



2021-2022 INSTITUTIONAL EFFECTIVENESS AUDIT

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

ALL sections are required

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.

Based on Analysis of the 2020-2021 data, what is being implemented during the 2021-2022 cycle to improve results:

SLO 1 (discipline-specific content knowledge)

The benchmark was met for all subtests, however, social studies was the lowest with 64% passing. Math was also low with 69%. The faculty have chosen the Social Studies subtest 5004 as the priority for area of growth due to only making the cutoff by 8 percent. The class assessment of prior knowledge in elementary school reveals a lack of SS experience with superficial knowledge base. In order to address this, we plan to develop a Social Studies Praxis Bootcamp in Moodle that students enroll in the first quarter of their Freshman year. It includes both synchronous and asynchronous elements.

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

During the current year, 100% of candidates met benchmark as rated by the TEAM with average ratings from 3.0 to 3.6. Faculty ratings were slightly lower with all candidates being below benchmark. The range of faculty ratings was 2.25 to 2.88. Candidate self ratings ranged from 2.75 to 3.48 in. 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, and ways to move towards consistency between the faculty rating and those of the students and TEAM will be explored. The proposed plan of action is: 1. First evaluation debrief of Danielson at residency meeting; 2. First evaluation debrief of Danielson at mentor meeting; 3. Team approach to post conference (mentor, students, and faculty).

SLO 3 (professional behaviors and characteristics)

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 identified as the prioritized area for growth. Faculty feel that students do not recognize the way faculty have addressed

ELL in the classroom when (for example) techniques are grouped as being for students that are struggling or teaching for ALL. The plan of action to address this deficiency is: 1. Develop an ELL module; 2. Faculty complete the module; 3. Integrate the module in 125; 4. Connect the information in each methods course; 5. Revisit in residency to dig deeper.

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

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)

Strengths identified are that all are ranked 100% for meeting the benchmark with instructional decision-making being the greatest strength. Assessment and analysis of student learning are the areas of concern. The plan of action for SLO 2 addresses this, but we will also be more deliberate with connecting our assessment, questioning, and analysis between the methods/practicums.

Expected Outcomes: (based upon and linked to overall Mission of Program or Unit)

Programmatic Outcomes (Learning outcomes specifically tied to students in academic program)

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 (Learning outcomes specifically tied to GER courses; if program does not provide GERs, put N/A)

N/A

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: 55% 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 7.0 or higher 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

Measurements of Results: (disaggregate data based on mode of delivery and/or location (e.g., Ruston Campus vs. Academic Success Center; Ruston Campus vs. distance education; Barksdale vs. online vs. Ruston Campus; etc.)

To be completed by October 15, 2022.

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: 55% of candidates earn passing scores (157 on 5002, 157 on 5003, 155 on 5004, 159 on 5005) on first attempt

All subject areas the most current two years have higher passage rates than the first two years of data. For the 21-22 year, Reading, Math, and Science subtests are above benchmark; Social Studies is below benchmark.

Test Name	01. passed on first attempt	00. Number of Unique Students	03. Percent Passed on 1st Attempt	Status
5002 Elem Ed: MS Reading & Language Arts Subtest	45	63	71.4%	Current
5003 Elem Ed: MS Mathematics Subtest	41	58	70.7%	Current
5004 Elem Ed: MS Social Studies Subtest	36	68	52.9%	Current
5005 Elem Ed: MS Science Subtest	38	66	57.6%	Current
Total	160	75	213.3%	

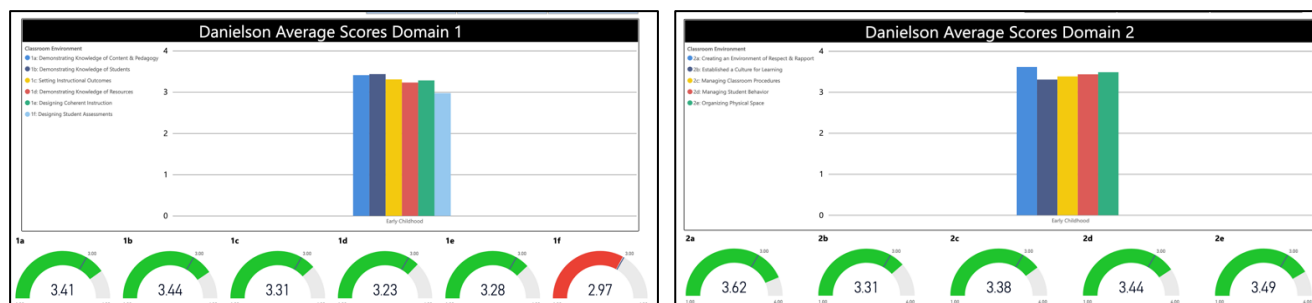
SLO 2 (discipline-specific content knowledge in professional practice)

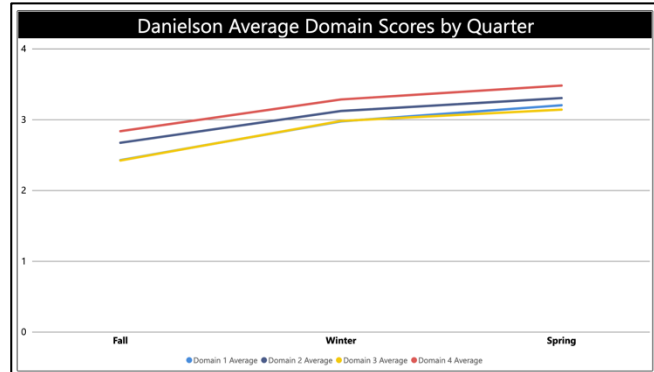
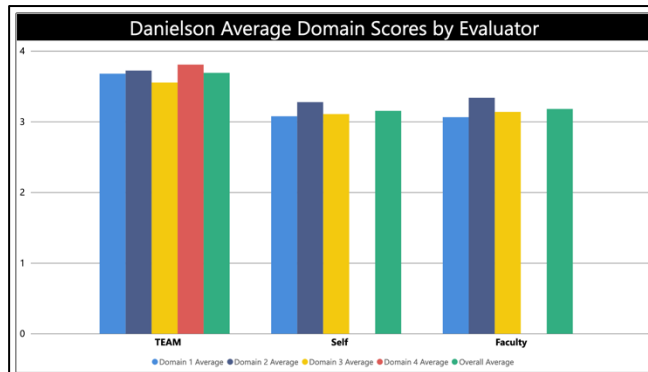
Assessment: Danielson Framework for Teaching Evaluations

Method: Rubric

Benchmark: 100% of candidates will earn a mean rating of 3.0 on all indicators

During 21-22 100% of candidates met benchmark for all indicators except 1.f Designing Student Assessment, which was only slightly below the benchmark of 3.0 (2.97). TEAM ratings continue to be higher than ratings by both faculty and self-ratings by candidates. The data show there is growth by candidates from the beginning of residency (fall quarter) to the end of residency (spring quarter).





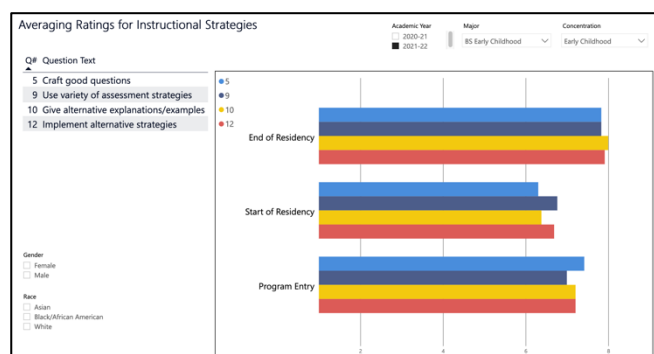
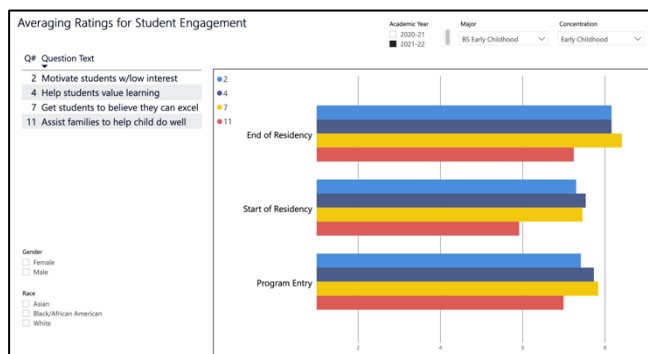
SLO 3 (professional behaviors and characteristics)

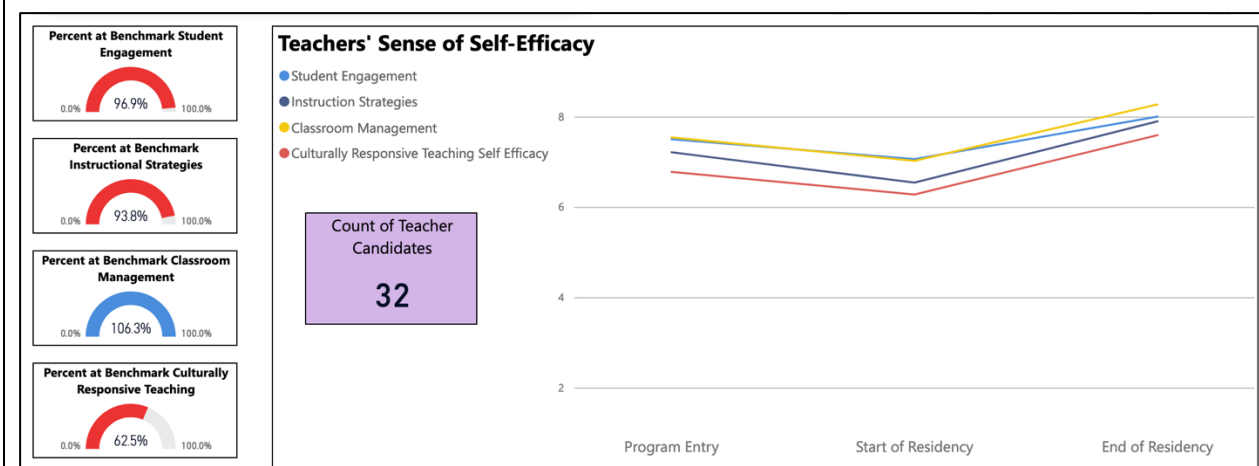
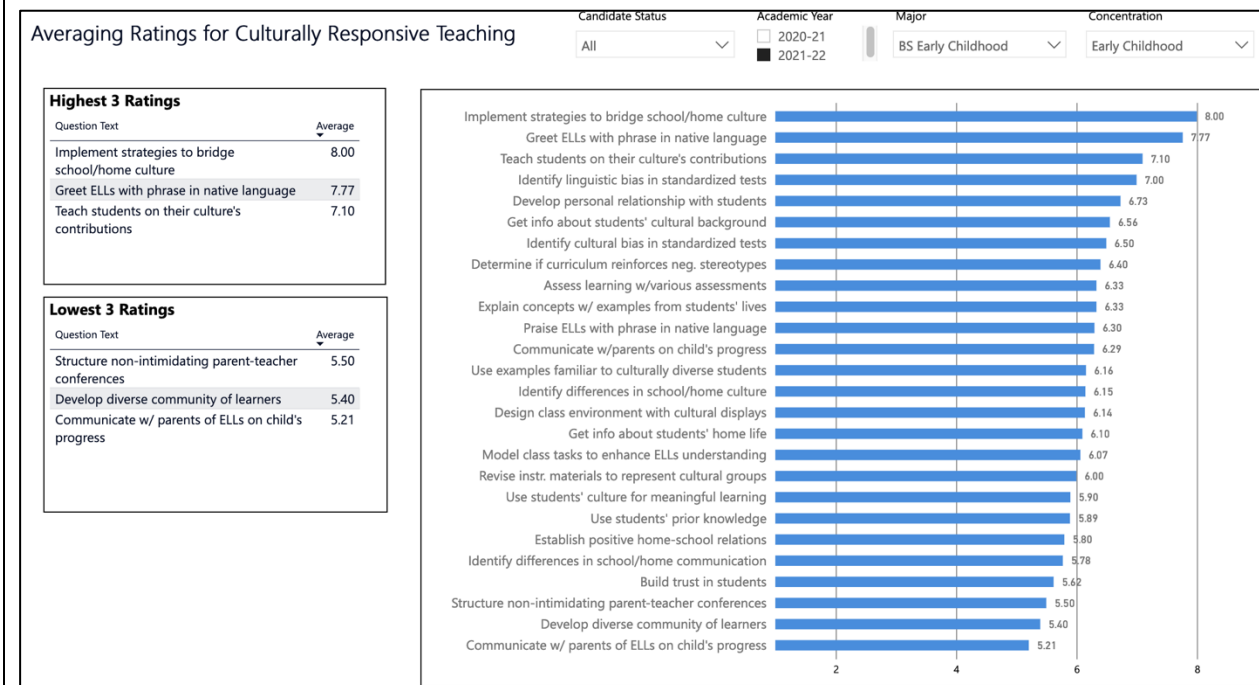
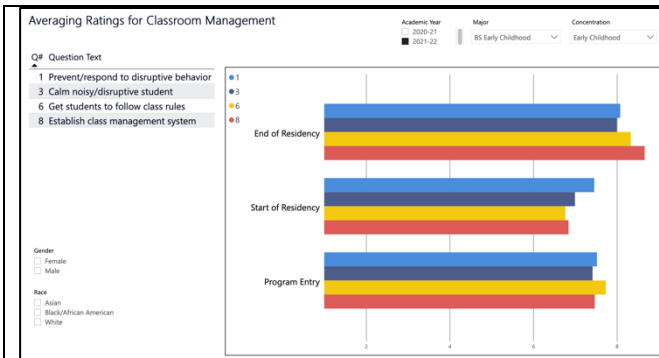
Assessment: Teacher Beliefs and Mindset Survey

Method: Survey

Benchmark: 100% of candidates will have a mean rating of 7.0 or higher on all items

The student's sense of self-efficacy in classroom management is identified as the greatest strength. Culturally responsive teaching is the area of concern with items related to interactions with parents and diversity receiving the lowest ratings. It is also interesting to note that trend data indicate higher self-efficacy when entering the program (prior to completing any upper level education coursework) than ratings at the beginning of residency (after completing upper level education coursework). Ratings consistently increasing during the residency year as students gain more experience in the classroom.





