Survey
Benchmark: 100% of candidates will have a mean rating of 2.0 on all items

SLO 4 (creative thinking, ideas, processes, materials, experiences)
Assessment: Internship activity 5RA1-Organize and lead a faculty group that will collect, analyze, and interpret school, student, faculty, and community information.
Method: Rubric
Benchmark: 80% of candidates will earn a rating of 7.0 or higher

SLO 5 (data-driven decisions)
Assessment: School Improvement Initiative Project Presentation
Method: Rubric
Benchmark: 80% of candidates will earn a rating of 2.0 or higher on all components

SLO 6 (family and community relations)
Assessment: Final project for EDLE 551-Facilitating School & Community Partnerships in Diverse Settings
Method: Rubric
Benchmark: 80% of candidates will earn a minimum rating of 170 out of 200 points on the rubric

General Education Course Means of Measurement
N/A

Programmatic Results
SLO 1 (discipline-specific content knowledge)
Assessment: School Leaders Licensure Assessment (SLLA 6990)
Method: Nationally-normed test
Benchmark: 80% of candidates earn passing scores on first attempt (151 on 6990)

The benchmark is 80% of candidates will earn a passing score on the first attempt of the SLLA 6990. Of all students tested, 75% were successful on the first attempt, but 80% or higher of students with a master's degree or a master's degree plus additional hours passed on the first attempt. There is a discrepancy in the number of students who are assessed and the actual number of students who have been enrolled in the program. It seems there are more students who are tested than have actually been enrolled in Tech's coursework. In order to increase the percentage of students who are passing the SLLA on the first attempt, the actual students who were reported by ETS should be examined.

Pass Rate by Education Level

* Number and percent passing are not displayed when the test taker count is fewer than 5.

	Number Tested	Number Passing	Percent Passing
Graduate			
6990 School Leaders Licensure Assessment			
Earned Bachelor's Degree	2		
Earned Bachelor's Degree Plus Additional Credits	9	7	77.78%
Earned Master's Degree	5	4	80.00%
Earned Master's Degree Plus Additional Credits	12	10	83.33%

SLO 2 (discipline-specific content knowledge in professional practice)
Assessment: Internship activities 3RA3-Prepare and present a presentation to a group external to the school about needs of the schools. 3RA4-Prepare and present a presentation to a group external to the school about policies and programs that promote equitable learning opportunities for student success.
Method: Rubric
Benchmark: 80% of candidates will earn a rating of 7.0 or higher

Candidates are demonstrating proficiency in skills associated with curriculum, data systems, supports, and assessment. Candidates are being successful in preparing and presenting to external groups about school needs and equitable learning opportunities. There were no students who scored below benchmark on this SLO.

Average Scores

A bar chart titled "Average Scores" showing two bars: 3RA-3 with a value of 8, and 3RA-4 with a value of 8.

Average Score Per Component

A stacked bar chart titled "Average Score Per Component" showing two stacked bars for 3RA-3 and 3RA-4. Each bar is composed of four components: Quality of Writing (2), Description (2), Reflection (2), and Artifact (2), totaling 8. Legend: Artifact, Reflection, Description, Quality of Writing.

SLO 3 (professional behaviors and characteristics)
Assessment: Mentor Survey of MEDEL Candidates
Method: Survey
Benchmark: 100% of candidates will have a mean rating of 2.0 on all items

No data are available for this assessment. The Mentor Survey will be developed in 2021-22.

SLO 4 (creative thinking, ideas, processes, materials, experiences)
Assessment: Internship activity 5RA1-Organize and lead a faculty group that will collect, analyze, and interpret school, student, faculty, and community information.
Method: Rubric
Benchmark: 80% of candidates will earn a rating of 7.0 or higher

