2022-2023 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 2021-2022 data, what is being implemented during the 2022-2023 cycle to improve results:

SLO 1 (discipline-specific content knowledge)
We want science and SS to get results closer to ELA and math. Our goal is to get science passage rate to 58.5 and social studies to 55. Some methods courses occur AFTER the students take the praxis, which we do not control. We plan to be more intentional in advising making sure students know recommended times to take the praxis sub-tests.

SLO 2 (discipline-specific content knowledge in professional practice)
Domain 1 and Domain 3 are our prioritized area for improvement. During residency, students are not regularly required to intentionally plan in ways that are consistent with what they were taught in LATech methods and practicum courses to align with the Danielson FFT. We recommend that clinical residency requirements include 3 lesson plans written each quarter using the Louisiana Tech model. These will be scored using the Danielson FFT rubric.

SLO 3 (professional behaviors and characteristics)
Culturally responsive teaching continues 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 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. Last year, an ELL module was implemented in the secondary program. This year that will be expanded to included elementary and early childhood. The plan of action for implementing this module is: 1. Faculty complete the module; 3. Integrate the module in EDCI 125; 4. Connect the information in each methods course; 5. Revisit in residency to dig deeper.

SLO 4 (creative thinking, ideas, processes, materials, experiences)
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 (data-driven decisions)
To date we have not had a valid rubric in place to evaluate the assessment for this SLO. During the 22-23 academic year, plans are in place to develop and validate a new rubric for this assessment. The rubric will be implemented during the 23-24 academic year, giving us better data from which to make decisions related to this SLO.

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.

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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

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Assessment: Teacher Beliefs and Mindset Survey
Method: Survey
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Assessment: Lesson Plan
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Assessment: Student Learning Target Assessment
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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, 2023.

Programmatic Results

SLO 1

Test name	Academic Year
5002 Elem Ed: MS Reading & Language Arts Subtest	All

Administration Date	Test name	Test Taken Count (Attempt Number)	N	Sum of Percent Passing
SEP-2020 to AUG-2021	5002 Elem Ed: MS Reading & Language Arts Subtest	1st Attempt	62	82.26%
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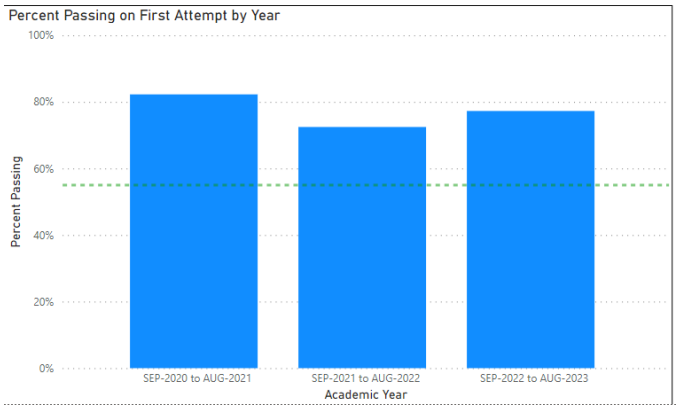
*Percent Passing not reported when N > 5



5002 Reading Language Arts

Test name	Academic Year
5003 Elem Ed: MS Mathematics Subtest	All

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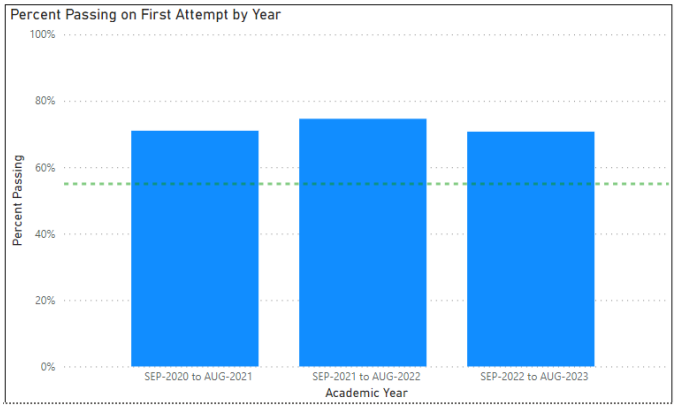

5003 Mathematics

Test name	Academic Year
5004 Elem Ed: MS Social Studies Subtest	All

Administration Date	Test name	Test Taken Count (Attempt Number)	N	Sum of Percent Passing
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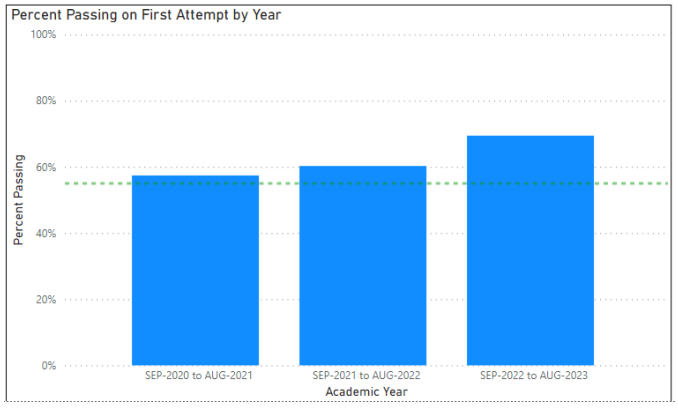

5004 Social Studies

Test name	Academic Year
5005 Elem Ed: MS Science Subtest	All

Administration Date	Test name	Test Taken Count (Attempt Number)	N	Sum of Percent Passing
SEP-2020 to AUG-2021	5005 Elem Ed: MS Science Subtest	1st Attempt	60	63.33%
SEP-2021 to AUG-2022	5005 Elem Ed: MS Science Subtest	1st Attempt	72	63.89%
SEP-2022 to AUG-2023	5005 Elem Ed: MS Science Subtest	1st Attempt	44	63.64%

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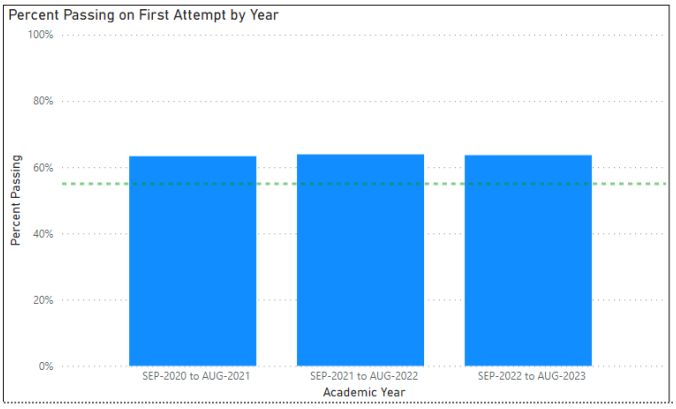
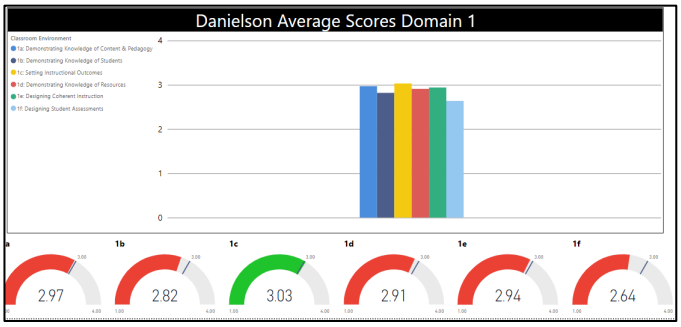


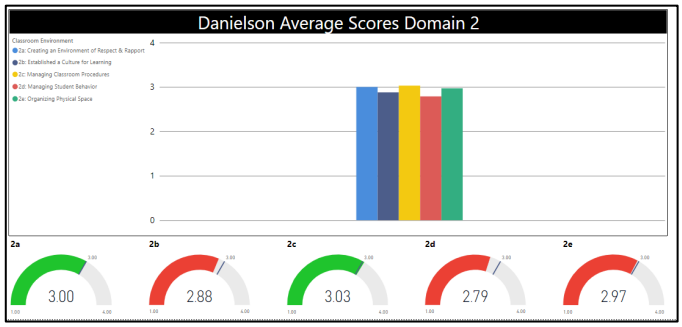
5005 Science

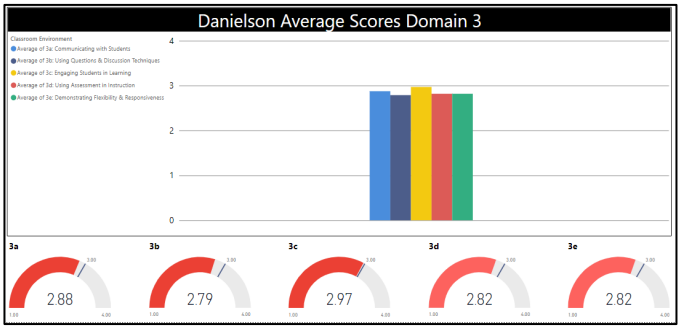
All of the content area tests exceeded the first-time passage rate of the benchmark of 55%. Reading Language Arts (5002)- Students passing for the first time- 34/44 students passed on the first attempt, resulting in a 77.27% first time passage rate. This is 22.77% higher than the benchmark of 55%. Mathematics (5003)- Students passing for the first time- 29/41 passed on the first attempt, resulting in a 70.73% first time passage rate. This is 15.73% higher than the benchmark of 55%. Social Studies (5004)- Students passing for the first time- 25/36 passed on the first attempt. This is 14.44% higher than the benchmark of 55%. However, this was lower than Reading and Math.

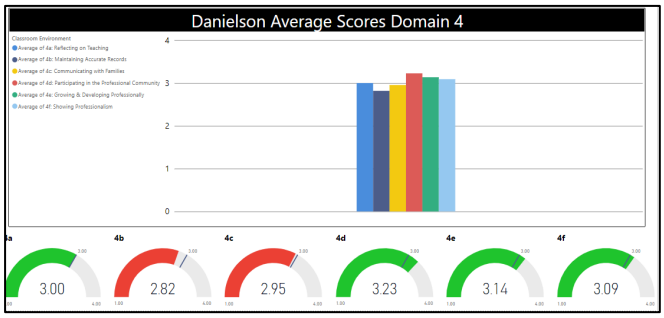
Science (5005)- Students passing for the first time- 28/44 passed on the first attempt. This is 8.64% higher than the benchmark of 55%. However, this was lower than Reading and Math.

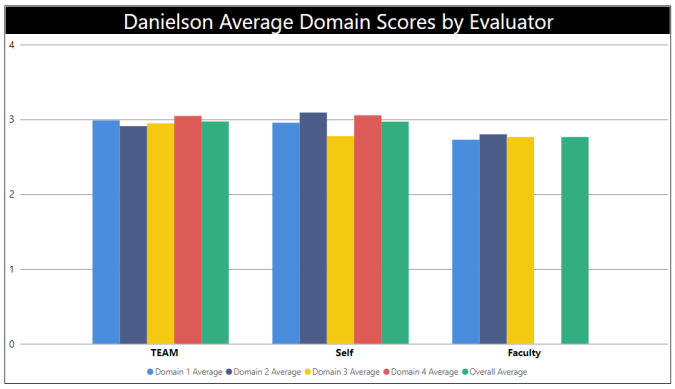
SLO 2

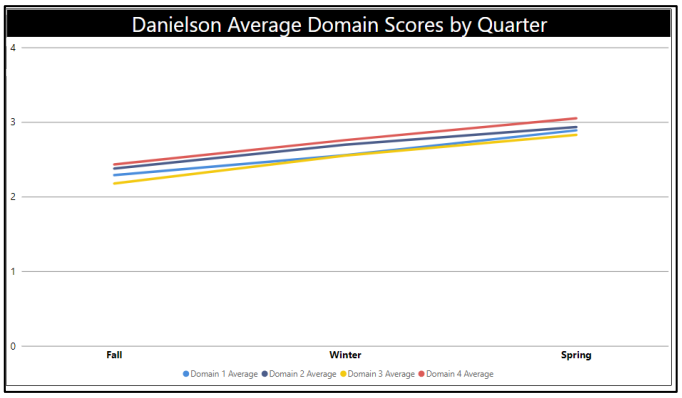






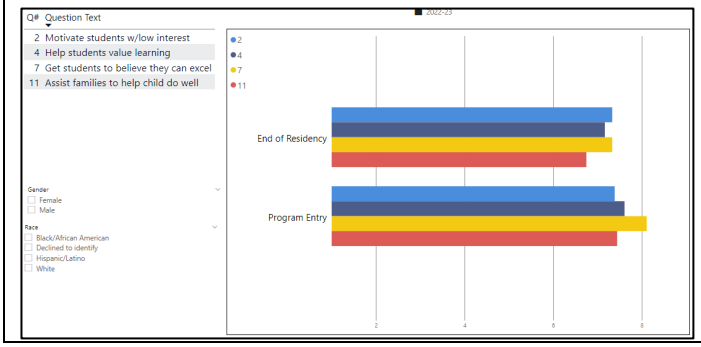


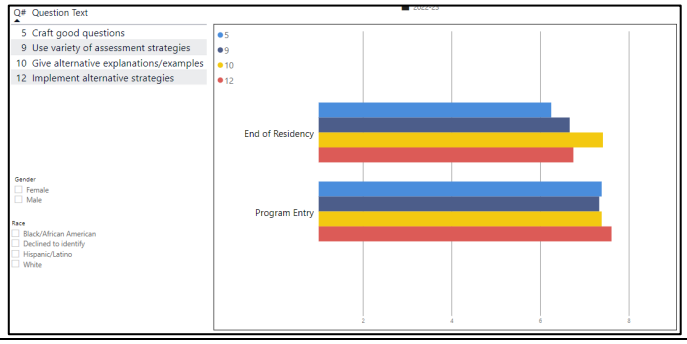




The following areas are identified as strengths: 1d (2.79), 2a and 2e (2.9), 3a (2.79) and 4f (3.0). Areas for growth are 1f (2.55), 2b (2.72), 3c (2.56), and 4c (2.76).

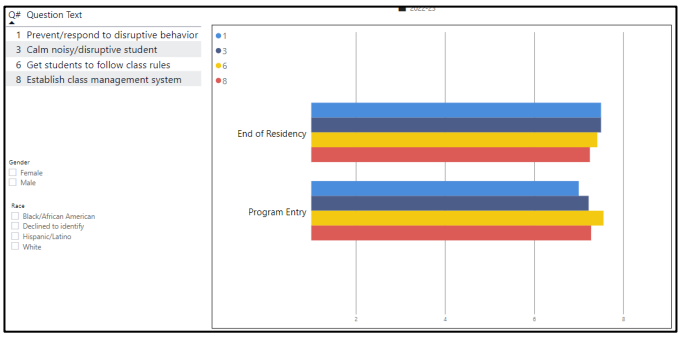
SLO 3





Student Engagement

Instructional Strategies



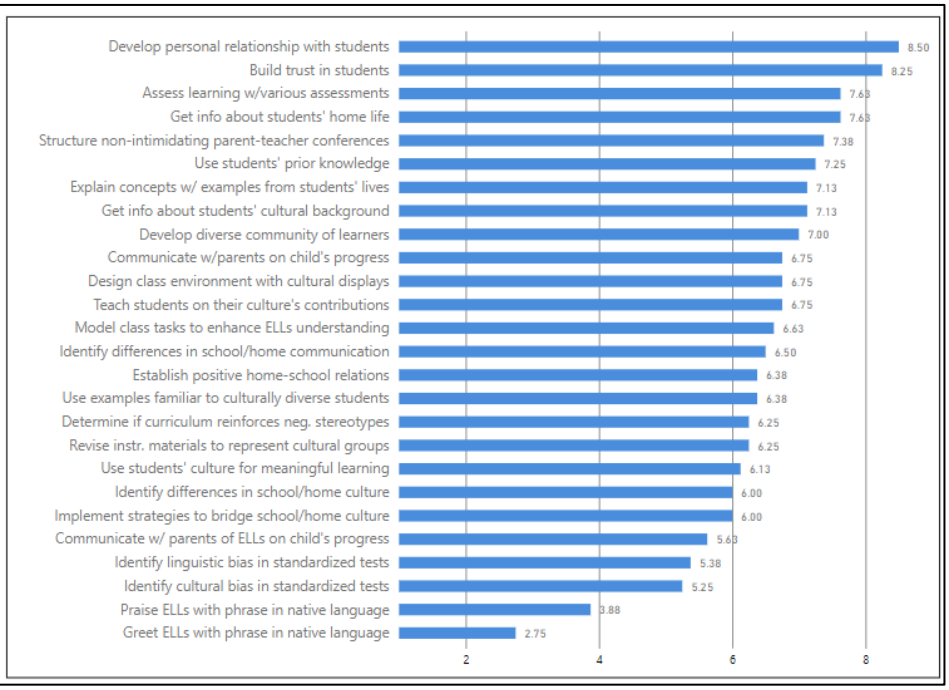
Classroom Management

Highest 3 Ratings

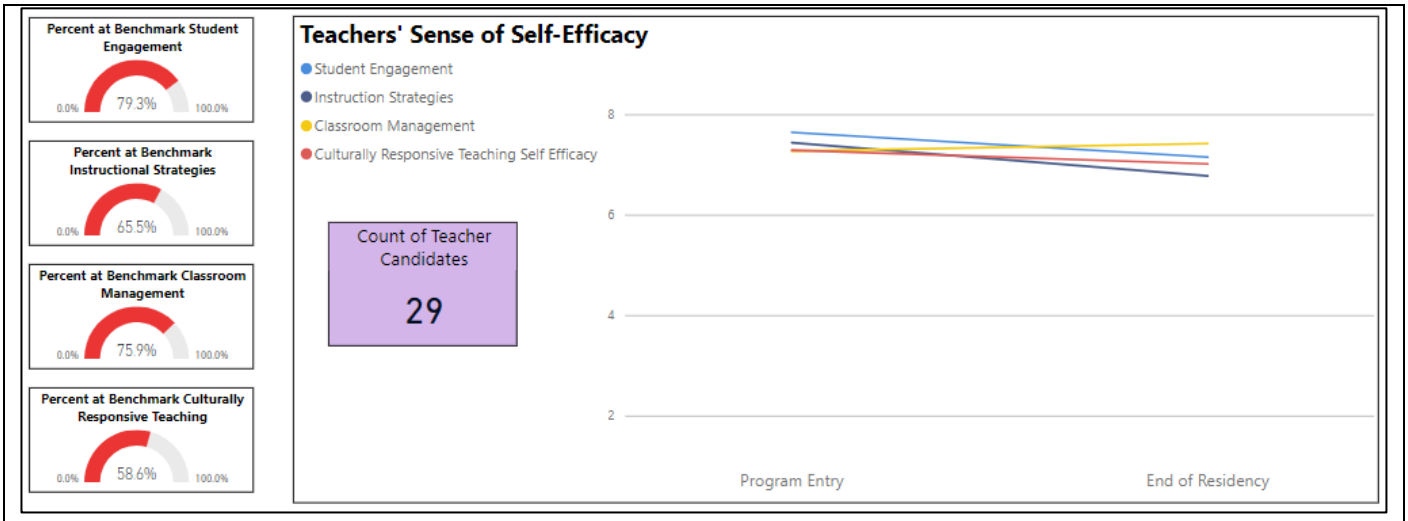
Question Text	Average
Develop personal relationship with students	8.50
Build trust in students	8.25
Assess learning w/various assessments	7.63
Get info about students' home life	7.63

Lowest 3 Ratings

Question Text	Average
Identify cultural bias in standardized tests	5.25
Praise ELLs with phrase in native language	3.88
Greet ELLs with phrase in native language	2.75

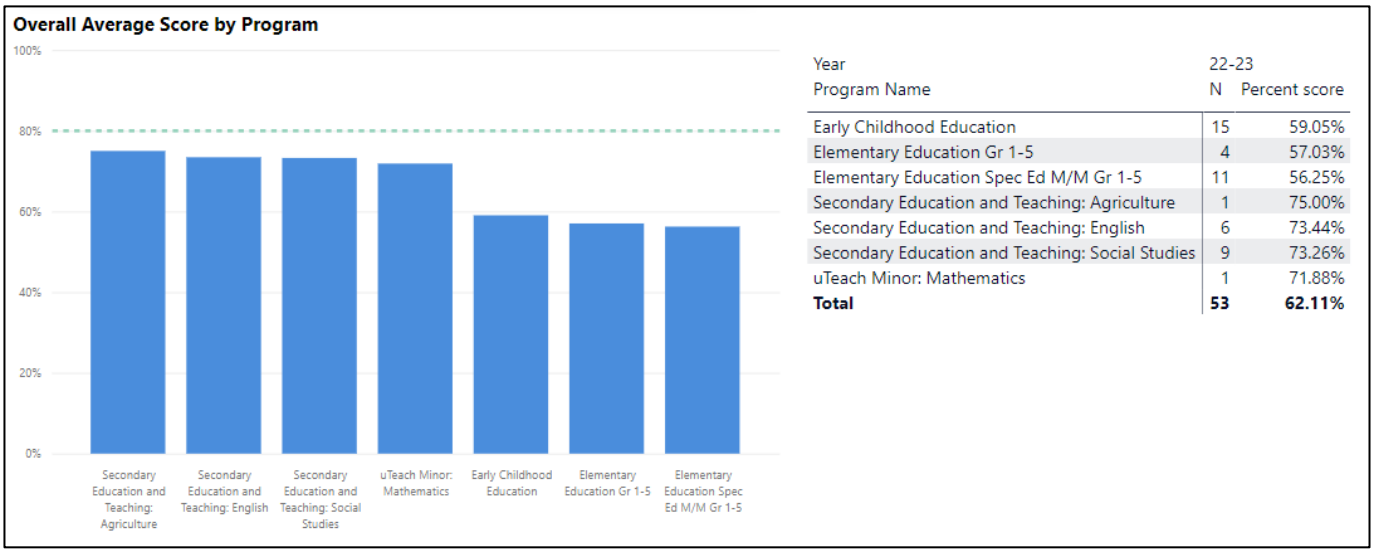


Culturally Responsive Teaching

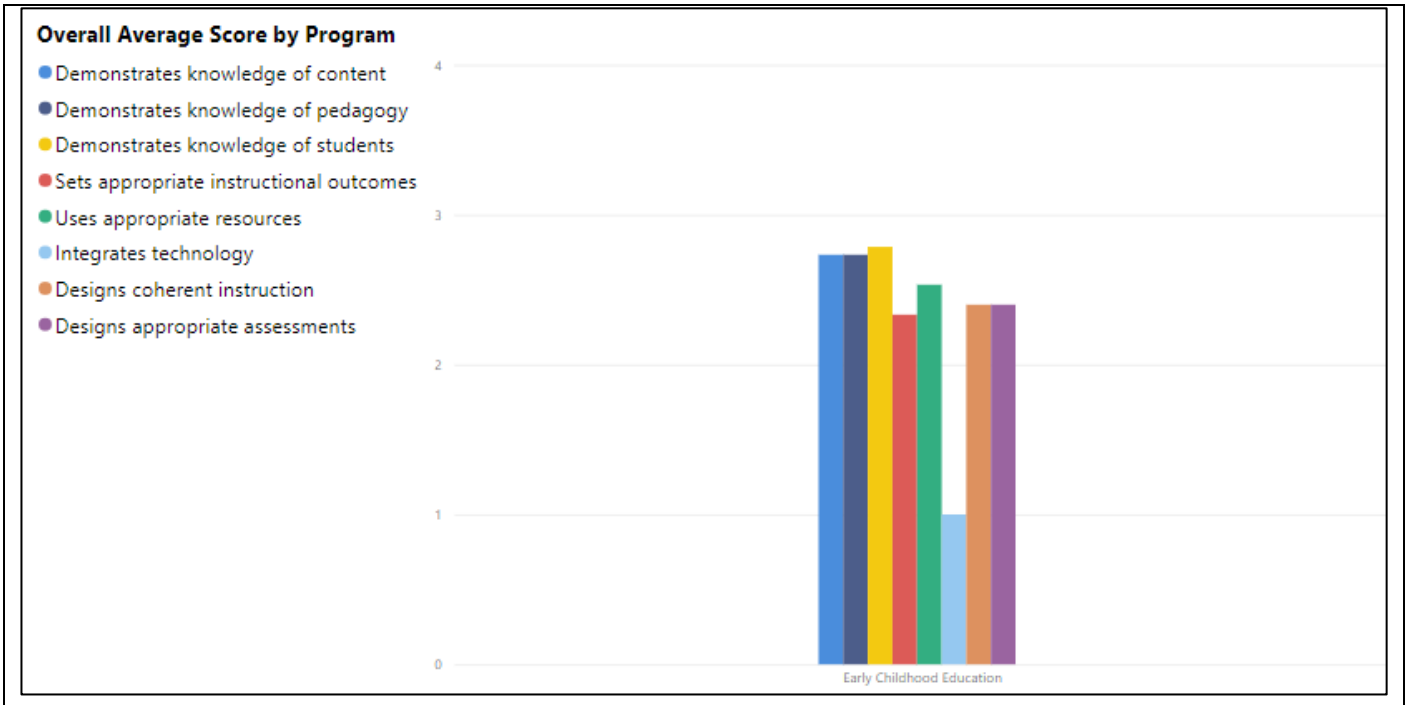


At the End of Residency, all scores surpass the 7.0 benchmark except for instructional strategies. Classroom Management is the highest at 7.42. Student Engagement is the second-highest at 7.15. Instructional strategies is lowest at 6.77.