SLO 4 (creative thinking, ideas, processes, materials, experiences)
Assessment: Lesson Plan

Method: Rubric

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

There is no data for this assessment for the 21-22 academic year.

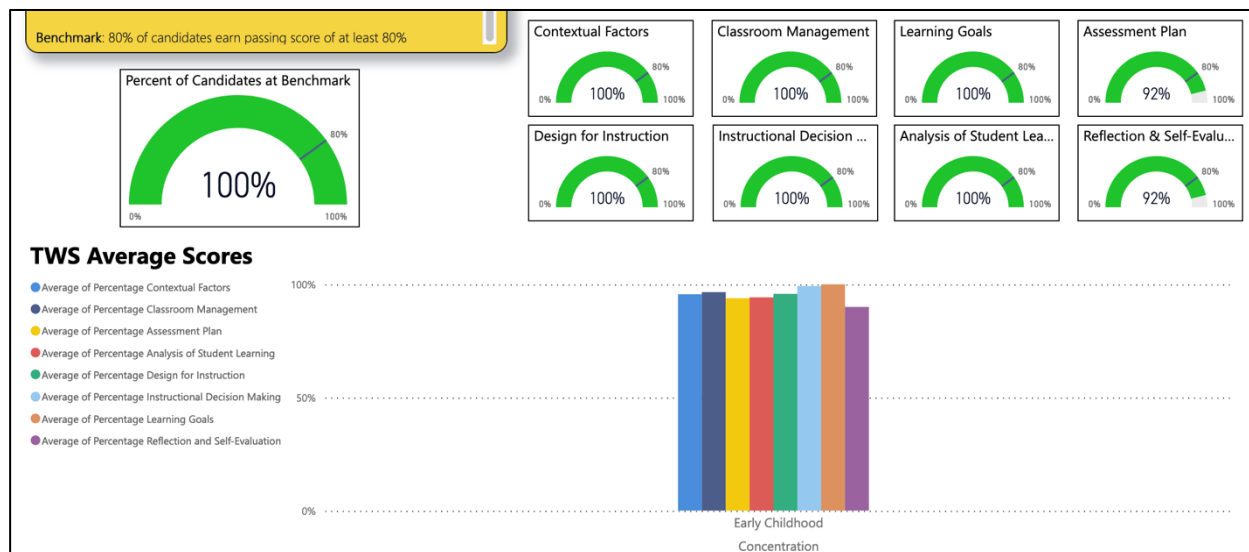
SLO 5 (data-driven decisions)

Assessment: Student Learning Target Assessment

Method: Rubric

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

Data from 2021-22 show that 100% of candidates met the benchmark with Learning Goals (100%) being the greatest strength. Assessment Plan (92%) and Reflection and Self-Evaluation (92%) have the lowest scores.



General Education Course Results

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 strengths and weaknesses. You can compare previous year to current year to identify improvement).

To be completed by October 15, 2022.

Programmatic Use of Results

SLO 1

Benchmark status: Not met

We did not publish the social studies bootcamp on Moodle, however, we did offer and deliver a 3.5 hour bootcamp each quarter for face-to-face and synchronous Zoom delivery. This was open to anyone, but mostly juniors attended. More focus needs to be put on the freshman year getting students started in this process, especially now that they are not required to have a 22 or higher or passage of the Praxis Core.

SLO 2

Benchmark status: Met

The planned action was implemented with steps 1 and 2 held in July and September. More emphasis has been placed on ensuring all evaluators understand the Danielson Framework. The work to gain better interrater reliability will continue into the 22-23 academic year.

SLO 3

Benchmark status: Not met

The ELL module was developed and piloted in the secondary ed program (methods course). It will be incorporated into the elementary and early childhood programs during the upcoming year.

SLO 4

Benchmark status: Cannot be determined

During the 21-22 year, a draft rubric was developed to assess lesson plans during the practicum course. This rubric will be implemented during the 22-23 academic year.

SLO 5

Benchmark status: Met

This has been a focus for all elementary/early childhood faculty. For instance, in reading, math, science, and social studies practicum, part of each class has been dedicated to brainstorming assessments for the assigned weekly lessons. Faculty have been more intentional with teacher candidates gathering and analyzing assessment data from the lessons they have taught.

General Education Use of Results



2021-2022 INSTITUTIONAL EFFECTIVENESS AUDIT

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

ALL sections are required

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.

Based on Analysis of the 2020-2021 data, what is being implemented during the 2021-2022 cycle to improve results:

SLO 1 (discipline-specific content knowledge)

The benchmark was met for all subtests, however, social studies was the lowest with 64% passing. Math was also low with 69%. The faculty have chosen the Social Studies subtest 5004 as the priority for area of growth due to only making the cutoff by 8 percent. The class assessment of prior knowledge in elementary school reveals a lack of SS experience with superficial knowledge base. In order to address this, we plan to develop a Social Studies Praxis Bootcamp in Moodle that students enroll in the first quarter of their Freshman year. It includes both synchronous and asynchronous elements.

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

During the current year, 100% of candidates met benchmark as rated by the TEAM with average ratings from 3.0 to 3.6. Faculty ratings were slightly lower with all candidates being below benchmark. The range of faculty ratings was 2.25 to 2.88. Candidate self ratings ranged from 2.75 to 3.48 in. 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, and ways to move towards consistency between the faculty rating and those of the students and TEAM will be explored. The proposed plan of action is: 1. First evaluation debrief of Danielson at residency meeting; 2. First evaluation debriefs of Danielson at mentor meeting; 3. Team approach to post conference (mentor, students, and faculty).

SLO 3 (professional behaviors and characteristics)

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 identified as the prioritized area for growth. Faculty feel that students do not recognize the way faculty have addressed

ELL in the classroom when (for example) techniques are grouped as being for students that are struggling or teaching for ALL. The plan of action to address this deficiency is: 1. Develop an ELL module; 2. Faculty complete the module; 3. Integrate the module in 125; 4. Connect the information in each methods course; 5. Revisit in residency to dig deeper.

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

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)

Strengths identified are that all are ranked 100% for meeting the benchmark with instructional decision-making being the greatest strength. Assessment and analysis of student learning are the areas of concern. The plan of action for SLO 2 addresses this, but we will also be more deliberate with connecting our assessment, questioning, and analysis between the methods/practicums.

Expected Outcomes: (based upon and linked to overall Mission of Program or Unit)

Programmatic Outcomes (Learning outcomes specifically tied to students in academic program)

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 (Learning outcomes specifically tied to GER courses; if program does not provide GERs, put N/A)

N/A

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: 55% 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 7.0 or higher 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

Measurements of Results: (disaggregate data based on mode of delivery and/or location (e.g., Ruston Campus vs. Academic Success Center; Ruston Campus vs. distance education; Barksdale vs. online vs. Ruston Campus; etc.)

To be completed by October 15, 2022.

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: 55% of candidates earn passing scores (157 on 5002, 157 on 5003, 155 on 5004, 159 on 5005) on first attempt

All subject areas the most current two years have higher passage rates than the first two years of data. For the 21-22 year, Reading, Math, and Science subtests are above benchmark; Social Studies is below benchmark.

Test Name	01. passed on first attempt	00. Number of Unique Students	03. Percent Passed on 1st Attempt	Status
5002 Elem Ed: MS Reading & Language Arts Subtest	45	63	71.4%	Current
5003 Elem Ed: MS Mathematics Subtest	41	58	70.7%	Current
5004 Elem Ed: MS Social Studies Subtest	36	68	52.9%	Current
5005 Elem Ed: MS Science Subtest	38	66	57.6%	Current
Total	160	75	213.3%	

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

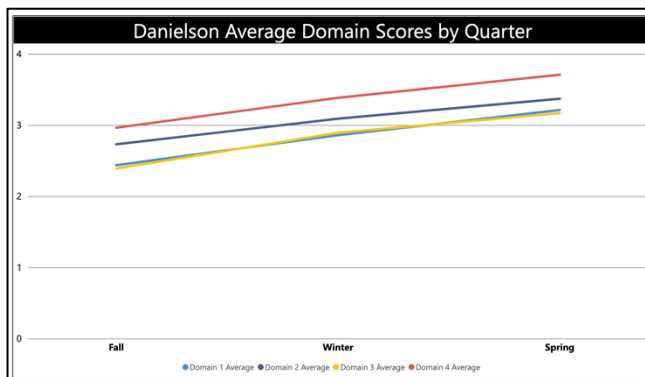
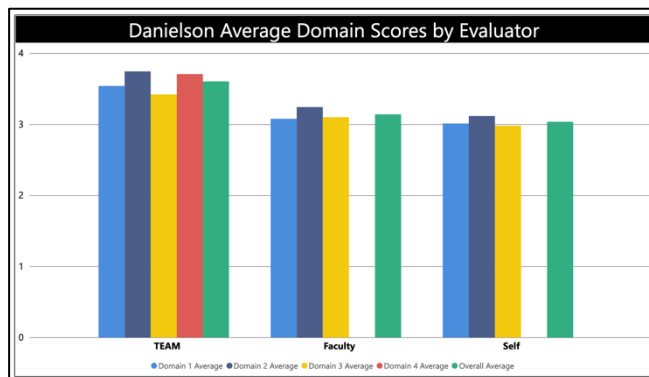
Assessment: Danielson Framework for Teaching Evaluations

Method: Rubric

Benchmark: 100% of candidates will earn a mean rating of 3.0 on all indicators

During 21-22 100% of candidates met benchmark for all indicators. TEAM ratings continue to be higher than ratings by both faculty and self-ratings by candidates. The data show there is growth by candidates from the beginning of residency (fall quarter) to the end of residency (spring quarter).





