



## 2023-2024 INSTITUTIONAL EFFECTIVENESS AUDIT

**Major Organizational Unit Head Mitzi Deselles, Interim Dean; Donna Thomas,**

**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 2022-2023 data, what is being implemented during the 2023-2024 cycle to improve results:**

### **SLO 1 (discipline-specific content knowledge)**

1. Science Methods (EDCI 425) and Math Methods (EDCI 421) have the 240 Tutoring as an assessment tied to the course. This must be completed by teacher candidates and Praxis 5003 and 5005 taken and passed by the end of the quarter. If the Praxis tests are not passed, the 240 Tutoring and passage of 5003 Praxis becomes a requirement for them the following quarter in 420 M (Math Practicum), and the 240 Tutoring and passage of the 5005 Praxis quarter becomes a requirement the quarter they take EDCI 420 S/SS (Science and Social Studies Practicum).
2. Social Studies Methods (EDCI 426) will have the 240 Tutoring as an assessment tied to the course. This must be completed by the teacher candidates and Praxis 5004 taken and passed by the end of the quarter. If the Praxis test is not passed, the 240 Tutoring and the passage of the 5004 becomes a requirement the quarter they take EDCI 420 S/SS (Science and Social Studies Practicum).
3. We will begin the same for Praxis 5002 (or whatever the new number is since it will likely change as the test is changing to reflect the content of the Science of Reading).

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

Targeted areas of the assessment used for SLO include 2b. Fostering a Culture for Learning (Purpose and Motivation, Dispositions for Learning, Student Agency and Pride in Work, and Support and Perseverance). The following changes are being implemented to address these areas:

- EDCI 421/422/423/431- Teacher candidates are documenting evidence from this area, with each subsection specifically addressed while lesson is modeled for elementary students by the professor.
- EDCI 420 M, 420R, and 420 S/SS- As part of the lesson reflection, each of these subsections will be addressed by the teacher candidate after the lesson has been taught.

### **SLO 3 (professional behaviors and characteristics)**

The Teacher Beliefs and Mindset Survey (TBMS) is a self-efficacy survey that we used from 2017 to 2022 as part of the Dean's for Impact CIS Network. The CIS Network focused on collecting credible, actionable evidence so that educator-preparation programs could work together to enhance existing strengths and address challenge areas in

their preparation programs. This collaboration concluded at the end of the 21-22 academic year; however, we continued the survey on our own during the 22-23 year. During the 23-24 academic year, we plan to review the usefulness of the data collected through this survey and either revise or replace it with an instrument to collect more useable information.

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

The lesson plan rubric was developed and implemented during the previous year. Since at least two cycles of data are necessary to identify trends, the measures and benchmarks used in 2022-23 will be repeated in 2023-24 so that two comparable data captures may be used for a trend analysis. Subsequent changes to measures or benchmarks will be considered.

#### **SLO 5 (data-driven decisions)**

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. To address these areas, the following will be implemented:

1. EDCI 420 R (Reading Practicum) will add into the reflection of the lesson a specific assignment related to the data collection and analysis of student work samples from each given lesson.
2. EDCI 420 S/SS (Science/Social Studies Practicum) will add into the reflection of the evaluation lesson reflection a specific assignment related to the data collection and analysis of student work samples from the lesson taught.

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

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

#### **SLO 1 (discipline-specific content knowledge)**

Candidates will demonstrate content knowledge mastery in the areas of literacy, math, science, and social studies.

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

Candidates will demonstrate proficiency in the professional skills of planning and preparation, organizing and maintaining a classroom environment, instruction, and professionalism.

#### **SLO 3 (professional behaviors and characteristics)**

Candidates will model behaviors and characteristics of professional educators.

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

Candidates will create engaging learning activities that embed college- and career-readiness skills, digital learning experiences, and current best practices in teaching.

#### **SLO 5 (data-driven decisions)**

Candidates will make instructional decisions by collecting, analyzing, and acting upon student performance data.

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

N/A

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

Programmatic Means of Measurement

**SLO 1 (discipline-specific content knowledge)**

Assessment: Praxis Subject Assessments: Reading Language Arts (5002), Mathematics (5003), Social Studies (5004), Science (5005)

Method: Nationally-normed test

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

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

Assessment: Danielson Framework for Teaching Evaluations

Method: Rubric

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

**SLO 3 (professional behaviors and characteristics)**

Assessment: Teacher Beliefs and Mindset Survey

Method: Survey

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

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

Assessment: Lesson Plan

Method: Rubric

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

**SLO 5 (data-driven decisions)**

Assessment: Student Learning Target Assessment

Method: Rubric

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

General Education Course Means of Measurement

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

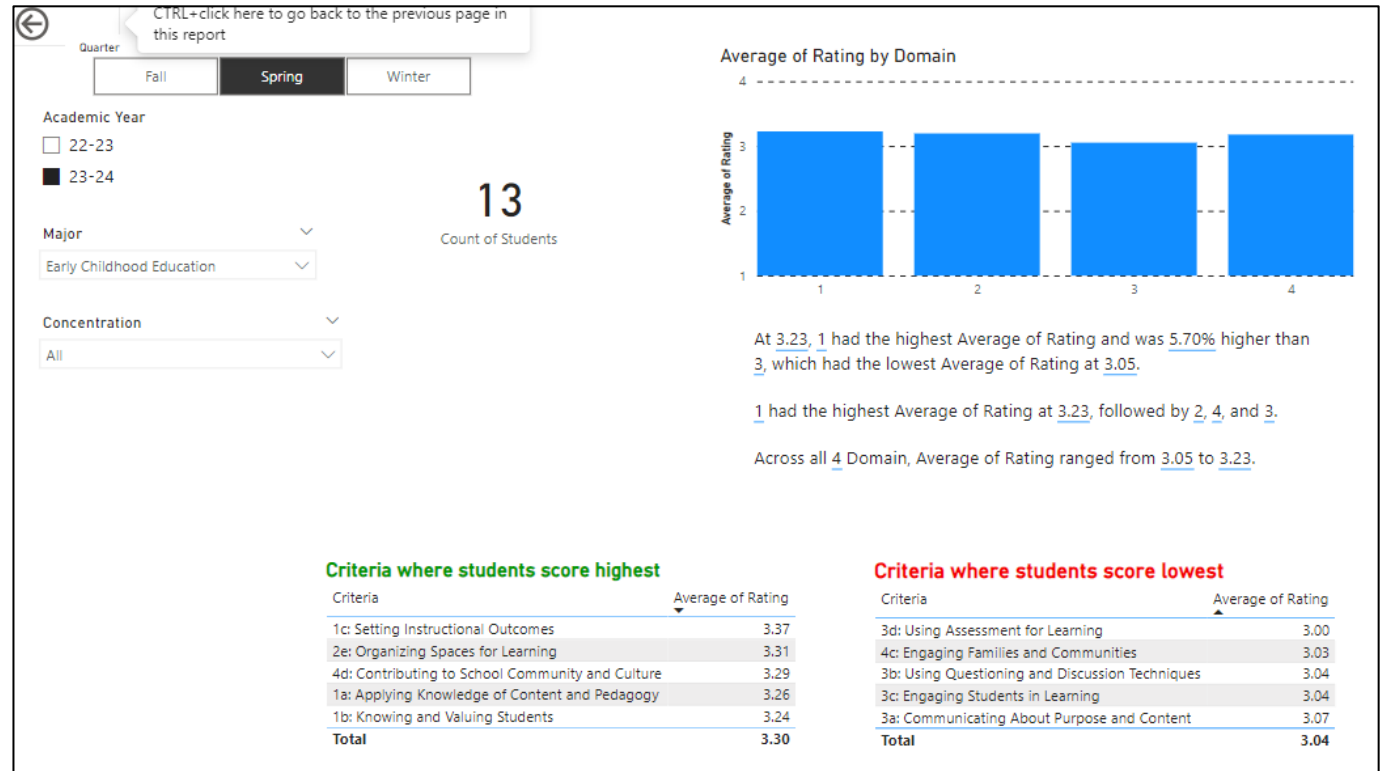
To be completed by October 15, 2024.

Programmatic Results

## SLO 1

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 undergraduate candidates apart from MAT candidates. Previously, results have been determined by reviewing licensure area data in aggregate for undergraduate and MAT candidates. For this reason, we did not review Praxis data this year. The SLO and acceptable assessment method will be reviewed in the upcoming year.

## SLO 2



## SLO 3

### 2023-24 Assessment Results

#### SLO 3 - professional behaviors and characteristics

SLO: Candidates will model behaviors and characteristics of professional educators.

Assessment: Teacher Beliefs and Mindset Survey

Benchmark: 100% of candidates will have a mean rating of 7 or higher on all items

Count of Teacher  
Candidates

76

Academic Year  
2023-24

Major  
Early Childhood Education

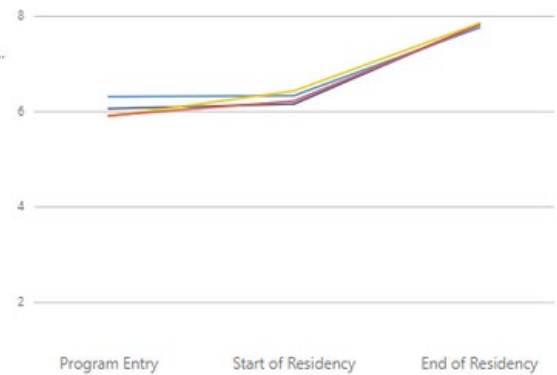
Concentration  
All

#### Average Rating

| Candidate Status   | Student Engagement | Instruction Strategies | Classroom Management | Culturally Responsive Teaching | Overall |
|--------------------|--------------------|------------------------|----------------------|--------------------------------|---------|
| Program Entry      | 6.31               | 6.06                   | 5.89                 | 5.91                           | 6.08    |
| Start of Residency | 6.33               | 6.15                   | 6.42                 | 6.21                           | 6.30    |
| End of Residency   | 7.75               | 7.83                   | 7.85                 | 7.80                           | 7.81    |
| Total              | 6.85               | 6.75                   | 6.81                 | 6.73                           | 6.80    |

#### Teachers' Sense of Self-Efficacy

- Student Engagement
- Instruction Strategies
- Classroom Management
- Culturally Responsive Teaching ...



## SLO 4

| Year  | 23-24 |            |
|---|-------|------------|
| Description   | n     | Avg Rating |
| Demonstrates knowledge of students  | 12    | 3.00       |
| Uses appropriate resources  | 12    | 2.83       |
| Designs appropriate assessments to determine level of student learning toward mastery of instructional outcomes | 12    | 2.67       |
| Demonstrates knowledge of content   | 12    | 2.58       |
| Demonstrates knowledge of pedagogy  | 12    | 2.58       |
| Designs coherent instruction  | 12    | 2.58       |
| Sets appropriate instructional outcomes   | 12    | 2.42       |
| Integrates technology to enhance the lesson   | 12    | 1.00       |