SLO 4

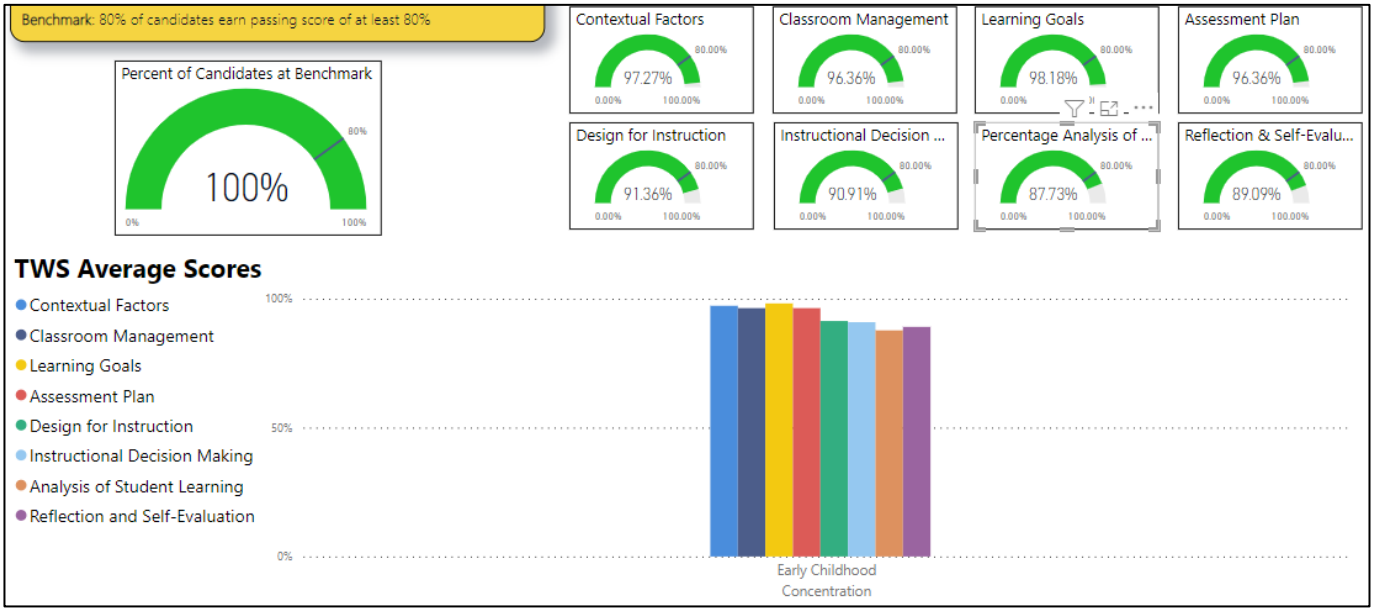


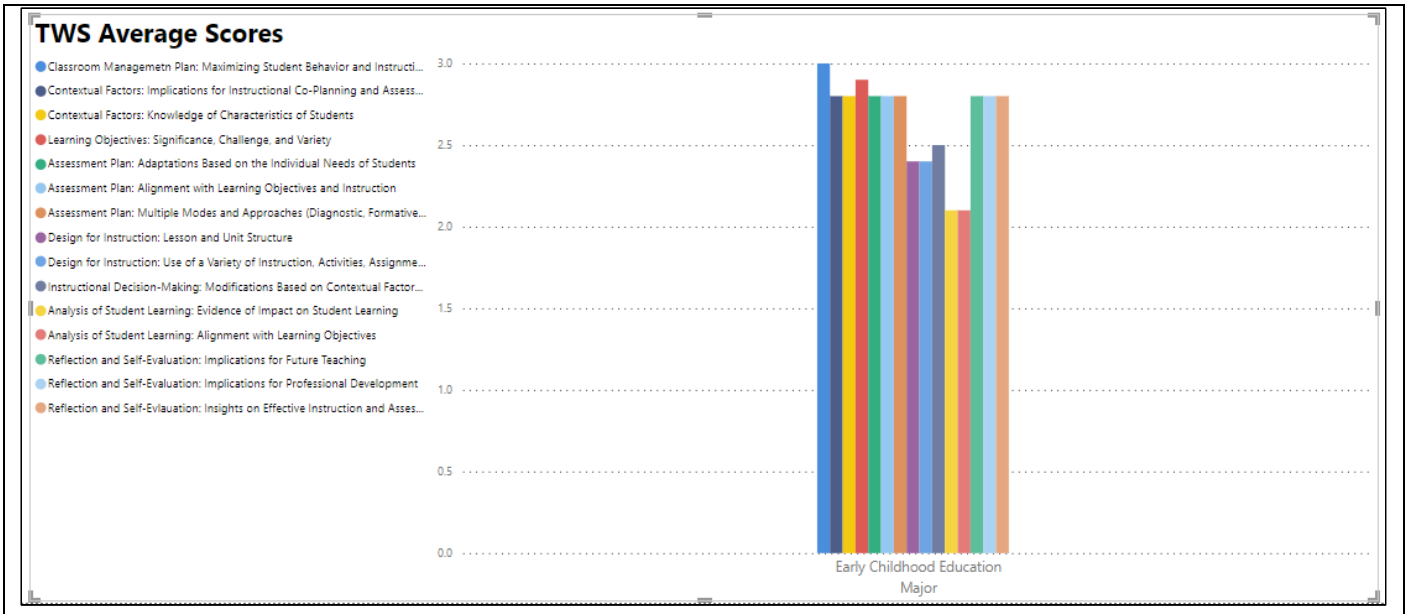
Year	22-23	
Program Name	N	Percent score
Early Childhood Education	15	59.05%
Elementary Education Gr 1-5	4	57.03%
Elementary Education Spec Ed M/M Gr 1-5	11	56.25%
Secondary Education and Teaching: Agriculture	1	75.00%
Secondary Education and Teaching: English	6	73.44%
Secondary Education and Teaching: Social Studies	9	73.26%
uTeach Minor: Mathematics	1	71.88%
Total	**53**	**62.11%**



Early childhood candidates had an average score of 59.05%. Areas of strength include knowledge of content, knowledge of pedagogy, and knowledge of students. The lowest score was related to the integration of technology. This is due to our not scoring it in Reading Practicum, and this is the class where the data is collected.

SLO 5





All areas are scored over the 80% goal. Candidates scored highest in Learning Goals and Contextual Factors. Analysis of Student Learning is lowest at 87.73%. Components of this area were both low with Evidence of Impact on Student Learning and Alignment with Learning Objective both scoring 2.1 out of 3.

General Education Course Results

N/A

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

To be completed by October 15, 2023.

<u>Programmatic Use of Results</u>

SLO 1 - We were all more intentional about discussing Praxis test timing through our advising and in our courses. Due to these efforts, our students have surpassed the goal of 55% in both 5004 (SS) and 5005 (Science). Students scored 14.44% over the benchmark in 5004, and they scored 8.65% over the benchmark in 5005.

SLO 2 – One change that was made during the previous year was a switch to the 2022 Danielson Framework. This newer framework includes critical attributes for each criterion. Evaluators were trained in the use of the new framework, which made for more consistent use of the rubric and increased interrater reliability. One impact of this change was that scores were somewhat lower, however, we believe the scores are also more in line with candidates' abilities as pre-service teachers.

SLO 3 – We have reviewed the TBMS and have determined that it is not the best measure. We would like to determine if the TSES would be a better measure.

SLO 4 – The new rubric was developed and implemented. Since this was the first year of implementation, there is no trend data for strengths and weaknesses to be identified.

SLO 5 – During the previous academic year, a rubric was put into place to grade this assessment. The rubric allowed components to be broken down for more detailed analysis.

<u>General Education Use of Results</u>

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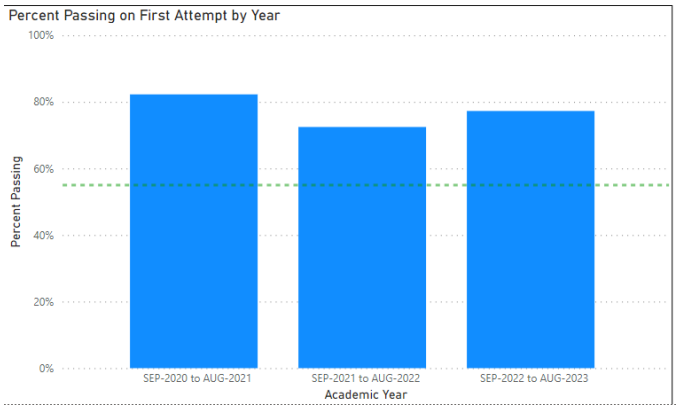

5002 Reading Language Arts

Test name	Academic Year
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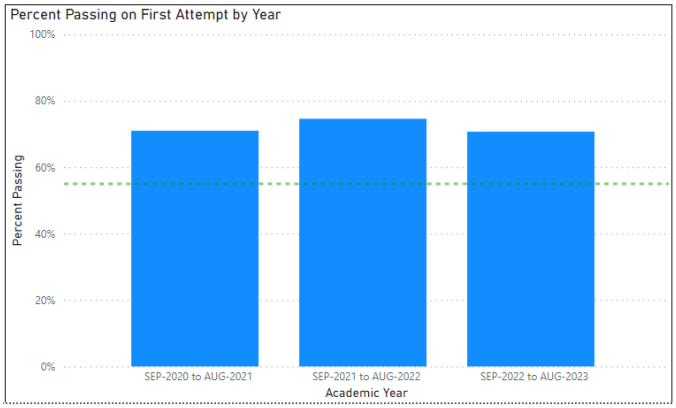

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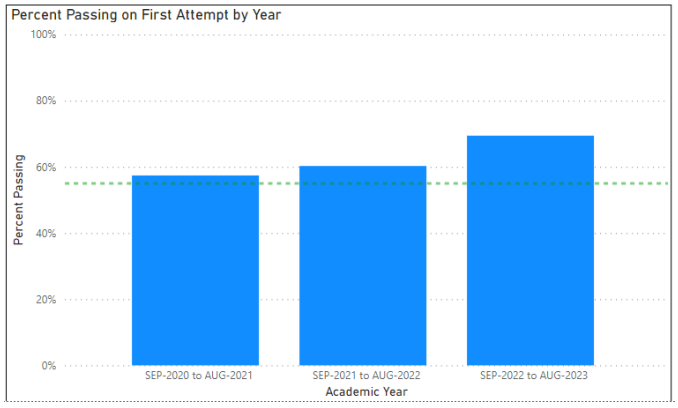
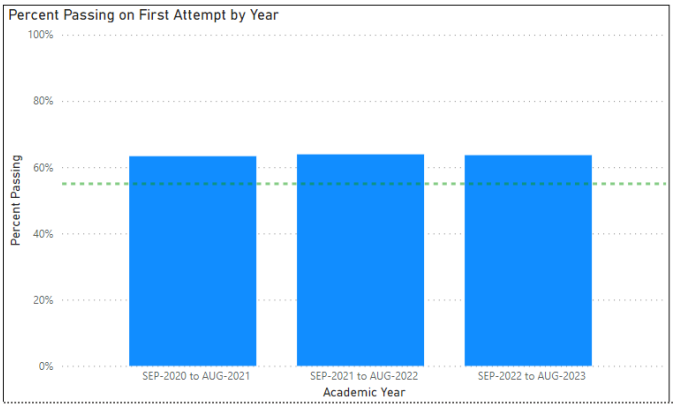


5004 Social Studies

Test name	Academic Year
5005 Elem Ed: MS Science Subtest	All

Administration Date	Test name	Test Taken Count (Attempt Number)	N	Sum of Percent Passing
SEP-2020 to AUG-2021	5005 Elem Ed: MS Science Subtest	1st Attempt	60	63.33%
SEP-2021 to AUG-2022	5005 Elem Ed: MS Science Subtest	1st Attempt	72	63.89%
SEP-2022 to AUG-2023	5005 Elem Ed: MS Science Subtest	1st Attempt	44	63.64%

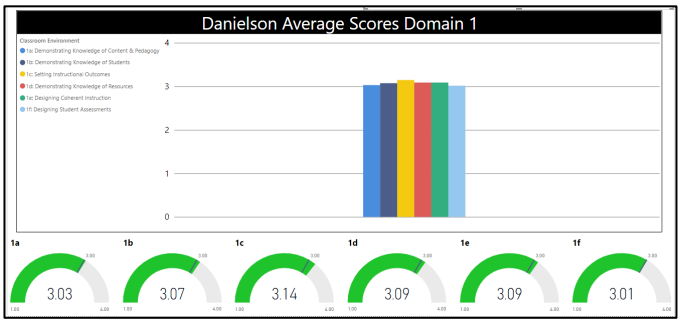
*Percent Passing not reported when N > 5

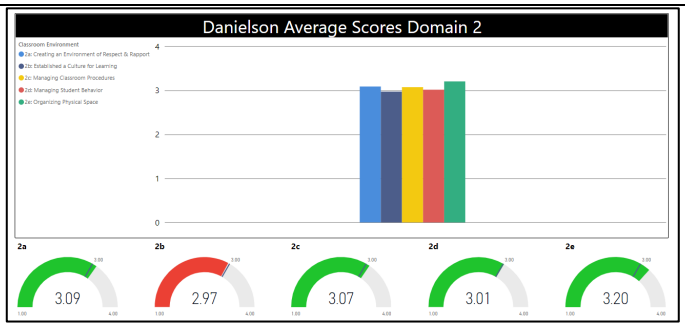


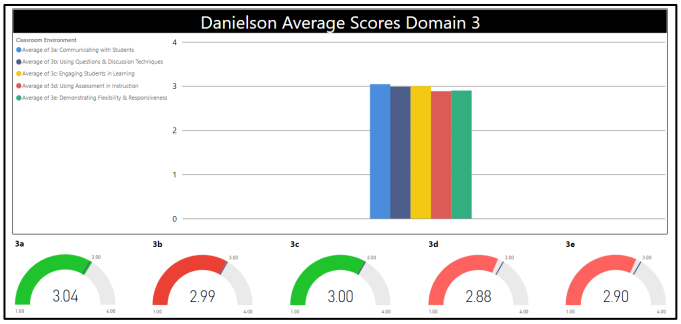
5005 Science

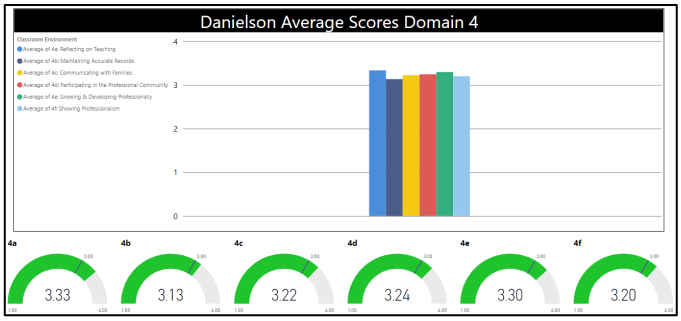
All of the content area tests exceeded the first-time passage rate of the benchmark of 55%. Reading Language Arts (5002)- Students passing for the first time- 34/44 students passed on the first attempt, resulting in a 77.27% first time passage rate. This is 22.77% higher than the benchmark of 55%. Mathematics (5003)- Students passing for the first time- 29/41 passed on the first attempt, resulting in a 70.73% first time passage rate. This is 15.73% higher than the benchmark of 55%. Social Studies (5004)- Students passing for the first time- 25/36 passed on the first attempt. This is 14.44% higher than the benchmark of 55%. However, this was lower than Reading and Math.

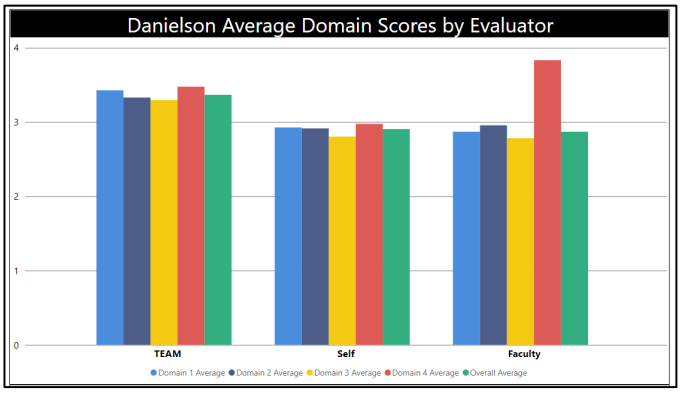
SLO 2

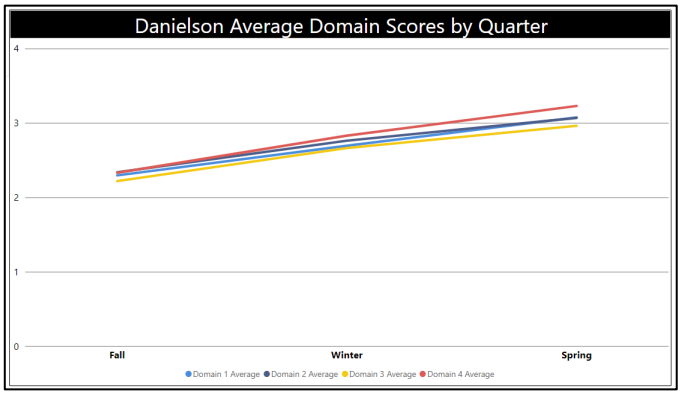






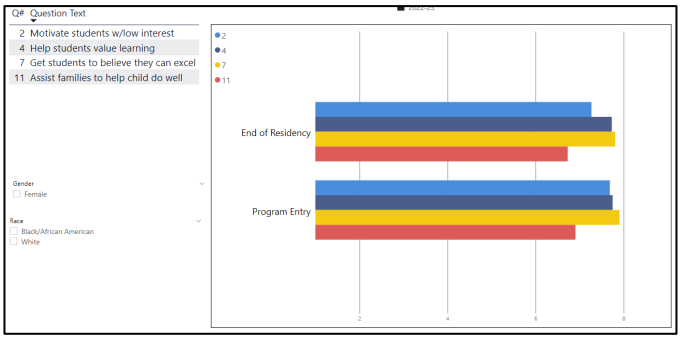




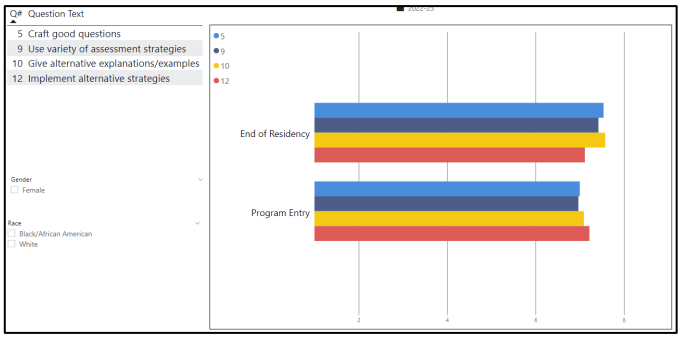


Domain 1 and domain 4 appear to be areas of strength with the highest ratings being 4a (3.33), 4c (3.22), and 4e (3.30). Areas of concern are 2b (2.97), 3b (2.99), 3d (2.88), and 3e (2.90), all of which are below benchmark.

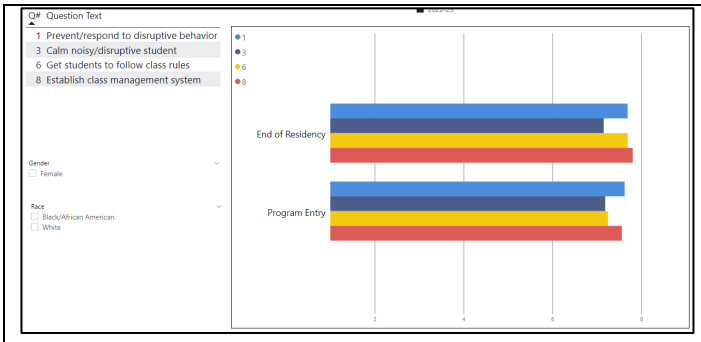
SLO 3



Student Engagement



Instructional Strategies



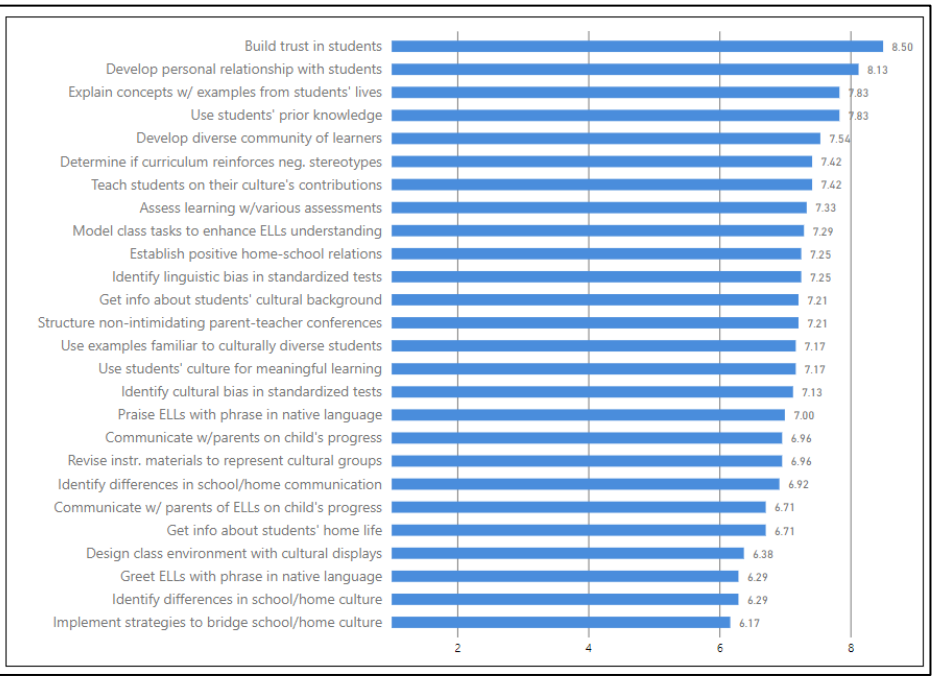
Classroom Management

Highest 3 Ratings

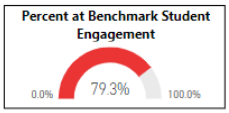
Question Text	Average
Build trust in students	8.50
Develop personal relationship with students	8.13
Explain concepts w/ examples from students' lives	7.83
Use students' prior knowledge	7.83

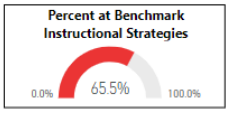
Lowest 3 Ratings

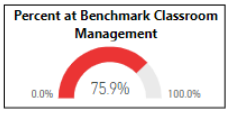
Question Text	Average
Greet ELLs with phrase in native language	6.29
Identify differences in school/home culture	6.29
Implement strategies to bridge school/home culture	6.17

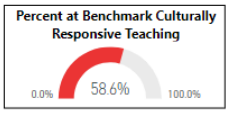


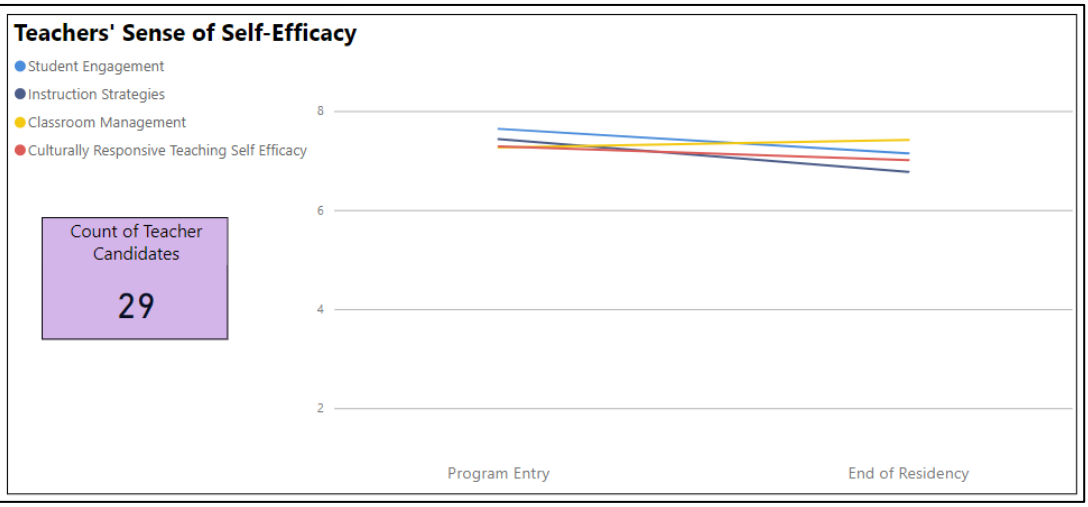
Culturally Responsive Teaching







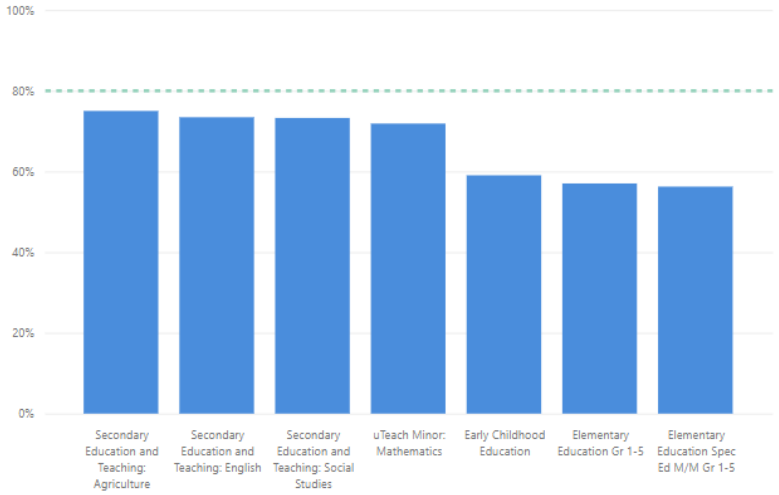




At the End of Residency, all scores surpass the 7.0 benchmark except for instructional strategies. Classroom Management is the highest at 7.42. Student Engagement is the second-highest at 7.15. Instructional strategies is lowest at 6.77.