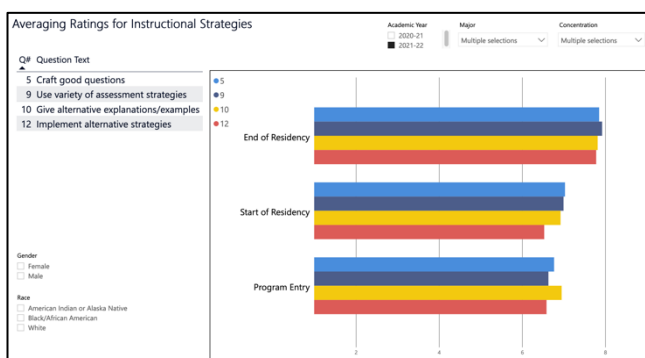
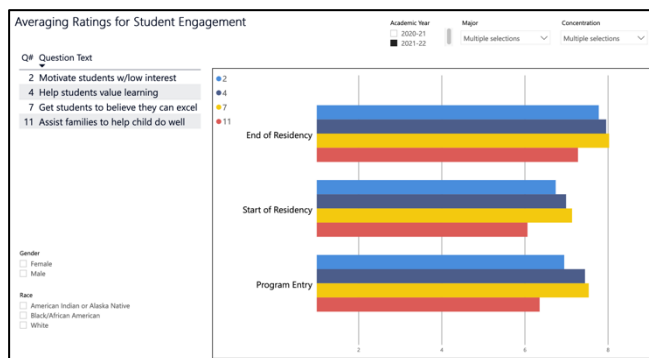
SLO 3 (professional behaviors and characteristics)

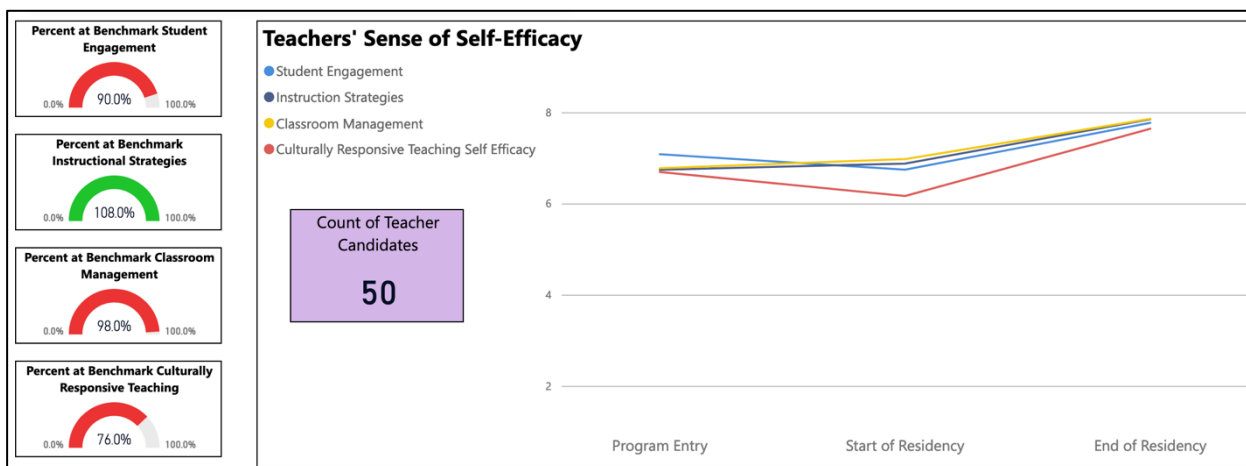
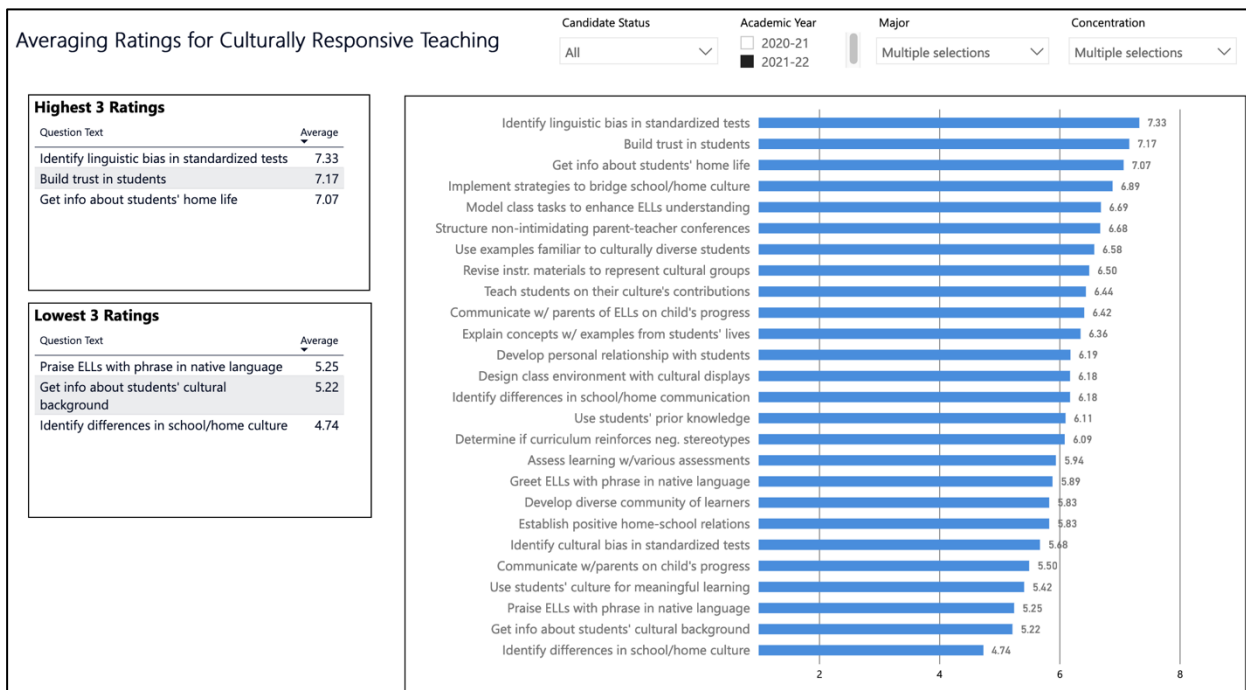
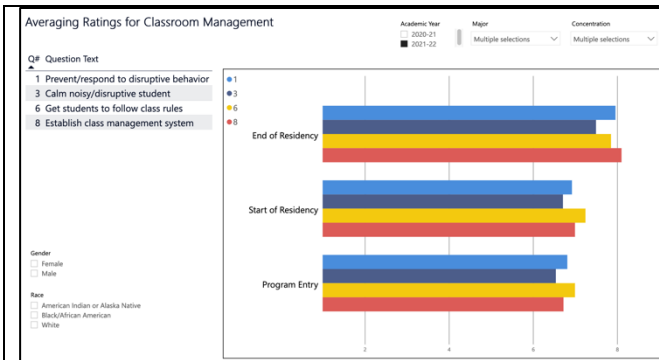
Assessment: Teacher Beliefs and Mindset Survey

Method: Survey

Benchmark: 100% of candidates will have a mean rating of 7.0 or higher on all items

The student's sense of self-efficacy in classroom management is identified as the greatest strength although other areas are only slightly lower. Culturally responsive teaching is the area of concern with items related to differences in culture receiving the lowest ratings. It is also interesting to note that trend data indicate higher self-efficacy when entering the program (prior to completing any upper level education coursework) than ratings at the beginning of residency (after completing upper level education coursework). Ratings consistently increasing during the residency year as students gain more experience in the classroom.





SLO 4 (creative thinking, ideas, processes, materials, experiences)
Assessment: Lesson Plan

Method: Rubric

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

There is no data for this assessment for the 21-22 academic year.

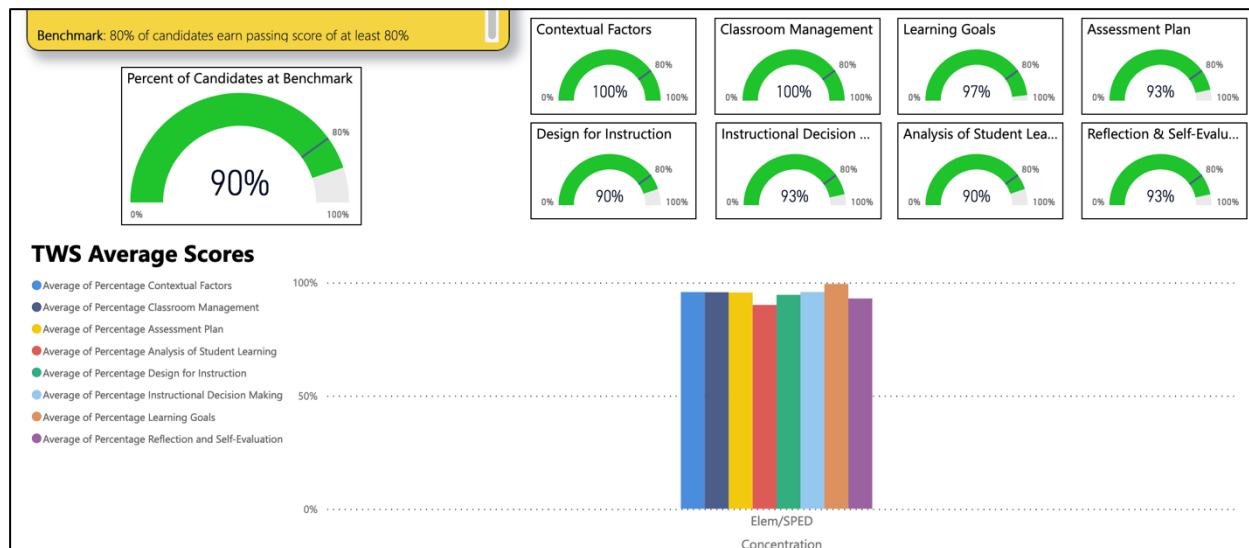
SLO 5 (data-driven decisions)

Assessment: Student Learning Target Assessment

Method: Rubric

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

Data from 2021-22 show that 100% of candidates met the benchmark with Contextual Factors (100%) and Classroom Management (100%) being the greatest strength. Design for Instruction (90%) and Analysis of Student Learning (90%) have the lowest scores.



General Education Course Results

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 strengths and weaknesses. You can compare previous year to current year to identify improvement).

To be completed by October 15, 2022.

Programmatic Use of Results

SLO 1

Benchmark status: Not met

We did not publish the social studies bootcamp on Moodle, however, we did offer and deliver a 3.5 hour bootcamp each quarter for face-to-face and synchronous Zoom delivery. This was open to anyone, but mostly juniors attended. More focus needs to be put on the freshman year getting students started in this process, especially now that they are not required to have a 22 or higher or passage of the Praxis Core.

SLO 2

Benchmark status: Met

The planned action was implemented with steps 1 and 2 held in July and September. More emphasis has been placed on ensuring all evaluators understand the Danielson Framework. The work to gain better interrater reliability will continue into the 22-23 academic year.

SLO 3

Benchmark status: Not met

The ELL module was developed and piloted in the secondary ed program (methods course). It will be incorporated into the elementary and early childhood programs during the upcoming year.

SLO 4

Benchmark status: Cannot be determined

During the 21-22 year, a draft rubric was developed to assess lesson plans during the practicum course. This rubric will be implemented during the 22-23 academic year.

SLO 5

Benchmark status: Met

This has been a focus for all elementary/early childhood faculty. For instance, in reading, math, science, and social studies practicum, part of each class has been dedicated to brainstorming assessments for the assigned weekly lessons. Faculty have been more intentional with teacher candidates gathering and analyzing assessment data from the lessons they have taught.

General Education Use of Results



2021-2022 INSTITUTIONAL EFFECTIVENESS AUDIT

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

ALL sections are required

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.

Based on Analysis of the 2020-2021 data, what is being implemented during the 2021-2022 cycle to improve results:

SLO 1 (discipline-specific content knowledge)

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. Undergraduates have limited structured test prep opportunities, and a scope and sequence is lacking. The secondary team plans to create workshops for test preparation to offer. Further analysis will be conducted on subscores to determine the specific content where students are deficient. In addition, the secondary team will determine areas for growth and assess if they can be addressed throughout course work changes.

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

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. 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 large discrepancy between faculty ratings and those of the students and TEAM which is an area that needs to be addressed, and ways to move towards consistency between the faculty rating and those of the students and TEAM will be explored. In addition, Domain 3 was selected as a prioritized area for growth. The faculty feel this is a result of a lack of field practices prior to the residency and the inclusion of more online course which results in less modeling replicated in classes. In course work, the secondary team can increase discussion opportunities and focus on questioning techniques. Modeling of student engagement in methods courses and increased field experience for the secondary program.

SLO 3 (professional behaviors and characteristics)

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. The plan of action to address this deficiency is: 1. Develop an ELL module 2. Faculty complete the module 3. Integrate the module into the secondary methods course 4. Revisit in residency to dig deeper. Another area of concern is that Candidates scored themselves relatively high for all items in the assessment. We feel like the scores may be self inflated, and thus, this may not be the best measure to determine the SLO. We will review the use of the TBMS to determine if it should be kept or a new assessment used for SLO 3.

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

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)

All candidates meet the benchmark, however, there are still areas of improvement. In general, social studies scores are lower. The faculty feel once cause is that secondary students do not get enough experience planning lessons prior to residency. The secondary teams plans to increase the lesson plan requirements in both methods and practica.

Expected Outcomes: (based upon and linked to overall Mission of Program or Unit)

Programmatic Outcomes (Learning outcomes specifically tied to students in academic program)

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 (Learning outcomes specifically tied to GER courses; if program does not provide GERs, put N/A)

N/A

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: 55% 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 7.0 or higher 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

Measurements of Results: (disaggregate data based on mode of delivery and/or location (e.g., Ruston Campus vs. Academic Success Center; Ruston Campus vs. distance education; Barksdale vs. online vs. Ruston Campus; etc.)

To be completed by October 15, 2022.