12

Count of CWID

Year  
22-23  
23-24

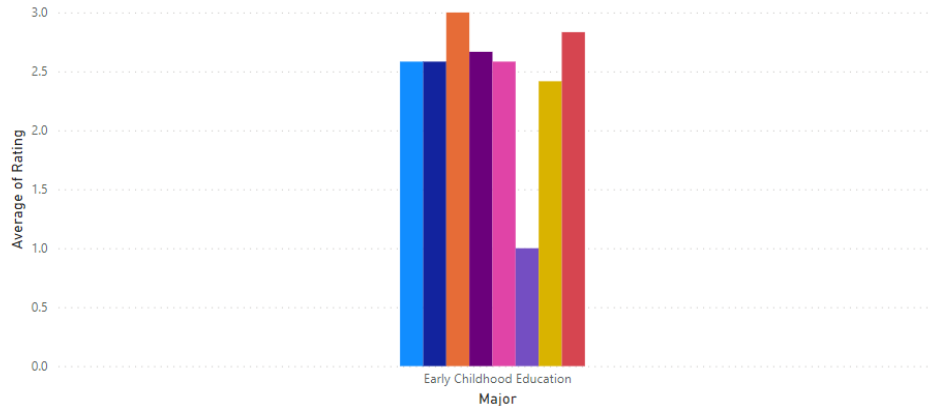
Major  
Early Childhood Education

Concentration  
All

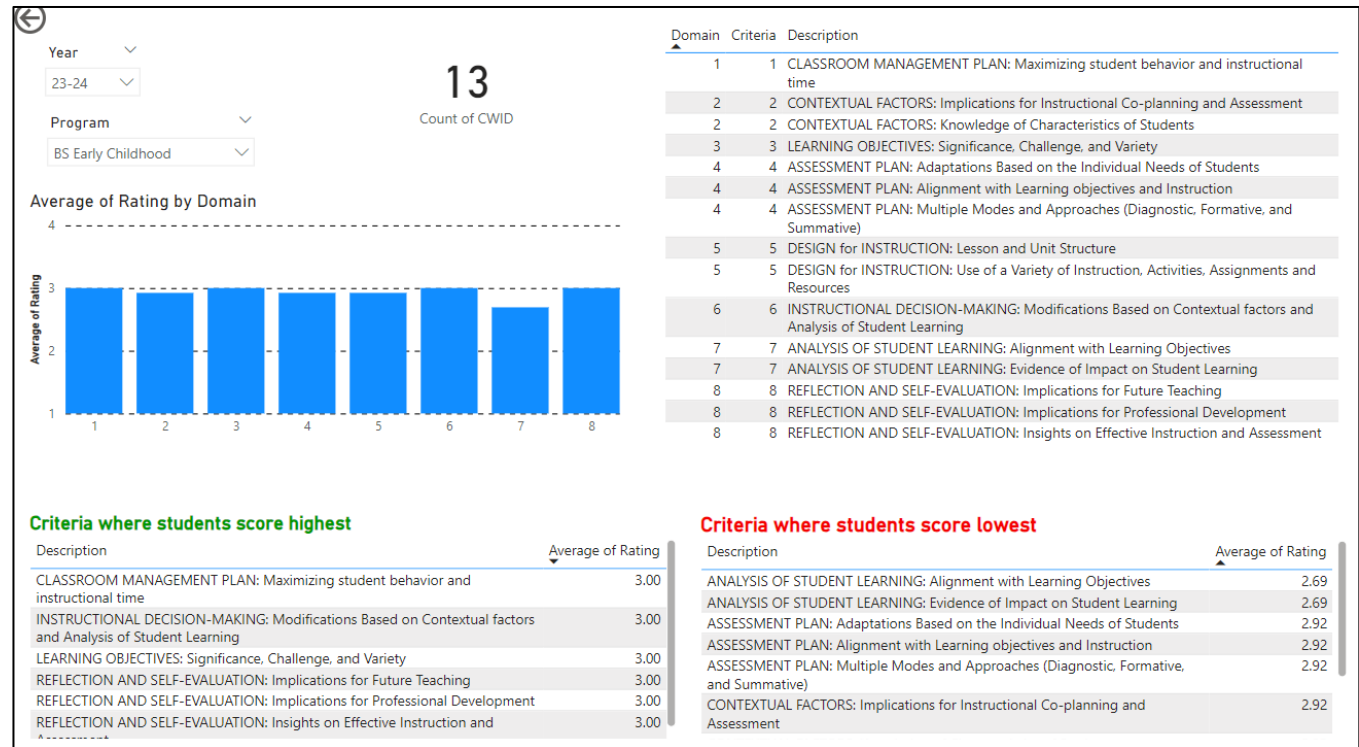
#### Average of Rating by Major and Description

##### Description

- Demonstrates knowledge of content
- Demonstrates knowledge of pedagogy
- Demonstrates knowledge of students
- Designs appropriate assessments to determine level of st...
- Designs coherent instruction
- Integrates technology to enhance the lesson
- Sets appropriate instructional outcomes
- Uses appropriate resources



## SLO 5



## General Education Course Results

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

To be completed by October 15, 2024.

#### Programmatic Use of Results

SLO 1 - 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 undergraduate candidates apart from MAT candidates. Previously, results have been determined by reviewing licensure area data in aggregate for undergraduate and MAT candidates. For this reason, we did not review Praxis data this year. The SLO and acceptable assessment method will be reviewed in the upcoming year.

SLO 2 – All planned changes were implemented and the scores increased from 3.04 to 3.17 for 2b.

SLO 3 – During the past year, use of TBMS was reviewed to determine if this is the best measure for this SLO. It was determined that beginning in the 24-25 academic, the Professionalism Checklist will replace the TBMS as the measure for this SLO.

SLO 4 - After two years of using the assessment, the integration of technology and setting instructional outcomes have been identified as areas of weakness. This has affected the plan for the 24-25 cycle.

SLO 5 – The Analysis of Student Learning – 2.10(22-23) 2.69(23-24) revealed an increase but is still identified as an area in need of improvement. In addition, a standard directly connected to this skill is Assessment Plan (2.8 (22-23)2.92 which also increased in the 23-24 cycle. Both of these will continue to be a focus for the 24-25 cycle.

#### General Education Use of Results



## 2023-2024 INSTITUTIONAL EFFECTIVENESS AUDIT

**Major Organizational Unit Head Mitzi Deselles, Interim Dean; Donna Thomas, Provost**

**ALL sections are required**

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

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

**Based on Analysis of the 2022-2023 data, what is being implemented during the 2023-2024 cycle to improve results:**

### **SLO 1 (discipline-specific content knowledge)**

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Targeted areas of the assessment used for SLO include 2b. Fostering a Culture for Learning (Purpose and Motivation, Dispositions for Learning, Student Agency and Pride in Work, and Support and Perseverance). The following changes are being implemented to address these areas:

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their preparation programs. This collaboration concluded at the end of the 21-22 academic year; however, we continued the survey on our own during the 22-23 year. During the 23-24 academic year, we plan to review the usefulness of the data collected through this survey and either revise or replace it with an instrument to collect more useable information.

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

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

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**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)**

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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, 2024.

## Programmatic Results

### SLO 1

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### SLO 2

#### 2023-24 Assessment Results

Quarter

Fall

Spring

Winter

Academic Year

☐ 22-23

☒ 23-24

15

Count of Students

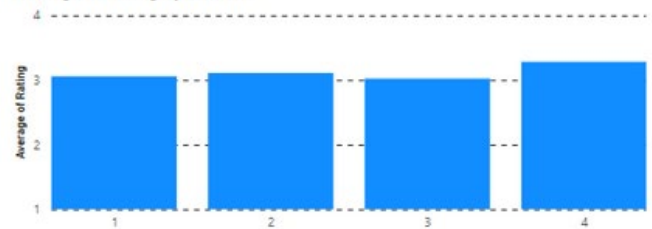
Major

Multiple selections

Concentration

All

Average of Rating by Domain



At 3.28, 4 had the highest Average of Rating and was 8.60% higher than 3, which had the lowest Average of Rating at 3.02.

4 had the highest Average of Rating at 3.28, followed by 2, 1, and 3.

Across all 4 Domain, Average of Rating ranged from 3.02 to 3.28.

#### Criteria where students score highest

| Criteria   | Average of Rating |
|--|-------------------|
| 4a: Engaging in Reflective Practice              | 3.41              |
| 4f: Acting in Service of Students                | 3.33              |
| 4b: Documenting Student Progress                 | 3.30              |
| 4d: Contributing to School Community and Culture | 3.25              |
| 4e: Growing and Developing Professionally        | 3.24              |
| Total  | 3.30              |

#### Criteria where students score lowest

| Criteria  | Average of Rating |
|---|-------------------|
| 1a: Applying Knowledge of Content and Pedagogy  | 2.96              |
| 3e: Responding Flexibly to Student Needs        | 2.97              |
| 1f: Designing and Analyzing Assessments         | 2.99              |
| 3d: Using Assessment for Learning               | 3.01              |
| 3b: Using Questioning and Discussion Techniques | 3.03              |
| Total   | 2.99              |

### SLO 3

## 2023-24 Assessment Results

### SLO 3 - professional behaviors and characteristics

SLO: Candidates will model behaviors and characteristics of professional educators.

Assessment: Teacher Beliefs and Mindset Survey

Benchmark: 100% of candidates will have a mean rating of 7 or higher on all items

Count of Teacher  
Candidates

76

Academic Year  
2023-24

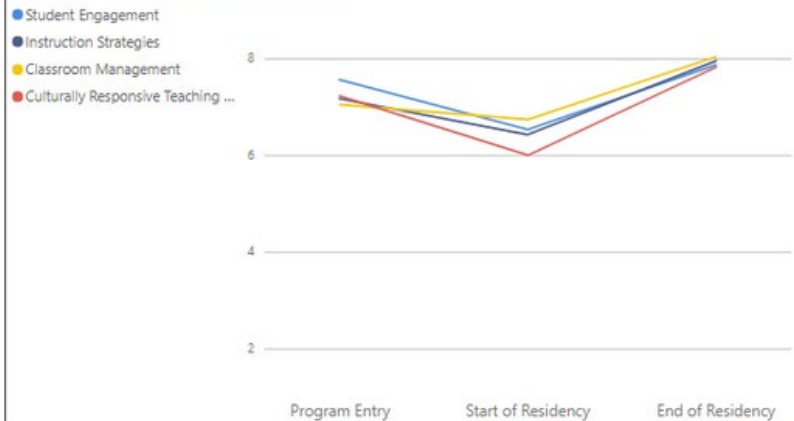
Major  
Multiple selections

Concentration  
All

### Average Rating

| Candidate Status   | Student Engagement | Instruction Strategies | Classroom Management | Culturally Responsive Teaching | Overall |
|--------------------|--------------------|------------------------|----------------------|--------------------------------|---------|
| Program Entry      | 7.56               | 7.17                   | 7.04                 | 7.22                           | 7.25    |
| Start of Residency | 6.53               | 6.42                   | 6.73                 | 6.00                           | 6.56    |
| End of Residency   | 7.87               | 7.95                   | 8.03                 | 7.82                           | 7.95    |
| Total              | 7.32               | 7.16                   | 7.24                 | 7.00                           | 7.24    |

### Teachers' Sense of Self-Efficacy



## SLO 4

### 2023-24 Assessment Results

| Year Description  | 23-24 n | Avg Rating |
|---|---------|------------|
| Demonstrates knowledge of students  | 21      | 2.95       |
| Designs appropriate assessments to determine level of student learning toward mastery of instructional outcomes | 21      | 2.95       |
| Uses appropriate resources  | 21      | 2.86       |
| Demonstrates knowledge of content   | 21      | 2.76       |
| Demonstrates knowledge of pedagogy  | 21      | 2.76       |
| Sets appropriate instructional outcomes   | 21      | 2.76       |
| Designs coherent instruction  | 21      | 2.71       |
| Integrates technology to enhance the lesson   | 21      | 1.05       |