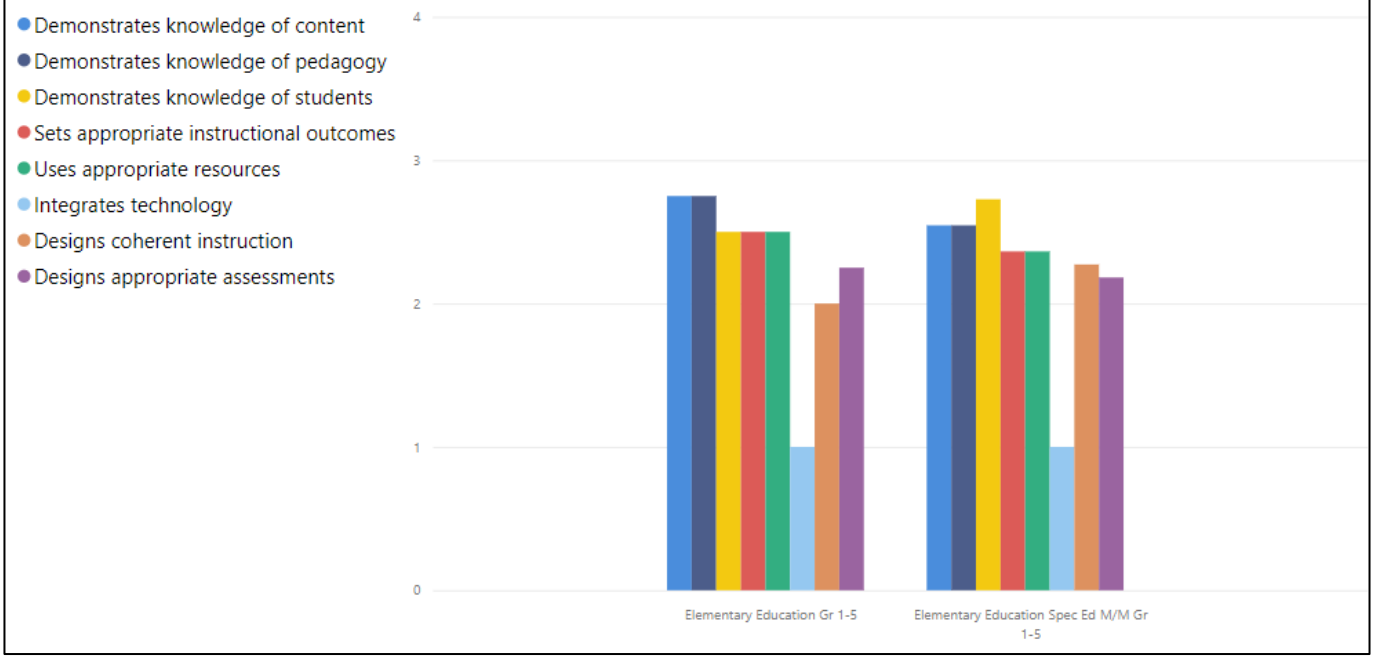
SLO 4

Overall Average Score by Program



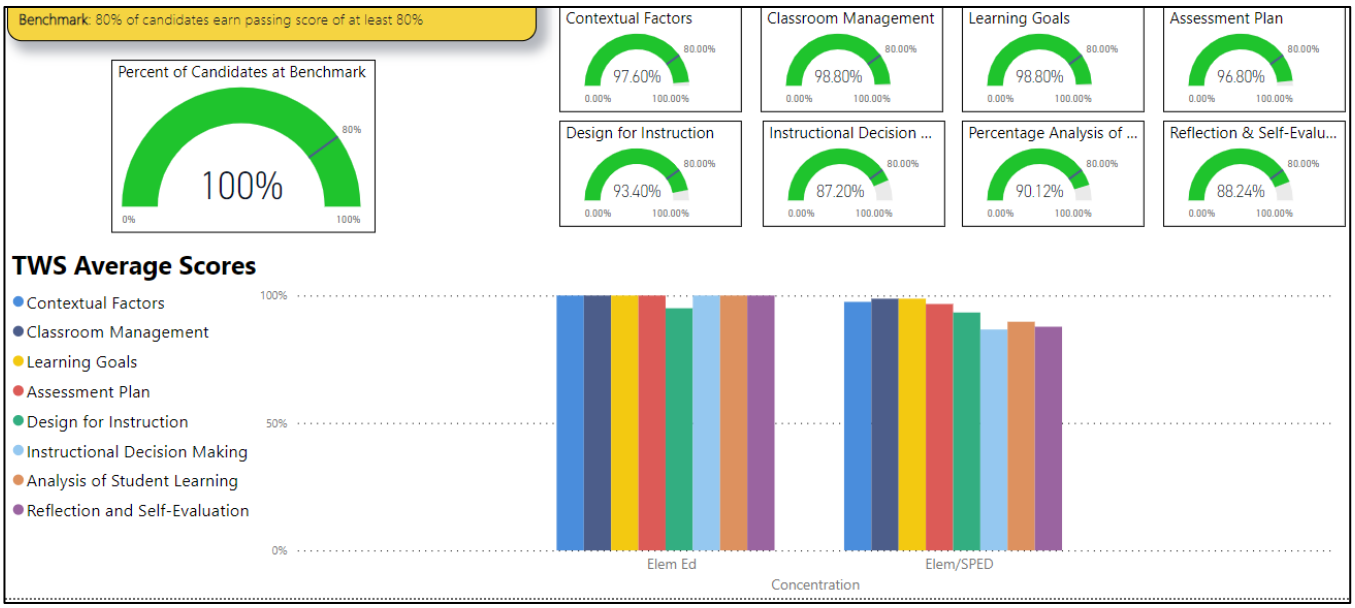
Year	22-23	
Program Name	N	Percent score
Early Childhood Education	15	59.05%
Elementary Education Gr 1-5	4	57.03%
Elementary Education Spec Ed M/M Gr 1-5	11	56.25%
Secondary Education and Teaching: Agriculture	1	75.00%
Secondary Education and Teaching: English	6	73.44%
Secondary Education and Teaching: Social Studies	9	73.26%
uTeach Minor: Mathematics	1	71.88%
Total	**53**	**62.11%**

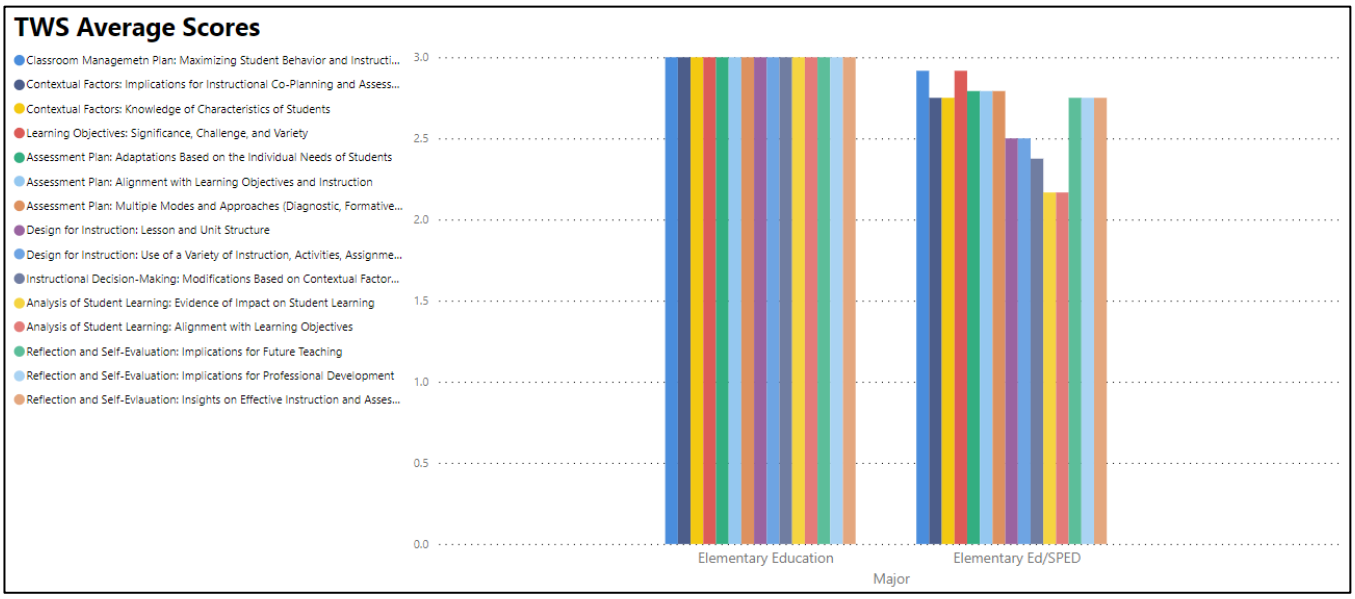
Overall Average Score by Program



Elementary candidates had an average score of 57.03%. Areas of strength for Elem only candidates include knowledge of content, and knowledge of pedagogy, with knowledge of students slightly higher for Elem/SPED candidates. The lowest score was related to the integration of technology. This is due to our not scoring it in Reading Practicum, and this is the class where the data is collected.

SLO 5





All areas are scored over the 80% goal. Candidates scored highest in Learning Goals and Classroom Management. Instructional Decision Making is lowest at 87.20%. Although elementary scores show all were rated as a 3, the *n* for this group is very low and is likely not generalizable to all elementary candidates.

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

To be completed by October 15, 2023.

Programmatic Use of Results

SLO 1 - We were all more intentional about discussing Praxis test timing through our advising and in our courses. Due to these efforts, our students have surpassed the goal of 55% in both 5004 (SS) and 5005 (Science). Students scored 14.44% over the benchmark in 5004, and they scored 8.65% over the benchmark in 5005.

SLO 2 – One change that was made during the previous year was a switch to the 2022 Danielson Framework. This newer framework includes critical attributes for each criterion. Evaluators were trained in the use of the new framework, which made for more consistent use of the rubric and increased interrater reliability. One impact of this change was that scores were somewhat lower, however, we believe the scores are also more in line with candidates' abilities as pre-service teachers.

SLO 3 – We have reviewed the TBMS and have determined that it is not the best measure. We would like to determine if the TSES would be a better measure.

SLO 4 – The new rubric was developed and implemented. Since this was the first year of implementation, there is no trend data for strengths and weaknesses to be identified.

SLO 5 – During the previous academic year, a rubric was put into place to grade this assessment. The rubric allowed components to be broken down for more detailed analysis.

General Education Use of Results

2022-2023 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 2021-2022 data, what is being implemented during the 2022-2023 cycle to improve results:

SLO 1 (discipline-specific content knowledge)
Our goal is to increase first-attempt pass rates for English & Social Studies Content exams. Root cause for English & Social Studies failure on first attempt is that there is not enough personal preparation before the exam. We hope to increase first-attempt passage rates in English & Social Studies content exams by implementing 240 tutoring as a required course component within EDCI 420.

SLO 2 (discipline-specific content knowledge in professional practice)
Emphasis needs to be placed on creating greater inter-rater reliability. Currently there is insufficient training on using the Danielson Framework. During the upcoming year, we will create a new training that includes discussion component to ensure raters understand rubric.

SLO 3 (professional behaviors and characteristics)
There is concern that with TBMS being a self-reported assessment, scores may not be accurate During this year, faculty with review TBMS to determine if it should be revised or if a new measure should be implemented.

SLO 4 (creative thinking, ideas, processes, materials, experiences)
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 (data-driven decisions)
To date we have not had a valid rubric in place to evaluate the assessment for this SLO. During the 22-23 academic year, plans are in place to develop and validate a new rubric for this assessment. The rubric will be implemented during the 23-24 academic year, giving us better data from which to make decisions related to this SLO.

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%

<u>General Education Course Means of Measurement</u>

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, 2023.

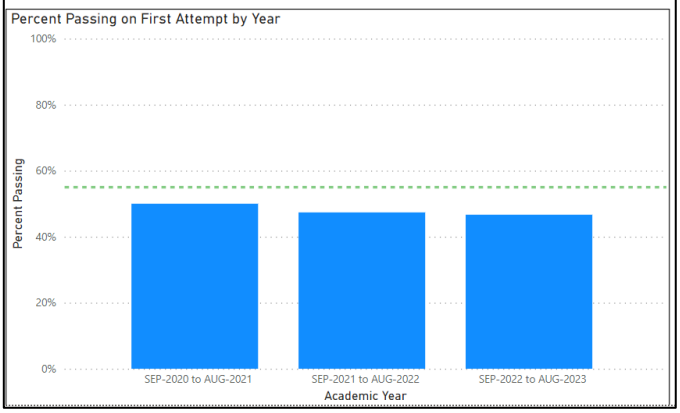
<u>Programmatic Results</u>

SLO 1 (discipline-specific content knowledge)

Test name: 5039 English Language Arts: Content and Analysis
Academic Year: All

Administration Date	Test name	Test Taken Count (Attempt Number)	N	Sum of Percent Passing
SEP-2020 to AUG-2021	5039 English Language Arts: Content and Analysis	1st Attempt	16	50.00%
SEP-2021 to AUG-2022	5039 English Language Arts: Content and Analysis	1st Attempt	19	47.37%
SEP-2022 to AUG-2023	5039 English Language Arts: Content and Analysis	1st Attempt	15	46.67%

*Percent Passing not reported when N > 5

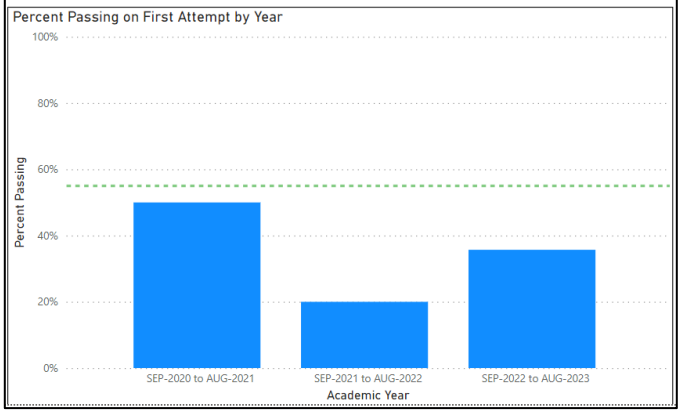


5039 English Language Arts: Content and Analysis

Test name: 5086 Social Studies: Content & Interpretation
Academic Year: All

Administration Date	Test name	Test Taken Count (Attempt Number)	N	Sum of Percent Passing
SEP-2020 to AUG-2021	5086 Social Studies: Content & Interpretation	1st Attempt	16	50.00%
SEP-2021 to AUG-2022	5086 Social Studies: Content & Interpretation	1st Attempt	10	20.00%
SEP-2022 to AUG-2023	5086 Social Studies: Content & Interpretation	1st Attempt	14	35.71%

*Percent Passing not reported when N > 5



5086 Social Studies: Content & Interpretation

Test name	Academic Year
5701 Agriculture	All

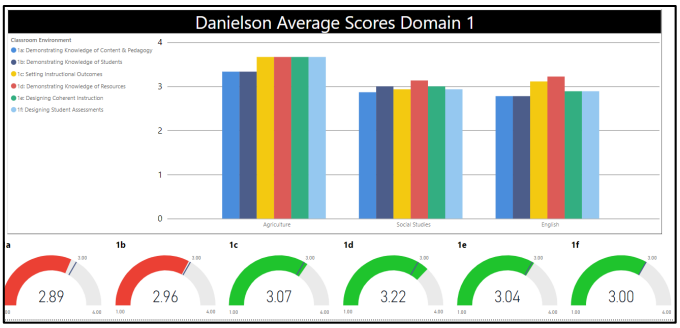
Administration Date	Test name	Test Taken Count (Attempt Number)	N	Sum of Percent Passing
SEP-2020 to AUG-2021	5701 Agriculture	1st Attempt	4	
SEP-2021 to AUG-2022	5701 Agriculture	1st Attempt	2	
SEP-2022 to AUG-2023	5701 Agriculture	1st Attempt	2	

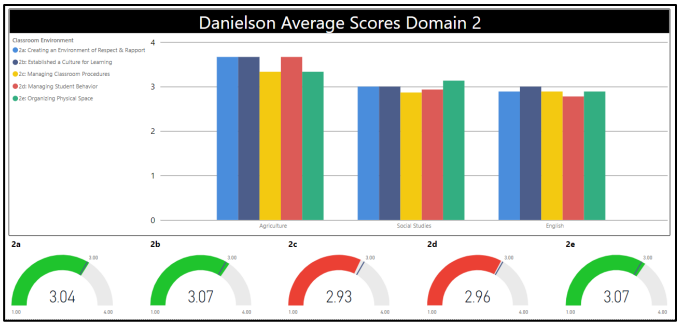
***Percent Passing not reported when N > 5**

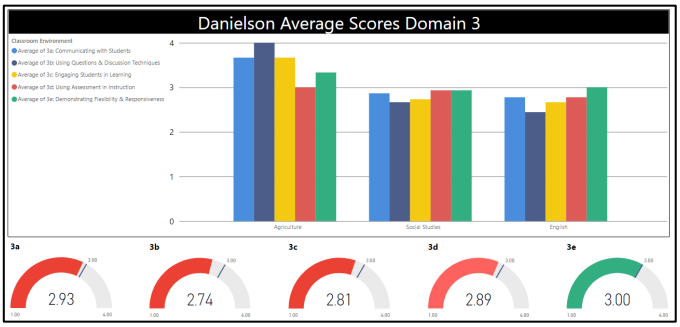
5701 Agriculture

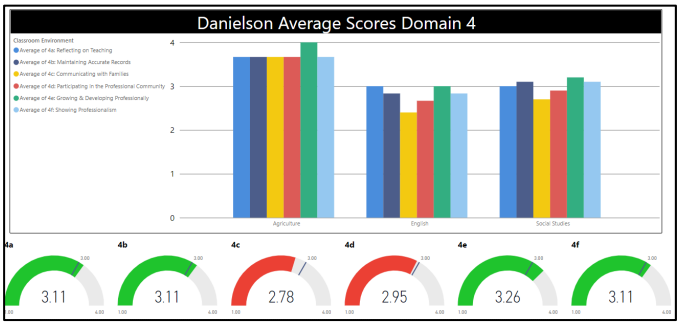
English and social studies still remain below benchmark. English rates of passage were the closest to the benchmark at 46.67%, although the percentage of 1st attempt passes in social studies for the 2022-23 year did increase from 20% to 35.71%. Male ELA students were above benchmark. (62.7%) Students were not persistent in reattempting the Praxis exam, rates fall dramatically after 1st attempt. We would like to explore how the data may have been impacted by COVID and concentration courses taken in those years.