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: 55% of candidates earn passing scores (147 on 5701, 154 on 5101, 168 on 5039, 153 on 5086) on first attempt

Met benchmark of 55% of candidates earning a passing score on first attempt in Agriculture (100% - n=1). Did not meet benchmark of 55% of candidates earning a passing score on first attempt in English (43.8% n=16) or on first attempt in Social Studies (22.2% n=9).

Test Name	01. passed on first attempt	00. Number of Unique Students	03. Percent Passed on 1st Attempt	Status
5039 English Language Arts: Content and Analysis	7	16	43.8%	Current
5086 Social Studies: Content & Interpretation	2	9	22.2%	Current
5701 Agriculture	1	1	100.0%	Current
Total	10	26	38.5%	

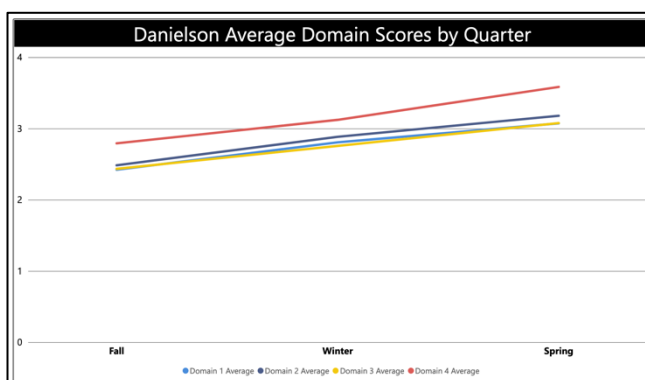
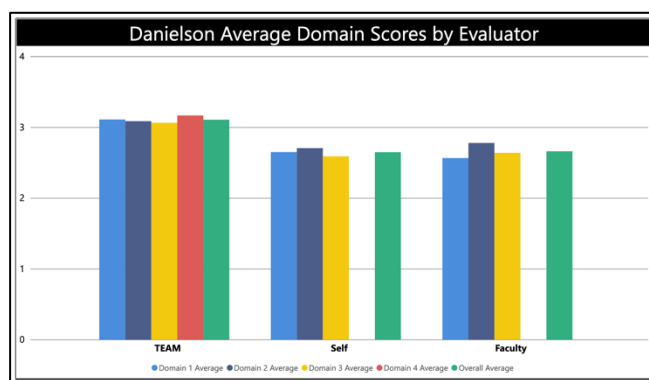
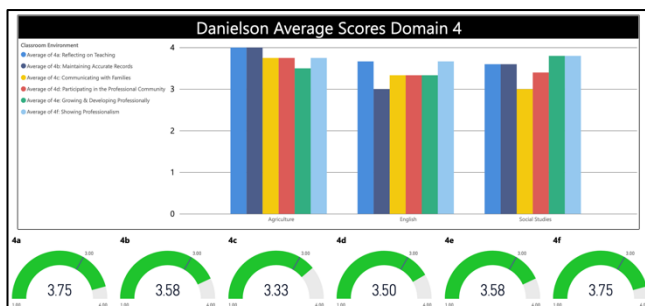
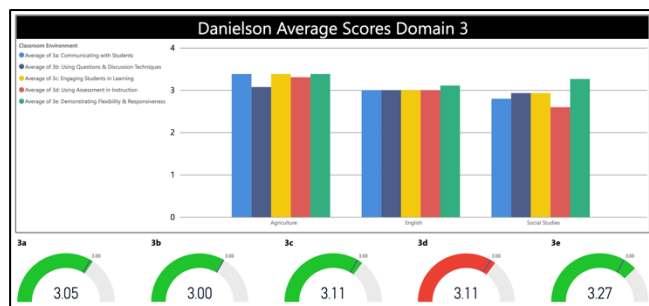
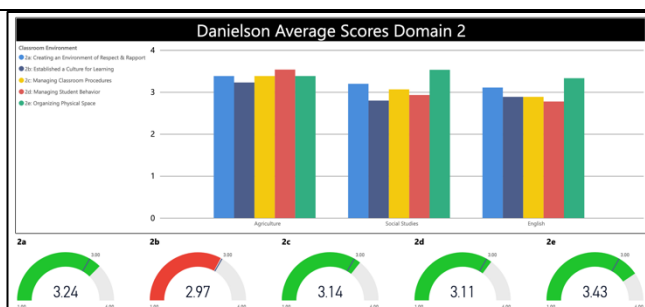
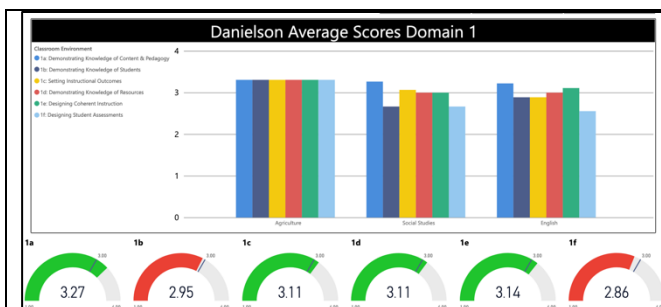
SLO 2 (discipline-specific content knowledge in professional practice)

Assessment: Danielson Framework for Teaching Evaluations

Method: Rubric

Benchmark: 100% of candidates will earn a mean rating of 3.0 on all indicators

During 21-22 100% of candidates met benchmark for all indicators except 1.b Demonstrating Knowledge of Students (2.95), 1.f Designing Student Assessments (2.86), 2.b Establishing a Culture for Learning (2.97), and 3.d Using Assessment in Instruction (2.95). TEAM ratings continue to be higher than ratings by both faculty and self-ratings by candidates. The data show there is growth by candidates from the beginning of residency (fall quarter) to the end of residency (spring quarter).



SLO 3 (professional behaviors and characteristics)

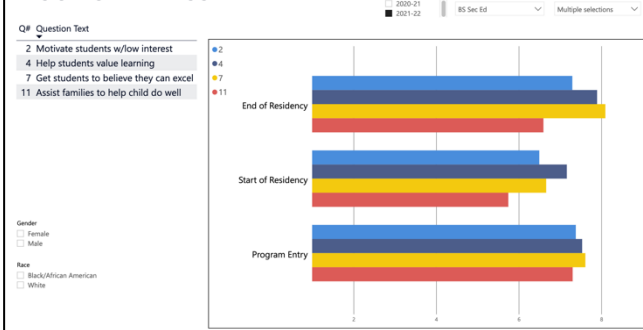
Assessment: Teacher Beliefs and Mindset Survey

Method: Survey

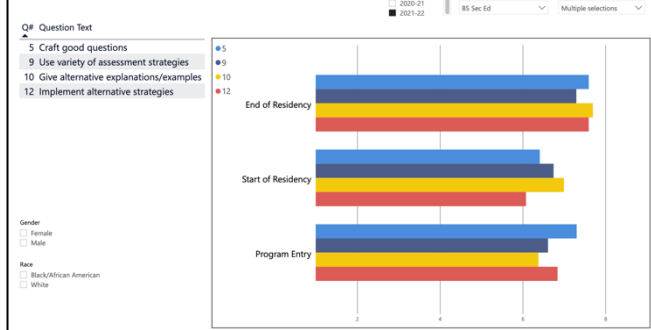
Benchmark: 100% of candidates will have a mean rating of 7.0 or higher on all items

The student's sense of self-efficacy in classroom management is identified as the greatest strength. Culturally responsive teaching is the area of concern with items related to incorporating cultural diversity into instruction receiving the lowest ratings. It is also interesting to note that trend data indicate higher self-efficacy when entering the program (prior to completing any upper level education coursework) than ratings at the beginning of residency (after completing upper level education coursework). Ratings consistently increasing during the residency year as students gain more experience in the classroom.

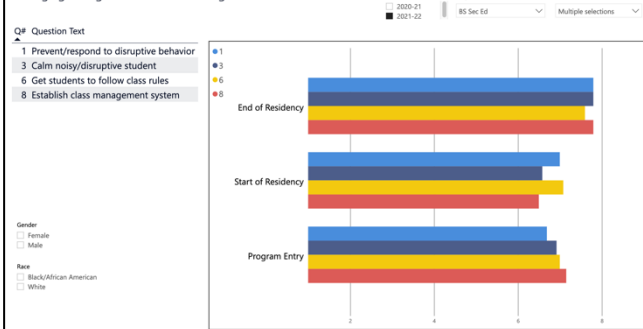
Averaging Ratings for Student Engagement



Averaging Ratings for Instructional Strategies



Averaging Ratings for Classroom Management



Averaging Ratings for Culturally Responsive Teaching

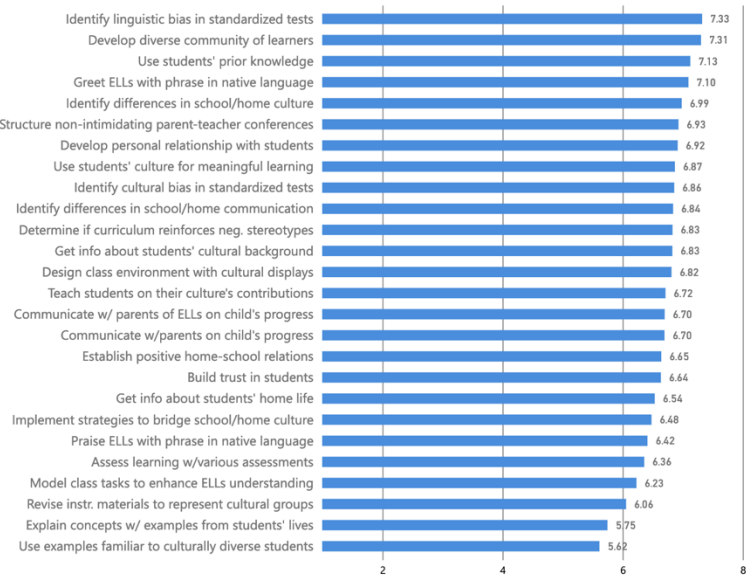
Candidate Status: All | Academic Year: 2020-21, 2021-22 | Major: BS Sec Ed | Concentration: Multiple selections

Highest 3 Ratings

Question Text	Average
Identify linguistic bias in standardized tests	7.33
Develop diverse community of learners	7.31
Use students' prior knowledge	7.13

Lowest 3 Ratings

Question Text	Average
Revise instr. materials to represent cultural groups	6.06
Explain concepts w/ examples from students' lives	5.75
Use examples familiar to culturally diverse students	5.62



General Education Course Results

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 strengths and weaknesses. You can compare previous year to current year to identify improvement).

To be completed by October 15, 2022.

Programmatic Use of Results

SLO 1

Benchmark status: Not met

During the last year, we conducted a student needs analysis and determined that the proposed workshops would not be the most efficient way to support student Praxis success. Emphasis was placed on individualized plans for Praxis success rather than large bootcamps.

Scores on 5039 from 2020 (36.8% n = 19) to 2021 (43.8% n = 16) - raised by 7%
Scores on 5086 from 2020 (42.9% n = 14) to 2021 (22.2% n = 9) - lowered by 20.7%
Scores on 5701 from 2020 (100% n = 4) to 2021 (100% n = 1) - stayed same

SLO 2

Benchmark status: Not met

Secondary faculty amended curriculum to better support candidate understanding of the components of the Danielson framework and the behaviors associated with effective practice.

Increased field experiences led to increased observations of modeled teaching.

Faculty evaluations

Domain 3:

3a: 20 (3.3) / 21 (2.61)

3b: 20 (3) / 21 (2.44)

3c: 20 (3) / 21 (2.86)

3d: 20 (3.3) / 21 (2.39)

3e: 20 (3.2) / 21 (2.89)

Previously, the program did not have a full-time secondary evaluator. Now that one is in place and has been trained, scores are more reflective of actual performance.

SLO 3

Benchmark status: Not met

Between first iteration and second iteration, students take Methods course and develop a better understanding of pedagogy. This explains why their self-efficacy goes down from first iteration to second.

Previously, the program did not have a full-time secondary faculty. Now that one is in place, the Methods course provides a better picture of what students will face in the classroom.

ELL module was developed and delivered to students. Culturally Responsive Teaching Self Efficacy at end of residency went up from 20 (7.13) to 21 (7.23)

Secondary faculty reviewed use of TBMS, after the end of participation in CIS, and decided that TBMS is not the best measure of SLO 3. A better measure will be determined this academic year.

SLO 4

Benchmark status: Cannot be determined

During the 21-22 year, a draft rubric was developed to assess lesson plans during the practicum course. This rubric will be implemented during the 22-23 academic year.

SLO 5

Benchmark status: Met

The lesson plan requirements were increased in both methods and practicum to provide candidates with further experiences. For the 21-22 year, all candidates met benchmark (n=12).