21

Count of CWID

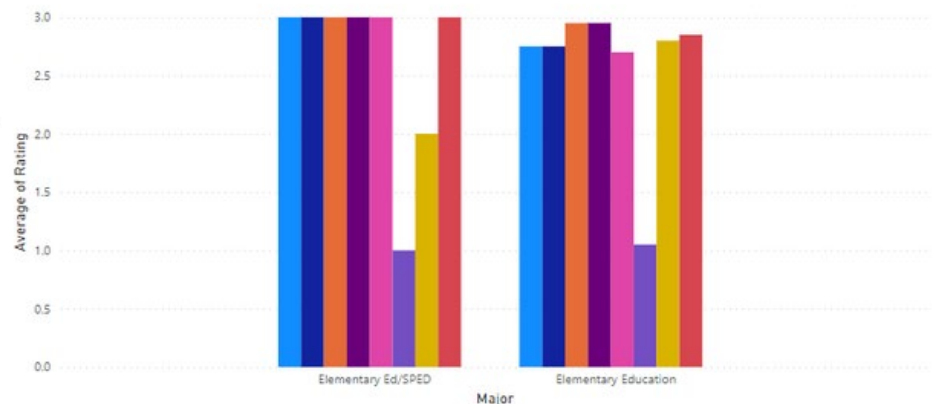
Year  
22-23  
23-24

Major  
Multiple selections

Concentration  
All

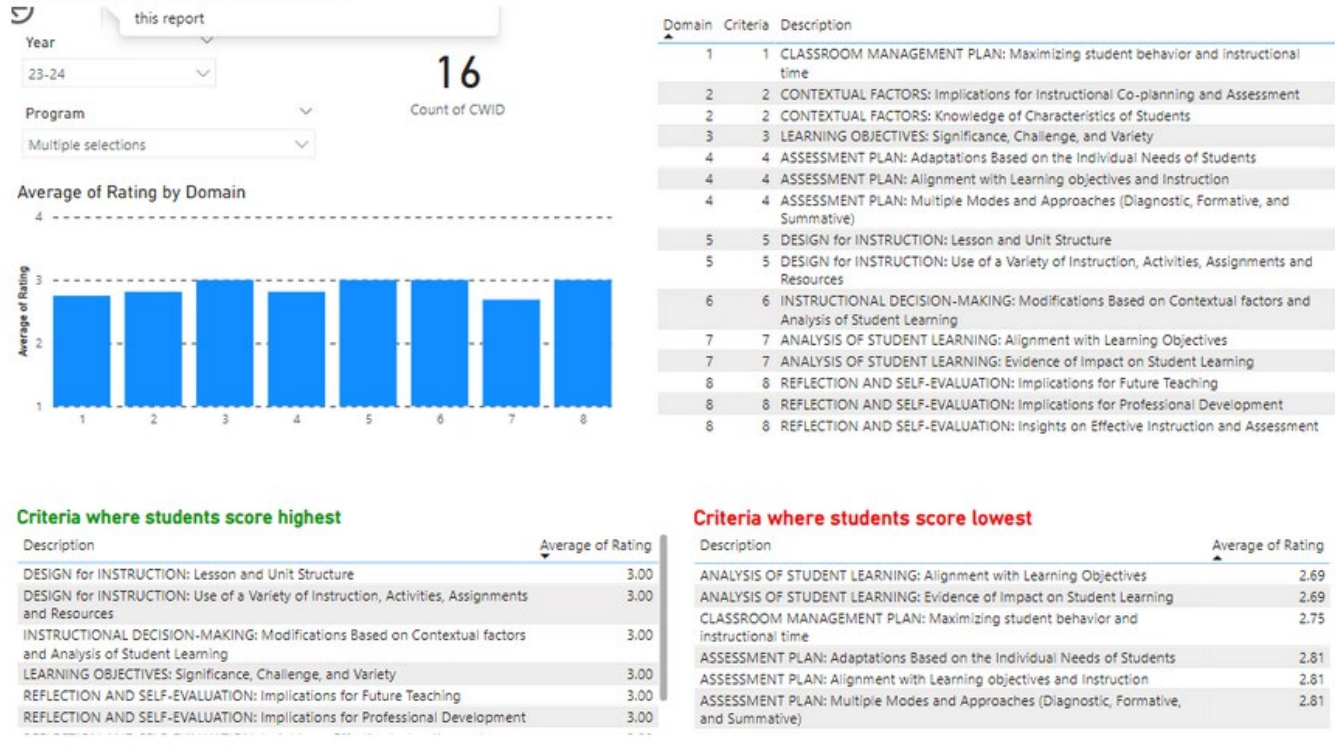
### Average of Rating by Major and Description

- Description
- Demonstrates knowledge of content
  - Demonstrates knowledge of pedagogy
  - Demonstrates knowledge of students
  - Designs appropriate assessments to determine level of st...
  - Designs coherent instruction
  - Integrates technology to enhance the lesson
  - Sets appropriate instructional outcomes
  - Uses appropriate resources



## SLO 5

### 2023-24 Assessment Results



## General Education Course Results

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

To be completed by October 15, 2024.

### Programmatic Use of Results

**SLO 1** - 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 undergraduate candidates apart from MAT candidates. Previously, results have been determined by reviewing licensure area data in aggregate for undergraduate and MAT candidates. For this reason, we did not review Praxis data this year. The SLO and acceptable assessment method will be reviewed in the upcoming year.

**SLO 2** - We created an action plan and instead of just focusing on 2b, we took a more holistic approach and addressed all components of domains 2 and 3. The scores of 2b increased from 2.9 in 2022-23 to 3.13 in 2023-24. Students are demonstrating growth in fostering a culture of learning.

SLO 3 –During the past year, use of TBMS was reviewed to determine if this is the best measure for this SLO. It was determined that beginning in the 24-25 academic, the Professionalism Checklist will replace the TBMS as the measure for this SLO.

SLO 4 – This is the first cycle of data we will have to analyze and compare. We will continue to look at data for areas of improvement.

SLO 5 – The group for which the action step was used has just entered residency this year. Spring of 2024-25 will be the first opportunity to see how the action plan has had an impact.

#### General Education Use of Results



## 2023-2024 INSTITUTIONAL EFFECTIVENESS AUDIT

**Major Organizational Unit Head Mitzi Deselles, Interim Dean; Donna Thomas, Provost**

**ALL sections are required**

**Name of Unit/Program:** BS, Secondary Education and Teaching, Grades 6-12, UTeachTech (STEM Education Studies)

**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 2022-2023 data, what is being implemented during the 2023-2024 cycle to improve 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 candidates specifically majoring in the BS Secondary Education and Teaching program. Previously, results have been determined by reviewing licensure area data in aggregate for BS and MAT candidates. For this reason, the use of Praxis pass rates as a program SLO-acceptable assessment method will be reviewed in the upcoming year to determine a measure that better assesses BS Secondary Education and Teaching majors' content knowledge.

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

Areas for growth identified from the previous cycle's data include Question and Discussion Techniques and Designing and Analyzing Discussions. These skills are introduced in the fall quarter during the methods course. For the upcoming year, this topic will also be revisited with candidates in the winter quarter during the practicum course with the requirement to identify how these skills are incorporated into the classroom they are placed for field experience. This should further solidify their knowledge and skill in these areas and improve assessments scores in the upcoming cycle.

### **SLO 3 (professional behaviors and characteristics)**

The Teacher Beliefs and Mindset Survey (TBMS) is a self-efficacy survey that we used from 2017 to 2022 as part of the Dean's for Impact CIS Network. The CIS Network focused on collecting credible, actionable evidence so that educator-preparation programs could work together to enhance existing strengths and address challenge areas in their preparation programs. This collaboration concluded at the end of the 21-22 academic year; however, we continued the survey on our own during the 22-23 year. During the 23-24 academic year, we plan to review the usefulness of the data collected through this survey and either revise or replace it with an instrument to collect more usable information.

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

The lesson plan rubric was developed and implemented during the previous year. Since at least two cycles of data are necessary to identify trends, the measures and benchmarks used in 2022-23 will be repeated in 2023-24 so that two comparable data captures may be used for trend analysis. Subsequent changes to measures or benchmarks will be considered.

**SLO 5 (data-driven decisions)**

The previous cycle's data indicate that candidates score lower in Design for Instruction and Analysis of Student Learning. During the previous year, more emphasis was placed on designing instruction during the methods course. Anecdotal data from evaluators of residents already indicate this has had a positive impact on candidates' ability to design effective lessons. Given this, it is anticipated that these areas will improve in the Teacher Work Sample scores for the 23-24 year. At this time we will continue the emphasis on planning in the methods course and review the impact at the end of the current year.

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

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

**SLO 1 (discipline-specific content knowledge)**

Candidates will demonstrate content knowledge mastery in their respective certification areas.

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

Candidates will demonstrate proficiency in the professional skills of planning and preparation, organizing and maintaining a classroom environment, instruction, and professionalism.

**SLO 3 (professional behaviors and characteristics)**

Candidates will model behaviors and characteristics of professional educators.

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

Candidates will create engaging learning activities that embed college- and career-readiness skills, digital learning experiences, and current best practices in teaching.

**SLO 5 (data-driven decisions)**

Candidates will make instructional decisions by collecting, analyzing, and acting upon student performance data.

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

N/A

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

Programmatic Means of Measurement

**SLO 1 (discipline-specific content knowledge)**

Assessment: Praxis Subject Assessments: Agriculture (5701), Business (5101), English (5039), Social Studies (5086)

Method: Nationally-normed test

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

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

Assessment: Danielson Framework for Teaching Evaluations

Method: Rubric

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

**SLO 3 (professional behaviors and characteristics)**

Assessment: Teacher Beliefs and Mindset Survey

Method: Survey

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

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

Assessment: Lesson Plan

Method: Rubric

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

**SLO 5 (data-driven decisions)**

Assessment: Student Learning Target Assessment

Method: Rubric

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

General Education Course Means of Measurement

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

To be completed by October 15, 2024.

Programmatic Results**SLO 1**

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 undergraduate candidates apart from MAT candidates. Previously, results have been determined by reviewing licensure area data in aggregate for undergraduate and MAT candidates. For this reason, we did not review Praxis data this year. The SLO and acceptable assessment method will be reviewed in the upcoming year.

**SLO 2**

## 2023-24 Assessment Results

Quarter

Fall Spring Winter

Academic Year

☐ 22-23

☒ 23-24

8

Count of Students

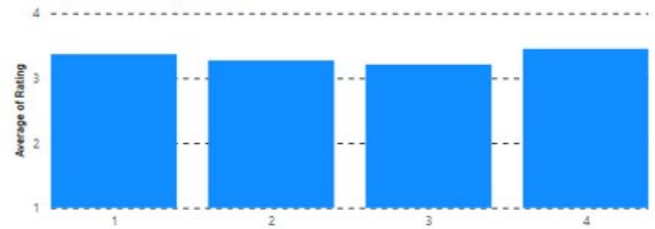
Major

Secondary Education and Teach

Concentration

All

Average of Rating by Domain



At 3.45, 4 had the highest Average of Rating and was 7.52% higher than 3, which had the lowest Average of Rating at 3.21.

4 had the highest Average of Rating at 3.45, followed by 1, 2, and 3.

Across all 4 Domain, Average of Rating ranged from 3.21 to 3.45.

### Criteria where students score highest

| Criteria   | Average of Rating |
|--|-------------------|
| 4d: Contributing to School Community and Culture | 3.71              |
| 1c: Setting Instructional Outcomes               | 3.57              |
| 1a: Applying Knowledge of Content and Pedagogy   | 3.52              |
| 4a: Engaging in Reflective Practice              | 3.50              |
| 4f: Acting in Service of Students                | 3.50              |
| <b>Total</b>                                     | <b>3.56</b>       |

### Criteria where students score lowest

| Criteria  | Average of Rating |
|---|-------------------|
| 2b: Fostering a Culture for Learning            | 3.09              |
| 3d: Using Assessment for Learning               | 3.13              |
| 3b: Using Questioning and Discussion Techniques | 3.15              |
| 1f: Designing and Analyzing Assessments         | 3.19              |
| 4c: Engaging Families and Communities           | 3.20              |
| <b>Total</b>                                    | <b>3.15</b>       |

## SLO 3

### 2023-24 Assessment Results

#### SLO 3 - professional behaviors and characteristics

SLO: Candidates will model behaviors and characteristics of professional educators.

Assessment: Teacher Beliefs and Mindset Survey

Benchmark: 100% of candidates will have a mean rating of 7 or higher on all items

Count of Teacher Candidates

33

Academic Year

2023-24

Major

Secondary Education and Teach

Concentration

All

#### Average Rating

| Candidate Status   | Student Engagement | Instruction Strategies | Classroom Management | Culturally Responsive Teaching | Overall     |
|--------------------|--------------------|------------------------|----------------------|--------------------------------|-------------|
| Program Entry      | 7.38               | 6.59                   | 6.44                 | 6.65                           | 6.80        |
| Start of Residency | 5.92               | 5.83                   | 6.42                 | 5.89                           | 6.06        |
| End of Residency   | 7.53               | 8.03                   | 7.66                 | 7.46                           | 7.74        |
| <b>Total</b>       | <b>7.02</b>        | <b>6.73</b>            | <b>6.73</b>          | <b>6.64</b>                    | <b>6.83</b> |

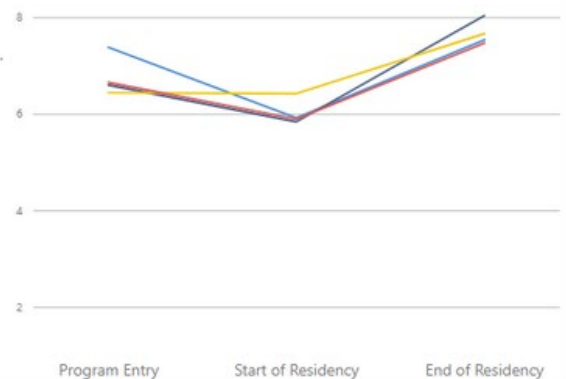
#### Teachers' Sense of Self-Efficacy

● Student Engagement

● Instruction Strategies

● Classroom Management

● Culturally Responsive Teaching ...