Data show that candidates have been successful in completing internship activity 5RA1 by using data to organize and lead a faculty group. Candidates are demonstrating proficiency in developing capacity in a school by promoting supervision, evaluation, support, and professional learning. Candidates are successfully organizing and leading a faculty group in collecting, analyzing, and interpreting school data.
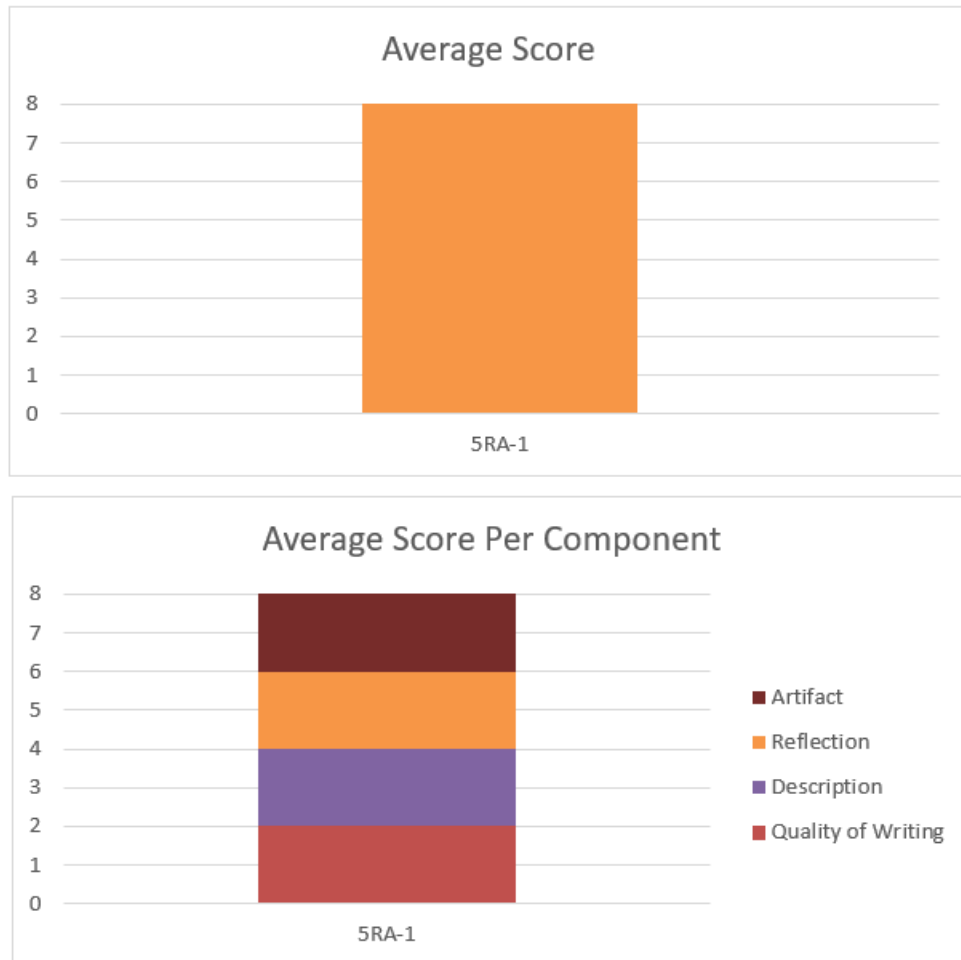
Average Score