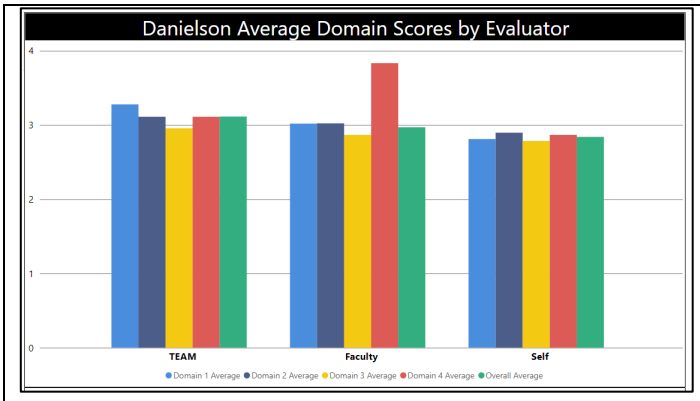
SLO 2 (discipline-specific content knowledge in professional practice)

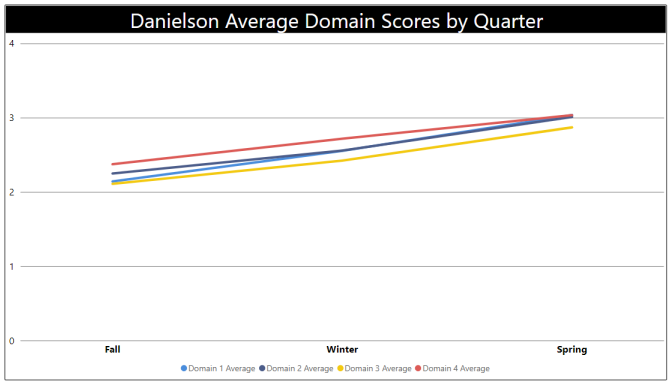






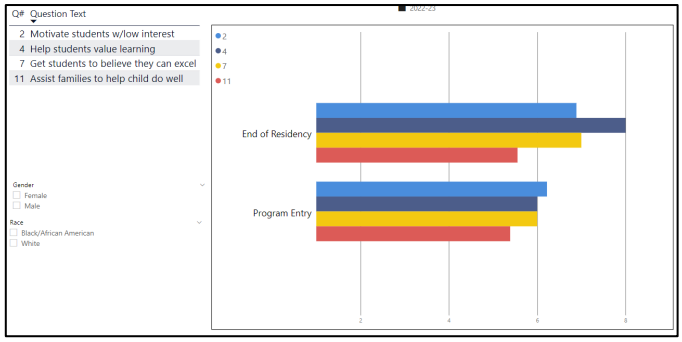




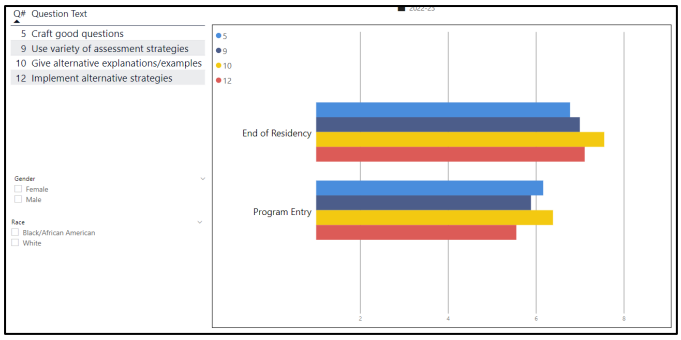


Our students scored above benchmark in Domain 4e and 4F (3.03 and 3.13 respectively), indicating that they are strong in Growing and Developing professionally and acting in service of the students. Students consistently score between 2.5 and 3.0. Areas identified for growth include 3b was a 2.56 - Questioning and Discussion Techniques and 1f was a 2.63 - Designing and Analyzing Discussions

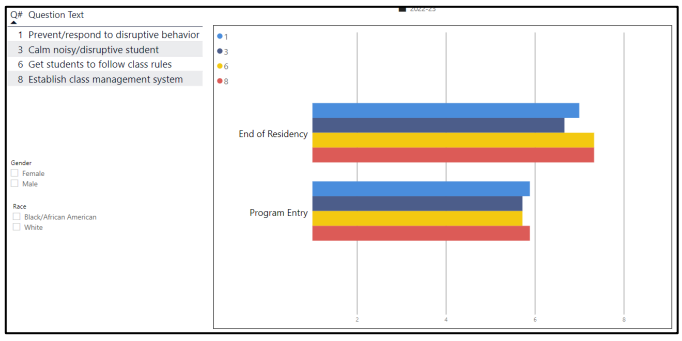
SLO 3 (professional behaviors and characteristics)



Student Engagement



Instructional Strategies



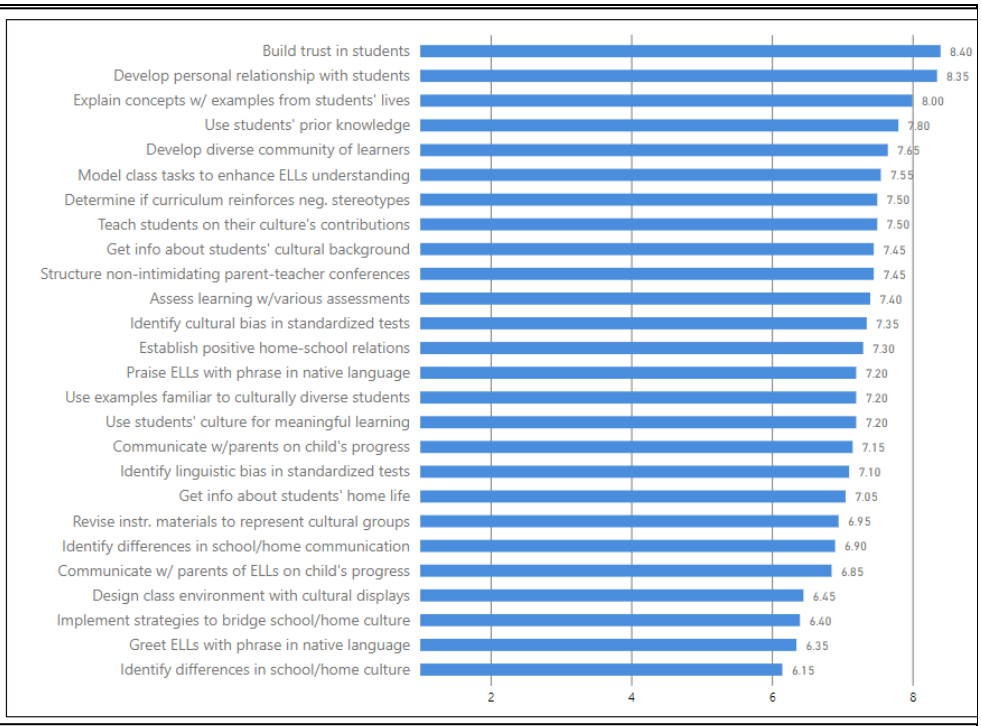
Classroom Management

Highest 3 Ratings

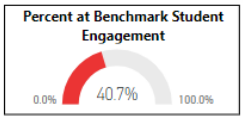
Question Text	Average
Build trust in students	8.40
Develop personal relationship with students	8.35
Explain concepts w/ examples from students' lives	8.00

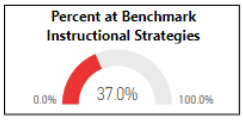
Lowest 3 Ratings

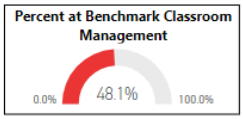
Question Text	Average
Implement strategies to bridge school/home culture	6.40
Greet ELLs with phrase in native language	6.35
Identify differences in school/home culture	6.15

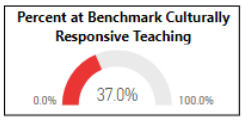


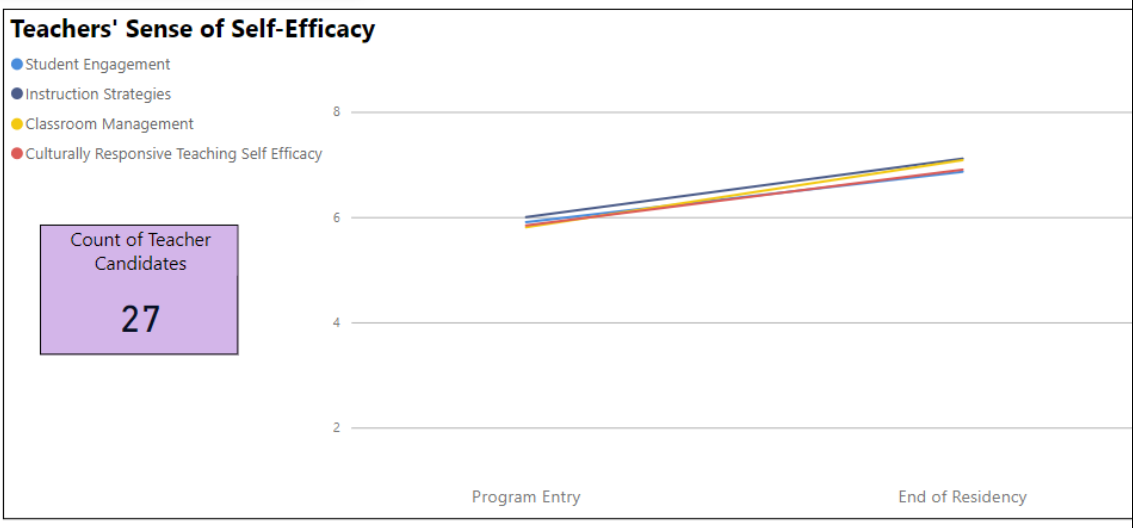
Culturally Responsive Teaching







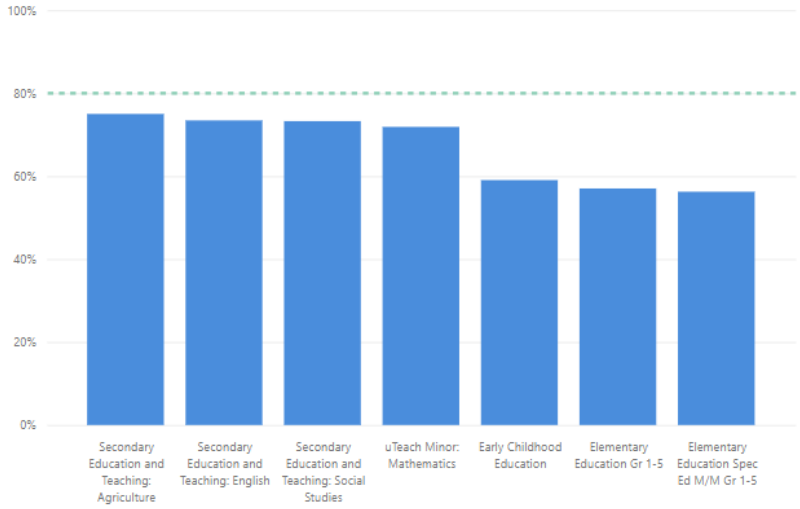




By the end of residency, students have an increased sense of efficacy The highest scores are in instruction strategies and classroom management. Scores are lowest in Culturally Responsive and Student Engagement. Social studies have the lowest efficacy. ELA students have the highest efficacy

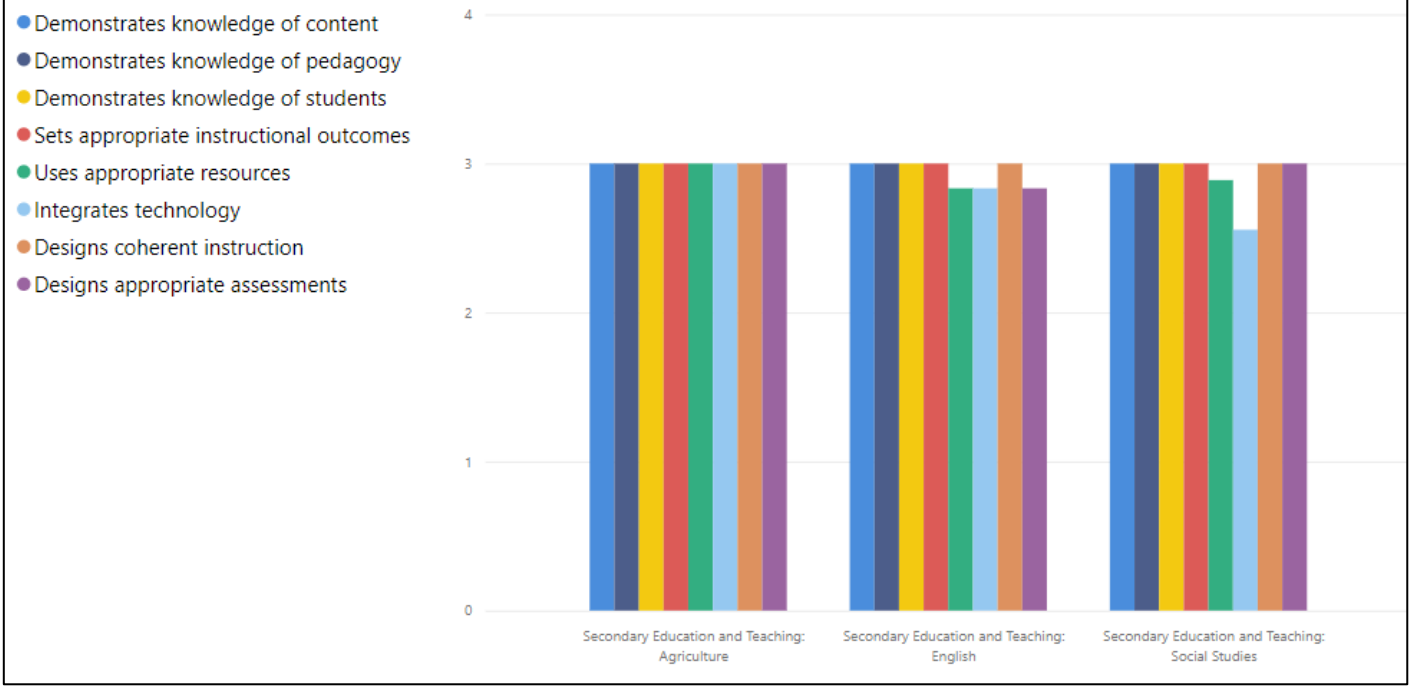
SLO 4 (creative thinking, ideas, processes, materials, experiences)

Overall Average Score by Program



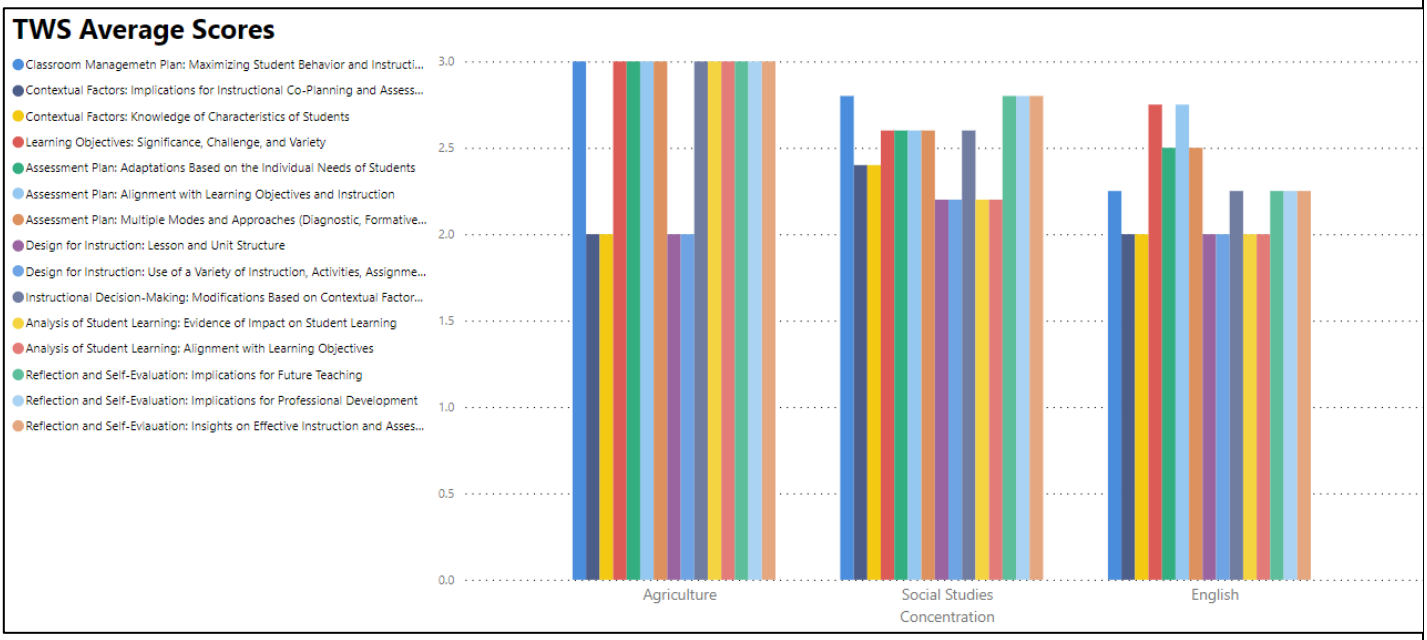
Year	22-23	
Program Name	N	Percent score
Early Childhood Education	15	59.05%
Elementary Education Gr 1-5	4	57.03%
Elementary Education Spec Ed M/M Gr 1-5	11	56.25%
Secondary Education and Teaching: Agriculture	1	75.00%
Secondary Education and Teaching: English	6	73.44%
Secondary Education and Teaching: Social Studies	9	73.26%
uTeach Minor: Mathematics	1	71.88%
Total	**53**	**62.11%**

Overall Average Score by Program



Secondary Ag, ELA, and Social Studies are the closest to benchmark across all programs (both 73%). The Secondary ELA were the closest group to the benchmark. (73.4%). Scores for secondary are higher than elementary. Uses Appropriate Resources and Integrating Technology are two categories for improvement.

SLO 5 (data-driven decisions)



Students are strong in Learning Objectives (2.7). Students are strong in Assessment Planning (2.7). Female students score higher than male students. Design for instruction and Analysis of Student learning (2.2) is low (2.1). Male students score low in classroom management (63.3%) and learning goals (60%). 22-23 males were MUCH lower than previous years.

<u>General Education Course Results</u>

N/A

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

To be completed by October 15, 2023.

<u>Programmatic Use of Results</u>

SLO 1 (discipline-specific content knowledge)

Last year's plan had little to no impact on increasing first-attempt passage rates. We did check 240 Tutoring to determine the amount of study support students utilized and the overall rate of usage was low. (Next year it is mandatory)

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

The emphasis on increasing inter-rater reliability resulted in more consistent scores.

SLO 3 (professional behaviors and characteristics)

We have reviewed the TBMS and have determined that it is not the best measure. We would like to determine if the TSES would be a better measure.

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

The new rubric was developed and implemented. Since this was the first year of implementation, there is no trend data for strengths and weaknesses to be identified. The impact from the implementation of the rubric did provide more reliable data.

SLO 5 (data-driven decisions)

During the previous academic year, a rubric was put into place to grade this assessment. The rubric allowed components to be broken down for more detailed analysis.

<u>General Education Use of Results</u>

N/A

2022-2023 INSTITUTIONAL EFFECTIVENESS AUDIT

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

ALL sections are required

Name of Unit/Program: Undergraduate Certificate, STEM Education Studies (UTeachTech)

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 2021-2022 data, what is being implemented during the 2022-2023 cycle to improve results:

SLO 1 (discipline-specific content knowledge)
During the 21-22 academic year six out of 7 candidates met the benchmark with average scores ranging from 71% to 100%. Given the low n value and that only one candidate fell below benchmark, we do not believe that the n values are sufficient to justify program changes. We believe at least two complete cycles of data are necessary for justifiable adjustments.

SLO 2 (professional behaviors and characteristics)
The data show that candidates met benchmark in Instructional Strategies (8.06) and Classroom Management (7.88), but were below benchmark in Student Engagement (6.56) and Culturally Responsive Teaching (6.60) which is a trend across all teacher prep programs. Althoughh not all benchmarks were met, data do show an increase in self-efficacy from program entry to end of residency in all areas. There is concern that with TBMS being a self-reported assessment, scores may not be accurate. During this year, faculty will review TBMS to determine if it should be revised or if a new measure should be implemented.

SLO 3 (creative thinking, ideas, processes, materials, experiences)
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.

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 in professional practice)

Candidates will engage in practice-based research on equity issues in science and mathematics education.

SLO 2 (professional behaviors and characteristics)
Candidates will model behaviors and characteristics of professional educators.

SLO 3 (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.

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 in professional practice)
Assessment: Literature Review
Method: Rubric
Benchmark: 100% of candidates will earn a score of 80% or better on the assessment

SLO 2 (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 3 (creative thinking, ideas, processes, materials, experiences)
Assessment: Lesson Plan
Method: Rubric
Benchmark: 80% of candidates earn passing score of at least 80%

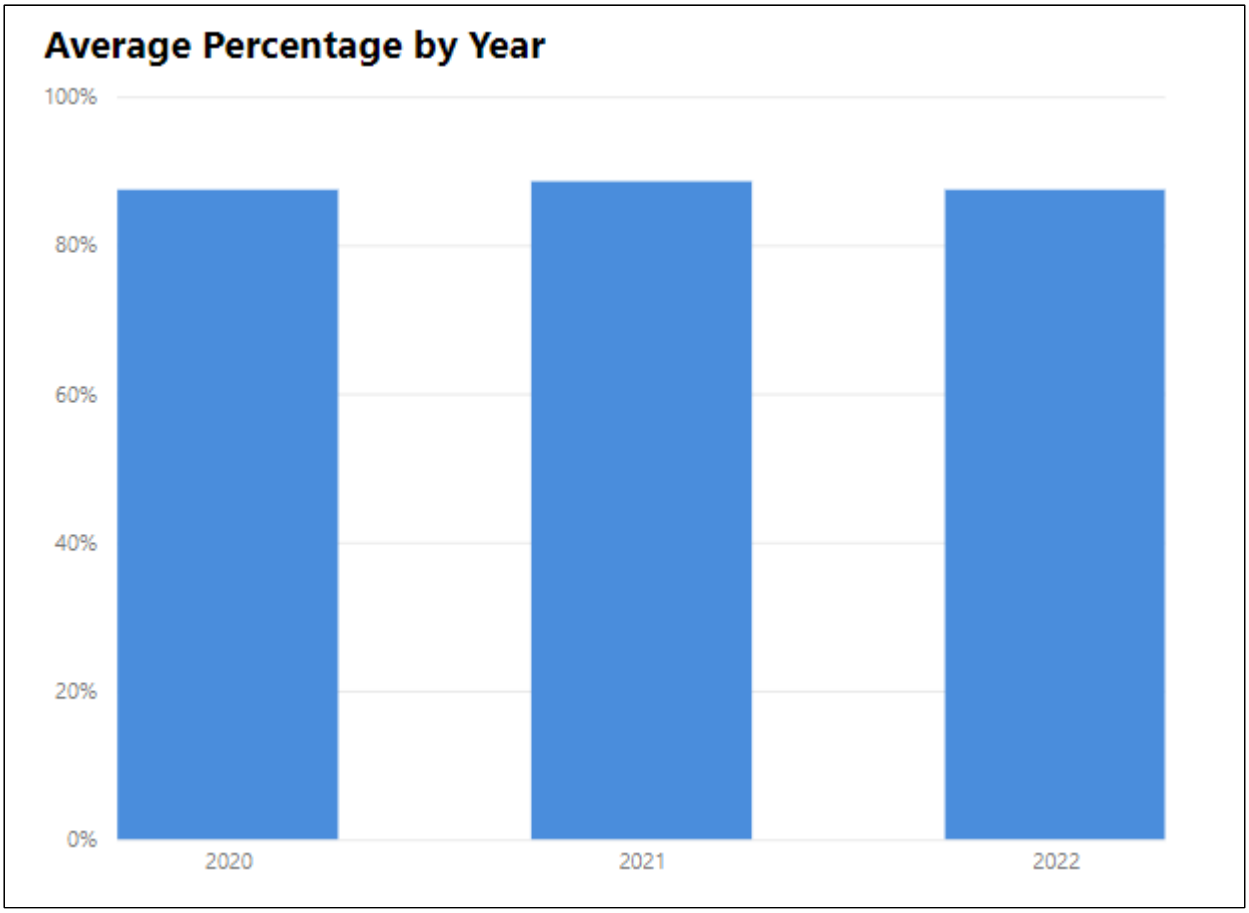
General Education Course Means of Measurement

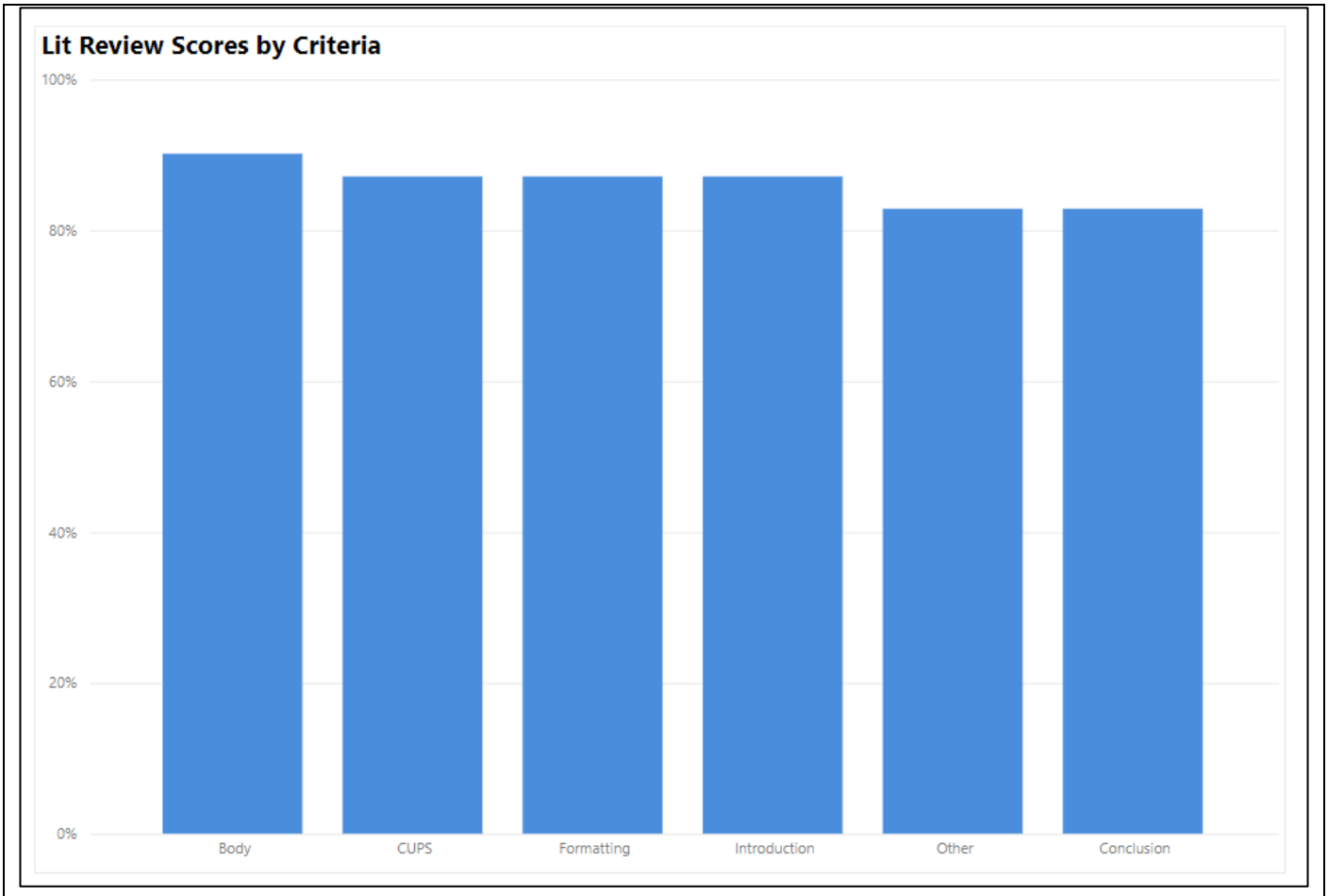
Measurements of Results: (disaggregate data based on mode of delivery and/or location (e.g., Ruston Campus vs. Academic Success Center; Ruston Campus vs. distance education; Barksdale vs. online vs. Ruston Campus; etc.)