## SLO 4

### 2023-24 Assessment Results

| Year  | 23-24 |            |
|---|-------|------------|
| Description   | n     | Avg Rating |
| Designs coherent instruction  | 14    | 2.93       |
| Demonstrates knowledge of content   | 14    | 2.86       |
| Demonstrates knowledge of pedagogy  | 14    | 2.86       |
| Integrates technology to enhance the lesson   | 14    | 2.86       |
| Uses appropriate resources  | 14    | 2.86       |
| Sets appropriate instructional outcomes   | 14    | 2.64       |
| Demonstrates knowledge of students  | 14    | 2.43       |
| Designs appropriate assessments to determine level of student learning toward mastery of instructional outcomes | 14    | 2.36       |

14  
Count of CWID

Year

☐ 22-23

☒ 23-24

Major

Secondary Education and Teach

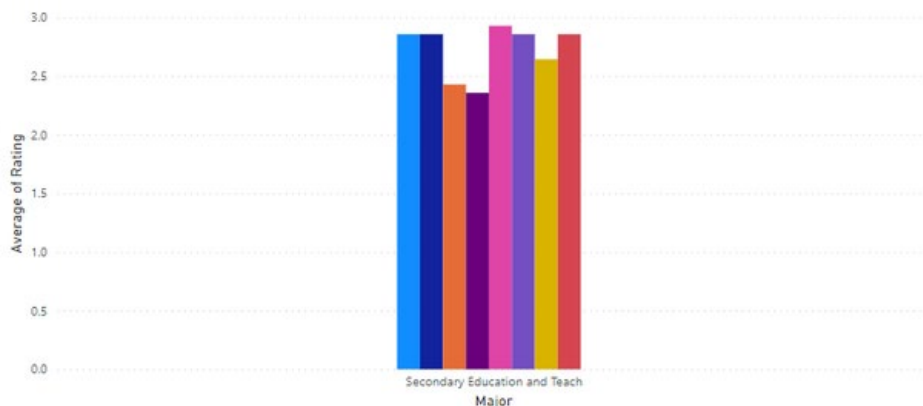
Concentration

All

#### Average of Rating by Major and Description

Description

- Demonstrates knowledge of content
- Demonstrates knowledge of pedagogy
- Demonstrates knowledge of students
- Designs appropriate assessments to determine level of st...
- Designs coherent instruction
- Integrates technology to enhance the lesson
- Sets appropriate instructional outcomes
- Uses appropriate resources



## SLO 5

### 2023-24 Assessment Results

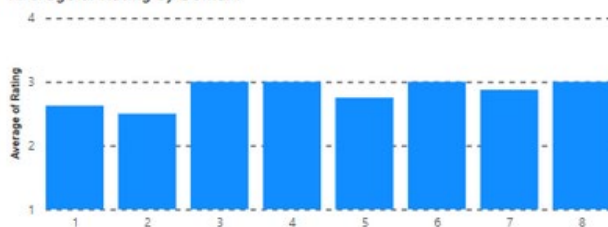
this report

Year  
23-24

Program  
BS Sec Ed

8  
Count of CWID

#### Average of Rating by Domain



| Domain | Criteria | Description   |
|--------|----------|---|
| 1      | 1        | CLASSROOM MANAGEMENT PLAN: Maximizing student behavior and instructional time                             |
| 2      | 2        | CONTEXTUAL FACTORS: Implications for Instructional Co-planning and Assessment                             |
| 2      | 2        | CONTEXTUAL FACTORS: Knowledge of Characteristics of Students  |
| 3      | 3        | LEARNING OBJECTIVES: Significance, Challenge, and Variety   |
| 4      | 4        | ASSESSMENT PLAN: Adaptations Based on the Individual Needs of Students                                    |
| 4      | 4        | ASSESSMENT PLAN: Alignment with Learning objectives and Instruction                                       |
| 4      | 4        | ASSESSMENT PLAN: Multiple Modes and Approaches (Diagnostic, Formative, and Summative)                     |
| 5      | 5        | DESIGN for INSTRUCTION: Lesson and Unit Structure   |
| 5      | 5        | DESIGN for INSTRUCTION: Use of a Variety of Instruction, Activities, Assignments and Resources            |
| 6      | 6        | INSTRUCTIONAL DECISION-MAKING: Modifications Based on Contextual factors and Analysis of Student Learning |
| 7      | 7        | ANALYSIS OF STUDENT LEARNING: Alignment with Learning Objectives  |
| 7      | 7        | ANALYSIS OF STUDENT LEARNING: Evidence of Impact on Student Learning                                      |
| 8      | 8        | REFLECTION AND SELF-EVALUATION: Implications for Future Teaching  |
| 8      | 8        | REFLECTION AND SELF-EVALUATION: Implications for Professional Development                                 |
| 8      | 8        | REFLECTION AND SELF-EVALUATION: Insights on Effective Instruction and Assessment                          |

#### Criteria where students score highest

| Description   | Average of Rating |
|---|-------------------|
| ASSESSMENT PLAN: Adaptations Based on the Individual Needs of Students                                    | 3.00              |
| ASSESSMENT PLAN: Alignment with Learning objectives and Instruction                                       | 3.00              |
| ASSESSMENT PLAN: Multiple Modes and Approaches (Diagnostic, Formative, and Summative)                     | 3.00              |
| INSTRUCTIONAL DECISION-MAKING: Modifications Based on Contextual factors and Analysis of Student Learning | 3.00              |
| LEARNING OBJECTIVES: Significance, Challenge, and Variety   | 3.00              |
| REFLECTION AND SELF-EVALUATION: Implications for Future Teaching  | 3.00              |

#### Criteria where students score lowest

| Description  | Average of Rating |
|--|-------------------|
| CONTEXTUAL FACTORS: Implications for Instructional Co-planning and Assessment                  | 2.50              |
| CONTEXTUAL FACTORS: Knowledge of Characteristics of Students                                   | 2.50              |
| CLASSROOM MANAGEMENT PLAN: Maximizing student behavior and instructional time                  | 2.63              |
| DESIGN for INSTRUCTION: Lesson and Unit Structure  | 2.75              |
| DESIGN for INSTRUCTION: Use of a Variety of Instruction, Activities, Assignments and Resources | 2.75              |

## General Education Course Results

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

To be completed by October 15, 2024.

### Programmatic Use of Results

SLO 1 - 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 undergraduate candidates apart from MAT candidates. Previously, results have been determined by reviewing licensure area data in aggregate for undergraduate and MAT candidates. For this reason, we did not review Praxis data this year. The SLO and acceptable assessment method will be reviewed in the upcoming year.

SLO 2 – Areas for growth identified from the previous cycle's data included Question and Discussion Techniques and Designing and Analyzing Discussions. Although additional emphasis was placed on these two areas in the practicum course, both are still identified as areas for growth based on 23-24 assessment data.

SLO 3 – During the past year, use of TBMS was reviewed to determine if this is the best measure for this SLO. It was determined that beginning in the 24-25 academic, the Professionalism Checklist will replace the TBMS as the measure for this SLO.

SLO 4 – The lesson plan rubric was developed and implemented during the 22-23 year. Since at least two cycles of data are necessary to identify trends, the measures and benchmarks no changed were planned for the 2023-24 so that two comparable data captures may be used for trend analysis.

SLO 5 – During the 22-23 year, data indicated that candidates scored lower in Design for Instruction and Analysis of Student Learning. More emphasis was placed on designing instruction during the methods course. It was anticipated that these areas would improve in the Teacher Work Sample scores for the 23-24 year. Both areas showed improved, with average scores in Analysis of Student Learning increasing from 2.20 to 2.88 and average scores in Design for Instruction increasing from 2.10 to 2.75.

### General Education Use of Results



## 2023-2024 INSTITUTIONAL EFFECTIVENESS AUDIT

**Major Organizational Unit Head Mitzi Deselles, Interim Dean; Donna Thomas, 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 2022-2023 data, what is being implemented during the 2023-2024 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 did not feel the n values were sufficient to justify program changes. During the 22-23 academic year, all but one candidate completed the assignment with at least an overall score of 80% with the average score being 87.4%. At this time, no changes are planned.

**SLO 2 (professional behaviors and characteristics)**

The Teacher Beliefs and Mindset Survey (TBMS) is a self-efficacy survey that we used from 2017 to 2022 as part of the Dean's for Impact CIS Network. The CIS Network focused on collecting credible, actionable evidence so that educator-preparation programs could work together to enhance existing strengths and address challenge areas in their preparation programs. This collaboration concluded at the end of the 21-22 academic year; however, we continued the survey on our own during the 22-23 year. During the 23-24 academic year, we plan to review the usefulness of the data collected through this survey and either revise or replace it with an instrument to collect more useable information.

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

The lesson plan rubric was developed and implemented during the previous year. Since at least two cycles of data are necessary to identify trends, the measures and benchmarks used in 2022-23 will be repeated in 2023-24 so that two comparable data captures may be used for a trend analysis. Subsequent changes to measures or benchmarks will be considered.

**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, 2024.

Programmatic Results

## SLO 1

### 2023-24 Assessment Results

Number of Candidates

5

Year  
2023

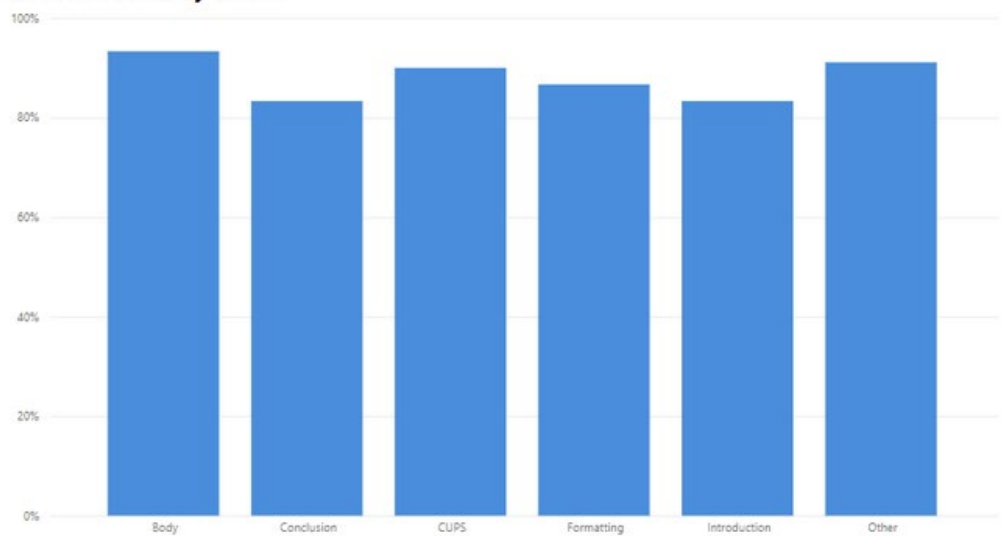
Concentration  
All

Gender  
☐ Female  
☐ Male

Race  
☐ Black/African American  
☐ White

| Year | Body   | Conclusion | CUPS   | Formatting | Introduction | Other  |
|------|--------|------------|--------|------------|--------------|--------|
| 2023 | 93.33% | 83.33%     | 90.00% | 86.67%     | 83.33%       | 91.11% |