General Education Use of Results



2021-2022 INSTITUTIONAL EFFECTIVENESS AUDIT

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

ALL sections are required

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.

Based on Analysis of the 2020-2021 data, what is being implemented during the 2021-2022 cycle to improve results:

SLO 1 (discipline-specific content knowledge)

GPA's for all students in the EdD program are at or above the benchmark. Graduate GPA tends to be inflated, and in a doctoral program, students either remove themselves for not making A or B grades, or we put them into involuntary withdrawal. The use of this measure will be reviewed and subsequent changes to measures or benchmarks will be considered.

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

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. Analysis of the data revealed that the way this requirement is assessed is not sufficient to provide data that will yield actionable decision making. Subsequent changes to measures or benchmarks will be considered.

SLO 3 (professional behaviors and characteristics)

Comprehensive portfolios are heavily coached throughout their construction, so there is not a moment of percentage that we can capture for overcoming the minimum threshold. Analysis of the data revealed that the way this requirement is assessed is not sufficient to provide data that will yield actionable decision making. Subsequent changes to the rubric and method of assessing will be considered during the upcoming year.

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

A portfolio defense is an assessment of student progress at a formative stage. The proposal defense is a threshold of pass/fail but not broken down into areas of strength or weakness. We have typically used the dissertation

rubric for guidance but have not yet used it to record measurable areas of success or concern. During the upcoming year, we will use the dissertation rubric to measure areas of strength or weakness during the proposal defense, not just as a determination of pass/fail. The data collected using this new process will be reviewed and subsequent changes to the rubric and method of assessing will be considered during the upcoming year.

SLO 5 (data-driven decisions)

We measure defense success as pass or fail, but we have not measured percentages of progress that we could assess as success or as concern because those candidates who did not successfully complete these measurements are no longer in the program. During the upcoming year, we will use the dissertation rubric as a percentage of success to identify areas of strength or concern for program development. The data collected using this new process will be reviewed and subsequent changes to the rubric and method of assessing will be considered during the upcoming year.

Expected Outcomes: (based upon and linked to overall Mission of Program or Unit)

Programmatic Outcomes (Learning outcomes specifically tied to students in academic program)

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 (Learning outcomes specifically tied to GER courses; if program does not provide GERS, put N/A)

N/A

Means of Measurement: (Make sure this is measureable and link each measurement to each expected outcome.)

Programmatic Means of Measurement

SLO 1 (discipline-specific content knowledge)

Assessment: EdD 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

Measurements of Results: (disaggregate data based on mode of delivery and/or location (e.g., Ruston Campus vs. Academic Success Center; Ruston Campus vs. distance education; Barksdale vs. online vs. Ruston Campus; etc.)

To be completed by October 15, 2022.

Programmatic Results

SLO 1

100% of students met the benchmark of attaining a minimum of 3.0 GPA in discipline-specific content courses.

SLO 2

100% of students met expectations.

SLO 3

100% of candidates met or exceeded expectations.

SLO 4

Proposals have become more uniform in format, and 100% of candidates met or exceeded expectations.

SLO 5

100% of candidates met or exceeded expectations.

General Education Course Results

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 strengths and weaknesses. You can compare previous year to current year to identify improvement).

To be completed by October 15, 2022.

Programmatic Use of Results**SLO 1**

Benchmark Status: Met

No changes have been made to measures or benchmarks.

SLO 2

Benchmark Status: Met

Because EDLE 777 is supervised by students' dissertation chairs, there remains considerable differences in the nature of assessment of manuscripts.

SLO 3

Benchmark Status: Met

While changes were considered, no consensus has been reached and no new rubric has been established.

SLO 4

Benchmark Status: Met

Significant changes have been made to expanded rubrics for Chapters 1 and 2.

SLO 5

Benchmark Status: Met

While the benchmark, based on the oral defense was met, all students had significant editorial work to complete after oral defense. It would strengthen the defenses if

manuscripts were more polished prior to oral defense. Last year's changes led to consensus across program faculty that the Chapters 4 and 5 rubrics need to be updated and expanded.

General Education Use of Results



2021-2022 INSTITUTIONAL EFFECTIVENESS AUDIT

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

ALL sections are required

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.

Based on Analysis of the 2020-2021 data, what is being implemented during the 2021-2022 cycle to improve results:

SLO 1 (discipline-specific content knowledge)

The benchmark was met for all subtests, however, social studies was the lowest with 64% passing. Math was also low with 69%. The faculty have chosen the Social Studies subtest 5004 as the priority for area of growth due to only making the cutoff by 8 percent. The class assessment of prior knowledge in elementary school reveals a lack of SS experience with superficial knowledge base. In order to address this, we plan to develop a Social Studies Praxis Bootcamp in Moodle that students enroll in the first quarter of their Freshman year. It includes both synchronous and asynchronous elements. Since MAT students must take this exam prior to being admitted to the program, a similar bootcamp will be developed in a platform (Canvas/Coursera/Google Classroom/NEO) that can be accessed by prospective students.

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

Data for MAT candidates were available for overall domain scores only and not broken down by individual criterion scores within domains. Training of evaluators for the BS and MAT programs has not been comparable. During 2020-2021, we planned to institute standardized training for all evaluators because the same measure is used across all programs. This training has not been fully implemented and likely still accounts for at least some of the noticeable variance between scores for each type of program. We will continue to refine and fully implement evaluator training.

SLO 3 (professional behaviors and characteristics)

Candidates scored themselves relatively high for all items in the assessment used for SLO 3 (TBMS). We feel like the scores may be self inflated, and thus, this may not be the best measure to determine the

SLO. We will review the use of the TBMS to determine if it should be kept or a new assessment used for SLO 3.

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

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)

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.

Expected Outcomes: (based upon and linked to overall Mission of Program or Unit)

Programmatic Outcomes (Learning outcomes specifically tied to students in academic program)

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 (Learning outcomes specifically tied to GER courses; if program does not provide GERs, put N/A)

N/A

Means of Measurement: (Make sure this is measureable 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: 55% 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 7.0 or higher 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

Measurements of Results: (disaggregate data based on mode of delivery and/or location (e.g., Ruston Campus vs. Academic Success Center; Ruston Campus vs. distance education; Barksdale vs. online vs. Ruston Campus; etc.)

To be completed by October 15, 2022.

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: 55% of candidates earn passing scores (157 on 5002, 157 on 5003, 155 on 5004, 159 on 5005) on first attempt

All subject areas the most current two years have higher passage rates than the first two years of data. For the 21-22 year, Reading, Math, and Science subtests are above benchmark; Social Studies is below benchmark.

Test Name	01. passed on first attempt	00. Number of Unique Students	03. Percent Passed on 1st Attempt	Status
5002 Elem Ed: MS Reading & Language Arts Subtest	45	63	71.4%	Current
5003 Elem Ed: MS Mathematics Subtest	41	58	70.7%	Current
5004 Elem Ed: MS Social Studies Subtest	36	68	52.9%	Current
5005 Elem Ed: MS Science Subtest	38	66	57.6%	Current
Total	160	75	213.3%	

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 21-22 100% of candidates met benchmark for all indicators except 1.f Designing Student Assessment and 2.b Managing Student Behavior.



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 or higher on all items

There is no end of internship data available for this assessment. It is assumed that the survey results were “lost” in the transition from our old COE Qualtrics accounts to the university wide account which happened at the end of the 21-22 academic year when responses to this survey were being collected.

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

Assessment: Lesson Plan

Method: Rubric

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

There is no data for this assessment for the 21-22 academic year.

SLO 5 (data-driven decisions)

Assessment: Student Learning Target Assessment

Method: Rubric

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

There is no data for this assessment for the 21-22 academic year.

General Education Course Results

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 strengths and weaknesses. You can compare previous year to current year to identify improvement).

To be completed by October 15, 2022.

Programmatic Use of Results

SLO 1 Benchmark status: Not met

During the last year, we reviewed we determined that the proposed workshops are not be the most efficient way to support student Praxis success since this exam must be passed before admission to the university. Alternative options have been proposed and are in the planning stages for the 22-23 academic year.

SLO 2

Benchmark status: Not met

The use of Qualtrics to collect Danielson evaluation data was implemented during the 21-22 academic year. This resulted in more comprehensive data being collected.

SLO 3

Benchmark status: Not met

Faculty reviewed use of TBMS, after the end of participation in CIS, and decided that TBMS is not the best measure of SLO 3. A better measure will be determined this academic year.

SLO 4

Benchmark status: Cannot be determined

During the 21-22 year, a draft rubric was developed to assess lesson plans during the practicum course. This rubric will be implemented during the 22-23 academic year.

SLO 5

Benchmark status: Cannot be determined

Collecting data for this SLO continues to be difficult. However, faculty determined that an existing assessment already in place with the MAT internship course could be adapted to measure achievement of this SLO. This will be done during the upcoming year for full implementation and data collection during the 23-24 academic year.

General Education Use of Results



2021-2022 INSTITUTIONAL EFFECTIVENESS AUDIT

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

ALL sections are required

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.

Based on Analysis of the 2020-2021 data, what is being implemented during the 2021-2022 cycle to improve results:

SLO 1 (discipline-specific content knowledge)

The benchmark was met for all subtests, however, social studies was the lowest with 64% passing. Math was also low with 69%. The faculty have chosen the Social Studies subtest 5004 as the priority for area of growth due to only making the cutoff by 8 percent. The class assessment of prior knowledge in elementary school reveals a lack of SS experience with superficial knowledge base. In order to address this, we plan to develop a Social Studies Praxis Bootcamp in Moodle that students enroll in the first quarter of their Freshman year. It includes both synchronous and asynchronous elements. Since MAT students must take this exam prior to being admitted to the program, a similar bootcamp will be developed in a platform (Canvas/Coursera/Google Classroom/NEO) that can be accessed by prospective students.

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

Data for MAT candidates were available for overall domain scores only and not broken down by individual criterion scores within domains. Training of evaluators for the BS and MAT programs has not been comparable. During 2020-2021, we planned to institute standardized training for all evaluators because the same measure is used across all programs. This training has not been fully implemented and likely still accounts for at least some of the noticeable variance between scores for each type of program. We will continue to refine and fully implement evaluator training.

SLO 3 (professional behaviors and characteristics)

Candidates scored themselves relatively high for all items in the assessment used for SLO 3 (TBMS). We feel like the scores may be self inflated, and thus, this may not be the best measure to determine the SLO. We will review the use of the TBMS to determine if it should be kept or a new assessment used for SLO 3.

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

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)

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.

Expected Outcomes: (based upon and linked to overall Mission of Program or Unit)

Programmatic Outcomes (Learning outcomes specifically tied to students in academic program)

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 (Learning outcomes specifically tied to GER courses; if program does not provide GERs, put N/A)

N/A

Means of Measurement: (Make sure this is measureable 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: 55% 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 or higher 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

Measurements of Results: (disaggregate data based on mode of delivery and/or location (e.g., Ruston Campus vs. Academic Success Center; Ruston Campus vs. distance education; Barksdale vs. online vs. Ruston Campus; etc.)

To be completed by October 15, 2022.

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: 55% of candidates earn passing scores (157 on 5002, 157 on 5003, 155 on 5004, 159 on 5005) on first attempt

All subject areas the most current two years have higher passage rates than the first two years of data. For the 21-22 year, Reading, Math, and Science subtests are above benchmark; Social Studies is below benchmark.

Test Name	01. passed on first attempt	00. Number of Unique Students	03. Percent Passed on 1st Attempt	Status
5002 Elem Ed: MS Reading & Language Arts Subtest	45	63	71.4%	Current
5003 Elem Ed: MS Mathematics Subtest	41	58	70.7%	Current
5004 Elem Ed: MS Social Studies Subtest	36	68	52.9%	Current
5005 Elem Ed: MS Science Subtest	38	66	57.6%	Current
Total	160	75	213.3%	

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

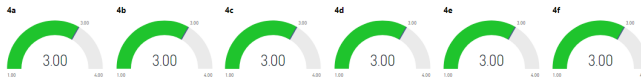
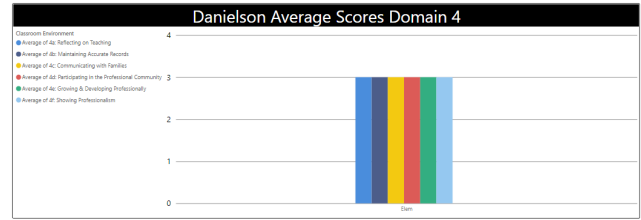
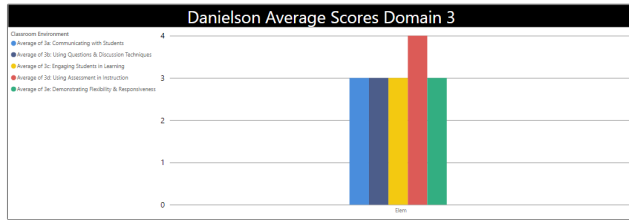
Assessment: Danielson Framework for Teaching Evaluations

Method: Rubric

Benchmark: 100% of candidates will earn a mean rating of 3.0 on all indicators

During 21-22 100% of candidates met benchmark for 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 7.0 or higher on all items

There is no end of internship data available for this assessment. It is assumed that the survey results were “lost” in the transition from our old COE Qualtrics accounts to the university wide account which happened at the end of the 21-22 academic year when responses to this survey were being collected.

