

# 2022 Annual Accreditation Report

CAEP ID:	10135	AACTE SID:	1915
Institution:	Louisiana Tech University		
Unit:	College of Education		

## Section 1. EPP Profile Updates in AIMS

Please review the Educator Preparation Provider's (EPP's) profile in AIMS and update the following information for: Contact Persons, EPP Characteristics, Program Listings. [See the Annual Report Technical Guide for additional guidance.]

### 1.1 Update Contact Information in AIMS:

1.1.1 I confirm that the EPP has listed and updated the contact information for the individual(s) designated as "EPP Head."

[The individual(s) identified as the EPP head should have authority over the EPP. This contact may receive time-sensitive communications related to the accreditation of the EPP.]

Agree Disagree



1.1.2 I confirm that the EPP has listed and updated the contact information for the individual(s) designated as "CAEP Coordinator".

[The individual(s) identified as the CAEP Coordinator should have a role in coordinating accreditation activities. This contact may be carbon copied on communications to the EPP head.]

Agree Disagree



1.1.3 I confirm that the EPP has provided updated contact information for two distinct people for these roles.

[CAEP requires that EPPs provide information for two distinct contact persons to ensure that automatic communications sent from AIMS are received by the EPP in the event of personal turnover.]

Agree Disagree



### 1.2 Update EPP Information in AIMS:

1.2.1 *Basic Information* - I confirm that the EPP's basic information (including mailing address and EPP name) are up to date and accurately reflected in AIMS.

[The individual(s) identified as the EPP head should have authority over the EPP. This contact may receive time-sensitive communications related to the accreditation of the EPP.]

Agree Disagree



1.2.2 *EPP Characteristics and Affiliations* - I confirm that the EPP characteristics and affiliations (including Carnegie classification, EPP type, religious affiliation, language of instruction, institutional accreditation, and branch campuses/sites) are up to date and accurately reflected in AIMS

[The individual(s) identified as the CAEP Coordinator should have a role in coordinating accreditation activities. This contact may be carbon copied on communications to the EPP head.]

Agree Disagree



1.2.3 *Program Options* - I confirm that EPP's program listings (including program name, program

review level, certificate level, program category, and program review option) are up to date and accurately reflected in AIMS for all EPP programs that fall within CAEP's scope of accreditation; (programs outside of CAEP's scope of accreditation should be archived and not listed in AIMS).

Agree Disagree



## Section 2. EPP's Program Completers [Academic Year 2020-2021]

### 2.1 How many candidates completed programs that prepared them to work in P-12 settings during Academic Year 2020-2021?

Enter a numeric value for each textbox.

2.1.1 Number of completers in programs leading to initial teacher certification or licensure<sup>1</sup>

91

2.1.2 Number of completers in advanced programs or programs leading to a degree, endorsement, or some other credential that prepares the holder to serve in P-12 schools (Do not include those completers counted above.)<sup>2</sup>

12

**Total number of program completers** 103

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<sup>1</sup> For a description of the scope for Initial and Advanced programs, see Policy II in the [CAEP Accreditation Policies and Procedures](#)

### Section 3. Substantive Changes

Please report on any substantive changes that have occurred at the EPP/Institution or Organization, as well as the EPP's current regional accreditation status.

**Have any of the following substantive changes occurred at your educator preparation provider or institution/organization during the 2020-2021 academic year?**

3.1 Has there been any change in the EPP's legal status, form of control, or ownership?

Change  No Change / Not Applicable

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3.2 Has the EPP entered a contract with other providers for direct instructional services, including any teach out agreements?

Change  No Change / Not Applicable

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3.3 Since the last reporting cycle, has the EPP seen a change in state program approval?

Change  No Change / Not Applicable

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3.4. What is the EPP's current regional accreditation status?

Accreditation Agency:

Southern Association of Colleges and Schools Commission on Colleges

Status:

Accredited

Does this represent a change in status from the prior year?

Change  No Change / Not Applicable

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3.5 Since the last reporting cycle, does the EPP have any other substantive changes to report to CAEP per CAEP's Accreditation Policy?

Change  No Change / Not Applicable

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## Section 4. CAEP Accreditation Details on EPP's Website

Please update the EPP's public facing website to include: 1) the EPP's current CAEP accreditation status with an accurate listing of the EPP's CAEP (NCATE, or TEAC) reviewed programs, and 2) the EPP's data display of the CAEP Accountability Measures for Academic Year 2020-2021.