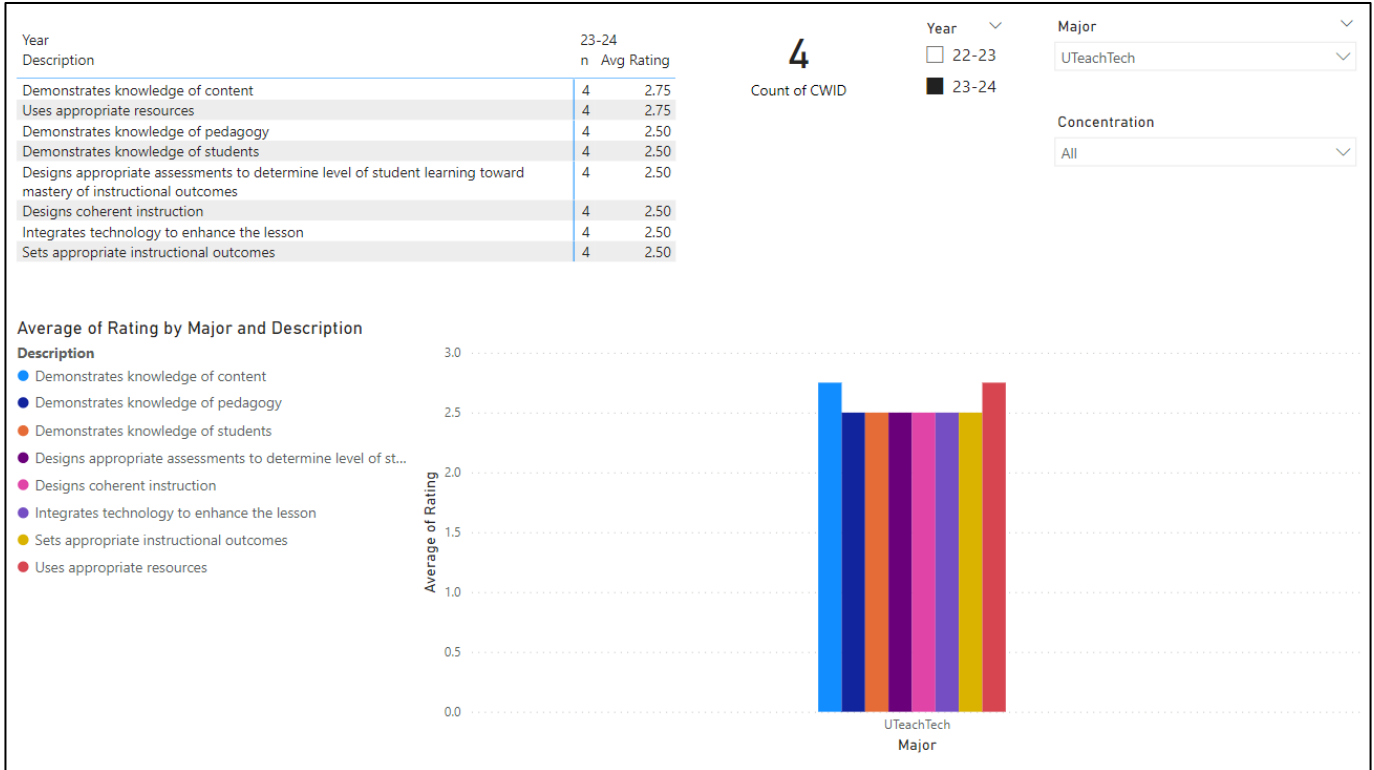
Lit Review Scores by Criteria



## SLO 2

No scores were available for this assessment from the 23-24 year.

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

To be completed by October 15, 2024.

### Programmatic Use of Results

**SLO 1** – Because of the small number of students who completed the assessment during 21-22 and 22-23, no changes were planned for the 23-24 year.

**SLO 2** - During the past year, use of TBMS was reviewed to determine if this is the best measure for this SLO. It was determined that beginning in the 24-25 academic, the Professionalism Checklist will replace the TBMS as the measure for this SLO.

**SLO 3** - The lesson plan rubric was developed and implemented during the 21-22 year. Since we believe at least two cycles of data are necessary to identify trends, the measures and benchmarks, no changed were planned for 23-24 based on 22-23 data.

General Education Use of Results



## 2023-2024 INSTITUTIONAL EFFECTIVENESS AUDIT

**Major Organizational Unit Head Mitzi Deselles, Interim Dean; Donna Thomas, 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 2022-2023 data, what is being implemented during the 2023-2024 cycle to improve results:**

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

We would like to see an increase in the number of faculty with whom students co-present and/or co-author papers. The limited number of CIL faculty who teach in the doctoral program limits student contact with potential dissertation chairs. In order to address this, we will create additional opportunities for doctoral students to interact with CIL faculty.

**SLO 2 (professional behaviors and characteristics)**

The goal for this SLO is to improve the depth of self-reflection relative to each program outcome. The rubric is constructed in a way that does not require deep reflection, so, during the upcoming year, we plan to review and update the rubric.

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

A small number of students do not complete dissertation proposals within the expected timeframe. The root cause is primarily work habits and motivation. Students who don't meet this expectation tend to struggle throughout the program. Going forward, we plan to be more proactive in identifying underperforming students early in the program and providing additional scaffolding to support the development of necessary knowledge, skills, and dispositions.

**SLO 4 (data-driven decisions)**

Our goal for this SLO is to increase the quality of Chapter 5 in the dissertations. One cause for the lack of quality is that students don't have specific models that apply to the variety of potential research methodologies. We will continue to develop the expanded Dissertation rubric and put in place an external (to the committee) reviewer.

**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, 2024.

Programmatic Results

**SLO 1**

100% of candidates (n=2) met the benchmark.

**SLO 2**

100% of candidates (n=2) met the benchmark.

**SLO 3**

83% of students completed the proposal defense successfully.

**SLO 4**

100% of candidates defended their dissertations successfully.

General Education Course Results

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

To be completed by October 15, 2024.

Programmatic Use of Results

**SLO 1**

Responding to the need for additional program faculty, one faculty member was hired to work primarily in the EdD program. Additionally, the program has hired new adjuncts with skills and competencies to address program challenges such as the limited number of faculty serving on dissertation committees and co-authoring scholarly works. Also, the new adjunct faculty have distinct knowledge that strengthens areas of the program.

**SLO 2**

We did not update the rubric; however, a reflection of last year's results provided impetus for a revision of the program assessment, which will more accurately measure the SLO 2.

**SLO 3**

Inherent to the minimal number of program faculty is the difficulty of recognizing and addressing the needs of struggling candidates.

**SLO 4**

Work was completed on expanding the dissertation rubric with chapters 1 and 2 being completed while revisions of chapters 4 and 5 remain in progress. We have not formulated an official process for guaranteeing the use of an external reviewer.

#### General Education Use of Results



## 2023-2024 INSTITUTIONAL EFFECTIVENESS AUDIT

**Major Organizational Unit Head Mitzi Deselles, Interim Dean; Donna Thomas, 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 2022-2023 data, what is being implemented during the 2023-2024 cycle to improve results:**

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

MAT candidates come into the program with content knowledge from their undergraduate degree and are hired into classroom as the teacher of record with little to no pedagogical instruction. As a result, MAT candidates are weaker across the board in pedagogical content knowledge. To address this we will put more emphasis on evaluating curriculum within the methods courses to accelerate the knowledge of pedagogical skills, which we anticipate will increase those areas that are weak earlier in the program so that we see those skills increase at a greater rate.

**SLO 2 (professional behaviors and characteristics)**

The Teacher Beliefs and Mindset Survey (TBMS) is a self-efficacy survey that we used from 2017 to 2022 as part of the Dean's for Impact CIS Network. The CIS Network focused on collecting credible, actionable evidence so that educator-preparation programs could work together to enhance existing strengths and address challenge areas in their preparation programs. This collaboration concluded at the end of the 21-22 academic year; however, we continued the survey on our own during the 22-23 year. During the 23-24 academic year, we plan to review the usefulness of the data collected through this survey and either revise or replace it with an instrument to collect more useable information.

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

This assessment was developed and implemented in the undergraduate programs during the 2022-23 academic year. During the current cycles we will determine the most appropriate course in the MAT programs for the lesson plan assessment to be implemented.

**SLO 4 (data-driven decisions)**

The assessment for SLO 4 indicates that MAT candidates score lower in the categories of Design for Instruction: Lesson and Unit Structure and Design for Instruction: Use of a Variety of Instruction, Activities, Assignments. This data supports the findings from the Danielson Framework showing that MAT candidates are weak in lesson

planning (SLO 1). We believe the same strategy implemented to address SLO will also increase scores on the Teacher Work Sample (SLO 4). No additional changes are planned for 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 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 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.

**SLO 4 (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 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 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%

#### SLO 4 (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, 2024.

#### Programmatic Results

##### SLO 1

There were no Danielson scores for MAT Early Childhood during the 23-24 year.

##### SLO 2

There were no TBMS scores for MAT Early Childhood during the 23-24 year.

##### SLO 3



**SLO 4**

There were no TWS scores for MAT Early Childhood during the 23-24 year.

General Education Course Results

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

To be completed by October 15, 2024.

Programmatic Use of Results**SLO 1**

There were no Danielson scores for MAT Early Childhood during the 23-24 year.

**SLO 2**

There were no TBMS scores for MAT Early Childhood during the 23-24 year.

**SLO 3**

The lesson plan was implemented in the methods courses taken by MAT early childhood education candidates. The first cycle of data was collected; however, we feel a minimum of two cycles are needed in order to identify trends. Therefore, no changes are planned for this SLO during this cycle.

**SLO 4**

There were no TWS scores for MAT Early Childhood during the 23-24 year.

General Education Use of Results



## 2023-2024 INSTITUTIONAL EFFECTIVENESS AUDIT

**Major Organizational Unit Head Mitzi Deselles, Interim Dean; Donna Thomas, 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 2022-2023 data, what is being implemented during the 2023-2024 cycle to improve results:**

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

MAT candidates come into the program with content knowledge from their undergraduate degree and are hired into classroom as the teacher of record with little to no pedagogical instruction. As a result, MAT candidates are weaker across the board in pedagogical content knowledge. To address this we will put more emphasis on evaluating curriculum within the methods courses to accelerate the knowledge of pedagogical skills, which we anticipate will increase those areas that are weak earlier in the program so that we see those skills increase at a greater rate.

**SLO 2 (professional behaviors and characteristics)**

The Teacher Beliefs and Mindset Survey (TBMS) is a self-efficacy survey that we used from 2017 to 2022 as part of the Dean's for Impact CIS Network. The CIS Network focused on collecting credible, actionable evidence so that educator-preparation programs could work together to enhance existing strengths and address challenge areas in their preparation programs. This collaboration concluded at the end of the 21-22 academic year; however, we continued the survey on our own during the 22-23 year. During the 23-24 academic year, we plan to review the usefulness of the data collected through this survey and either revise or replace it with an instrument to collect more useable information.

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

This assessment was developed and implemented in the undergraduate programs during the 2022-23 academic year. During the current cycles we will determine the most appropriate course in the MAT programs for the lesson plan assessment to be implemented.

**SLO 4 (data-driven decisions)**

The assessment for SLO 4 indicates that MAT candidates score lower in the categories of Design for Instruction: Lesson and Unit Structure and Design for Instruction: Use of a Variety of Instruction, Activities, Assignments. This data supports the findings from the Danielson Framework showing that MAT candidates are weak in lesson

planning (SLO 1). We believe the same strategy implemented to address SLO will also increase scores on the Teacher Work Sample (SLO 4). No additional changes are planned for 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 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 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.

**SLO 4 (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 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 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%

#### SLO 4 (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, 2024.

#### Programmatic Results

##### SLO 1

There were no Danielson scores for MAT Elementary during the 23-24 year.

##### SLO 2

There were no TBMS scores for MAT Elementary during the 23-24 year.

##### SLO 3



**SLO 4**

There were no TWS scores for MAT Elementary during the 23-24 year.

General Education Course Results

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

To be completed by October 15, 2024.

Programmatic Use of Results**SLO 1**

There were no Danielson scores for MAT Elementary during the 23-24 year.

**SLO 2**

There were no TBMS scores for MAT Elementary during the 23-24 year.

**SLO 3**

The lesson plan was implemented in the methods courses taken by MAT elementary education candidates. The first cycle of data was collected; however, we feel a minimum of two cycles are needed in order to identify trends. Therefore, no changes are planned for this SLO during this cycle.

**SLO 4**

There were no TWS scores for MAT Elementary during the 23-24 year.