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

Assessment: Lesson Plan

Method: Rubric

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

There is no data for this assessment for the 21-22 academic year.

SLO 5 (data-driven decisions)

Assessment: Student Learning Target Assessment

Method: Rubric

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

There is no data for this assessment for the 21-22 academic year.

General Education Course Results

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 strengths and weaknesses. You can compare previous year to current year to identify improvement).

To be completed by October 15, 2022.

Programmatic Use of Results

SLO 1

Benchmark status: Not met

During the last year, we reviewed we determined that the proposed workshops are not be the most efficient way to support student Praxis success since this exam must be passed before admission to the university. Alternative options have been proposed and are in the planning stages for the 22-23 academic year.

SLO 2

Benchmark status: Not met

The use of Qualtrics to collected Danielson evaluation data was implemented during the 21-22 academic year. This resulted in more comprehensive data being collected.

SLO 3

Benchmark status: Cannot be determined

Faculty reviewed use of TBMS, after the end of participation in CIS, and decided that TBMS is not the best measure of SLO 3. A better measure will be determined this academic year.

SLO 4

Benchmark status: Cannot be determined

During the 21-22 year, a draft rubric was developed to assess lesson plans during the practicum course. This rubric will be implemented during the 22-23 academic year.

SLO 5

Benchmark status: Cannot be determined

Collecting data for this SLO continues to be difficult. However, faculty determined that an existing assessment already in place with the MAT internship course could be adapted to measure achievement of this SLO. This will be done during the upcoming year for full implementation and data collection during the 23-24 academic year.

General Education Use of Results



2021-2022 INSTITUTIONAL EFFECTIVENESS AUDIT

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

ALL sections are required

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.

Based on Analysis of the 2020-2021 data, what is being implemented during the 2021-2022 cycle to improve results:

SLO 1 (discipline-specific content knowledge)

Data downloaded from the ETS website was analyzed for this SLO. ETS does not provide number passing when the total number tested is less than 5, which was the case during the previous year. Therefore, a determination of the number of candidates in most certification areas who met benchmark for SLO 1 could not be made. In 2020-2021, we began collecting complete records of candidate test results so that each attempt is recorded rather than just the passing attempt. 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. We will continue this process so that first-attempt results will be more complete, which we expect will result in data variance and, thus, have potential for decision-making.

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

Data for MAT candidates were available for overall domain scores only and not broken down by individual criterion scores within domains. Training of evaluators for the BS and MAT programs has not been comparable. During 2020-2021, we planned to institute standardized training for all evaluators because the same measure is used across all programs. This training has not been fully implemented and likely still accounts for at least some of the noticeable variance between scores for each type of program. We will continue to refine and fully implement evaluator training.

SLO 3 (professional behaviors and characteristics)

Candidates scored themselves relatively high for all items in the assessment used for SLO 3 (TBMS). We feel like the scores may be self inflated, and thus, this may not be the best measure to determine the

SLO. We will review the use of the TBMS to determine if it should be kept or a new assessment used for SLO 3.

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

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)

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.

Expected Outcomes: (based upon and linked to overall Mission of Program or Unit)

Programmatic Outcomes (Learning outcomes specifically tied to students in academic program)

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 (Learning outcomes specifically tied to GER courses; if program does not provide GERs, put N/A)

N/A

Means of Measurement: (Make sure this is measureable 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: 55% 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 7.0 or higher 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

Measurements of Results: (disaggregate data based on mode of delivery and/or location (e.g., Ruston Campus vs. Academic Success Center; Ruston Campus vs. distance education; Barksdale vs. online vs. Ruston Campus; etc.)

To be completed by October 15, 2022.

Programmatic Results

SLO 1 (discipline-specific content knowledge)

Assessment: Praxis Subject Assessments: Mathematics (5169) or Science (5440)

Method: Nationally-normed test

Benchmark: 55% of candidates earn passing scores (165 on 5169, 150 on 5440) on first attempt

For middle school math (test #5169), 66.67% of candidates passed on the first attempt. There were not attempts for science (test #5440).

Administration Date	Test name	Test Taken Count (Attempt Number)	N	Percent Passing
SEP-2020 to AUG-2021	5169 Middle School Mathematics	1st Attempt	9	66.67%
SEP-2020 to AUG-2021	5169 Middle School Mathematics	2nd Attempt	3	
SEP-2020 to AUG-2021	5169 Middle School Mathematics	3rd Attempt	3	
SEP-2020 to AUG-2021	5169 Middle School Mathematics	4th Attempt	1	
SEP-2021 to AUG-2022	5169 Middle School Mathematics	1st Attempt	12	83.33%

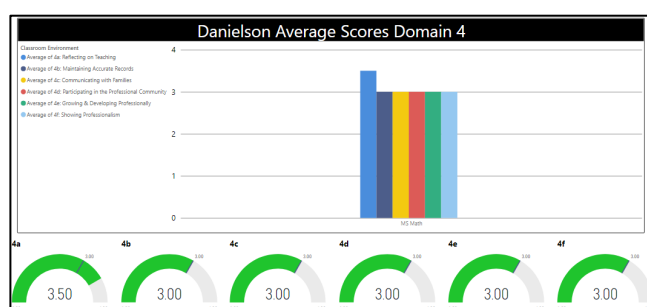
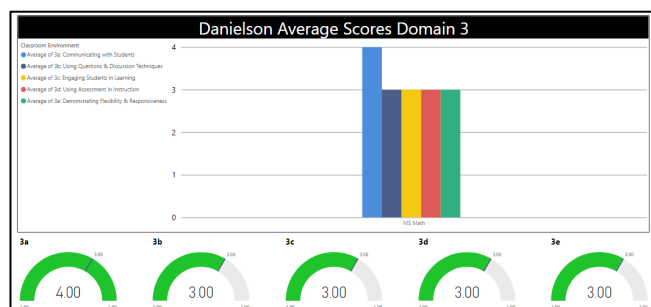
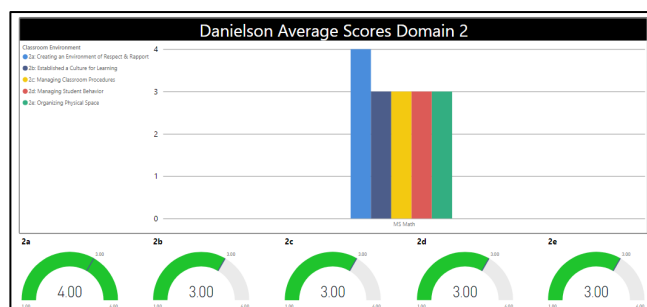
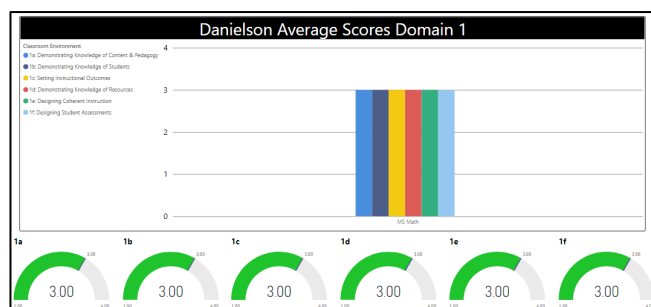
SLO 2 (discipline-specific content knowledge in professional practice)

Assessment: Danielson Framework for Teaching Evaluations

Method: Rubric

Benchmark: 100% of candidates will earn a mean rating of 3.0 on all indicators

During 21-22 100% of candidates met benchmark for 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 7.0 or higher on all items

There is no end of internship data available for this assessment. It is assumed that the survey results were "lost" in the transition from our old COE Qualtrics accounts to the university wide account which happened at the end of the 21-22 academic year when responses to this survey were being collected.

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

Assessment: Lesson Plan

Method: Rubric

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

There is no data for this assessment for the 21-22 academic year.

SLO 5 (data-driven decisions)

Assessment: Student Learning Target Assessment

Method: Rubric

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

There is no data for this assessment for the 21-22 academic year.

General Education Course Results

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 strengths and weaknesses. You can compare previous year to current year to identify improvement).

To be completed by October 15, 2022.

Programmatic Use of Results**SLO 1**

Benchmark status: Met

During the last year, we reviewed we determined that the proposed workshops are not be the most efficient way to support student Praxis success since this exam must be passed before admission to the university. Alternative options have been proposed and are in the planning stages for the 22-23 academic year.

SLO 2

Benchmark status: Met

The use of Qualtrics to collected Danielson evaluation data was implemented during the 21-22 academic year. This resulted in more comprehensive data being collected.

SLO 3

Benchmark status: Cannot be determined

Faculty reviewed use of TBMS, after the end of participation in CIS, and decided that TBMS is not the best measure of SLO 3. A better measure will be determined this academic year.

SLO 4

Benchmark status: Cannot be determined

During the 21-22 year, a draft rubric was developed to assess lesson plans during the practicum course. This rubric will be implemented during the 22-23 academic year.

SLO 5

Benchmark status: Cannot be determined

Collecting data for this SLO continues to be difficult. However, faculty determined that an existing assessment already in place with the MAT internship course could be adapted to measure achievement of this SLO. This will be done during the upcoming year for full implementation and data collection during the 23-24 academic year.

General Education Use of Results



2021-2022 INSTITUTIONAL EFFECTIVENESS AUDIT

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

ALL sections are required

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.

Based on Analysis of the 2020-2021 data, what is being implemented during the 2021-2022 cycle to improve results:

SLO 1 (discipline-specific content knowledge)

Data downloaded from the ETS website was analyzed for this SLO. ETS does not provide number passing when the total number tested is less than 5, which was the case during the previous year. Therefore, a determination of the number of candidates in most certification areas who met benchmark for SLO 1 could not be made. In 2020-2021, we began collecting complete records of candidate test results so that each attempt is recorded rather than just the passing attempt. 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. We will continue this process so that first-attempt results will be more complete, which we expect will result in data variance and, thus, have potential for decision-making.

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

Data for MAT candidates were available for overall domain scores only and not broken down by individual criterion scores within domains. Training of evaluators for the BS and MAT programs has not been comparable. During 2020-2021, we planned to institute standardized training for all evaluators because the same measure is used across all programs. This training has not been fully implemented and likely still accounts for at least some of the noticeable variance between scores for each type of program. We will continue to refine and fully implement evaluator training.

SLO 3 (professional behaviors and characteristics)

Candidates scored themselves relatively high for all items in the assessment used for SLO 3 (TBMS). We feel like the scores may be self inflated, and thus, this may not be the best measure to determine the

SLO. We will review the use of the TBMS to determine if it should be kept or a new assessment used for SLO 3.

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

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)

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.

Expected Outcomes: (based upon and linked to overall Mission of Program or Unit)

Programmatic Outcomes (Learning outcomes specifically tied to students in academic program)

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 (Learning outcomes specifically tied to GER courses; if program does not provide GERs, put N/A)

N/A

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: 55% 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 7.0 or higher 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

Measurements of Results: (disaggregate data based on mode of delivery and/or location (e.g., Ruston Campus vs. Academic Success Center; Ruston Campus vs. distance education; Barksdale vs. online vs. Ruston Campus; etc.)

To be completed by October 15, 2022.

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: 55% 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 pass rate for ELA (41.6%), social studies (22.2%), and mathematics (10.0%) were all below the benchmark of 55%. All other pass rates were above the benchmark with business, general science, and agriculture all at 100% passing on the first attempt. It is important to note, however, that for these tests there is no way to distinguish how many of the test takers were undergraduate candidates and how many were MAT candidates with the exception of business and general science, which are not offered through the undergraduate pathway.