To be completed by October 15, 2023.

Programmatic Results

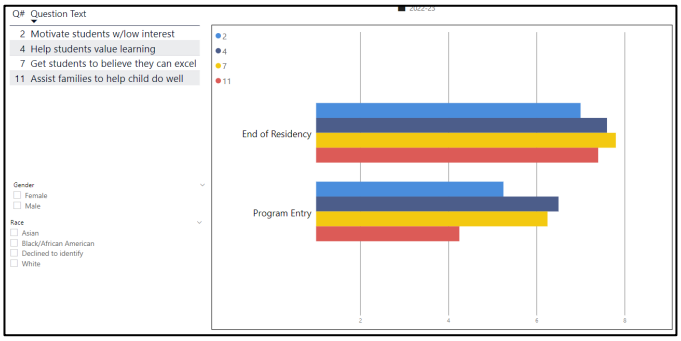
SLO 1 (discipline-specific content knowledge in professional practice)



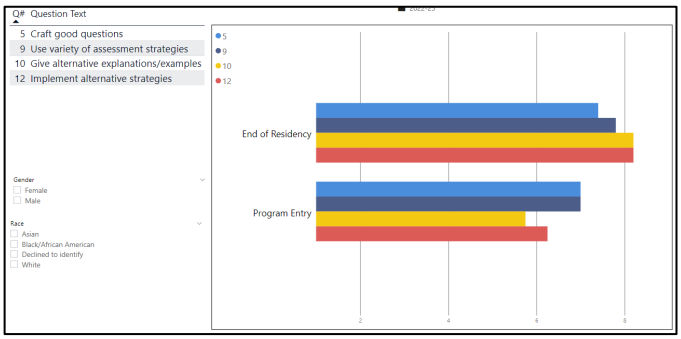


Students in UTCH 407 completed a literature review of an equity issue that could be encountered in a mathematics or science classroom. All but one of the enrolled students completed the assignment with at least an 80% overall score. The students also use this research/lit review as a basis for their lesson planning and website creation that focus on special education strategies in the STEM classroom. The goal of this assignment is for students to explore relevant research in using strategies for equitable STEM instruction.

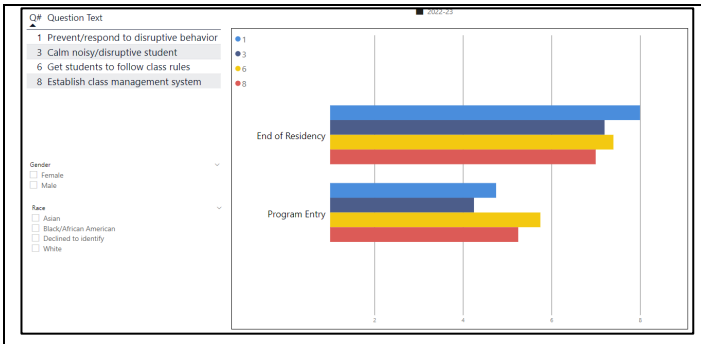
SLO 2 (professional behaviors and characteristics)



Student Engagement



Instructional Strategies



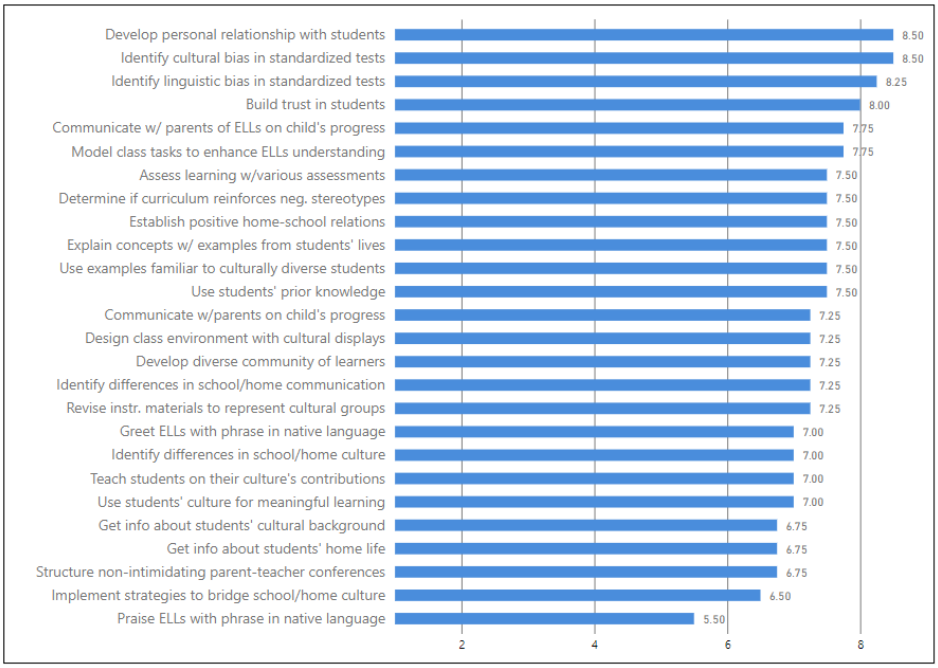
Classroom Management

Highest 3 Ratings

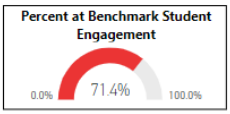
Question Text	Average
Develop personal relationship with students	8.50
Identify cultural bias in standardized tests	8.50
Identify linguistic bias in standardized tests	8.25

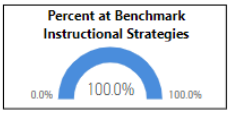
Lowest 3 Ratings

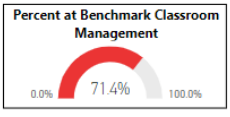
Question Text	Average
Get info about students' cultural background	6.75
Get info about students' home life	6.75
Structure non-intimidating parent-teacher conferences	6.75
Implement strategies to bridge school/home culture	6.50

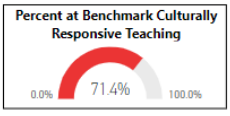


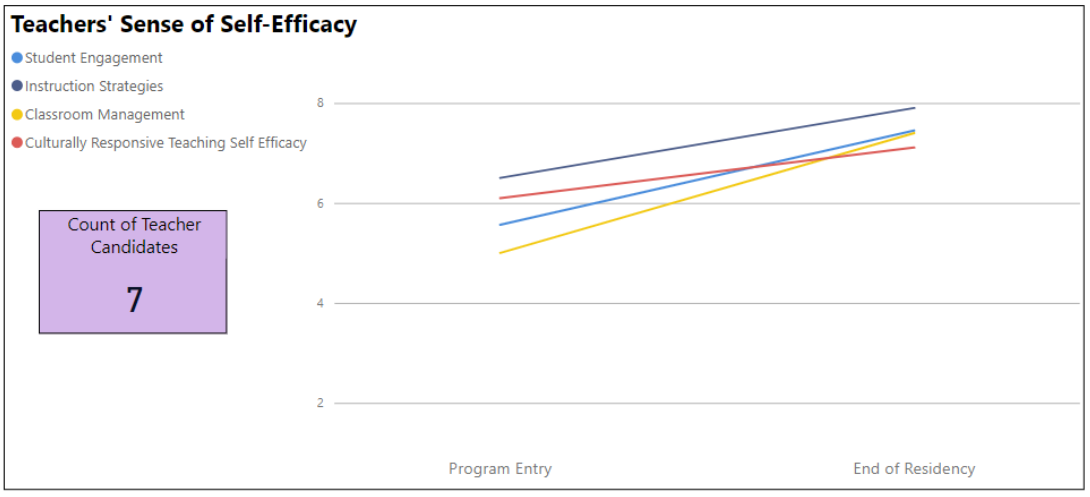
Culturally Responsive Teaching





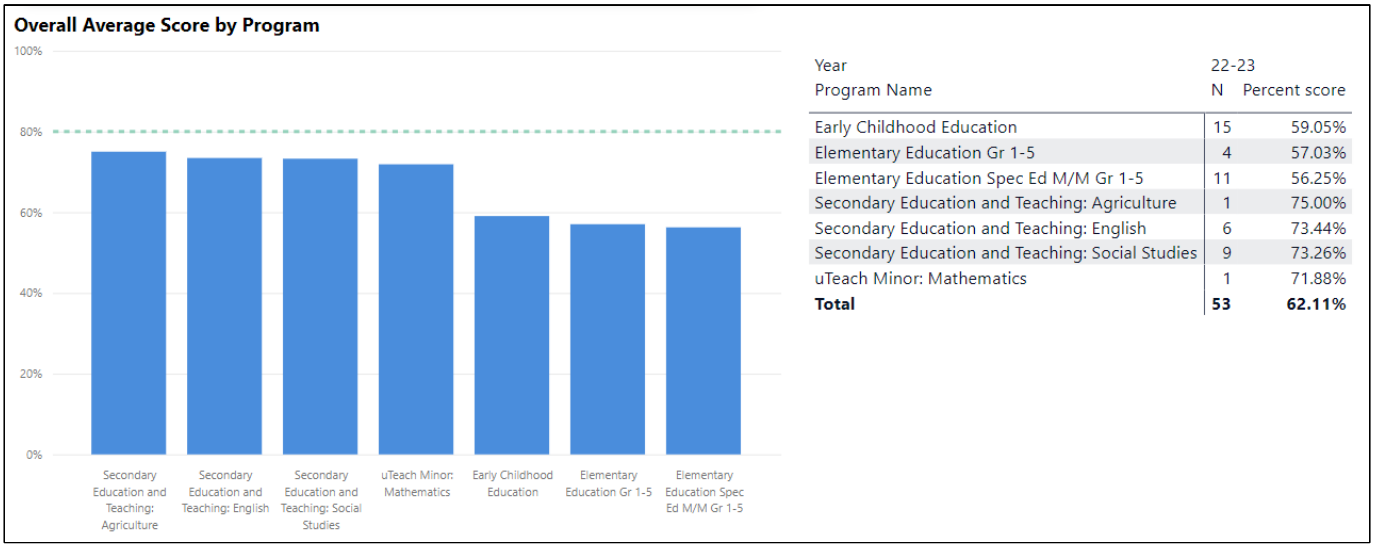




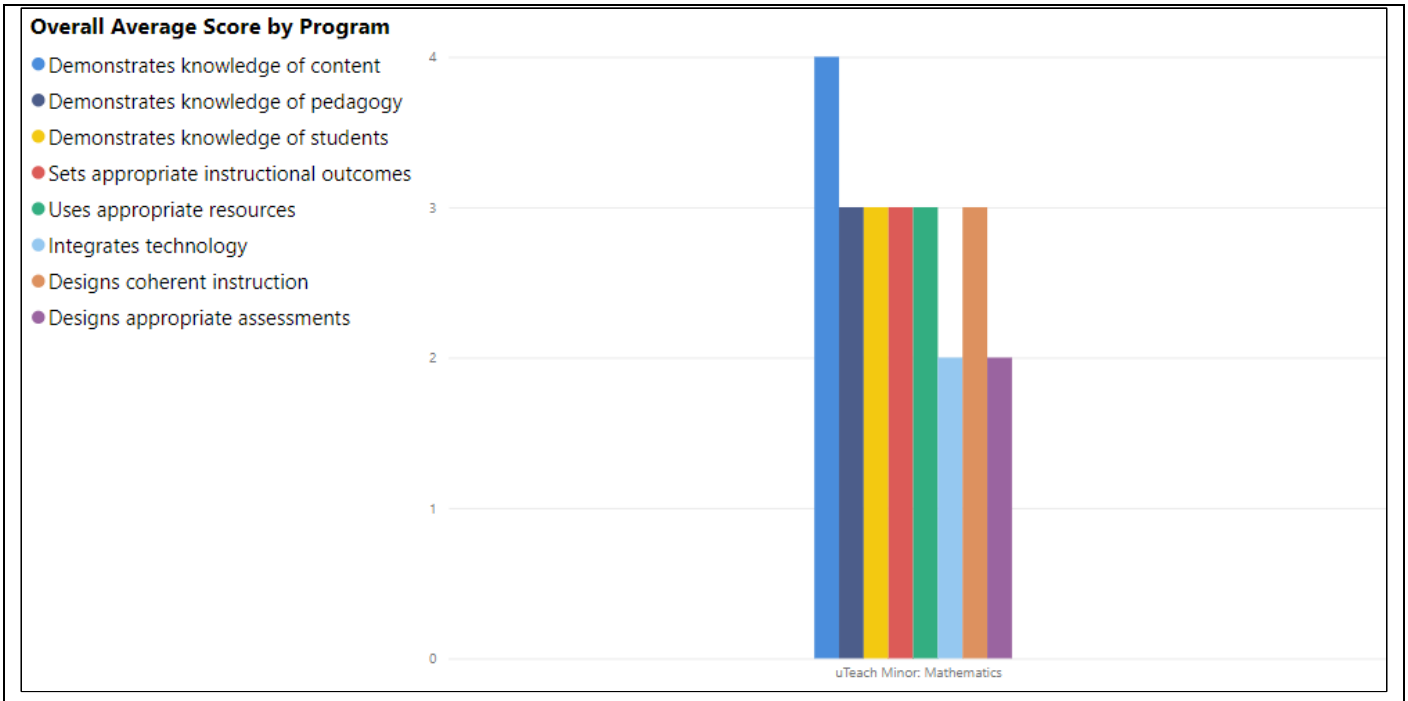


All twenty-two UTeachTech students across majors (chemistry, biology, math, and general science) taking the survey had a mean rating of 7 or above (6.98 - 7.88) in instructional strategies and showed growth from the beginning of the program to residency completion. I believe that we stress the importance of hands-on instructional strategies, field experiences, and pedagogy throughout the UTEACH curriculum and courses, and this is reflected in the instructional strategies scores. Only one (Biology) student scored 7 or above in all 4 sections. The twenty-one other students averaged below a 7 in student engagement, classroom management, and culturally responsive teaching strategies. Classroom management and culturally responsive teaching should be areas of focus and growth in the future. CM is always a challenge for students, and the limited number of field experiences due to COVID-19 could have affected some of these students.

SLO 3 (creative thinking, ideas, processes, materials, experiences)



Year	22-23	
Program Name	N	Percent score
Early Childhood Education	15	59.05%
Elementary Education Gr 1-5	4	57.03%
Elementary Education Spec Ed M/M Gr 1-5	11	56.25%
Secondary Education and Teaching: Agriculture	1	75.00%
Secondary Education and Teaching: English	6	73.44%
Secondary Education and Teaching: Social Studies	9	73.26%
uTeach Minor: Mathematics	1	71.88%
Total	**53**	**62.11%**



Candidates in UTCH 302 were slightly below the benchmark (71.88% average score) on the lesson plan assignment. Knowledge of content was an area of strength, with all candidates scoring a 4 out of 4 on the rubric item. Areas where candidates scored lowest were integrates technology and designs appropriate assessments.

General Education Course Results

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

To be completed by October 15, 2023.

Programmatic Use of Results

SLO 1 (discipline-specific content knowledge in professional practice)
During the 21-22 academic year six out of seven candidates met the benchmark with average scores ranging from 71% to 100%. Given the low n value and that only one candidate fell below benchmark, we do not believe that the n values are sufficient to justify program changes. We believe at least two complete cycles of data are necessary for justifiable adjustments.

SLO 2 (professional behaviors and characteristics)
We have reviewed the TBMS and have determined that it is not the best measure. We would like to determine if the TSES would be a better measure.

SLO 3 (creative thinking, ideas, processes, materials, experiences)
The new rubric was developed and implemented. Since this was the first year of implementation, there is no trend data for strengths and weaknesses to be identified. The impact from the implementation of the rubric did provide more reliable data.

General Education Use of Results

2022-2023 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 2021-2022 data, what is being implemented during the 2022-2023 cycle to improve results:

SLO 1 (discipline-specific content knowledge in professional practice)
100% of students met expectations. The majority of students submitted articles for publication to practitioner-oriented magazines or conference presentations. An area for growth is for more students to submit manuscripts to peer-reviewed professional journals. Students do not always receive feedback from publishers when they choose to submit to practitioner magazines so the basis of decisions about publication are not always known. Also, it would be beneficial to understand how students respond to feedback they do receive from publishers and conferences.

SLO 2 (professional behaviors and characteristics)
100% of candidates met or exceeded expectations, so no changes are planned at this time. However, candidates' self-evaluation of their performance relative to each program competency could be improved. Generally, there is an overemphasis on artifact selection under emphasis on narratives linking the artifacts to levels of competency.

SLO 3 (creative thinking, ideas, processes, materials, experiences)
Proposals have become more uniform in format, but students would benefit from engaging in a more in-depth review of the literature prior to development of proposals. A question we would like to consider this academic year is whether it would be beneficial for proposals to be subject to external review by a program coordinator or other person with expert level knowledge who is not part of the dissertation committee.

SLO 4 (data-driven decisions)
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.

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 in professional practice)
Candidates will engage in practice-based research on current topics in educational leadership.

SLO 2 (professional behaviors and characteristics)
Candidates will reflect on the role of professional educational leaders and model that role in their professional contexts.

SLO 3 (creative thinking, ideas, processes, materials, experiences)
Candidates will design research studies to investigate topics of current need in educational leadership.

SLO 4 (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 in professional practice)
Assessment: Publication manuscript
Method: Rubric
Benchmark: 80% of candidates will earn a minimum final score of 80%

SLO 2 (professional behaviors and characteristics)
Assessment: Comprehensive portfolio
Method: Rubric
Benchmark: 100% of candidates will have a minimum final score of 80%

SLO 3 (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 4 (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, 2023.

Programmatic Results

SLO 1 (discipline-specific content knowledge in professional practice)
Assessment: Publication manuscript

Strengths:

1. More than 80% of students exceeded the 80% threshold.
2. 100% of students presented papers at state or regional conferences
3. Students' conference presentations were well attended and received positive feedback.

Areas for Growth

1. Students have the option of publishing a paper in a peer-reviewed research journal or presenting their papers at a state or regional conference. 100% of students elected to present at a conference. We would like to increase the percentage of students who elect to publish in peer-reviewed journals.
2. We would like to increase the number of faculty who co-present with students and co-author papers.
3. Over 80% of students presented at the MSERA conference: we would like to expand the number of conferences where students present their papers.

SLO 2 (professional behaviors and characteristics)
Assessment: Comprehensive portfolio

Strengths:

1. 100% of students met or exceeded the 80% threshold.

Areas for Growth:

1. Students should improve the depth of the personal reflection narrative within the comprehensive portfolio.

SLO 3 (creative thinking, ideas, processes, materials, experiences)
Assessment: Dissertation proposal (Chapters 1-3)

Strengths:

1. 100% of students met expectations.

Areas for Growth:

1. 1 candidate ultimately met expectations but did not meet them within the expected timeframe.

SLO 4 (data-driven decisions)

Assessment: Dissertation results and discussion (Chapters 4-5)

Strengths:

1. 100% of students met or exceeded expectations.

Areas for Growth:

1. While all students met expectations for Chapters 4 & 5 there is a high degree of variability in approaches to writing Chapter 4. Expanded rubrics have been developed to guide the development of chapters 1 and 2-expanded rubrics should be developed to guide chapters 4 and 5.

General Education Course Results

N/A

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

To be completed by October 15, 2023.

Programmatic Use of Results

SLO 1 (discipline-specific content knowledge in professional practice)

Last year's action plan had no apparent impact as there was no increase in the number of students who elected to submit articles to peer-reviewed journals. We encouraged students to consider the publication option but did not require students to make that choice. We believe that in order to change this, we would have to change the requirement because students working in a cohort value the conference experience together and tend to choose to attend and present at the same conferences.

SLO 2 (professional behaviors and characteristics)

In response to last year's plan additional examples of previous student work were provided. There was notable improvement in the self-evaluative aspects of the portfolio but it is hard to quantify because of the nature of the rubric. Students were already meeting expectations as presented via the rubric.

SLO 3 (creative thinking, ideas, processes, materials, experiences)

The number of students assessed was 2. Because of the low number it is not realistic to evaluate the efficacy of changes. However, both students' work met or exceeded expectations. We believe the external review process is likely effective and we intend to continue the process.

SLO 4 (data-driven decisions)

Chapters 4 and 5 rubrics are still in the process of being updated so the changes have had no impact. The performance of students in the most current cohort of students improved. The performance of students who began the program prior to the development of the cohort model saw limited improvement.

General Education Use of Results

N/A

2022-2023 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 2021-2022 data, what is being implemented during the 2022-2023 cycle to improve results:

SLO 1 (discipline-specific content knowledge)
Because the Praxis content exam is a requirement of admission into the program, the content knowledge is not delivered as a part of the MAT program giving us little influence over how students are prepared for this exam or when they take it. This academic year, we plan to review use of the Praxis content exam as the assessment for this SLO. Some thoughts that have been discussed include using the student's undergraduate GPA, which is typically where their content knowledge coursework is taken. This could also be compared to Praxis content exams to determine if there is any correlation which could help us to advise students as they prepare to take the exam.

SLO 2 (discipline-specific content knowledge in professional practice)
Emphasis needs to be placed on creating greater inter-rater reliability. Currently there is insufficient training on using the Danielson Framework. During the upcoming year, we will create a new training that includes discussion component to ensure raters understand rubric.

SLO 3 (professional behaviors and characteristics)
There is missing data for this assessment, so accurate analysis could not be determined. Across all programs, however, there is concern that with TBMS being a self-reported assessment, scores may not be accurate. During this year, faculty with review TBMS to determine if it should be revised or if a new measure should be implemented.

SLO 4 (creative thinking, ideas, processes, materials, experiences)
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 (data-driven decisions)
To date, efforts to collect this data have not been successful, and no data have been available for analysis. During this academic year, we plan to formalize the assignment and create a valid rubric, which can be used to collect data for analysis of this SLO.