### 4.1. EPP's current CAEP (NCATE/TEAC) Accreditation Status & Reviewed Programs

4.1 Provider shares a direct link to the EPP's website where information relevant to the EPP's current accreditation status is provided along with an accurate list of programs included during the most recent CAEP (NCATE or TEAC) accreditation review.

<https://education.latech.edu/about/assessment-accreditation/>

### 4.2. CAEP Accountability Measures (for CHEA Requirements) [2020-2021 Academic Year]

Provider shares a direct link to its website where the EPP's display of data for the CAEP Accountability Measures, as gathered during the 2020-2021 academic year, are clearly tagged, explained, and available to the public.

CAEP Accountability Measures (for CHEA Requirements) [2020-2021 Academic Year]

- **Measure 1 (Initial): Completer effectiveness. (R4.1)** Data must address: (a) completer impact in contributing to P-12 student-learning growth **AND** (b) completer effectiveness in applying professional knowledge, skills, and dispositions.
- **Measure 2 (Initial and Advanced): Satisfaction of employers and stakeholder involvement. (R4.2|R5.3| RA4.1)**  
Data provided should be collected on employers' satisfaction with program completers.
- **Measure 3 (Initial and Advanced): Candidate competency at completion. (R3.3)**  
Data provided should relate to measures the EPP is using to determine if candidates are meeting program expectations and ready to be recommended for licensure. (E.g.: EPP's Title II report, data that reflect the ability of EPP candidates to meet licensing and state requirements or other measures the EPP uses to determine candidate competency at completion.)
- **Measure 4 (Initial and Advanced): Ability of completers to be hired** (in positions for which they have prepared.)

CAEP Accountability Measures (Initial) [LINK] <https://education.latech.edu/about/assessment-accreditation/>

CAEP Accountability Measures (Advanced) [LINK] <https://education.latech.edu/about/assessment-accreditation/>

## Section 5. Areas for Improvement, Weaknesses, and/or Stipulations

Summarize EPP activities and the outcomes of those activities as they relate to correcting the areas cited in the last Accreditation Action/Decision Report. The EPP will continue to report its action and progress on addressing its AFI(s), weaknesses and/or stipulations until the EPP's next CAEP Accreditation Site Review.

### **CAEP: Areas for Improvement (ITP)**

5 Provider Quality Assurance and Continuous Improvement

#### **The EPP provided limited evidence of a quality assurance system specific to use of completer data. (Component 5.4)**

Beginning in the 2019-2020 year, completer data is being collected in the spring of each year through a Beginning Teacher Survey (BTS) sent to all previous year completers. These data are analyzed each year to identify areas of strength and areas for growth. Specific action plans are developed to address those areas identified as focus areas for the upcoming year. In the fall of 2021, a team met to review data collected in the previous cycle. Based on the data analysis, the team identified strengths and areas of concerns. The area of concern that was selected as the focus for this year is that candidates lack diversified experiences with different types of students in varied settings. Evidence - 58% of completers ranked this construct as first, second, or third for program improvement. Addressing placement diversity can also support improvement efforts of other ranked constructs of differentiated instruction and classroom management. Rankings were consistent across traditional and alternative pathways. Discussions indicated that faculty do not collaborate to make placements in a systematic way to ensure candidates are placed in diverse settings. This was identified as a root cause that contributes to the low rating in this area. The action plan to address this issue includes a plan for faculty collaboration when making placements and the creation of a database to track placement data, which can be used by faculty to ensure candidates are placed in diverse locations for field experience and residency. Course instructors and school district administration collaborating in a systematic fashion should result in providing learning experiences in more diverse settings which is in our locus of control to some degree. In addition, beginning in spring 2022, focus groups with completers will be held annually. Questions posed will align to BTS constructs to allow for qualitative evidence that can provide further insight into completers' perspectives in this area.