Average Score Per Component

Legend:
- Artifact
- Reflection
- Description
- Quality of Writing
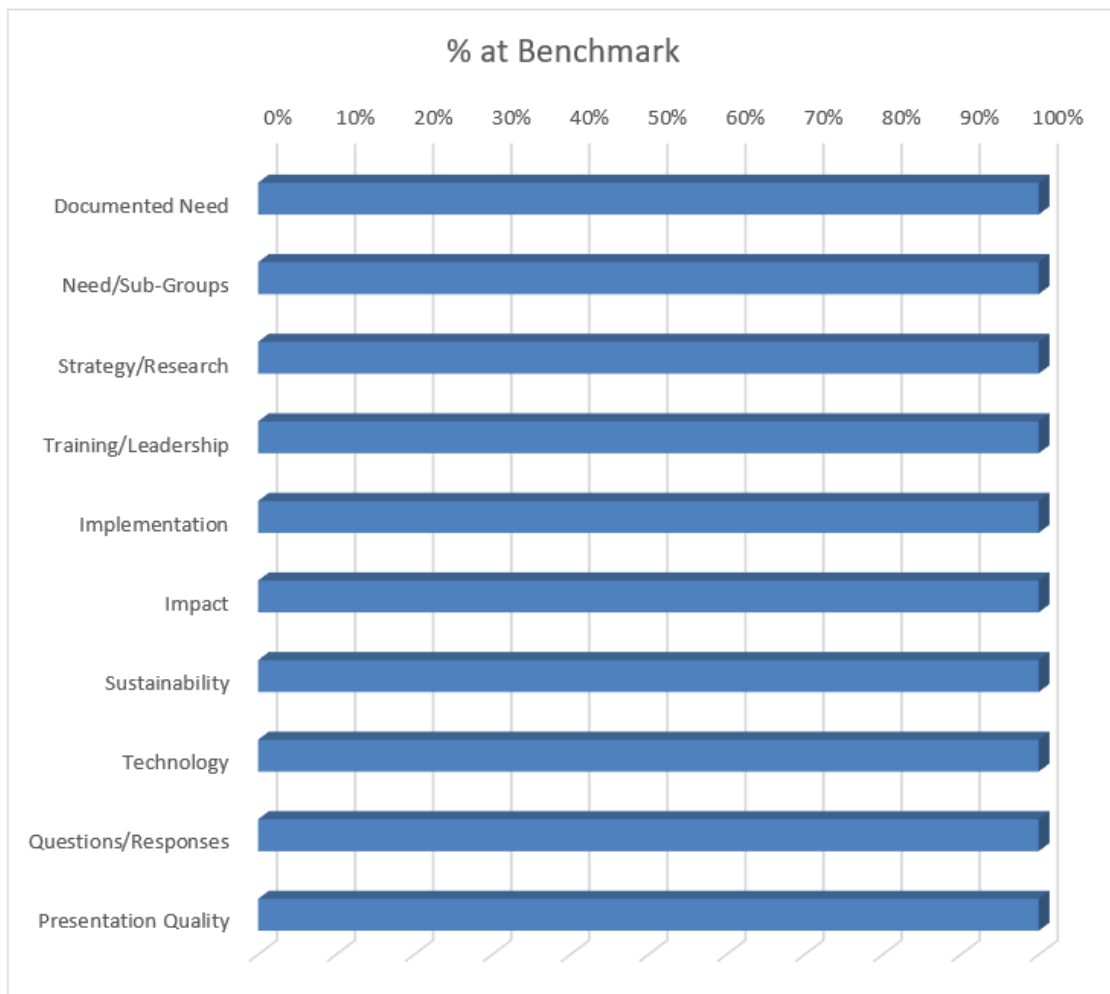
SLO 5 (data-driven decisions)
Assessment: School Improvement Initiative Project Presentation
Method: Rubric
Benchmark: 80% of candidates will earn a rating of 2.0 or higher on all components

All students scored a 2.5 out of 3 or higher on all components. Candidates have successfully prepared and presented their school improvement initiative project to educational leadership faculty.
Candidates made instructional decisions and recommendations based on student performance data.

% at Benchmark

Categories (top to bottom): Documented Need, Need/Sub-Groups, Strategy/Research, Training/Leadership, Implementation, Impact, Sustainability, Technology, Questions/Responses, Presentation Quality

Axis: 0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Range of Scores

Legend: ■ Max ■ Min

Y-axis: 0, 0.5, 1, 1.5, 2, 2.5, 3, 3.5

X-axis categories: Documented Need, Need/Sub-Groups, Strategy/Research, Training/Leadership, Implementation, Impact, Sustainability, Technology, Questions..., Presentation...

SLO 6 (family and community relations)
Assessment: Final project for EDLE 551-Facilitating School & Community Partnerships in Diverse Settings
Method: Rubric
Benchmark: 80% of candidates will earn a minimum rating of 170 out of 200 points on the rubric

All candidates (100%) met the benchmark for this SLO. Candidates successfully applied knowledge and skills acquired during the program to create a plan to either engage families, community, and school personnel to advocate for the needs of students and the school as evidenced by the creation and presentation of their final project. All students earned a perfect score on this final project.
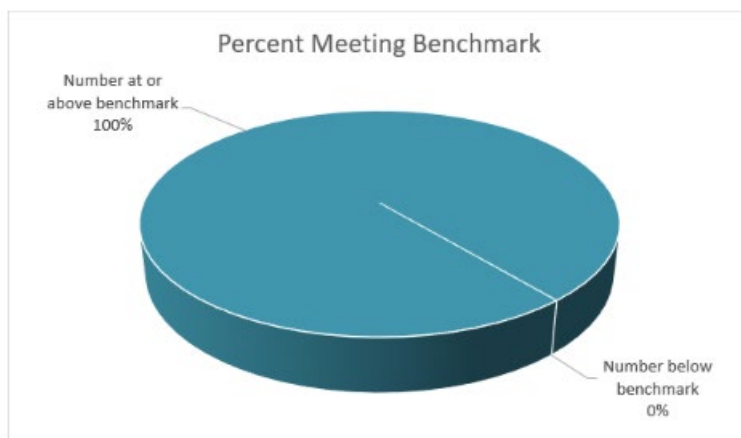
Percent Meeting Benchmark