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

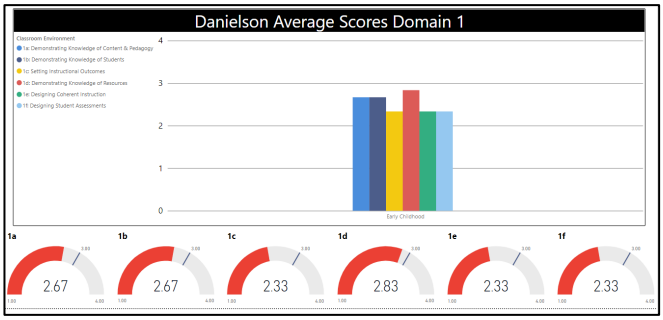
Measurements of Results: (disaggregate data based on mode of delivery and/or location (e.g., Ruston Campus vs. Academic Success Center; Ruston Campus vs. distance education; Barksdale vs. online vs. Ruston Campus; etc.)

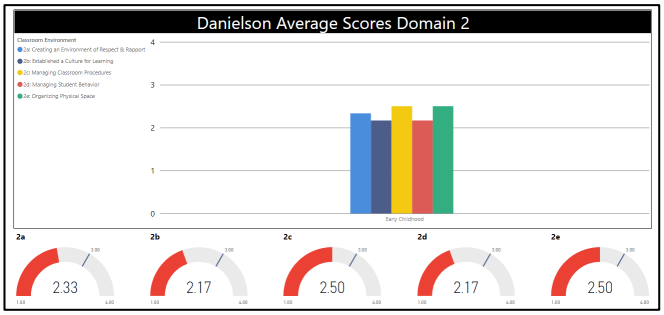
To be completed by October 15, 2023.

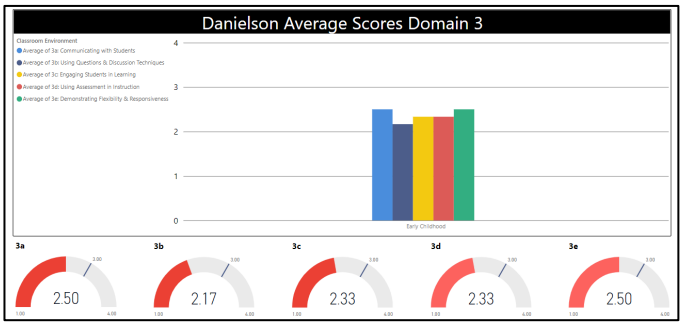
Programmatic Results

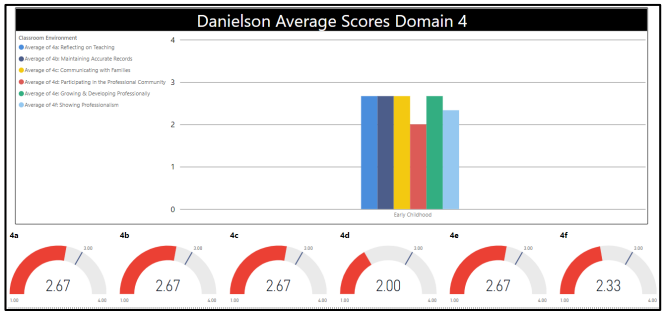
SLO 1 (discipline-specific content knowledge)
Assessment: Praxis Subject Assessments: Reading Language Arts (5002), Mathematics (5003), Social Studies (5004), Science (5005)
Although Praxis data for SLO 1 have been used for the past several years, the pass rate data provided by ETS is not disaggregated by degree. As a result there is no way to specifically determine first time pass rates for MAT candidates. Previously, results have been determined by reviewing licensure area data in aggregate for undergraduate and MAT candidates. In addition, content knowledge is not taught as part of the MAT program. Candidates come into the program with content knowledge from their undergraduate programs and passing scores on the Praxis content exam is an admission requirement. For these reasons, we have decided to no longer use Praxis pass rates as a program SLO, so no data is being reported at this time. The SLO and acceptable assessment method will be reviewed in the upcoming year.

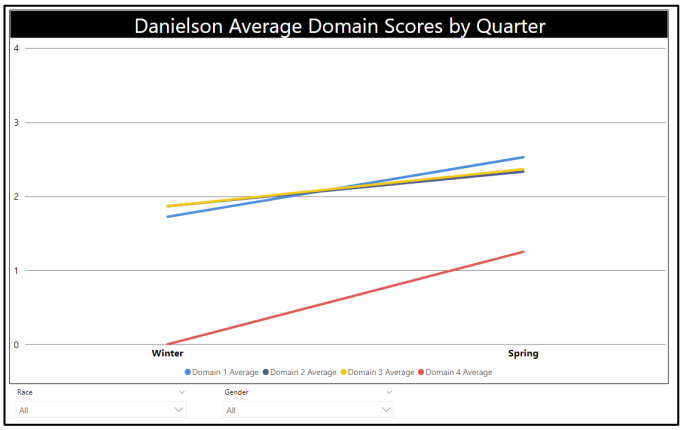
SLO 2 (discipline-specific content knowledge in professional practice)
Assessment: Danielson Framework for Teaching Evaluations







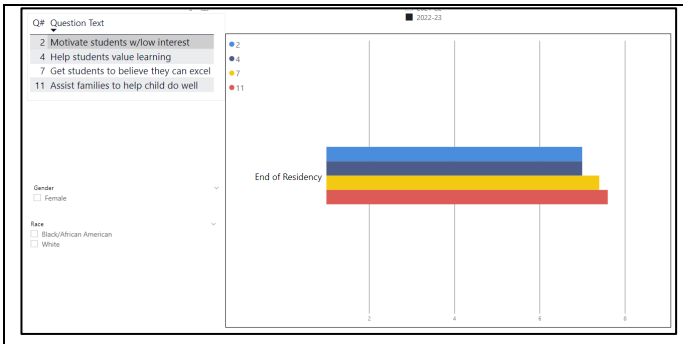




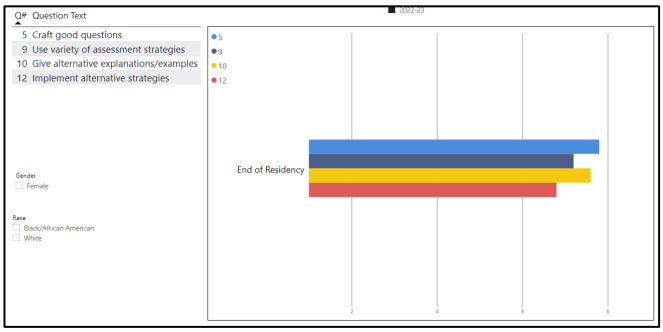
MAT early childhood candidates were below benchmark in all domains of the Danielson FFT. The area with the lowest average scores were 4d Participating in the Professional Community (2.0) with 2b Established a Culture for Learning, 2d Managing Student Behavior, and 3b Using Questions and Discussion Techniques only slightly higher at 2.17. Overall, candidates did better in Domain 1 Classroom Environment with an overall average of 2.53.

SLO 3 (professional behaviors and characteristics)

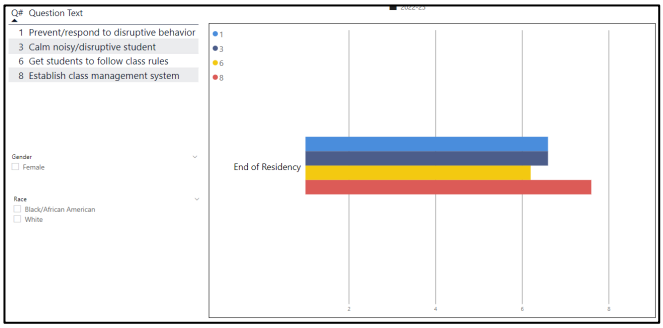
Assessment: Teacher Beliefs and Mindset Survey



Student Engagement



Instructional Strategies



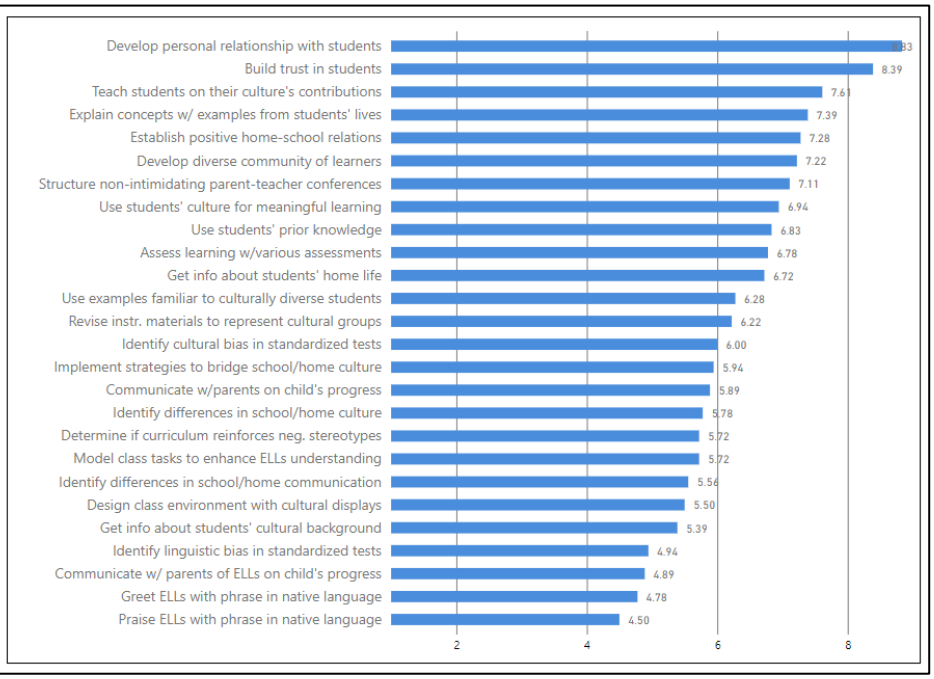
Classroom Management

Highest 3 Ratings

Question Text	Average
Develop personal relationship with students	8.83
Build trust in students	8.39
Teach students on their culture's contributions	7.61

Lowest 3 Ratings

Question Text	Average
Communicate w/ parents of ELLs on child's progress	4.89
Greet ELLs with phrase in native language	4.78
Praise ELLs with phrase in native language	4.50



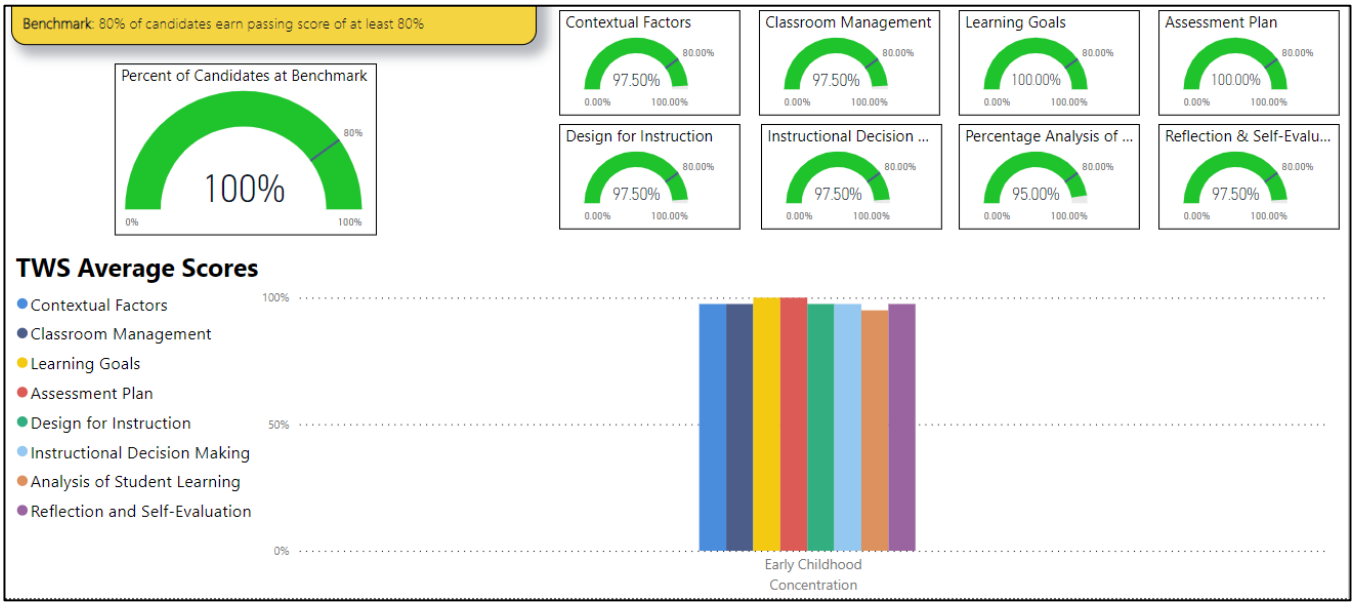
Culturally Responsive Teaching

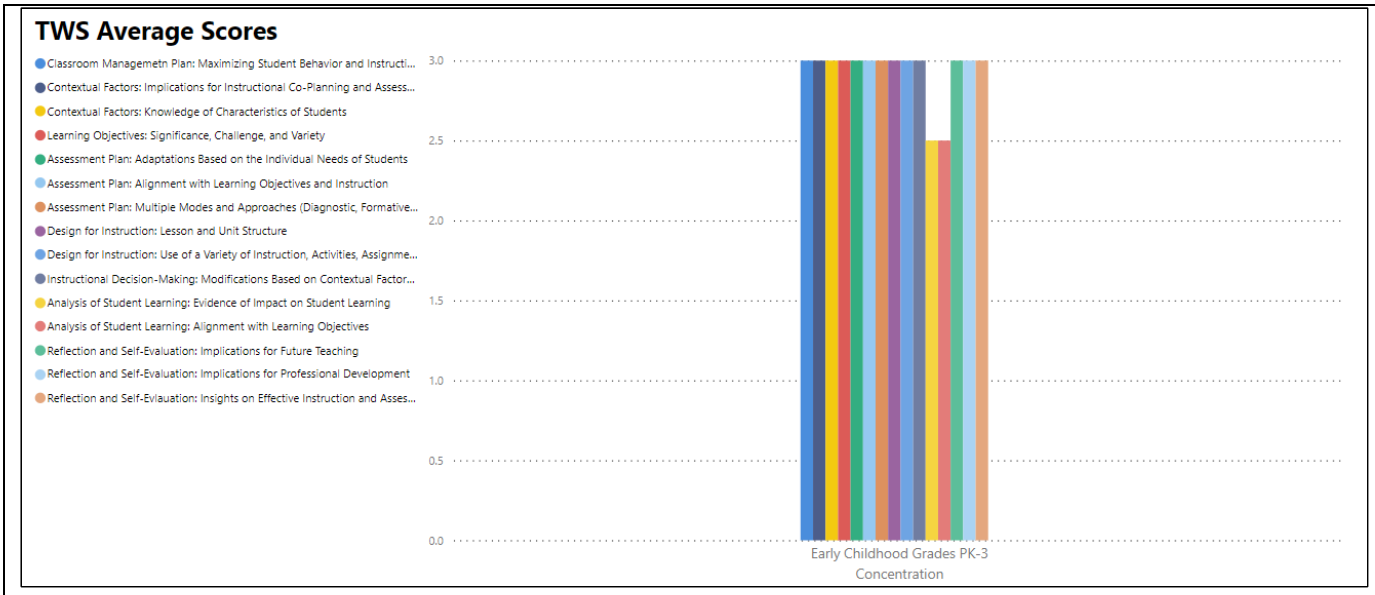
The TBMS survey is typically administered in the MAT program at the beginning of internship and again at the end of internship. Last academic year, there was no data collected at the beginning of internship, so we are not able to compare beginning perceptions to ending perceptions and therefore analyze changes to imply program impact on perceptions. The data do show that at the end of the internship year, approximately half or slightly higher met the benchmark of a rating of 7 or higher on all items in the assessment. Candidate ratings were highest in Instructional Strategies and Student Engagement with Classroom Management receiving the lowest rating. In Culturally Responsive Teaching, items related to ELL students are still among the lowest rated items.

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

No data have been collected for this assessment.

SLO 5 (data-driven decisions)





MAT early childhood candidates did well on this assessment with 100% of candidates assessed meeting the benchmark. Rubric scores for most criteria were 3 out of 3. Two areas that were lower were both in the component of Analysis of Student Learning (Evidence of Impact on Student Learning (2.5) and Alignment with Learning Objectives (2.5).

General Education Course Results

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

To be completed by October 15, 2023.

Programmatic Use of Results

SLO 1 (discipline-specific content knowledge)

Although Praxis data for SLO 1 have been used for the past several years, the pass rate data provided by ETS is not disaggregated by degree. As a result there is no way to specifically determine first time pass rates for MAT candidates. Previously, results have been determined by reviewing licensure area data in aggregate for undergraduate and MAT candidates. In addition, content knowledge is not taught as part of the MAT program. Candidates come into the program with content knowledge from their undergraduate programs and passing scores on the Praxis content exam is an admission requirement. For these reasons, we have decided to no longer use Praxis pass rates as a program SLO, so no data is being reported at this time. The SLO and acceptable assessment method will be reviewed in the upcoming year.

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

The emphasis on increasing inter-rater reliability resulted in more consistent scores.

SLO 3 (professional behaviors and characteristics)

We have reviewed the TBMS and have determined that it is not the best measure. We would like to determine if the TSES would be a better measure.

SLO 4 (creative thinking, ideas, processes, materials, experiences)
The new rubric was developed and implemented with the undergraduate programs, but has not yet been implemented in the MAT programs. This will be done during the upcoming academic year.

SLO 5 (data-driven decisions)
During the previous academic year, a rubric was put into place to grade this assessment. The rubric allowed components to be broken down for more detailed analysis.

General Education Use of Results

N/A

2022-2023 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 2021-2022 data, what is being implemented during the 2022-2023 cycle to improve results:

SLO 1 (discipline-specific content knowledge)
Because the Praxis content exam is a requirement of admission into the program, the content knowledge is not delivered as a part of the MAT program giving us little influence over how students are prepared for this exam or when they take it. This academic year, we plan to review use of the Praxis content exam as the assessment for this SLO. Some thoughts that have been dicussed include using the students undergraduate GPA, which is typically where their content knowledge coursework is taken. This could also be compared to Praxis content exams to determine if there is any coorelation which could help us to advise students as they prepare to take the exam.

SLO 2 (discipline-specific content knowledge in professional practice)
Emphasis needs to be placed on creating greater inter-rater reliability. Currently there is insufficient training on using the Danielson Framework. During the upcoming year, we will create a new training that includes discussion component to ensure raters understand rubric.

SLO 3 (professional behaviors and characteristics)
There is missing data for this assessment, so accurate analysis could not be determined. Across all programs, however, there is concern that with TBMS being a self-reported assessment, scores may not be accurate. During this year, faculty with review TBMS to determine if it should be revised or if a new measure should be implemented.

SLO 4 (creative thinking, ideas, processes, materials, experiences)
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 (data-driven decisions)
To date, efforts to collect this data have not been successful, and no data have been available for analysis. During this academic year, we plan to formalize the assignment and create a valid rubric, which can be used to collect data for analysis of this SLO.

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

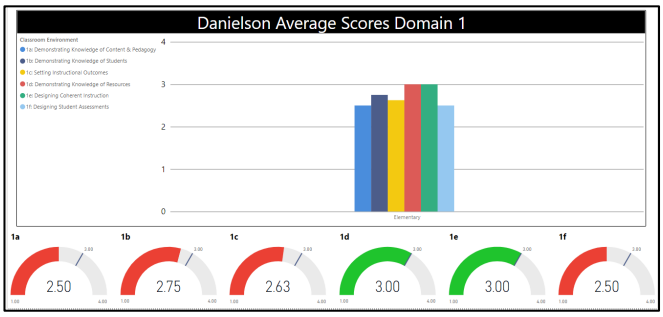
Measurements of Results: (disaggregate data based on mode of delivery and/or location (e.g., Ruston Campus vs. Academic Success Center; Ruston Campus vs. distance education; Barksdale vs. online vs. Ruston Campus; etc.)

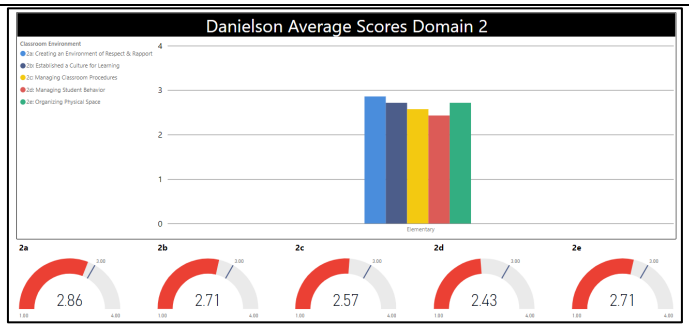
To be completed by October 15, 2023.

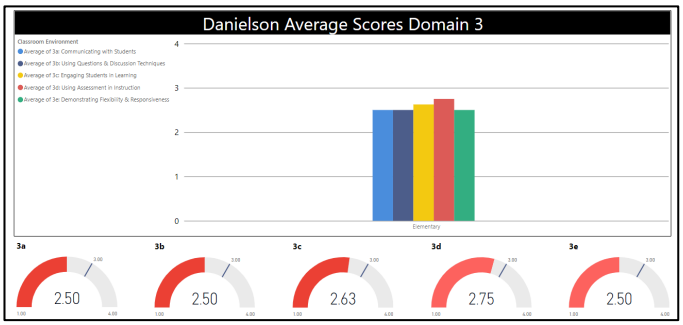
Programmatic Results

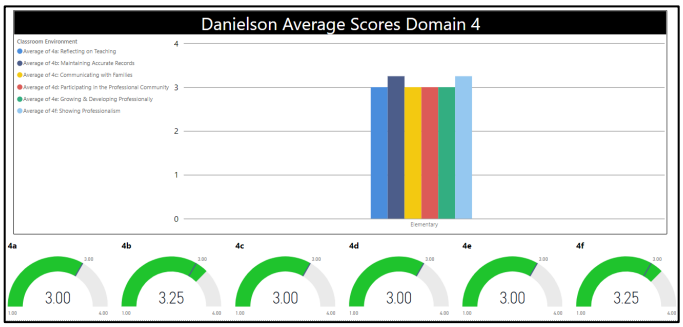
SLO 1 (discipline-specific content knowledge)
Assessment: Praxis Subject Assessments: Reading Language Arts (5002), Mathematics (5003), Social Studies (5004), Science (5005)
Although Praxis data for SLO 1 have been used for the past several years, the pass rate data provided by ETS is not disaggregated by degree. As a result there is no way to specifically determine first time pass rates for MAT candidates. Previously, results have been determined by reviewing licensure area data in aggregate for undergraduate and MAT candidates. In addition, content knowledge is not taught as part of the MAT program. Candidates come into the program with content knowledge from their undergraduate programs and passing scores on the Praxis content exam is an admission requirement. For these reasons, we have decided to no longer use Praxis pass rates as a program SLO, so no data is being reported at this time. The SLO and acceptable assessment method will be reviewed in the upcoming year.