General Education Use of Results



## 2023-2024 INSTITUTIONAL EFFECTIVENESS AUDIT

**Major Organizational Unit Head Mitzi Deselles, Interim Dean; Donna Thomas, 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 2022-2023 data, what is being implemented during the 2023-2024 cycle to improve results:**

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

MAT candidates come into the program with content knowledge from their undergraduate degree and are hired into classroom as the teacher of record with little to no pedagogical instruction. As a result, MAT candidates are weaker across the board in pedagogical content knowledge. To address this we will put more emphasis on evaluating curriculum within the methods courses to accelerate the knowledge of pedagogical skills, which we anticipate will increase those areas that are weak earlier in the program so that we see those skills increase at a greater rate.

**SLO 2 (professional behaviors and characteristics)**

The Teacher Beliefs and Mindset Survey (TBMS) is a self-efficacy survey that we used from 2017 to 2022 as part of the Dean's for Impact CIS Network. The CIS Network focused on collecting credible, actionable evidence so that educator-preparation programs could work together to enhance existing strengths and address challenge areas in their preparation programs. This collaboration concluded at the end of the 21-22 academic year; however, we continued the survey on our own during the 22-23 year. During the 23-24 academic year, we plan to review the usefulness of the data collected through this survey and either revise or replace it with an instrument to collect more useable information.

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

This assessment was developed and implemented in the undergraduate programs during the 2022-23 academic year. During the current cycles we will determine the most appropriate course in the MAT programs for the lesson plan assessment to be implemented.

**SLO 4 (data-driven decisions)**

The assessment for SLO 4 indicates that MAT candidates score lower in the categories of Design for Instruction: Lesson and Unit Structure and Design for Instruction: Use of a Variety of Instruction, Activities, Assignments. This data supports the findings from the Danielson Framework showing that MAT candidates are weak in lesson

planning (SLO 1). We believe the same strategy implemented to address SLO will also increase scores on the Teacher Work Sample (SLO 4). No additional changes are planned for 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 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 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.

**SLO 4 (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 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 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%

**SLO 4 (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, 2024.

Programmatic Results

**SLO 1**

There are no Danielson scores for MAT Middle School during the 23-24 cycle.

**SLO 2**

There are no TBMS scores for MAT Middle School during the 23-24 cycle.

**SLO 3**

There are no Lesson Plan scores for MAT Middle School during the 23-24 cycle.

**SLO 4**

There are no TWS scores for MAT Middle School during the 23-24 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 strengths and weaknesses. You can compare previous year to current year to identify improvement).**

To be completed by October 15, 2024.

Programmatic Use of Results

**SLO 1**

There are no Danielson scores for MAT Middle School during the 23-24 cycle.

**SLO 2**

There are no TBMS scores for MAT Middle School during the 23-24 cycle.

**SLO 3**

There are no Lesson Plan scores for MAT Middle School during the 23-24 cycle.

**SLO 4**

There are no TWS scores for MAT Middle School during the 23-24 cycle.

General Education Use of Results



## 2023-2024 INSTITUTIONAL EFFECTIVENESS AUDIT

**Major Organizational Unit Head Mitzi Deselles, Interim Dean; Donna Thomas, Provost**

**ALL sections are required**

**Name of Unit/Program: MAT, Secondary Education, Grades 6-12, Secondary Education and Special Education Mild/Moderate 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 2022-2023 data, what is being implemented during the 2023-2024 cycle to improve results:**

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

MAT candidates come into the program with content knowledge from their undergraduate degree and are hired into classroom as the teacher of record with little to no pedagogical instruction. As a result, MAT candidates are weaker across the board in pedagogical content knowledge. To address this we will put more emphasis on evaluating curriculum within the methods courses to accelerate the knowledge of pedagogical skills, which we anticipate will increase those areas that are weak earlier in the program so that we see those skills increase at a greater rate.

**SLO 2 (professional behaviors and characteristics)**

The Teacher Beliefs and Mindset Survey (TBMS) is a self-efficacy survey that we used from 2017 to 2022 as part of the Dean's for Impact CIS Network. The CIS Network focused on collecting credible, actionable evidence so that educator-preparation programs could work together to enhance existing strengths and address challenge areas in their preparation programs. This collaboration concluded at the end of the 21-22 academic year; however, we continued the survey on our own during the 22-23 year. During the 23-24 academic year, we plan to review the usefulness of the data collected through this survey and either revise or replace it with an instrument to collect more useable information.

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

This assessment was developed and implemented in the undergraduate programs during the 2022-23 academic year. During the current cycles we will determine the most appropriate course in the MAT programs for the lesson plan assessment to be implemented.

**SLO 4 (data-driven decisions)**

The assessment for SLO 4 indicates that MAT candidates score lower in the categories of Design for Instruction: Lesson and Unit Structure and Design for Instruction: Use of a Variety of Instruction, Activities, Assignments. This data supports the findings from the Danielson Framework showing that MAT candidates are weak in lesson

planning (SLO 1). We believe the same strategy implemented to address SLO will also increase scores on the Teacher Work Sample (SLO 4). No additional changes are planned for 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 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 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.

**SLO 4 (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 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 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%

#### SLO 4 (data-driven decisions)

Assessment: Student Learning Target Assessment

Method: Rubric

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

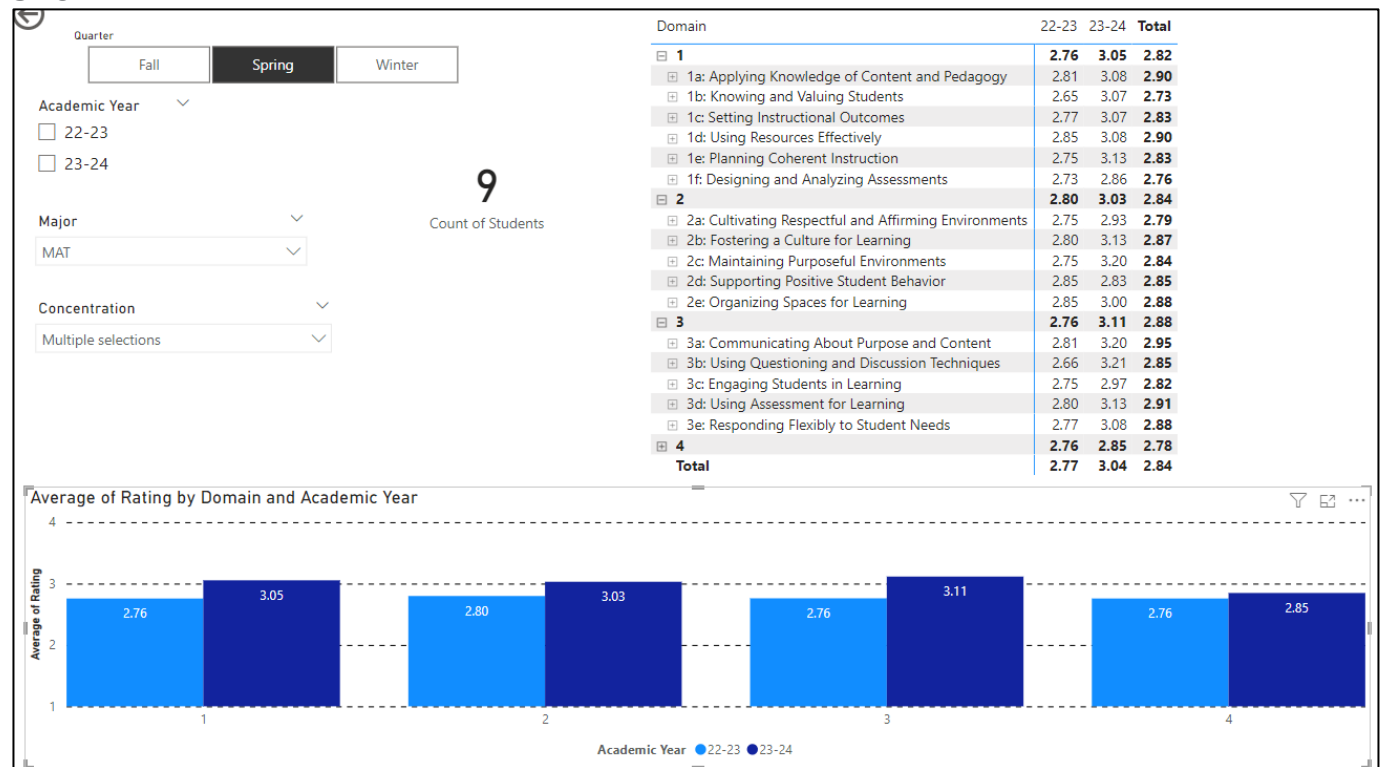
#### General Education Course Means of Measurement

**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, 2024.

#### Programmatic Results

##### SLO 1



## SLO 2

### 2023-24 Assessment Results

#### SLO 3 - professional behaviors and characteristics

SLO: Candidates will model behaviors and characteristics of professional educators.

Assessment: Teacher Beliefs and Mindset Survey

Benchmark: 100% of candidates will have a mean rating of 7 or higher on all items

Count of Teacher  
Candidates

6

Academic Year

2023-24

Major

MAT

Concentration

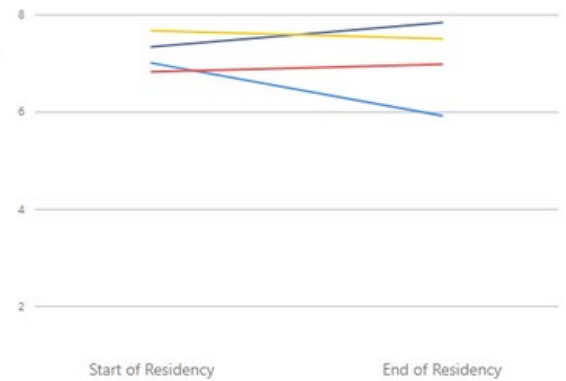
Multiple selections

#### Average Rating

| Candidate Status   | Student Engagement | Instruction Strategies | Classroom Management | Culturally Responsive Teaching | Overall |
|--------------------|--------------------|------------------------|----------------------|--------------------------------|---------|
| Start of Residency | 7.00               | 7.33                   | 7.67                 | 6.82                           | 7.33    |
| End of Residency   | 5.92               | 7.83                   | 7.50                 | 6.97                           | 7.08    |
| Total              | 6.46               | 7.58                   | 7.58                 | 6.90                           | 7.21    |

#### Teachers' Sense of Self-Efficacy

- Student Engagement
- Instruction Strategies
- Classroom Management
- Culturally Responsive Teaching ...



