

2023 Annual Accreditation Report

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

Section 1. EPP Profile Updates in AIMS

After reviewing and/or updating the Educator Preparation Provider's (EPP's) profile in AIMS, check the box to indicate that the information in the system is up-to-date and accurate.

1.1 Update Contact Information in AIMS:

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

[The individual(s) identified as the EPP head should be authorized to receive time-sensitive CAEP-accreditation related communications.]

Agree Disagree

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

[The individual(s) identified as the CAEP Coordinator is primarily assigned the role in coordinating accreditation activities. This contact may be carbon copied on communications to the EPP head and should be authorized by the EPP to receive CAEP-accreditation related communications.]

Agree Disagree

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

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

Agree Disagree

1.2 Update EPP Information in AIMS:

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

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

Agree Disagree

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

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

Agree Disagree

1.2.3 *Program Options* - I confirm that EPP's licensure area listings (including program title, licensure level, degree or certificate level, licensure(program) category, and program review option) are up to date and accurately reflected in AIMS under Program Options, for all licensure areas that fall within CAEP's scope of accreditation; (programs outside of CAEP's scope of accreditation should either be marked as non-CAEP review or archived, as applicable, in AIMS).

Agree Disagree



Section 2. EPP's Program Graduates [Academic Year 2021-2022]

2.1 What is the total number of candidates who graduated from programs that prepared them to work in P-12 settings during Academic Year 2021-2022?

Enter a numeric value for each textbox.

2.1.1 Number of graduates in programs leading to initial teacher certification or licensure¹

78

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

4

Total number of program graduates 82

¹In Section 2 of the Annual Report, the EPP will provide the total number of graduates who finished the program and licensing requirements in the academic year specified.

² For a description of the scope for Initial and Advanced programs, see Policy II in the [CAEP Accreditation Policies and Procedures](#)

Section 3. Substantive Changes

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

Have any of the following substantive changes occurred at your educator preparation provider or institution/organization during the 2021-2022 academic year?

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

Change No Change / Not Applicable

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

Change No Change / Not Applicable

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

Change No Change / Not Applicable

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

Accreditation Agency:

Southern Association of Colleges and Schools Commission on Colleges

Status:

Accredited

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

Change No Change / Not Applicable

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

Change No Change / Not Applicable

Section 4. CAEP Accreditation Details on EPP's Website

Please update the EPP's public facing website to include: 1) the EPP's current CAEP accreditation status with an accurate listing of the EPP's CAEP (NCATE, or TEAC) reviewed programs, and 2) the EPP's data display of the CAEP Accountability Measures for Academic Year 2021-2022.

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

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

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

4.2. CAEP Accountability Measures (for CHEA Requirements) [2021-2022 Academic Year]

Provider shares a direct link to its website where the EPP's display of data for the CAEP Accountability Measures, as gathered during the 2021-2022 academic year, are clearly tagged, explained, and available to the public.

[CAEP Accountability Measures \(for CHEA Requirements\) \[2021-2022 Academic Year\]](#)

- **Measure 1 (Initial): Completer³ effectiveness. (R4.1)** Data must address: (a) completer impact in contributing to P-12 student-learning growth **AND** (b) completer effectiveness in applying professional knowledge, skills, and dispositions.
- **Measure 2 (Initial and Advanced): Satisfaction of employers and stakeholder involvement. (R4.2|R5.3| RA4.1)**
Data provided should be collected on employers' satisfaction with program completers.
- **Measure 3 (Initial and Advanced): Candidate competency at completion. (R3.3)**
Data provided should relate to measures the EPP is using to determine if candidates are meeting program expectations and ready to be recommended for licensure. (E.g.: EPP's Title II report, data that reflect the ability of EPP candidates to meet licensing and state requirements or other measures the EPP uses to determine candidate competency at completion.)
- **Measure 4 (Initial and Advanced): Ability of completers to be hired** (in positions for which they have prepared.)

³For the CAEP Accountability Measures, the EPP will share information on the website pertaining to completer data per CAEP's definition of the term completer: "A candidate who successfully satisfied all program requirements of a preparation program at least six months previously and who is employed in a position for which they were prepared for state licensure."