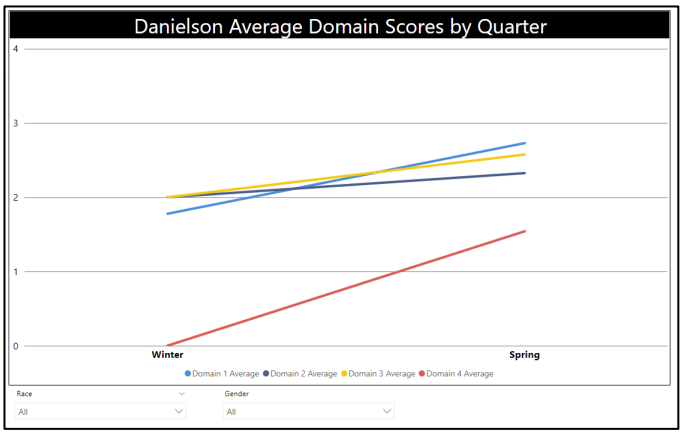
SLO 2 (discipline-specific content knowledge in professional practice)
Assessment: Danielson Framework for Teaching Evaluations







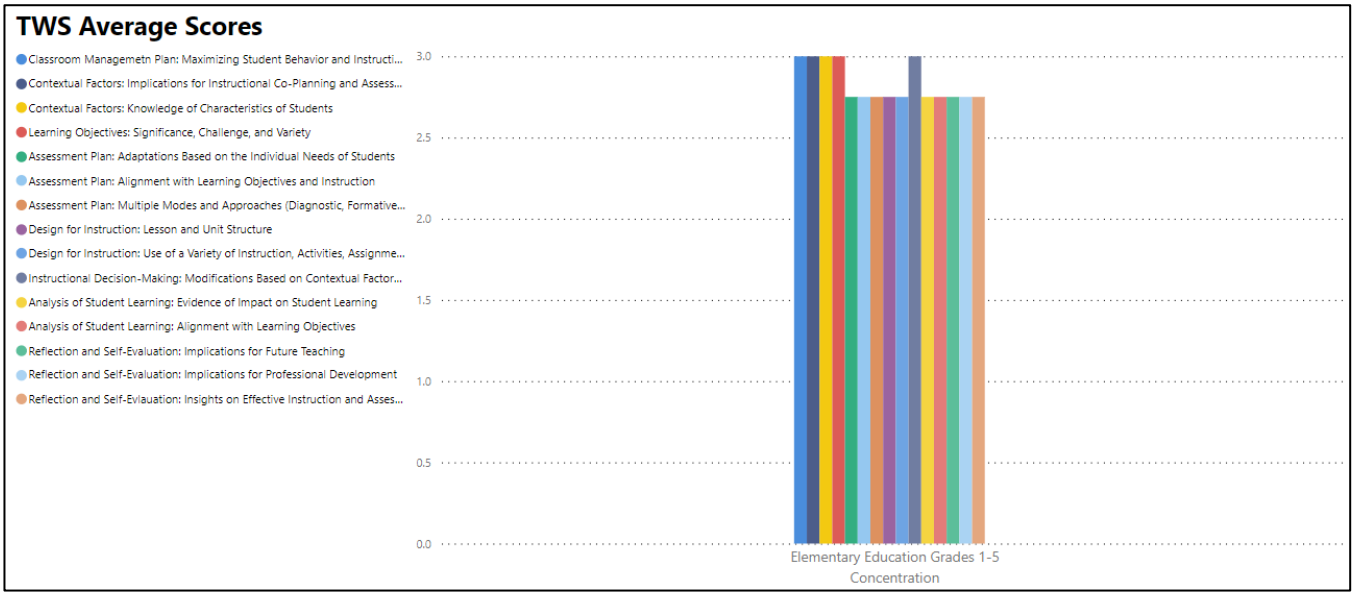




SLO 3 (professional behaviors and characteristics)
Assessment: Teacher Beliefs and Mindset Survey
No data area available for this assessment.

SLO 4 (creative thinking, ideas, processes, materials, experiences)
Assessment: Lesson Plan
No data have been collected for this assessment.

SLO 5 (data-driven decisions)
Assessment: Student Learning Target Assessment



MAT elementary candidates did well on this assessment with 100% of candidates assessed meeting the benchmark. Rubric scores for all criteria were 2.5 or higher on a scale of 1 to 3.

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

To be completed by October 15, 2023.

Programmatic Use of Results

SLO 1 (discipline-specific content knowledge)

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

The emphasis on increasing inter-rater reliability resulted in more consistent scores.

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

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SLO 5 (data-driven decisions)

During the previous academic year, a rubric was put into place to grade this assessment. The rubric allowed components to be broken down for more detailed analysis.

General Education Use of Results

N/A

2022-2023 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 2021-2022 data, what is being implemented during the 2022-2023 cycle to improve results:

SLO 1 (discipline-specific content knowledge)
Because the Praxis content exam is a requirement of admission into the program, the content knowledge is not delivered as a part of the MAT program giving us little influence over how students are prepared for this exam or when they take it. This academic year, we plan to review use of the Praxis content exam as the assessment for this SLO. Some thoughts that have been dicussed include using the students undergraduate GPA, which is typically where their content knowledge coursework is taken. This could also be compared to Praxis content exams to determine if there is any coorelation which could help us to advise students as they prepare to take the exam.

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To date, efforts to collect this data have not been successful, and no data have been available for analysis. During this academic year, we plan to formalize the assignment and create a valid rubric, which can be used to collect data for analysis of this SLO.

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
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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, 2023.

Programmatic Results

SLO 1 (discipline-specific content knowledge)
Assessment: Praxis Subject Assessments: Mathematics (5169) or Science (5440)
Although Praxis data for SLO 1 have been used for the past several years, the pass rate data provided by ETS is not disaggregated by degree. As a result there is no way to specifically determine first time pass rates for MAT candidates. Previously, results have been determined by reviewing licensure area data in aggregate for undergraduate and MAT candidates. In addition, content knowledge is not taught as part of the MAT program. Candidates come into the program with content knowledge from their undergraduate programs and passing scores on the Praxis content exam is an admission requirement. For these reasons, we have decided to no longer use Praxis pass rates as a program SLO, so no data is being reported at this time. The SLO and acceptable assessment method will be reviewed in the upcoming year.

SLO 2 (discipline-specific content knowledge in professional practice)
Assessment: Danielson Framework for Teaching Evaluations
The MAT middle school program had only two candidates enrolled during the previous cycle. Given the low N, data are not being reported for this cycle.

SLO 3 (professional behaviors and characteristics)
Assessment: Teacher Beliefs and Mindset Survey
The MAT middle school program had only two candidates enrolled during the previous cycle. Given the low N, data are not being reported for this cycle.

SLO 4 (creative thinking, ideas, processes, materials, experiences)
Assessment: Lesson Plan
No data have been collected for this assessment.

SLO 5 (data-driven decisions)
Assessment: Student Learning Target Assessment
The MAT middle school program had only two candidates enrolled during the previous cycle. Given the low N, data are not being reported for this cycle.

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

To be completed by October 15, 2023.

Programmatic Use of Results

SLO 1 (discipline-specific content knowledge)
Although Praxis data for SLO 1 have been used for the past several years, the pass rate data provided by ETS is not disaggregated by degree. As a result there is no way to specifically determine first time pass rates for MAT candidates. Previously, results have been determined by reviewing licensure area data in aggregate for undergraduate and MAT candidates. In addition, content knowledge is not taught as part of the MAT program. Candidates come into the program with content knowledge from their undergraduate programs and passing scores on the Praxis content exam is an admission requirement. For these reasons, we have decided to no longer use Praxis pass rates as a program SLO, so no data is being reported at this time. The SLO and acceptable assessment method will be reviewed in the upcoming year.

SLO 2 (discipline-specific content knowledge in professional practice)
The emphasis on increasing inter-rater reliability resulted in more consistent scores.

SLO 3 (professional behaviors and characteristics)
We have reviewed the TBMS and have determined that it is not the best measure. We would like to determine if the TSES would be a better measure.

SLO 4 (creative thinking, ideas, processes, materials, experiences)
The new rubric was developed and implemented with the undergraduate programs, but has not yet been implemented in the MAT programs. This will be done during the upcoming academic year.

SLO 5 (data-driven decisions)
During the previous academic year, a rubric was put into place to grade this assessment. The rubric allowed components to be broken down for more detailed analysis.

General Education Use of Results

N/A

2022-2023 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 2021-2022 data, what is being implemented during the 2022-2023 cycle to improve results:

SLO 1 (discipline-specific content knowledge)
Because the Praxis content exam is a requirement of admission into the program, the content knowledge is not delivered as a part of the MAT program giving us little influence over how students are prepared for this exam or when they take it. This academic year, we plan to review use of the Praxis content exam as the assessment for this SLO. Some thoughts that have been dicussed include using the students undergraduate GPA, which is typically where their content knowledge coursework is taken. This could also be compared to Praxis content exams to determine if there is any coorelation which could help us to advise students as they prepare to take the exam.

SLO 2 (discipline-specific content knowledge in professional practice)
Emphasis needs to be placed on creating greater inter-rater reliability. Currently there is insufficient training on using the Danielson Framework. During the upcoming year, we will create a new training that includes discussion component to ensure raters understand rubric.

SLO 3 (professional behaviors and characteristics)
There is missing data for this assessment, so accurate analysis could not be determined. Across all programs, however, there is concern that with TBMS being a self-reported assessment, scores may not be accurate. During this year, faculty with review TBMS to determine if it should be revised or if a new measure should be implemented.

SLO 4 (creative thinking, ideas, processes, materials, experiences)
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 (data-driven decisions)
To date, efforts to collect this data have not been successful, and no data have been available for analysis. During this academic year, we plan to formalize the assignment and create a valid rubric, which can be used to collect data for analysis of this SLO.

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

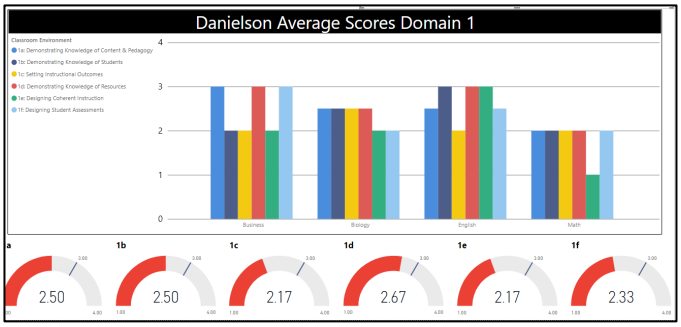
Measurements of Results: (disaggregate data based on mode of delivery and/or location (e.g., Ruston Campus vs. Academic Success Center; Ruston Campus vs. distance education; Barksdale vs. online vs. Ruston Campus; etc.)

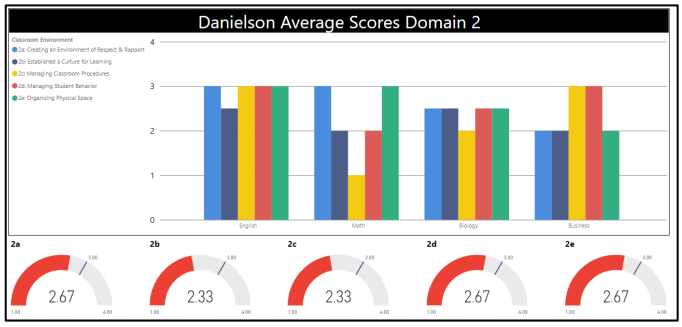
To be completed by October 15, 2023.

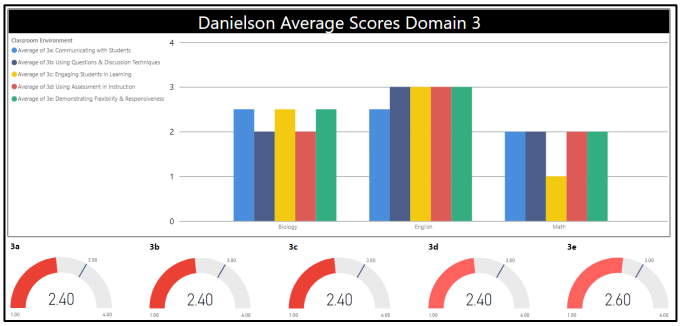
Programmatic Results

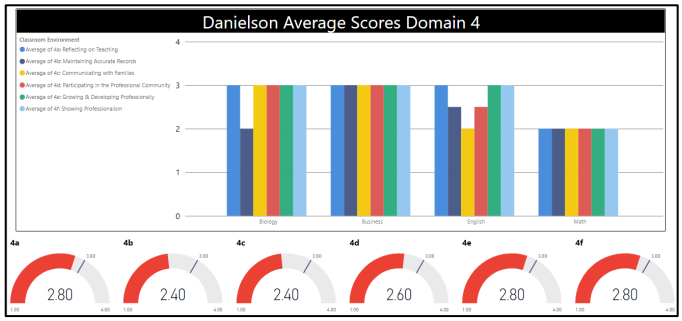
SLO 1 (discipline-specific content knowledge)
Although Praxis data for SLO 1 have been used for the past several years, the pass rate data provided by ETS is not disaggregated by degree. As a result there is no way to specifically determine first time pass rates for MAT candidates. Previously, results have been determined by reviewing licensure area data in aggregate for undergraduate and MAT candidates. In addition, content knowledge is not taught as part of the MAT program. Candidates come into the program with content knowledge from their undergraduate programs and passing scores on the Praxis content exam is an admission requirement. For these reasons, we have decided to no longer use Praxis pass rates as a program SLO, so no data is being reported at this time. The SLO and acceptable assessment method will be reviewed in the upcoming year.

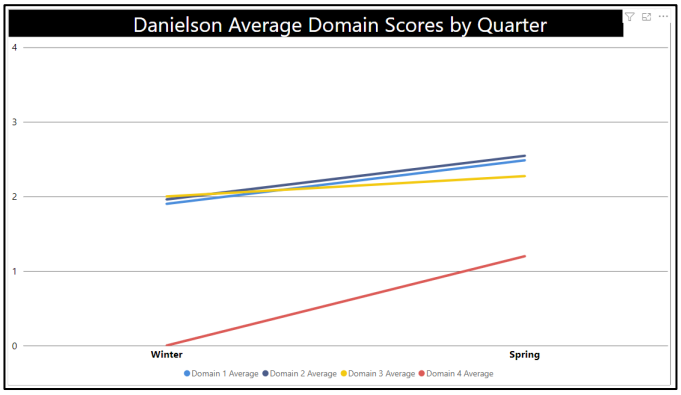
SLO 2 (discipline-specific content knowledge in professional practice)







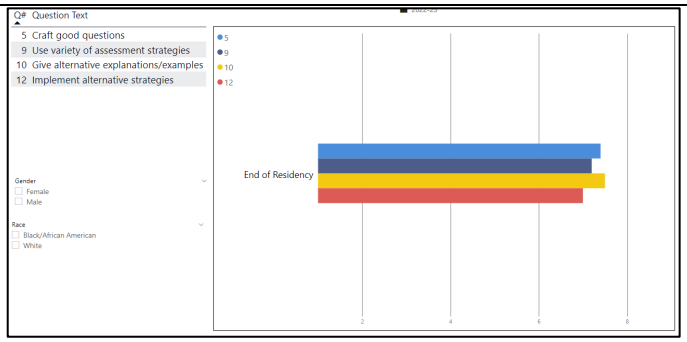




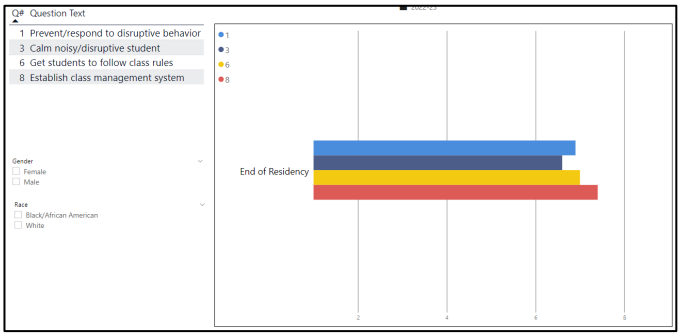
MAT secondary candidates across all certification areas were below benchmark in all domains of the Danielson FFT. Some certification areas did meet benchmark on some criteria. (Business candidates met benchmark for 1d, 1f, 2c, 2d, and all criteria of Domain 3. English candidates met benchmarks for 2d, 2e, 3d, and 3e. Although several certification areas met benchmark for Domain 4, this is a self-reported measure and not considered in our analysis. The two areas with the lowest average scores were 1e Designing Coherent Instruction (2.27) and 2c Managing Classroom Procedures. Candidates in math certification had the lowest averages for each domain across all programs.

SLO 3 (professional behaviors and characteristics)

Student Engagement



Instructional Strategies



Classroom Management

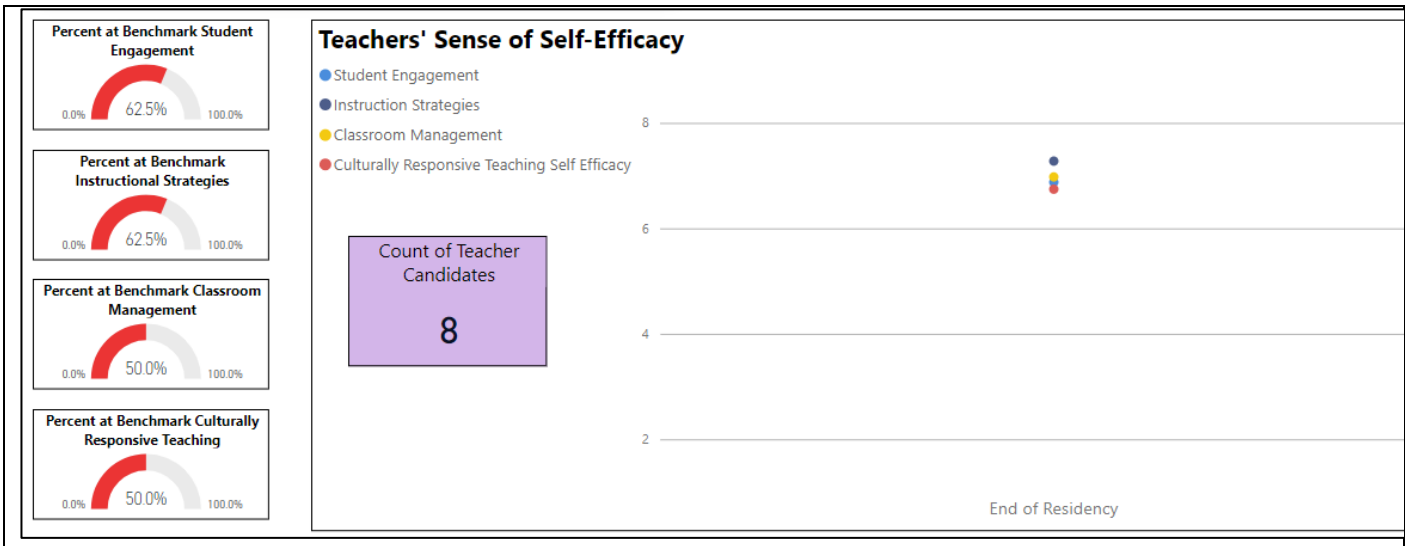
Highest 3 Ratings

Question Text	Average
Develop personal relationship with students	8.78
Build trust in students	8.56
Teach students on their culture's contributions	7.94

Lowest 3 Ratings

Question Text	Average
Greet ELLs with phrase in native language	6.31
Praise ELLs with phrase in native language	6.10
Communicate w/ parents of ELLs on child's progress	5.71

Culturally Responsive Teaching

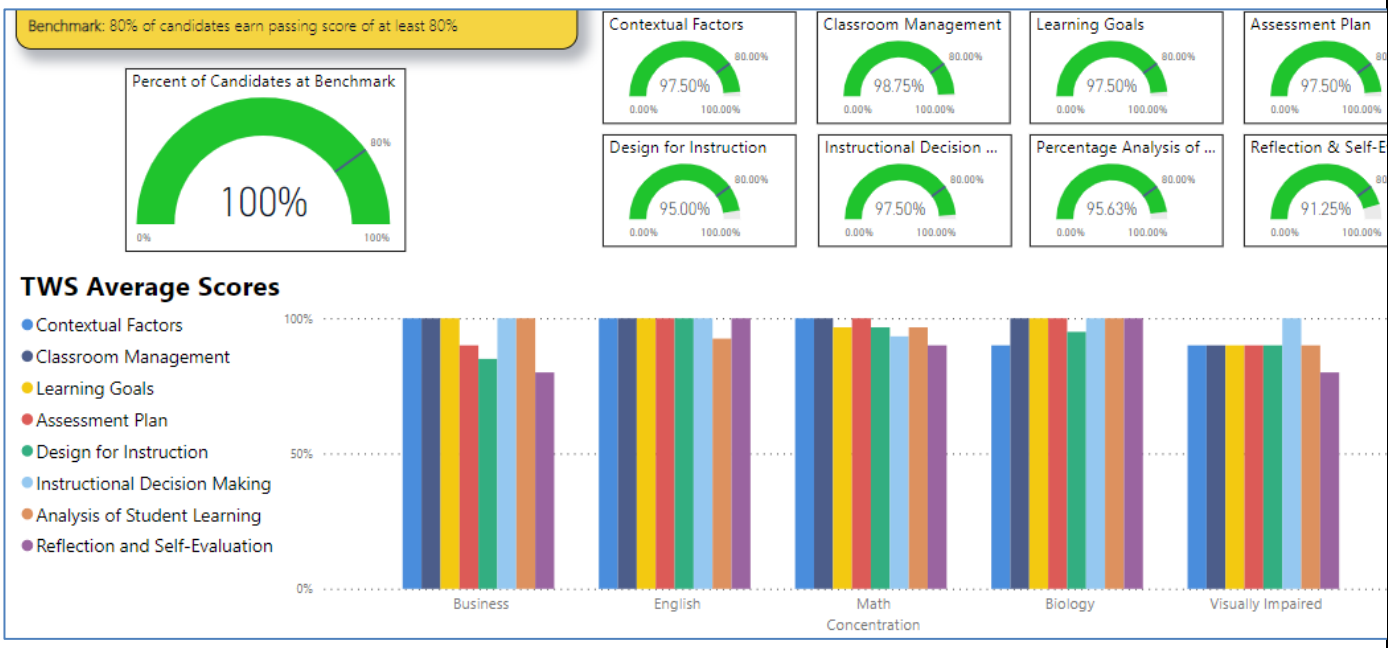


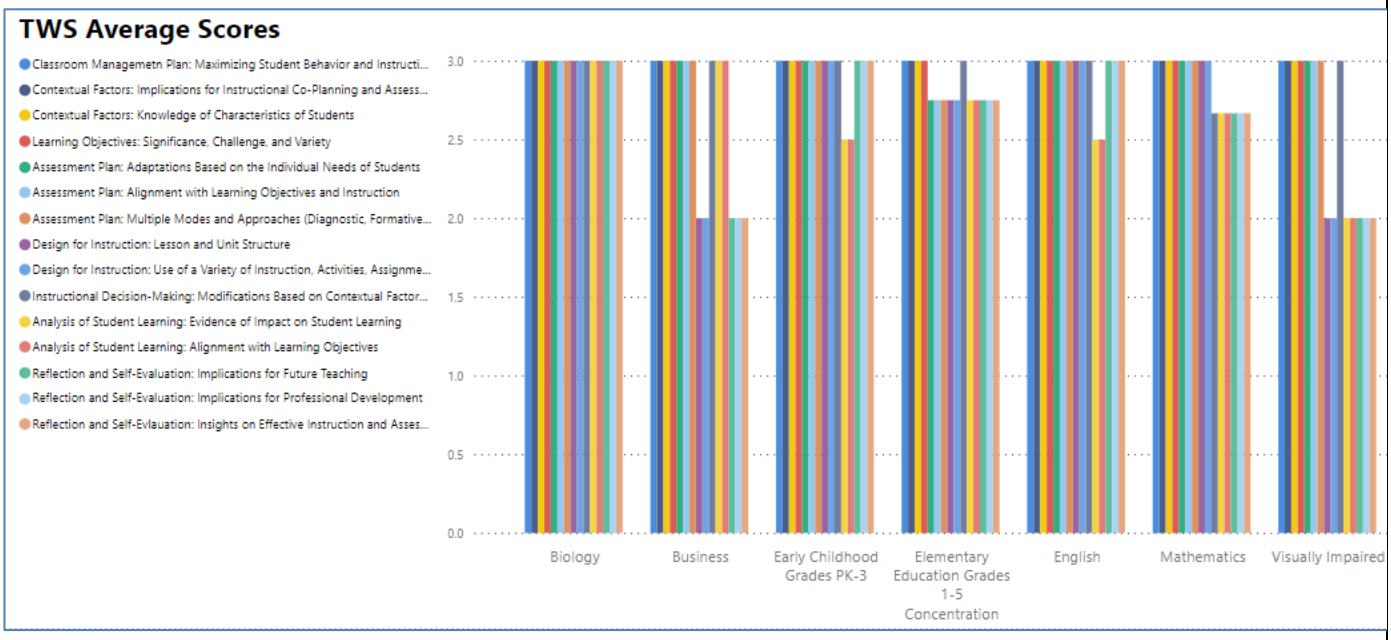
The TBMS survey is typically administered in the MAT program at the beginning of internship and again at the end of internship. Last academic year, there was no data collected at the beginning of internship, so we are not able to compare beginning perceptions to ending perceptions and therefore analyze changes to imply program impact on perceptions. The data do show that at the end of the internship year, approximately half or slightly higher met the benchmark of a rating of 7 or higher on all items in the assessment. Candidate ratings were highest in Instructional Strategies and Classroom Management with Student Engagement receiving the lowest rating. In Culturally Responsive Teaching, items related to ELL students are still among the lowest rated items.