## SLO 3

Report view

Year  
Description

23-24  
n Avg Rating

|   |   |      |
|---|---|------|
| Designs coherent instruction  | 8 | 3.63 |
| Demonstrates knowledge of content   | 8 | 3.25 |
| Sets appropriate instructional outcomes   | 8 | 3.25 |
| Integrates technology to enhance the lesson   | 8 | 3.00 |
| Uses appropriate resources  | 8 | 3.00 |
| Designs appropriate assessments to determine level of student learning toward mastery of instructional outcomes | 8 | 2.88 |
| Demonstrates knowledge of pedagogy  | 8 | 2.38 |
| Demonstrates knowledge of students  | 8 | 2.13 |

8

Count of CWID

Year

23-24

Major

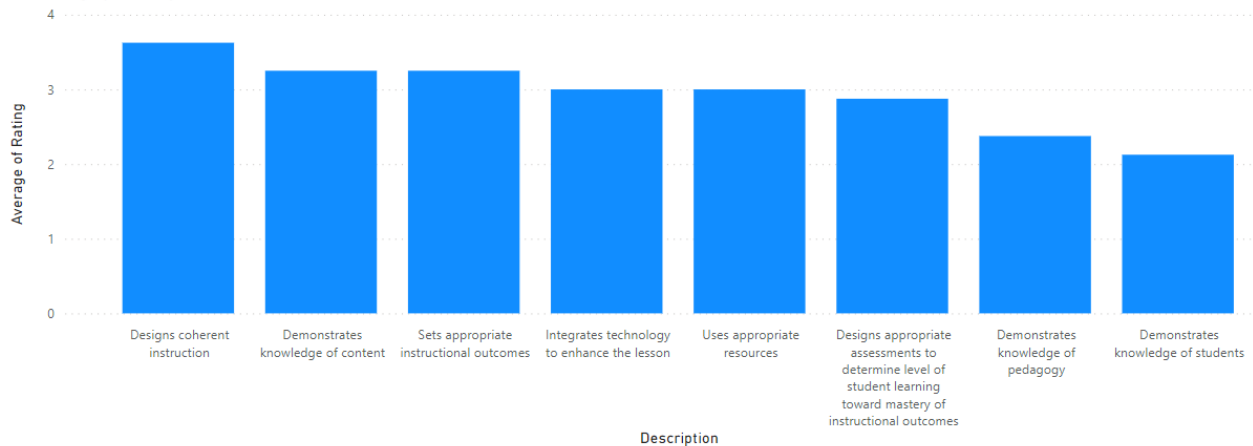
MAT

Concentration

Multiple selections

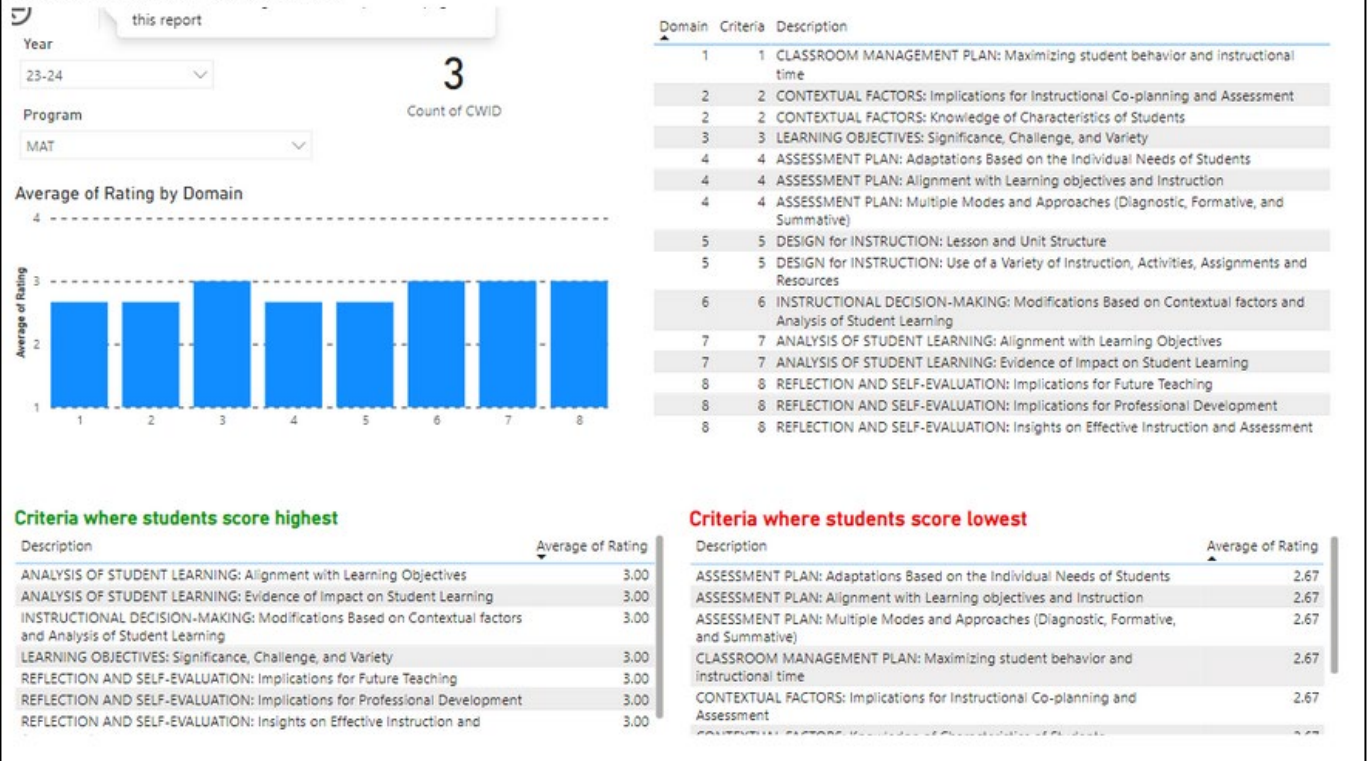
#### Average of Rating by Description and Year

Year  
23-24



## SLO 4

### 2023-24 Assessment Results



## General Education Course Results

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

To be completed by October 15, 2024.

### Programmatic Use of Results

**SLO 1** - Scores on Knowledge of Content and Pedagogy went from 2.58 in 22-23 to 2.83 in 23-24 indicating that last year plan of action had a positive impact on performance.

**SLO 2** - Based on a review of this assessment and SLO, we have determined that the TBMS is not the best measure. Beginning in the 24-25 academic year, the TBMS will be replaced with the Professionalism Checklist as the measure for this SLO.

**SLO 3** - The lesson plan was implemented in the methods courses taken by MAT secondary education candidates. The first cycle of data was collected; however, we feel a minimum of two cycles are needed in order to identify trends. Therefore, no changes are planned for this SLO during this cycle.

**SLO 4** – Although changes implemented in the 23-24 year had a positive impact on scores from the Danielson Framework, Design for Instruction is still the area where candidates score the lowest on the Teacher Work Sample (Student Learning Target Assessment) indicating that last year's plan of action did not have the intended impact.

General Education Use of Results



## 2023-2024 INSTITUTIONAL EFFECTIVENESS AUDIT

**Major Organizational Unit Head Mitzi Deselles, Interim Dean; Donna Thomas, 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 2022-2023 data, what is being implemented during the 2023-2024 cycle to improve results:**

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

MAT candidates come into the program with content knowledge from their undergraduate degree and are hired into classroom as the teacher of record with little to no pedagogical instruction. As a result, MAT candidates are weaker across the board in pedagogical content knowledge. To address this we will put more emphasis on evaluating curriculum within the methods courses to accelerate the knowledge of pedagogical skills, which we anticipate will increase those areas that are weak earlier in the program so that we see those skills increase at a greater rate.

**SLO 2 (professional behaviors and characteristics)**

The Teacher Beliefs and Mindset Survey (TBMS) is a self-efficacy survey that we used from 2017 to 2022 as part of the Dean's for Impact CIS Network. The CIS Network focused on collecting credible, actionable evidence so that educator-preparation programs could work together to enhance existing strengths and address challenge areas in their preparation programs. This collaboration concluded at the end of the 21-22 academic year; however, we continued the survey on our own during the 22-23 year. During the 23-24 academic year, we plan to review the usefulness of the data collected through this survey and either revise or replace it with an instrument to collect more useable information.

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

This assessment was developed and implemented in the undergraduate programs during the 2022-23 academic year. During the current cycles we will determine the most appropriate course in the MAT programs for the lesson plan assessment to be implemented.

**SLO 4 (data-driven decisions)**

The assessment for SLO 4 indicates that MAT candidates score lower in the categories of Design for Instruction: Lesson and Unit Structure and Design for Instruction: Use of a Variety of Instruction, Activities, Assignments. This data supports the findings from the Danielson Framework showing that MAT candidates are weak in lesson

planning (SLO 1). We believe the same strategy implemented to address SLO will also increase scores on the Teacher Work Sample (SLO 4). No additional changes are planned for 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 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 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.

**SLO 4 (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 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 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%

#### SLO 4 (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, 2024.

#### Programmatic Results

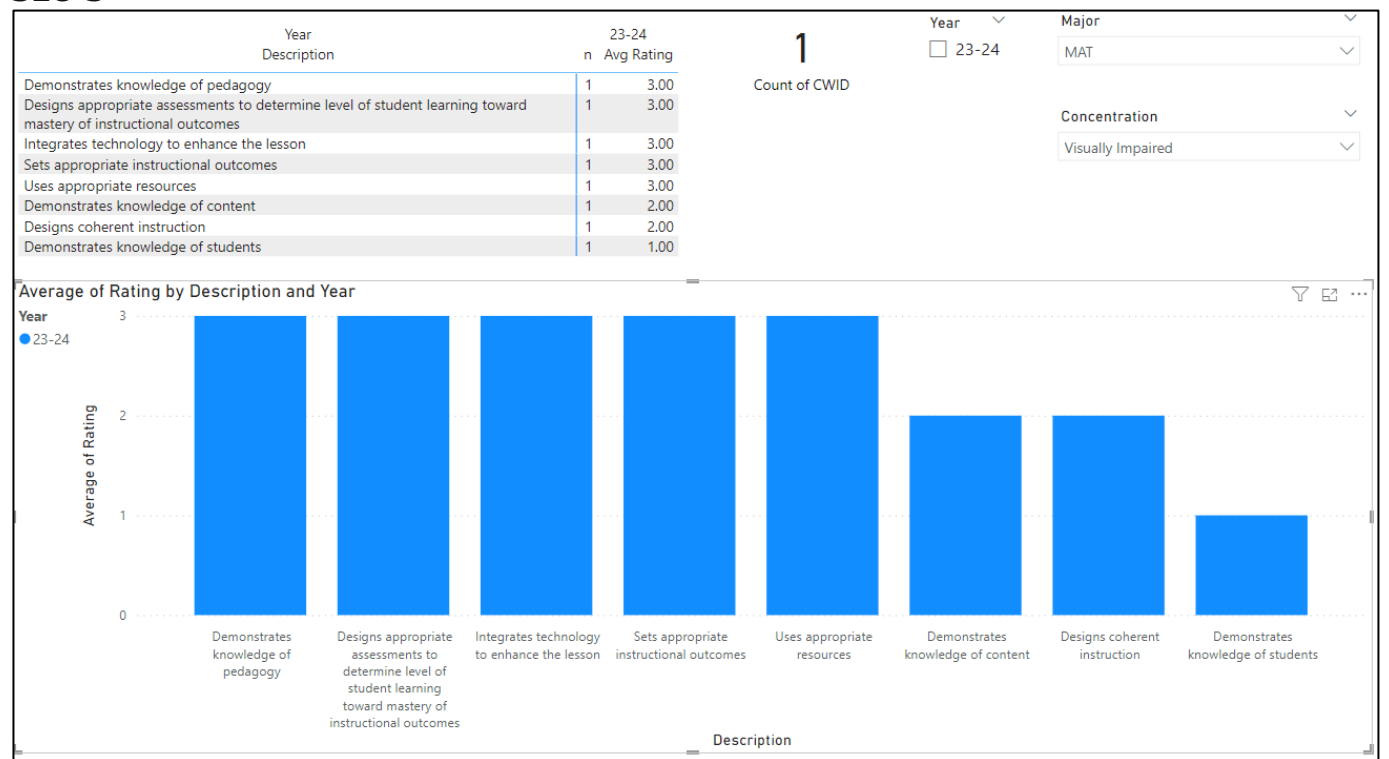
##### **SLO 1**

There are no Danielson scores for MAT SPED/VI during the 23-24 cycle.

##### **SLO 2**

There are no TBMS scores for MAT SPED/VI during the 23-24 cycle.

##### **SLO 3**



**SLO 4**

There are no TWS scores for MAT SPED/VI during the 23-24 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 strengths and weaknesses. You can compare previous year to current year to identify improvement).**

To be completed by October 15, 2024.

Programmatic Use of Results**SLO 1**

There are no Danielson scores for MAT SPED/VI during the 23-24 cycle.

**SLO 2**

There are no TBMS scores for MAT SPED/VI during the 23-24 cycle.

**SLO 3**

The lesson plan was implemented in the methods courses taken by MAT elementary education candidates. The first cycle of data was collected; however, we feel a minimum of two cycles are needed in order to identify trends. Therefore, no changes are planned for this SLO during this cycle.

**SLO 4**

There are no TWS scores for MAT SPED/VI during the 23-24 cycle.

General Education Use of Results



## 2023-2024 INSTITUTIONAL EFFECTIVENESS AUDIT

**Major Organizational Unit Head Mitzi Deselles, Interim Dean; Donna Thomas, Provost**

**ALL sections are required**

**Name of Unit/Program:** MEd, Curriculum and Instruction, GC, Cyber Education, GC, Reading Specialist, GC, Online Teaching and Learning, GC, Computer Science 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 2022-2023 data, what is being implemented during the 2023-2024 cycle to improve results:**

Enrollment in the MED CI program and related graduate certificates has been low for the past few years, providing limited data on which to base program decisions. During the previous cycle, the number of candidates who completed each assessment ranged from 2 to 13, with all candidates meeting the benchmark for all SLOs. Given the low n value and that no candidate fell below benchmark, no changes are planned for the 23-24 cycle.