Number at or above benchmark 100%

Number below benchmark 0%

General Education Course Results
N/A

DUE OCTOBER 15, 2021. Use of Results (Describe what changes were made during this cycle. State clearly what improvements have taken place during this cycle-What was actually done to improve the outcomes? Did this work? Discuss strengthens and weaknesses. You can compare previous year to current year to identify improvement.)

Programmatic Use of Results
SLO 1 (discipline-specific content knowledge)
Assessment: School Leaders Licensure Assessment (SLLA 6990)
Method: Nationally-normed test
Benchmark: 80% of candidates earn passing scores on first attempt (151 on 6990)

Given the low n value in 2019-20, we did not believe that the n values were sufficient to justify program changes. We believe at least two complete cycles of data are necessary for justifiable adjustments to the outcome, therefore, no changes were made during 2020-21.

SLO 2 (discipline-specific content knowledge in professional practice)

Assessment: Internship activities 3RA3-Prepare and present a presentation to a group external to the school about needs of the schools. 3RA4-Prepare and present a presentation to a group external to the school about policies and programs that promote equitable learning opportunities for student success.
Method: Rubric
Benchmark: 80% of candidates will earn a rating of 7.0 or higher

For 2019-20 reporting and planning only one cycle of data was available. At least two cycles of data are needed to identify trends, therefore, no changes were made during 2020-21.

SLO 3 (professional behaviors and characteristics)
Assessment: Mentor Survey of MEDEL Candidates
Method: Survey
Benchmark: 100% of candidates will have a mean rating of 2.0 on all items

Use of a survey was slated as a new program measure in 2019-20. The survey is planned for development during 2021-22.

SLO 4 (creative thinking, ideas, processes, materials, experiences)
Assessment: Internship activity 5RA1-Organize and lead a faculty group that will collect, analyze, and interpret school, student, faculty, and community information.
Method: Rubric
Benchmark: 80% of candidates will earn a rating of 7.0 or higher

For 2019-20 reporting and planning only one cycle of data was available. At least two cycles of data are needed to identify trends, therefore, no changes were made during 2020-21.

SLO 5 (data-driven decisions)
Assessment: School Improvement Initiative Project Presentation
Method: Rubric
Benchmark: 80% of candidates will earn a rating of 2.0 or higher on all components

This SLO addressed the yearlong final project that candidates present. For this SLO, all candidates did not earn a perfect score but all scores were a 2.5 out of 3.0 or higher for all components. Grade inflation may be a concern. The rubric for this activity was revised in the spring of 2021 and will be incorporated in the spring of 2022. Data will be looked at in spring of 2022 to see if there is a wider range of grades earned.

SLO 6 (family and community relations)
Assessment: Final project for EDLE 551-Facilitating School & Community Partnerships in Diverse Settings
Method: Rubric
Benchmark: 80% of candidates will earn a minimum rating of 170 out of 200 points on the rubric

For 2019-20 reporting and planning only one cycle of data was available. At least two cycles of data are needed to identify trends, therefore, no changes were made during 2020-21.No changes were made during 2020-21.

General Education Use of Results
N/A

Major Organizational Unit Head: Don Schillinger, Dean; Terry McConathy, Provost

Name of Unit/Program: EdD, Educational Leadership; GC, Higher Education Administration

Mission: To provide high-quality educational experiences for students across the lifespan, to enhance and extend knowledge bases through research and other scholarly activities, and to serve the community through collaborative endeavors.

DUE OCTOBER 15, 2020. **Based on analysis of the 2019-2020 data, what is being implemented during the 2020-2021 cycle to improve results?**

The program's quality assurance system continues to be revamped.