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

This assessment was new for initial licensure programs last year and has not yet been implemented into the MAT program. There is no data to report.

SLO 5 (data-driven decisions)





Candidates in all secondary MAT programs met the benchmark in all TWS components. Business and Visually Impaired had the lowest rating and these were in the categories of Design for Instruction: Lesson and Unit Structure, Design for Instruction: Use of a Variety of Instruction, Activities, Assignments, and all three parts of the Reflection component. This data supports the findings from the Danielson Framework showing that MAT secondary candidates are weak in lesson planning.

General Education Course Results

N/A

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

To be completed by October 15, 2023.

<u>Programmatic Use of Results</u>

SLO 1 (discipline-specific content knowledge)

Although Praxis data for SLO 1 have been used for the past several years, the pass rate data provided by ETS is not disaggregated by degree. As a result there is no way to specifically determine first time pass rates for MAT candidates. Previously, results have been determined by reviewing licensure area data in aggregate for undergraduate and MAT candidates. In addition, content knowledge is not taught as part of the MAT program. Candidates come into the program with content knowledge from their undergraduate programs and passing scores on the Praxis content exam is an admission requirement. For these reasons, we have decided to no longer use Praxis pass rates as a program SLO, so no data is being reported at this time. The SLO and acceptable assessment method will be reviewed in the upcoming year.

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

The emphasis on increasing inter-rater reliability resulted in more consistent scores.

SLO 3 (professional behaviors and characteristics)

We have reviewed the TBMS and have determined that it is not the best measure. We would like to determine if the TSES would be a better measure.

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

The new rubric was developed and implemented with the undergraduate programs, but has not yet been implemented in the MAT programs. This will be done during the upcoming academic year.

SLO 5 (data-driven decisions)

During the previous academic year, a rubric was put into place to grade this assessment. The rubric allowed components to be broken down for more detailed analysis.

<u>General Education Use of Results</u>

N/A

2022-2023 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 2021-2022 data, what is being implemented during the 2022-2023 cycle to improve results:

SLO 1 (discipline-specific content knowledge)
Because the Praxis content exam is a requirement of admission into the program, the content knowledge is not delivered as a part of the MAT program giving us little influence over how students are prepared for this exam or when they take it. This academic year, we plan to review use of the Praxis content exam as the assessment for this SLO. Some thoughts that have been dicussed include using the students undergraduate GPA, which is typically where their content knowledge coursework is taken. This could also be compared to Praxis content exams to determine if there is any coorelation which could help us to advise students as they prepare to take the exam.

SLO 2 (discipline-specific content knowledge in professional practice)
Emphasis needs to be placed on creating greater inter-rater reliability. Currently there is insufficient training on using the Danielson Framework. During the upcoming year, we will create a new training that includes discussion component to ensure raters understand rubric.

SLO 3 (professional behaviors and characteristics)
There is missing data for this assessment, so accurate analysis could not be determined. Across all programs, however, there is concern that with TBMS being a self-reported assessment, scores may not be accurate. During this year, faculty with review TBMS to determine if it should be revised or if a new measure should be implemented.

SLO 4 (creative thinking, ideas, processes, materials, experiences)
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 (data-driven decisions)
To date, efforts to collect this data have not been successful, and no data have been available for analysis. During this academic year, we plan to formalize the assignment and create a valid rubric, which can be used to collect data for analysis of this SLO.

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, 2023.

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)
Although Praxis data for SLO 1 have been used for the past several years, the pass rate data provided by ETS is not disaggregated by degree. As a result there is no way to specifically determine first time pass rates for MAT candidates. Previously, results have been determined by reviewing licensure area data in aggregate for undergraduate and MAT candidates. In addition, content knowledge is not taught as part of the MAT program. Candidates come into the program with content knowledge from their undergraduate programs and passing scores on the Praxis content exam is an admission requirement. For these reasons, we have decided to no longer use Praxis pass rates as a program SLO, so no data is being reported at this time. The SLO and acceptable assessment method will be reviewed in the upcoming year.

SLO 2 (discipline-specific content knowledge in professional practice)
Assessment: Danielson Framework for Teaching Evaluations
The MAT SPED-VI program had only one candidate enrolled during the previous cycle. Given the low N, data are not being reported for this cycle.

SLO 3 (professional behaviors and characteristics)

Assessment: Teacher Beliefs and Mindset Survey

The MAT SPED-VI program had only one candidate enrolled during the previous cycle. Given the low N, data are not being reported for this cycle.

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

Assessment: Lesson Plan

No data have been collected for this assessment.

SLO 5 (data-driven decisions)

Assessment: Student Learning Target Assessment

The MAT SPED-VI program had only one candidate enrolled during the previous cycle. Given the low N, data are not being reported for this cycle.

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

To be completed by October 15, 2023.

Programmatic Use of Results

SLO 1 (discipline-specific content knowledge)

Although Praxis data for SLO 1 have been used for the past several years, the pass rate data provided by ETS is not disaggregated by degree. As a result there is no way to specifically determine first time pass rates for MAT candidates. Previously, results have been determined by reviewing licensure area data in aggregate for undergraduate and MAT candidates. In addition, content knowledge is not taught as part of the MAT program. Candidates come into the program with content knowledge from their undergraduate programs and passing scores on the Praxis content exam is an admission requirement. For these reasons, we have decided to no longer use Praxis pass rates as a program SLO, so no data is being reported at this time. The SLO and acceptable assessment method will be reviewed in the upcoming year.

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

The emphasis on increasing inter-rater reliability resulted in more consistent scores.

SLO 3 (professional behaviors and characteristics)

We have reviewed the TBMS and have determined that it is not the best measure. We would like to determine if the TSES would be a better measure.

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

The new rubric was developed and implemented with the undergraduate programs, but has not yet been implemented in the MAT programs. This will be done during the upcoming academic year.

SLO 5 (data-driven decisions)

During the previous academic year, a rubric was put into place to grade this assessment. The rubric allowed components to be broken down for more detailed analysis.

General Education Use of Results

N/A

2022-2023 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 2021-2022 data, what is being implemented during the 2022-2023 cycle to improve results:

SLO 1 (discipline-specific content knowledge in professional practice)
No candidates have completed this assessment as of fall 2021. During the upcoming academic year, emphasis will be placed on adequate collection of assessment data to allow for analysis and decision making for the next year.

SLO 2 (professional behaviors and characteristics)
No candidates have completed this assessment as of fall 2021. During the upcoming academic year, emphasis will be placed on adequate collection of assessment data to allow for analysis and decision making for the next year.

SLO 3 (creative thinking, ideas, processes, materials, experiences)
All candidates met the benchmark for this SLO. No changes are planned at this time.

SLO 4 (data-driven decisions)
All candidates met the benchmark for this SLO. No changes are planned at this time.

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 in professional practice)
Candidates will demonstrate proficiency in the professional practice skills required of mentor teachers or content leaders.

SLO 2 (professional behaviors and characteristics)

Candidates will model behaviors and characteristics of mentor teachers or content leaders.

SLO 3 (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 4 (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 in professional practice)
Assessment: Curriculum development project
Method: Rubric
Benchmark: 80% of candidates will a minimum score of 80%

SLO 2 (professional behaviors and characteristics)
Assessment: Professional development project
Method: Rubric
Benchmark: 80% of candidates will a minimum score of 80%

SLO 3 (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 4 (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, 2023.

Programmatic Results

SLO	Measure	Total N	Benchmark Met N	Percent Meeting Benchmark
1	Curriculum Development Project	2	2	100%
2	Professional Development Project	5	5	100%
3	Change Project	9	9	100%
4	Action Research Project	13	13	100%

During the previous year, 100% of candidates met the benchmark for all SLOs.

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

To be completed by October 15, 2023.

Programmatic Use of Results

SLO 1 (discipline-specific content knowledge in professional practice)

Emphasis during the previous cycle was placed on the implementation of the assessment and adequate collection of data. The assessment was successfully implemented and data are available for analysis for the next cycle.

SLO 2 (professional behaviors and characteristics)

Emphasis during the previous cycle was placed on the implementation of the assessment and adequate collection of data. The assessment was successfully implemented and data are available for analysis for the next cycle.

SLO 3 (creative thinking, ideas, processes, materials, experiences)

During the 21-22 cycle, all candidates met benchmark for this assessment, therefore, no changes were made during the 22-23 cycle.

SLO 4 (data-driven decisions)

During the 21-22 cycle, all candidates met benchmark for this assessment, therefore, no changes were made during the 22-23 cycle.

General Education Use of Results

2022-2023 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 2021-2022 data, what is being implemented during the 2022-2023 cycle to improve results:

SLO 1 (discipline-specific content knowledge)
The benchmark of 55% of the students passing the SLLA test on the first attempt was not met. Until a further analysis of the data is conducted, the assumption is made that some of the thirteen students who are included in this data set are not actual students enrolled in the program as was the case in 2021-2022. The root cause of the benchmark not being met may be due to non LA Tech students being included in the score report. The data set will be examined to determine if the data are skewed. If not, then further analysis needs to be done to determine the root cause of students not meeting the benchmark.

SLO 2 (discipline-specific content knowledge in professional practice)
All candidates met the benchmark for the past two years. No actions are planned at this time.

SLO 3 (professional behaviors and characteristics)
To date, there are no data for the SLO. The survey needs to be developed and implemented. Through the work of the MEDEL faculty and advisory committee, the survey will be developed during the 2022-2023 school year for implementation during the 2023-2024 school year.

SLO 4 (creative thinking, ideas, processes, materials, experiences)
All candidates met the benchmark for the past two years. No actions are planned at this time.

SLO 5 (data-driven decisions)
All candidates met the benchmark for the past two years. No actions are planned at this time.

SLO 6 (family and community relations)
All candidates met the benchmark for the past two years. No actions are planned at this time.

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, 2023.

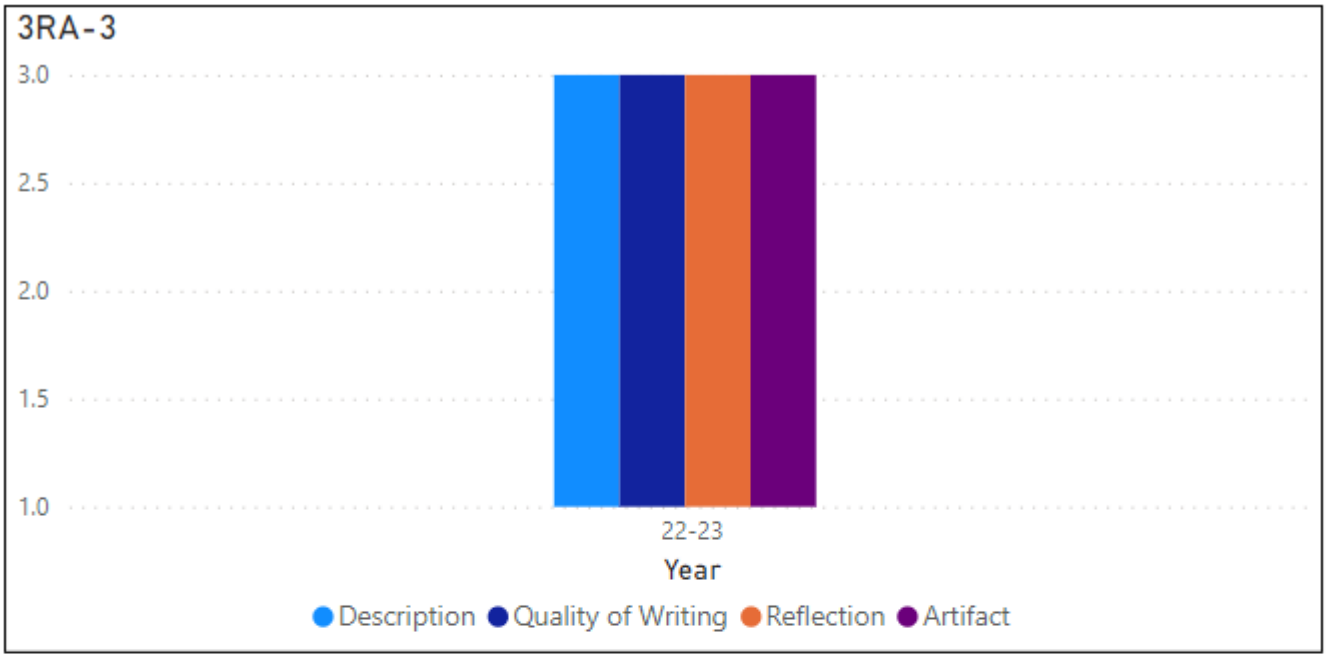
Programmatic Results

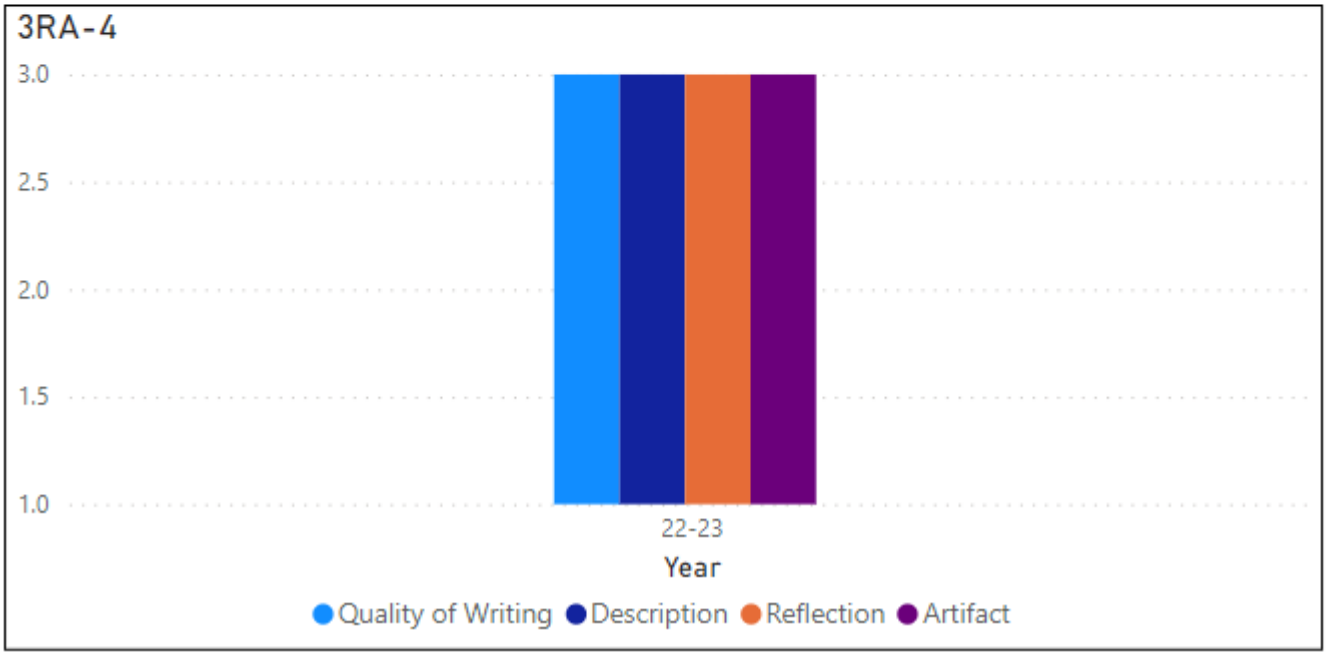
SLO 1 (discipline-specific content knowledge)

Test Name	01. passed on first attempt	02. Number of Testers	03. Percent Passed on 1st Attempt
6990 School Leaders Licensure Assessment	4	7	80.00%

Further analysis was conducted when examining this year's data and only the students who were actually enrolled in the MEDEL program were included in the data set. The change increased the percentage of students passing the SLLA 6990 on their first attempt from 53.8% in 2022 to 80% in 2023.

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





The benchmark was met. One intern completed activity 5.6 and earned a perfect score.

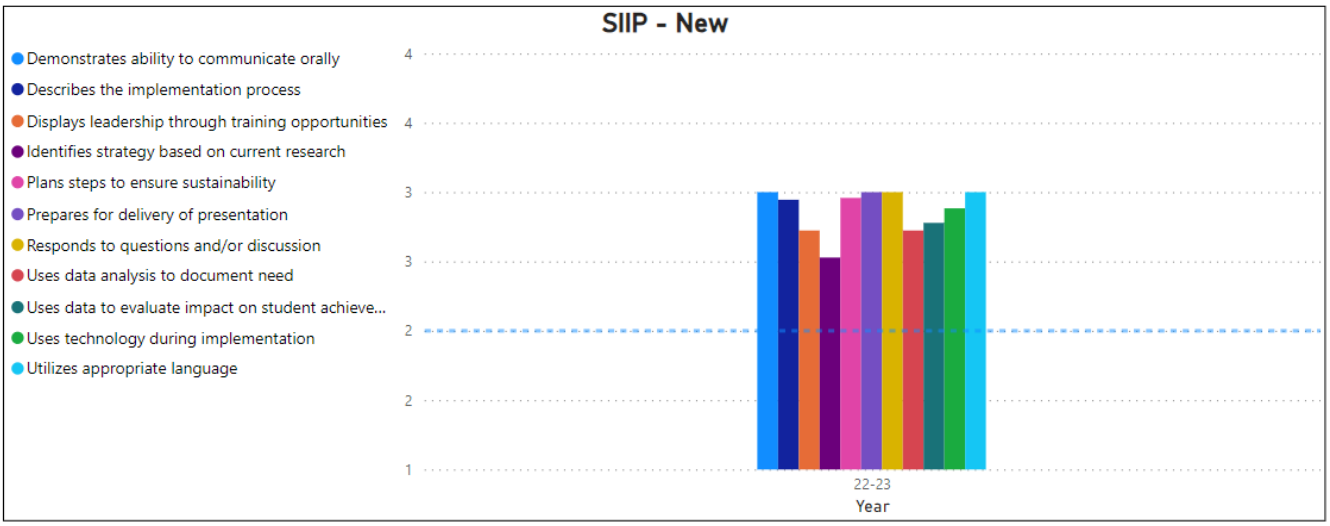
SLO 3 (professional behaviors and characteristics)

This is a new assessment and there is not yet data to report.

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

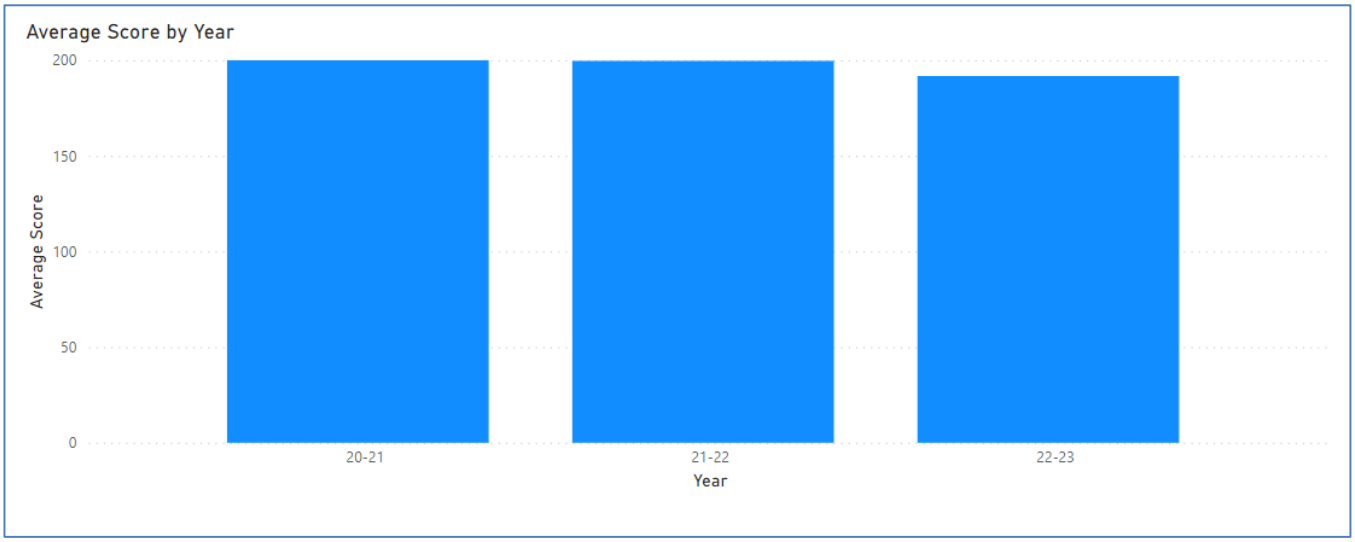
During the previous academic year, the internship activities were reviewed and revised by the MEDEL advisory council and MEDEL faculty. This internship activity, 5RA1, is no longer included in the list of activities. Therefore, no data could be collected for this SLO during the 2022-2023 academic year.

SLO 5 (data-driven decisions)



The benchmark was met. All five candidates (100%) earned an overall rating of 2.0 or higher on the School Improvement Initiate Project Presentation.

SLO 6 (family and community relations)



The benchmark was met. All four candidates (100%), earned a rating of 179 out of 200 points on the rubric.

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

To be completed by October 15, 2023.

Programmatic Use of Results

SLO 1 (discipline-specific content knowledge)

Further analysis was conducted when examining this year's data and only the students who were actually enrolled in the MEDEL program were included in the data set. The change increased the percentage of students passing the SLLA 6990 on their first attempt from 53.8% in 2022 to 80% in 2023.

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

Throughout the previous academic year, the MEDEL advisory council and MEDEL faculty dedicated time to reviewing and revising the internship activities. As a result of this process, the 2021-2022 academic year saw the merging of Activity 3RA3 and 3RA4 into one new activity - labeled 5.6. - which involves preparing and delivering a presentation to an external group about the school's needs, policies, and programs that promote equal learning opportunities for student success.

Furthermore, the internship activities underwent some changes in their identification. The traditional categorization of activities as either required (RA) or alternate (AA) was removed. Instead, the internship program now lists 47 activities that students are expected to complete within the duration of their internship. They are required to complete a minimum of forty activities to fulfill the program's requirements.

Overall, the 2021-2022 academic year saw some significant changes in the MEDEL internship program, aimed at improving the student's learning experience and better aligning the program with the school's goals and values. Since the revision of the internship activities, SLO 1 may need to be adjusted to reflect the options that interns now have when selecting activities to complete. In previous years, all interns had to complete the same activities and the SLOs were written based on the required activities. By providing options, only one intern completed the "new" activity.

SLO 3 (professional behaviors and characteristics)

The survey was developed during 2022-2023 school year and will be implemented in the 2023-2024 year.

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

During the previous academic year, the internship activities were reviewed and revised by the MEDEL advisory council and MEDEL faculty. This internship activity, 5RA1, is no longer included in the list of activities. Therefore, no data could be collected for this SLO during the 2022-2023 academic year.

SLO 5 (data-driven decisions)

During the 2021-2022 academic year, the advisory council and MEDEL faculty revised the rubric used to score the School Improvement Initiative Project Presentations. During the 2022-2023 academic year, the new rubric was implemented. Interns earned an overall score out of 3.0 on their presentation. For future years, each individual component of the rubric could be analyzed to determine if there are areas in which interns are scoring lower than others.

SLO 6 (family and community relations)

No changes were made to this assessment in the previous year.

General Education Use of Results