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

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

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

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

CAEP: Areas for Improvement (ITP)

5 Provider Quality Assurance and Continuous Improvement

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

Beginning in the 2019-2020 year, completer data began being collected in the spring of each year through a Beginning Teacher Survey (BTS) sent to all previous year completers. These data are analyzed each year to identify areas of strength and areas for growth. Specific action plans are developed to address those areas identified as focus areas for the following year. The goal set in Fall 2021 was to increase student confidence to meet the needs of diverse learners. Data from 2022 were similar to data from 2021. However, feedback from candidates who were impacted by changes made during the 2021 year will not show up until next year's data. The decision was made to continue and refine what we began in 2021 to give time for the data to reflect these changes.

We have recently participated in a collaboration with other EPPs across the state to develop a new completer survey that will be implemented in April 2023. Data from this new survey will be shared with all EPPs participating so that trends and comparisons can be made with state-wide perceptions.

CAEP: Areas for Improvement (ITP)

5 Provider Quality Assurance and Continuous Improvement

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

A significant overhaul of the Quality Assurance System began in academic year 2019-2020. The components within the system continue to be developed and refined each year. A program-level data collection, review, decision-making, and reporting process provides an annual review that drives continuous improvement. A major component of this cycle is a Data Day held at the end of each academic year to review data (both aggregated and disaggregated), identify patterns across programs, identify strengths and weaknesses, and use the findings for continuous improvement and to identify data trends that will guide the changes made to courses, assessments, and program requirements. During this process, each program provides a relevant analysis of trends, comparison of trends with identified benchmarks, and alignment of the results to future directions and plans. Follow up meetings by program each quarter are held to monitor progress on implementing improvement actions plans developed during the Data Day. Plans are in place to involve stakeholders beginning summer 2023 through an advisory group consisting of district administrators and mentor teachers who will review and analyze data and provide input and feedback just prior to the start of each academic year. This feedback will be shared with EPP faculty during the Data Days and used as an additional input to make decisions based on the program-level analyses. Districts liasons and mentor teachers are already heavily involved in decisions made for clinical and field experiences including placement decisions, feedback on assessment changes, and field and clinical requirements. Candidates are also included in the process by providing input into program improvement through a survey disseminated to all previous year completers in the spring of each year. An advisory group for advanced programs has been in place since spring 2021. This group met with EPP faculty on various occasions to review data and assist with revisions of admission requirements and existing course rubrics.

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

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

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

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

Culturally responsive teaching was identified as an area of concern in Fall 2021 based on an analysis of data from the Teacher Beliefs and Mindset survey, which is completed by candidates three times during their program (at entrance, at beginning of residency, and at completion). Analysis of the data in Fall 2022 indicated culturally responsive teaching continued to be an area of concern. LA Tech teacher candidates are relatively homogeneous and the classrooms for which they are placed are homogeneous also. Faculty feel that candidates 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. Last year, an ELL module was implemented in the secondary program. This year that module will be expanded to include elementary and early childhood. The plan of action for implementing this module was: 1. Faculty complete the module; 3. Integrate the module in EDCI 125 (taken by all candidates); 4. Connect the information in each methods course; 5. Revisit in residency to dig deeper.

6.1.2 Optional Comments

- R1.1 The Learner and Learning**
- R1.2 Content**
- R1.3 Instructional Practice**
- R1.4 Professional Responsibility**

Upload data results or documentation of progress on phase-in/transition plans if applicable (This is optional and for the EPP's records as it prepares for the next CAEP review).

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

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

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

No

8.2 Preparer's authorization. *By checking the box below, I indicate that I am authorized by the EPP to complete the 2023 EPP Annual Report, and that the details provided in this report and linked webpages are up to date and accurate at the time of submission..*

I am authorized to complete this report.

Report Preparer's Information

Name: Tina L. Allen

Position: Assessment Coordinator

Phone: 318-257--3923

E-mail: tallen@latech.edu

Secondary Contact Person for Annual Report Feedback*(Notification of Annual Report Feedback will be sent to the report preparer and the secondary contact person listed to ensure receipt of feedback in the event of EPP turnover.)*

Name: Don Schillinger

Position: Dean

Phone: 318-257-3712

E-mail: dschill@latech.edu

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

See [CAEP Accreditation Policy](#)

Acknowledge