SLO 1 (discipline-specific content knowledge)

We have not changed this expectation during this cycle. The quality assurance framework used for this audit was implemented in 2019-2020; therefore, this audit represents the first occasion where data reported here were collected and analyzed. Since at least two cycles of data are necessary to identify trends, the measures and benchmarks used in 2019-2020 will be repeated in 2020-2021 so that two comparable data captures may be used for a trend analysis. Subsequent changes to measures or benchmarks will be considered.

SLO 2 (discipline-specific content knowledge in professional practice)

Considering the uncertainty of getting published due to supply-and-demand considerations which are outside of the candidate's influence, we modified the original expectation for the published-manuscript requirement for EDLE 777 to an expectation that candidates would produce a manuscript worthy of publication. This allows us to guide candidates through a process of data-based writing without the pressure of getting selected for publication.

SLO 3 (professional behaviors and characteristics)

We have not changed this expectation during this cycle. The quality assurance framework used for this audit was implemented in 2019-2020; therefore, this audit represents the first occasion where data reported here were collected and analyzed. Since at least two cycles of data are necessary to identify trends, the measures and benchmarks used in 2019-2020 will be repeated in 2020-2021 so that two comparable data captures may be used for a trend analysis. Subsequent changes to measures or benchmarks will be considered.

SLO 4 (creative thinking, ideas, processes, materials, experiences)

During this cycle, faculty and administration designed a new course for improving candidates who were approaching research-proposal approval with inadequate readiness. With the previous rigidity of program timelines prior to this cycle, candidates could be forced to enter proposal-defense stages of the program with insufficient preparedness. The reason for the implementation of this exit-portal design was to prevent students from remaining in the program without making forward progress on their dissertations; however, the weakness of that approach was that students were put into positions of removal without remediation. The improvement now is that students can remain in the program by taking the new course without being approved for additional courses until they achieve proposal approval.

SLO 5 (data-driven decisions)

We have not changed this expectation during this cycle. The quality assurance framework used for this audit was implemented in 2019-2020; therefore, this audit represents the first occasion where data reported here were collected and analyzed. Since at least two cycles of data are necessary to identify trends, the measures and benchmarks used in 2019-2020 will be repeated in 2020-2021 so that two comparable data captures may be used for a trend analysis. Subsequent changes to measures or benchmarks will be considered.

DUE OCTOBER 15, 2020. Expected Outcomes (based upon and linked to overall Mission of Program or Unit)

Programmatic Outcomes
SLO 1 (discipline-specific content knowledge)
Candidates will demonstrate content knowledge mastery in core educational leadership topics.

SLO 2 (discipline-specific content knowledge in professional practice)
Candidates will engage in practice-based research on current topics in educational leadership.

SLO 3 (professional behaviors and characteristics)
Candidates will reflect on the role of professional educational leaders and model that role in their professional contexts.

SLO 4 (creative thinking, ideas, processes, materials, experiences)
Candidates will design research studies to investigate topics of current need in educational leadership.

SLO 5 (data-driven decisions)
Candidates will conduct scholarly research on topics of current need in educational leadership.

General Education Course Assessment
N/A

Programmatic Means of Measurement
SLO 1 (discipline-specific content knowledge)
Assessment: EDLE course content GPA
Method: GPA
Benchmark: 100% of candidates will maintain a minimum 3.0 GPA on EdD coursework

SLO 2 (discipline-specific content knowledge in professional practice)
Assessment: Publication manuscript
Method: Rubric
Benchmark: 80% of candidates will earn a minimum final score of 80%

SLO 3 (professional behaviors and characteristics)
Assessment: Comprehensive portfolio
Method: Rubric
Benchmark: 100% of candidates will have a minimum final score of 80%

SLO 4 (creative thinking, ideas, processes, materials, experiences)
Assessment: Dissertation proposal (Chapters 1-3)
Method: Rubric
Benchmark: 100% of candidates will have a minimum final score of 80% and committee approval to conduct the proposed study after the initial proposal defense

SLO 5 (data-driven decisions)
Assessment: Dissertation results and discussion (Chapters 4-5)
Method: Rubric
Benchmark: 100% of candidates will have a minimum final score of 80% and committee approval of the final dissertation after the initial dissertation defense

General Education Course Means of Measurement
N/A

DUE OCTOBER 15, 2021. Measurements of Results (Disaggregate data based on mode of delivery and/or location.)