Test Name	01. passed on first attempt	00. Number of Unique Students	03. Percent Passed on 1st Attempt	Status
5039 English Language Arts: Content and Analysis	7	16	43.8%	Current
5086 Social Studies: Content & Interpretation	2	9	22.2%	Current
5101 Business Education: Content Knowledge	3	3	100.0%	Current
5161 Mathematics: Content Knowledge	1	10	10.0%	Previous
5165 Mathematics	2	3	66.7%	Current
5235 Biology: Content Knowledge	5	6	83.3%	Previous
5435 General Science: Content Knowledge	1	1	100.0%	Previous
5701 Agriculture	1	1	100.0%	Current
Total	22	46	47.8%	

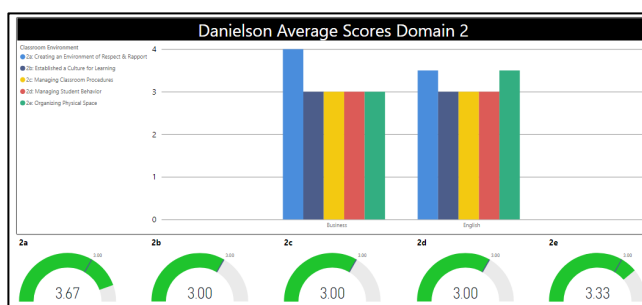
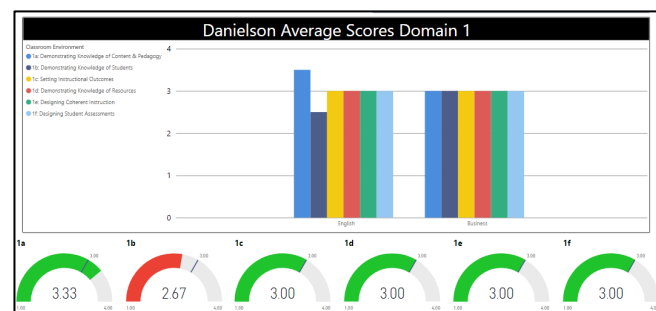
SLO 2 (discipline-specific content knowledge in professional practice)

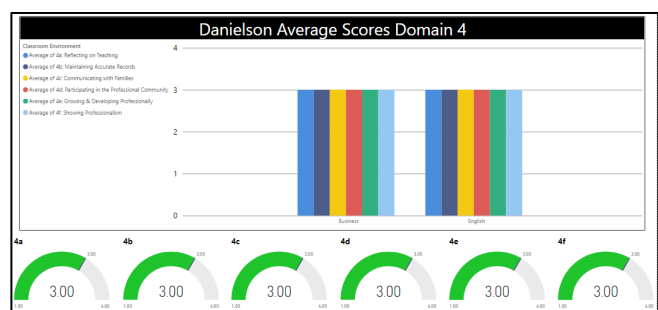
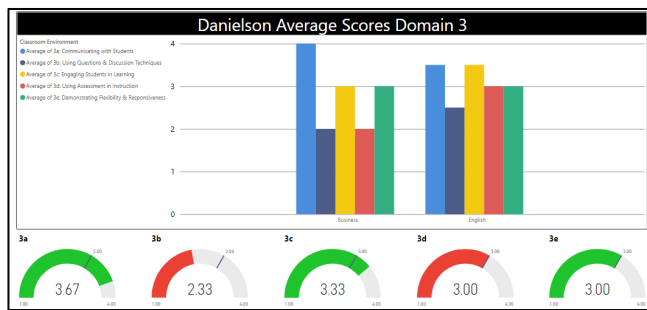
Assessment: Danielson Framework for Teaching Evaluations

Method: Rubric

Benchmark: 100% of candidates will earn a mean rating of 3.0 on all indicators

During 21-22 candidates in the English content area were below benchmark on 1.b Demonstrating Knowledge of Students, 3.b. Using Questions & Discussion Techniques, and 3.d Using Assessment in Instruction. Candidates in the business content area were above benchmark on all indicators except 3.b. Using Questions & Discussion Techniques.





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 or higher on all items

There is no end of internship data available for this assessment. It is assumed that the survey results were “lost” in the transition from our old COE Qualtrics accounts to the university wide account which happened at the end of the 21-22 academic year when responses to this survey were being collected.

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

Assessment: Lesson Plan

Method: Rubric

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

There is no data for this assessment for the 21-22 academic year.

SLO 5 (data-driven decisions)

Assessment: Student Learning Target Assessment

Method: Rubric

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

There is no data for this assessment for the 21-22 academic year.

General Education Course Results

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 strengths and weaknesses. You can compare previous year to current year to identify improvement).

To be completed by October 15, 2022.

Programmatic Use of Results

SLO 1

Benchmark status: Not met

During the last year, we reviewed we determined that the proposed workshops are not be the most efficient way to support student Praxis success since this exam must be passed before admission to the university. Alternative options have been proposed and are in the planning stages for the 22-23 academic year.

SLO 2

Benchmark status: Not met

The use of Qualtrics to collected Danielson evaluation data was implemented during the 21-22 academic year. This resulted in more comprehensive data being collected.

SLO 3

Benchmark status: Cannot be determined

Faculty reviewed use of TBMS, after the end of participation in CIS, and decided that TBMS is not the best measure of SLO 3. A better measure will be determined this academic year.

SLO 4

Benchmark status: Cannot be determined

During the 21-22 year, a draft rubric was developed to assess lesson plans during the practicum course. This rubric will be implemented during the 22-23 academic year.

SLO 5

Benchmark status: Cannot be determined

Collecting data for this SLO continues to be difficult. However, faculty determined that an existing assessment already in place with the MAT internship course could be adapted to measure achievement of this SLO. This will be done during the upcoming year for full implementation and data collection during the 23-24 academic year.

General Education Use of Results



2021-2022 INSTITUTIONAL EFFECTIVENESS AUDIT

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

ALL sections are required

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.

Based on Analysis of the 2020-2021 data, what is being implemented during the 2021-2022 cycle to improve results:

SLO 1 (discipline-specific content knowledge)

Data downloaded from the ETS website was analyzed for this SLO. ETS does not provide number passing when the total number tested is less than 5, which was the case during the previous year. Therefore, a determination of the number of candidates in most certification areas who met benchmark for SLO 1 could not be made. In 2020-2021, we began collecting complete records of candidate test results so that each attempt is recorded rather than just the passing attempt. 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. We will continue this process so that first-attempt results will be more complete, which we expect will result in data variance and, thus, have potential for decision-making.

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

Data for MAT candidates were available for overall domain scores only and not broken down by individual criterion scores within domains. Training of evaluators for the BS and MAT programs has not been comparable. During 2020-2021, we planned to institute standardized training for all evaluators because the same measure is used across all programs. This training has not been fully implemented and likely still accounts for at least some of the noticeable variance between scores for each type of program. We will continue to refine and fully implement evaluator training.

SLO 3 (professional behaviors and characteristics)

No SPED/VI candidates completed the TBMS, therefore, data were not available for this SLO. As a result, no actions are planned for the upcoming cycle.

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

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)

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.

Expected Outcomes: (based upon and linked to overall Mission of Program or Unit)

Programmatic Outcomes (Learning outcomes specifically tied to students in academic program)

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 (Learning outcomes specifically tied to GER courses; if program does not provide GERs, put N/A)

N/A

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: 55% 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 7.0 or higher 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

Measurements of Results: (disaggregate data based on mode of delivery and/or location (e.g., Ruston Campus vs. Academic Success Center; Ruston Campus vs. distance education; Barksdale vs. online vs. Ruston Campus; etc.)

To be completed by October 15, 2022.

Programmatic Results

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: 55% of candidates earn passing scores (157 on 5002, 157 on 5003, 155 on 5004, 159 on 5005, 145 on 5354) on first attempt

There were no candidates enrolled in the MAT SPED-VI program during the 21-22 academic year, therefore no data is available.

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

There were no candidates enrolled in the MAT SPED-VI program during the 21-22 academic year, therefore no data is available.

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 or higher on all items

There were no candidates enrolled in the MAT SPED-VI program during the 21-22 academic year, therefore no data is available.

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

Assessment: Lesson Plan

Method: Rubric

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

There were no candidates enrolled in the MAT SPED-VI program during the 21-22 academic year, therefore no data is available.

SLO 5 (data-driven decisions)

Assessment: Student Learning Target Assessment

Method: Rubric

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

There were no candidates enrolled in the MAT SPED-VI program during the 21-22 academic year, therefore no data is available.

General Education Course Results

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 strengths and weaknesses. You can compare previous year to current year to identify improvement).

To be completed by October 15, 2022.

Programmatic Use of Results

The following actions were taken related to all MAT programs:

SLO 1

Benchmark status: Cannot be determined

During the last year, we reviewed we determined that the proposed workshops are not be the most efficient way to support student Praxis success since this exam must be passed before admission to the university. Alternative options have been proposed and are in the planning stages for the 22-23 academic year.

SLO 2

Benchmark status: Cannot be determined

The use of Qualtrics to collected Danielson evaluation data was implemented during the 21-22 academic year. This resulted in more comprehensive data being collected.

SLO 3

Benchmark status: Cannot be determined

Faculty reviewed use of TBMS, after the end of participation in CIS, and decided that TBMS is not the best measure of SLO 3. A better measure will be determined this academic year.

SLO 4

Benchmark status: Cannot be determined

During the 21-22 year, a draft rubric was developed to assess lesson plans during the practicum course. This rubric will be implemented during the 22-23 academic year.

SLO 5

Benchmark status: Cannot be determined

Collecting data for this SLO continues to be difficult. However, faculty determined that an existing assessment already in place with the MAT internship course could be adapted to measure achievement of this SLO. This will be done during the upcoming year for full implementation and data collection during the 23-24 academic year.

General Education Use of Results



2021-2022 INSTITUTIONAL EFFECTIVENESS AUDIT

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

ALL sections are required

Name of Unit/Program: MEd, Curriculum and Instruction, GC, Cyber Education, GC, Reading Specialist

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.

Based on Analysis of the 2020-2021 data, what is being implemented during the 2021-2022 cycle to improve results:

SLO 1 (discipline-specific content knowledge)

Candidates perform well in courses. Overall group average is 3.9. Four of the five candidates earned 4.0, and one candidate earned 3.5. An area of concern is grade inflation given that n=4 of N=5 have 4.00 GPAs. Grading in graduate courses is sometimes mastery-based because faculty deem this an appropriate format for graduate education. These two factors contribute to high GPAs that are more reflective of a summative rather than a formative measure. Trends in course content GPA reflect the phenomenon identified for this SLO. Thus, reconsidering the measure is the most appropriate conclusion. Program faculty will use AY 2021-2022 to identify a revised content measure to use as SLO 1 evidence.

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 2021. As a result, no actions are planned for the upcoming cycle.

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 2021. As a result, no actions are planned for the upcoming cycle.

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

Overall, candidates performed well with average ratings exceeding 3.0 on all but one criterion. 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. We believe that formative exercises guiding candidates on how to connect change project tenets to course readings and literature are not sufficient. The next time the course is taught, stronger emphasis

will be placed on formative exercises where candidates can practice connecting change project tenets to course readings and literature.

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 2021. As a result, no actions are planned for the upcoming cycle.

Expected Outcomes: (based upon and linked to overall Mission of Program or Unit)

Programmatic Outcomes (Learning outcomes specifically tied to students in academic program)

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 (Learning outcomes specifically tied to GER courses; if program does not provide GERs, put N/A)

N/A

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

Measurements of Results: (disaggregate data based on mode of delivery and/or location (e.g., Ruston Campus vs. Academic Success Center; Ruston Campus vs. distance education; Barksdale vs. online vs. Ruston Campus; etc.)

To be completed by October 15, 2022.

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 2022.

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 2022.

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 all meeting the benchmark.

Measure	Total N	Benchmark Met N
Change project	9	9

SLO 5 (data-driven decisions)

Assessment: Action research project

Method: Rubric

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

Overall, candidates performed well with all meeting the benchmark.

Measure	Total N	Benchmark Met N
Action Research Project	6	6

General Education Course Results

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 strengths and weaknesses. You can compare previous year to current year to identify improvement).

To be completed by October 15, 2022.

Programmatic Use of Results

SLO 1 (discipline-specific content knowledge)

Benchmark status: Met

During the 21-22 cycle,, 100% of candidates in the program met the benchmark. No changes were made during this cycle.

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 2022.

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 2022.

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

Benchmark status: Met

No changes were made during the 21-22 cycle.

SLO 5 (data-driven decisions)

Benchmark status: Met

No changes were made during the 21-22 cycle.

General Education Use of Results



2021-2022 INSTITUTIONAL EFFECTIVENESS AUDIT

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

ALL sections are required

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.

Based on Analysis of the 2020-2021 data, what is being implemented during the 2021-2022 cycle to improve results:

SLO 1 (discipline-specific content knowledge)

In reviewing Praxis scores downloaded from the ETS website, we discovered a discrepancy in the number of students who are assessed and the actual number of students who have been enrolled in the program. More students were listed as having tested than have actually been enrolled in Tech's coursework. ETS reports the scores of all students who list LA Tech as their school. The number of students reported does not match the number of students enrolled in the program. An analysis of the students and scores should be done to see how improvements can be made in raising the initial passing rate. In order to ensure data analyzed for SLO 1 is accurate, a better process for collecting this data needs to be developed.