### **CAEP: Areas for Improvement (ITP)**

5 Provider Quality Assurance and Continuous Improvement

#### **The EPP lacks formal systems and structures for stakeholders to provide feedback, analyze data, and have input in programmatic decisions. (component 5.5)**

A significant overhaul of the Quality Assurance System began in academic year 2019-2020. The components within the system continue to be developed and refined each year. A program-level data collection, review, decision-making, and reporting process provides an annual review that drives continuous improvement. A major component of this cycle is a Data Day held at the end of each academic year to review data (both aggregated and disaggregated), identify patterns across programs, identify strengths and weaknesses, and use the findings for continuous improvement and to identify data trends that will guide the changes made to courses, assessments, and program requirements. During this process, each program provides a relevant analysis of trends, comparison of trends with identified benchmarks, and alignment of the results to future directions and plans. Follow up meetings by program each quarter are held to monitor progress on implementing improvement actions plans developed during the Data Day. Plans are in place to involve stakeholders beginning summer 2022 through an advisory group consisting of district administrators and mentor teachers who will review and analyze data and provide input and feedback just prior to the start of each academic year. This feedback will be shared with EPP faculty during the Data Days and used as an additional input to make decisions based on the program-level analyses. Candidates are also included in the process by providing input into program improvement through a survey disseminated to all previous year completers in the spring of each year. An advisory group for advanced programs has been in place since spring 2021. This group met with EPP faculty on various occasions to review data and assist with revisions of admission requirements and existing course rubrics.

## Section 6. EPP's Continuous Improvement & Progress on (advanced level) Phase-in Plans and (initial-level) Transition Plans

Please share any continuous improvement initiatives at the EPP, AND (if applicable) provide CAEP with an update on the EPP's progress on its advanced level phase-in plans and/or initial level transition plans.

### 6.1 Summarize any data-driven EPP-wide or programmatic modifications, innovations, or changes planned, worked on, or completed in the last academic year.

This is an opportunity to share targeted continuous improvement efforts your EPP is proud of. Focus on one to two major efforts the EPP made and the relationship among data examined, changes, and studying the results of those changes.

Progress on Advanced Level Phase-In Plan for Component A.5.3. The Component A.5.3 Phase-In Plan formalized the EPP's approach to ensure that the EPP regularly and systematically assesses performance against its goals and relevant standards and uses results to improve program elements and processes. The plan outlined the process to regularly and systematically review, analyze and interpret data, identify patterns across programs, use data for continuous improvement, and to show that program decisions are directly supported by data. At the end of the 20-21 academic year, program/coursework assessment and survey data were compiled into an interactive dashboard using Excel. This dashboard was then used by program faculty at a Data Day held at the beginning of the 2021-22 academic year. As part of the Data Day process, each program provides a relevant analysis of trends, comparison of trends with identified benchmarks, and alignment of the results to future directions and plans. Candidate performance measures are aligned to SLOs that are standard across all programs. The outcome of this EPP-based process is an Institutional Effectiveness Audit that 1) articulates the program's mission; 2) shows alignment of measures to departmental SLO foci; 3) identifies SLOs; 4) identifies assessments, assessment methods; and benchmarks per SLO; 5) provides data from assessments; 6) presents decisions on benchmark status; and 7) describes action steps to be taken based on results reported. In the following year's report, progress on the action steps (#7) are reported. All programs, both initial and advanced participate in this process. The resulting Institutional Effectiveness Audit for the Educational Leadership masters (advanced program) from the 20-21 and 21-22 academic years are attached as documentation.

6.1.2 Would the provider be willing to share highlights, new initiatives, assessments, research, scholarship, or other activities during a CAEP Conference or in other CAEP Communications?

Yes  No

6.1.3 Optional Comments

**A.5.3 Continuous Improvement**  
**R5.4 Continuous Improvement**

**Upload data results or documentation of data-driven changes.**

 **2122ieauditmedelplan.pdf**

 **Updated\_2021ieauditmedleplan.pdf**

## Section 8: Feedback for CAEP & Report Preparer's Authorization

**8.1 . [OPTIONAL] Just as CAEP asks EPPs to reflect on their work towards continuous improvement, CAEP endeavors to improve its own practices. To this end, CAEP asks for the following information to identify areas of priority in assisting EPPs.**

8.1.1 What semester is your next accreditation visit?

Spring 2025

8.1.2 Does the EPP have any questions about CAEP Standards, CAEP sufficiency criteria, or the CAEP accreditation process generally?

**8.2 Preparer's authorization.** *By checking the box below, I indicate that I am authorized by the EPP to complete the 2022 EPP Annual Report, and that the details provided in this report and linked webpages are up to date and accurate at the time of submission..*

**I am authorized to complete this report.**

### Report Preparer's Information

Name: Tina Allen

Position: Assessment Coordinator

Phone: 318-257-3923

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I understand that all the information that is provided to CAEP from EPPs seeking initial accreditation, continuing accreditation or having completed the accreditation process is considered the property of CAEP and may be used for training, research and data review. CAEP reserves the right to compile and issue data derived from accreditation documents.

**Acknowledge**