Programmatic Results
SLO 1 (discipline-specific content knowledge)
Assessment: EDLE course content GPA
Method: GPA
Benchmark: 100% of candidates will maintain a minimum 3.0 GPA on EdD coursework

SLO 2 (discipline-specific content knowledge in professional practice)

Assessment: Publication manuscript
Method: Rubric
Benchmark: 80% of candidates will earn a minimum final score of 80%

During 2020-21, 83% of candidates met the benchmark for this assessment.

SLO 3 (professional behaviors and characteristics)
Assessment: Comprehensive portfolio
Method: Rubric
Benchmark: 100% of candidates will have a minimum final score of 80%

Based on rubric measurements 92% of candidates met the benchmark for this assessment.

SLO 4 (creative thinking, ideas, processes, materials, experiences)
Assessment: Dissertation proposal (Chapters 1-3)
Method: Rubric
Benchmark: 100% of candidates will have a minimum final score of 80% and committee approval to conduct the proposed study after the initial proposal defense

Candidates defended proposals with an average score of 88% on the rubric which is above the benchmark of a minimum final score of 80%.

SLO 5 (data-driven decisions)
Assessment: Dissertation results and discussion (Chapters 4-5)
Method: Rubric
Benchmark: 100% of candidates will have a minimum final score of 80% and committee approval of the final dissertation after the initial dissertation defense

Candidates defended with an aggregate of 88% success on the rubric.

General Education Course Results
N/A

Programmatic Use of Results

SLO 1 (discipline-specific content knowledge)
Assessment: EDLE course content GPA
Method: GPA
Benchmark: 100% of candidates will maintain a minimum 3.0 GPA on EdD coursework

The quality assurance framework used for this audit was implemented in 2019-2020; therefore, this audit represents the second occasion where data reported here were collected and analyzed. Since at least two cycles of data are necessary to identify trends, the measures and benchmarks used in 2019-2020 were also used in 2020-21 so that two comparable data captures may be used for a trend analysis. Subsequent changes to measures or benchmarks will be considered for the next cycle.

SLO 2 (discipline-specific content knowledge in professional practice)
Assessment: Publication manuscript
Method: Rubric
Benchmark: 80% of candidates will earn a minimum final score of 80%

The original expectation for the published-manuscript requirement for EDLE 777 modified the in 2019-20 to an expectation that candidates would produce a manuscript worthy of publication. Since at least two cycles of data are necessary to identify trends, the new benchmarks used in 2020-21 will be repeated in 2021-2022 so that two comparable data captures may be used for a trend analysis. Subsequent changes to measures or benchmarks will be considered.

SLO 3 (professional behaviors and characteristics)
Assessment: Comprehensive portfolio
Method: Rubric
Benchmark: 100% of candidates will have a minimum final score of 80%

The quality assurance framework used for this audit was implemented in 2019-2020; therefore, this audit represents the second occasion where data reported here were collected and analyzed. Since at least two cycles of data are necessary to identify trends, the measures and benchmarks used in 2019-2020 were also used in 2020-21 so that two comparable data captures may be used for a trend analysis. Subsequent changes to measures or benchmarks will be considered for the next cycle.

SLO 4 (creative thinking, ideas, processes, materials, experiences)
Assessment: Dissertation proposal (Chapters 1-3)
Method: Rubric
Benchmark: 100% of candidates will have a minimum final score of 80% and committee approval to conduct the proposed study after the initial proposal defense

During 2019-2020, faculty and administration designed a new course for improving candidates who were approaching research-proposal approval with inadequate readiness. Since at least two cycles of data are necessary to identify trends, no additional changes were made during 2020-21. Subsequent changes to measures or benchmarks will be considered in planning for the upcoming year.

SLO 5 (data-driven decisions)
Assessment: Dissertation results and discussion (Chapters 4-5)
Method: Rubric
Benchmark: 100% of candidates will have a minimum final score of 80% and committee approval of the final dissertation after the initial dissertation defense

The quality assurance framework used for this audit was implemented in 2019-2020; therefore, this audit represents the second occasion where data reported here were collected and analyzed. Since at least two cycles of data are necessary to identify trends, the measures and benchmarks used in 2019-2020 were also used in 2020-21 so that two comparable data captures may be used for a trend analysis. Subsequent changes to measures or benchmarks will be considered for the next cycle.

General Education Use of Results
N/A