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

Data show that candidates have been successful in meeting the benchmark for SLO 2 as evidenced by all candidates earning perfect scores. The root cause may be two-fold-the activities may not be rigorous enough and the rubrics may need to be updated. The requirements for internship activities 3RA3 and 3RA4 should be examined and the rubric revisited to ensure the activities and rubric are rigorous enough. During the 2021-22 year, the Advisory Council and the MEDEL faculty will examine the activities and the rubrics addressed in the SLOs and make revisions as needed.

SLO 3 (professional behaviors and characteristics)

Use of a survey was slated as a new program measure in 2019-20, however, the survey has not yet been developed so no data are available for analysis. The survey is planned for development during 2021-22.

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

Data show that candidates have been successful in completing internship activity 5RA1 by using data to organize and lead a faculty group. Very few students scored anything lower than 8 out of 8. The root cause may be two-fold-the activities may not be rigorous enough and the rubrics may need to be updated. The Advisory Council and the MEDEL faculty will examine the activities and the rubrics addressed in the SLOs and make revisions as needed.

SLO 5 (data-driven decisions)

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 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 should be looked at in spring of 2022 to see if there is a wider range of grades earned.

SLO 6 (family and community relations)

Candidates have 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. The scores earned by candidates on this SLO may be inflated since no students scored below benchmark. The root cause may be two-fold-the activities may not be rigorous enough and the rubrics may need to be updated. The Advisory Council and the MEDEL faculty will examine the activities and the rubrics addressed in the SLOs and make revisions as needed.

Expected Outcomes: (based upon and linked to overall Mission of Program or Unit)

Programmatic Outcomes (Learning outcomes specifically tied to students in academic program)

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 (Learning outcomes specifically tied to GER courses; if program does not provide GERs, put N/A)

N/A

Means of Measurement: (Make sure this is measureable 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

Measurements of Results: (disaggregate data based on mode of delivery and/or location (e.g., Ruston Campus vs. Academic Success Center; Ruston Campus vs. distance education; Barksdale vs. online vs. Ruston Campus; etc.)

To be completed by October 15, 2022.

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)

Only 53.8% of candidates passed on the first attempt.

Test Name	01. passed on first attempt	00. Number of Unique Students	03. Percent Passed on 1st Attempt	Status
6990 School Leaders Licensure Assessment	7	13	53.8%	Current
Total	7	13	53.8%	

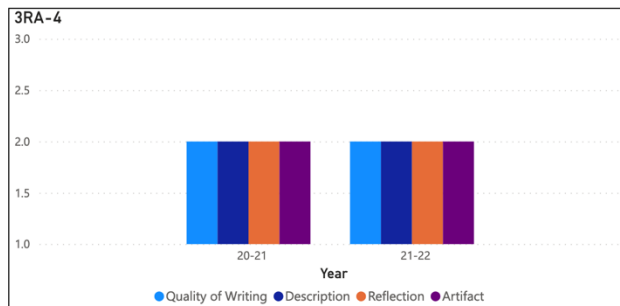
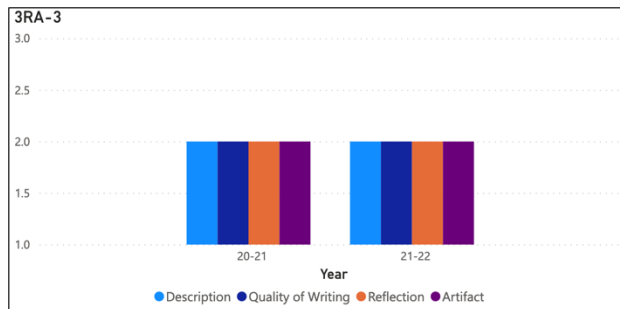
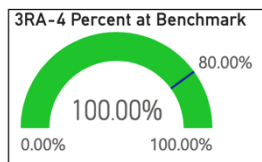
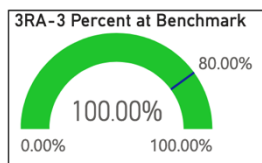
SLO 2 (discipline-specific content knowledge in professional practice)

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

Benchmark was set at 80%. The benchmark was exceeded by 20%. All students enrolled in the program scored 100% on 3RA3 and 3RA4.



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

There are no data for the 21-22 year for this assessment.

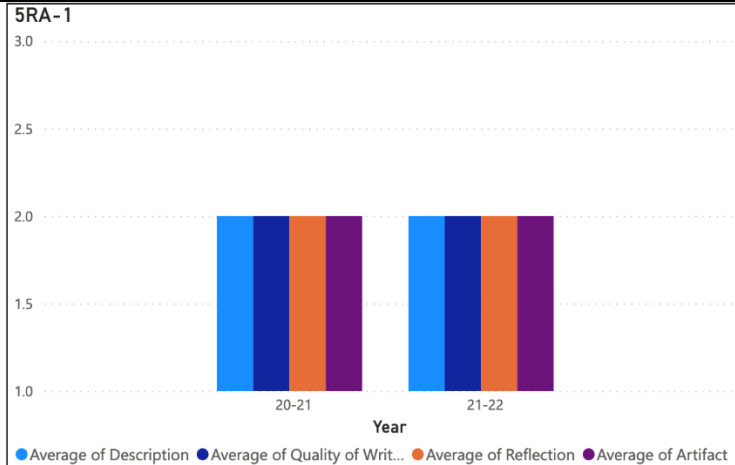
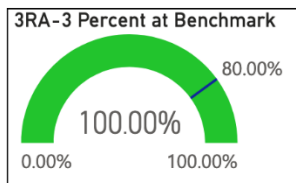
SLO 4 (creative thinking, ideas, processes, materials, experiences)

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

All candidates exceeded the benchmark set for this SLO.



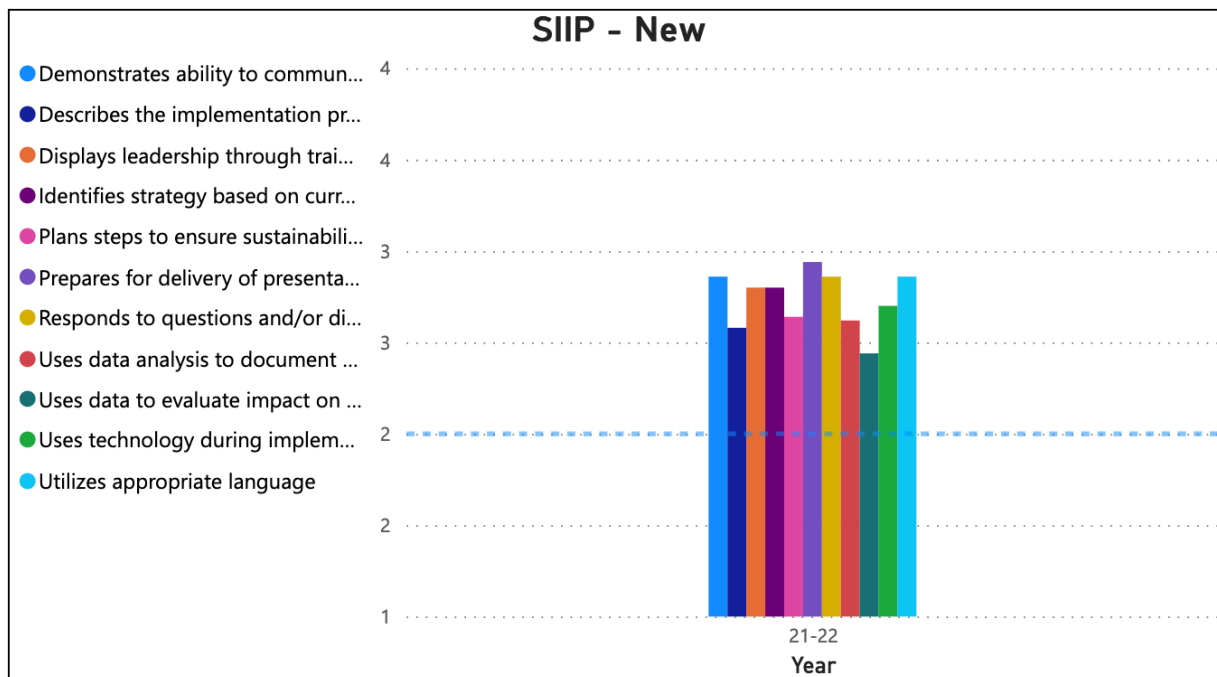
SLO 5 (data-driven decisions)

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 candidates exceeded the benchmark for this SLO.



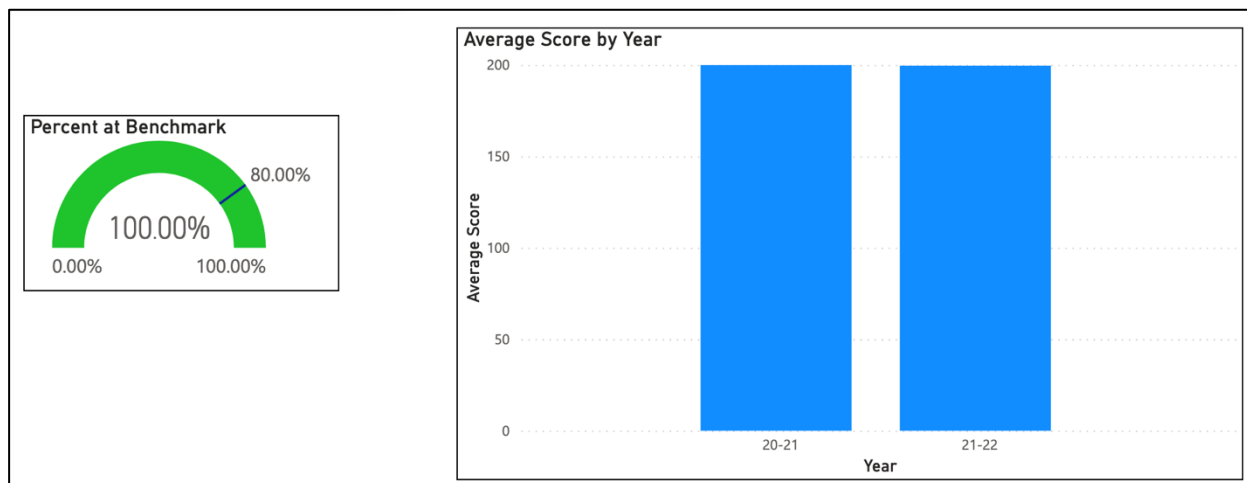
SLO 6 (family and community relations)

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 exceeded the benchmark for this SLO.



General Education Course Results

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 strengths and weaknesses. You can compare previous year to current year to identify improvement).

To be completed by October 15, 2022.

Programmatic Use of Results

SLO 1

Benchmark status: Cannot be determined

Downloading first attempt Praxis scores from the ETS website continues to be a problem. In reviewing Praxis scores downloaded, there are discrepancies between the number of students who are assessed and the actual number of students who were enrolled in the program. More students were listed as having tested than have actually been enrolled in Tech's coursework. ETS reports the scores of all students who list LA Tech as their school.

SLO 2

Benchmark status: Met

Data show that candidates have been successful in meeting the benchmark for SLO 2 as evidenced by all candidates earning perfect scores. The root cause may be two-fold-the activities may not be rigorous enough and the rubrics may need to be updated. The requirements for internship activities 3RA3 and 3RA4 should be examined and the rubric revisited to ensure the activities and rubric are rigorous enough. During the summer and fall of 2022, MEDEL faculty and the advisory committee began work on revising the activities and rubric. Both will be implemented during the 2022-2023 school year.

SLO 3

Benchmark status: Cannot be determined

This survey has still not been developed. Development is planned for the 2022-2023 school year to be implemented in the 2023-2024 year.

SLO 4

Benchmark status: Met

Data indicated that candidates have been successful in completing internship activity 5RA1 by using data to organize and lead a faculty group. All students scored an 8 out of 8. The root cause may be two-fold-the activities may not be rigorous enough and the rubrics may need to be updated. The Advisory Council and the MEDEL faculty examined the activities and the rubrics that addressed in the SLOs and revisions have been made and will be implemented during the 2022-2023 school year.

SLO 5

Benchmark status: Met

The newly created rubric was implemented in the spring of 2022. The students were guided through the rubric with the instructor of the course at the beginning of the SIIP process. The number of students decreased from the spring of 2021, but all students met or exceeded benchmark. As the number of students changes it will be interesting to see if the scores change.

SLO 6

Benchmark status: Met

Candidates have 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. During the 2022-2023 school year, the Advisory Council and the MEDEL faculty will examine the rubric addressed in this SLO and make revisions as needed.

General Education Use of Results