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

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

**SLO 1 (discipline-specific content knowledge 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

N/A

**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, 2024.

Programmatic Results

| SLO | Course            | Measure                          | Total N | Benchmark Met N | Percent Meeting Benchmark |
|-----|-------------------|----------------------------------|---------|-----------------|---------------------------|
| 1   | EDCI 526 (Spring) | Curriculum Development Project   | 18      | 18              | 100%                      |
| 2   | EDCI 530 (Winter) | Professional Development Project | 8       | 8               | 100%                      |
| 3   | EDCI 571 (Summer) | Change Project                   | 7       | 7               | 100%                      |
| 4   | EDCI 517 (Fall)   | Action Research Project          | 7       | 7               | 100%                      |

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

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

To be completed by October 15, 2024.

Programmatic Use of Results

During the previous cycle, the number of candidates who completed each assessment ranged from 2 to 13, with all candidates meeting the benchmark for all SLOs. Given the low n value and that no candidate fell below benchmark, no changes were planned for the 23-24 cycle. As seen in the table above, during the previous year, 100% of candidates continued to meet the benchmark for all SLOs.

General Education Use of Results

N/A



## 2023-2024 INSTITUTIONAL EFFECTIVENESS AUDIT

**Major Organizational Unit Head Mitzi Deselles, Interim Dean; Donna Thomas, 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 2022-2023 data, what is being implemented during the 2023-2024 cycle to improve results:**

**SLO 1 (discipline-specific content knowledge)**

All candidates met the benchmark for the previous cycle, so there are no areas of concern for this SLO. No changes are planned at this time.

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

Only one candidate completed this activity for the previous cycle. The activity listed in the SLO is no longer required. Interns have the option of selecting 40 of the 46 activities to complete. The assessment for this SLO will be reviewed to determine if a new assessment should be identified.

**SLO 3 (professional behaviors and characteristics)**

This survey has been created and is planned for implementation in the 23-24 cycle.

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

The activity listed in the SLO is no longer applicable because it was deleted from the assessment and replaced with a more appropriate activity based on the NELP standards. The SLO measure for the 23-24 year will be changed.

**SLO 5 (data-driven decisions)**

All candidates met the benchmark for the previous cycle, so there are no areas of concern for this SLO. No changes are planned at this time.

**SLO 6 (family and community relations)**

All candidates met the benchmark for the previous cycle, so there are no areas of concern 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)**

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: Internship Evaluation

Method: Rubric

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

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, 2024.

## Programmatic Results

### **SLO 1**

#### **SLO 1 (discipline-specific content knowledge)**

Candidates will demonstrate content knowledge mastery in core educational leadership topics. (NELP Standard 1)

**Assessment:** School Leaders Licensure Assessment (SLLA 6990)

**Method:** Nationally-normed test

**Benchmark:** 80% of candidates earn passing scores on first attempt (151 on 6990)

Number of Candidates

5

Academic Year: Academic Y...

2023-24

| Test Name                                | 01. passed on first attempt | 00. Number of Unique Students | 03. Percent Passed on 1st Attempt |
|--|-----------------------------|-------------------------------|-----------------------------------|
| 6990 School Leaders Licensure Assessment |                             | 3                             | 4 75.00%                          |

## SLO 2

### 2023-24 Assessment Results

#### 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)

**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.

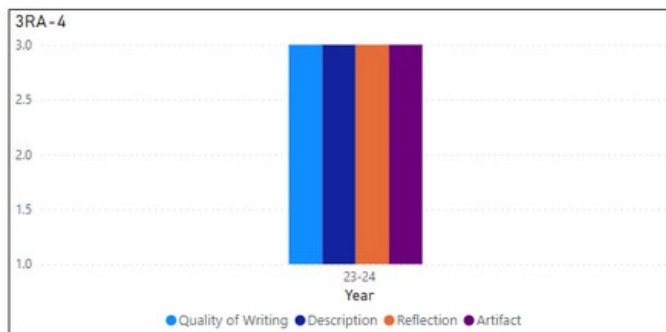
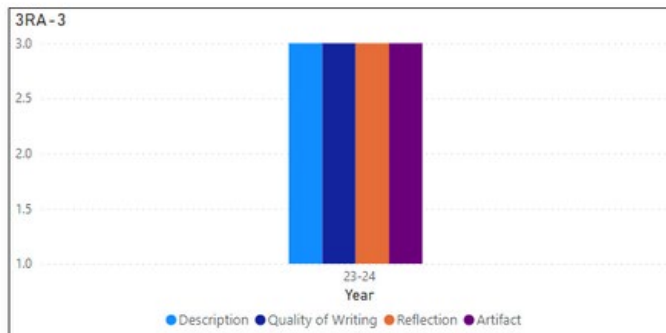
**Method:** Rubric

**Benchmark:** 80% of candidates will earn a rating of 7.0 or higher

Year  
23-24

Gender  
☐ F  
☐ M

Race  
☐ B  
☐ IND  
☐ W



## SLO 3

#### SLO 3 (professional behaviors and characteristics)

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

**Assessment:** Mentor Survey of MEDEL Candidates

**Method:** Survey

**Benchmark:** 100% of candidates will have a mean rating of 2.0 on all items

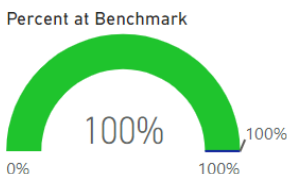
Year  
☐ 23-24

Race  
☐ B  
☐ IND  
☐ W

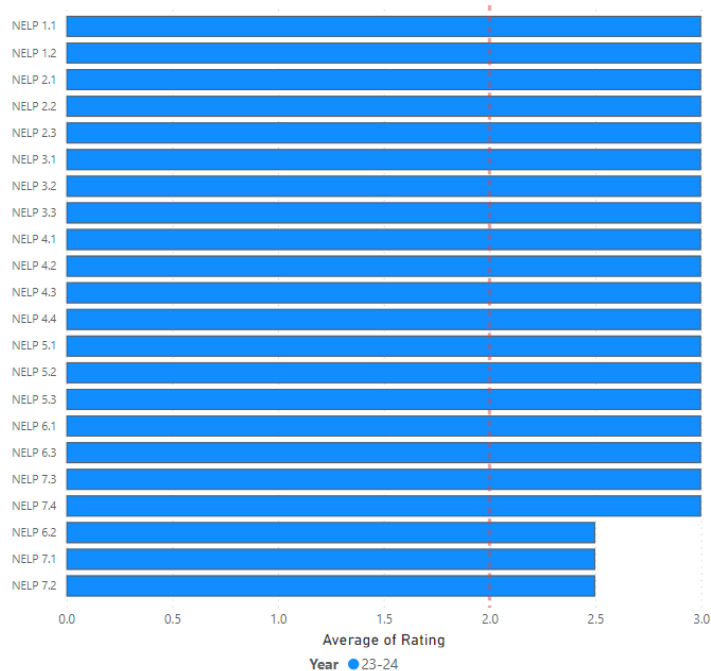
Gender  
☐ F  
☐ M

3

Count of CWID



#### Average Rating Spring Quarter



## SLO 4

### 2023-24 Assessment Results

#### 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)

**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

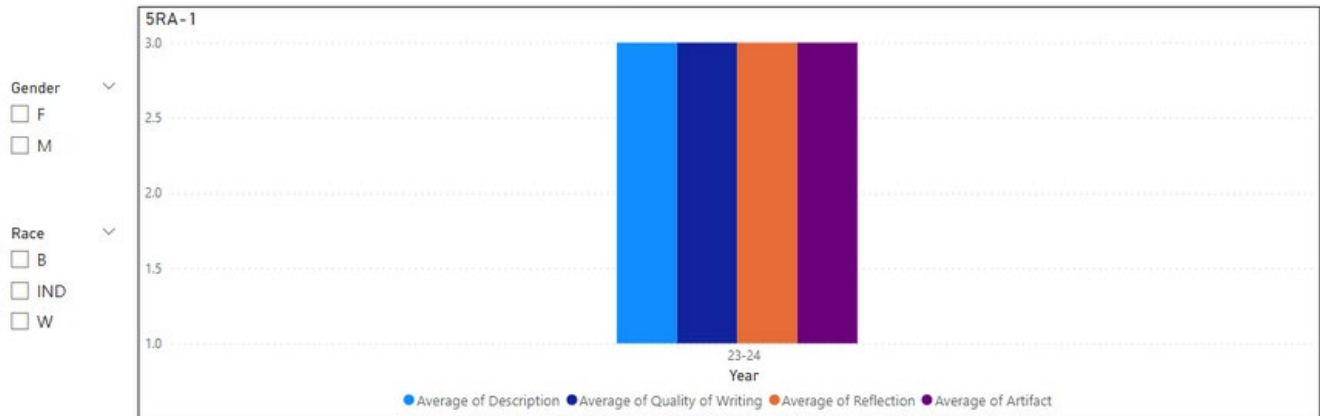


Year

23-24

1

Number of Candidates



## SLO 5

### 2023-24 Assessment Results

#### SLO 5 (data-driven decisions)

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

**Assessment:** School Improvement Initiative Project Presentation

**Method:** Rubric

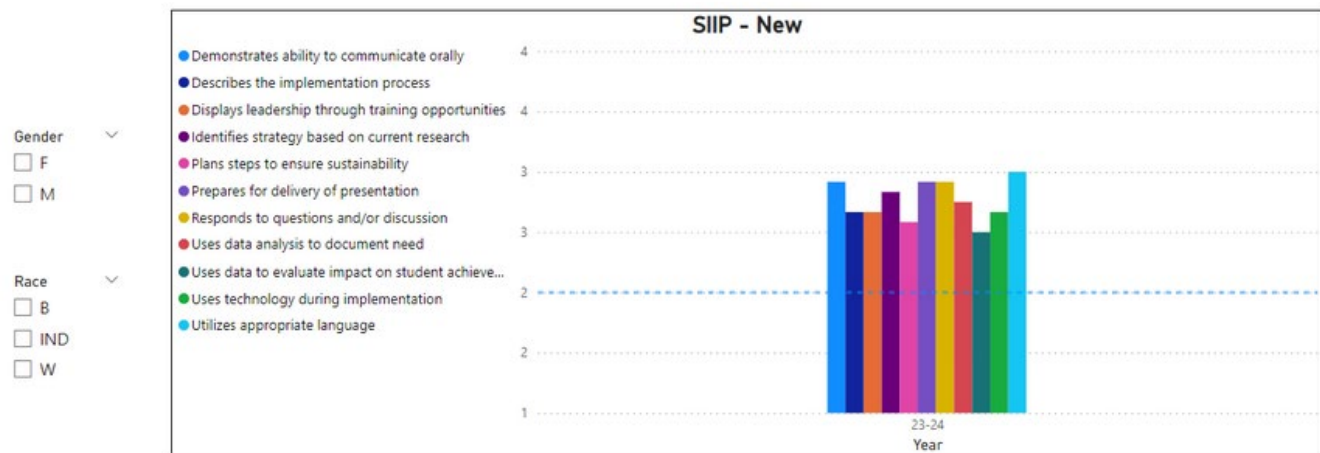
**Benchmark:** 80% of candidates will earn a rating of 2.0 or higher on all components

Year

23-24

3

Number of Candidates



## SLO 6

### 2023-24 Assessment Results

#### 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)

**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



6

Number of Candidates

Year

23-24

Average Score by Year



### General Education Course Results

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

To be completed by October 15, 2024.

### Programmatic Use of Results

#### **SLO 1**

No changes were made during the previous cycle. For candidates admitted to the program since 2020 (n=11), 73% have successfully passed the SLLA 6990 exam, all on the first attempt, with average scores of 177 in 2022-22, 172 in 2022-23, and 166 in 2023-24. The range of scores within these cohorts reflects a slight decline over time, with scores ranging from 163 to 191 in 2021-22, 169 to 178 in 2022-23, and 159 to 169 in 2023-24. Among the 27% who have not passed, two candidates have not yet attempted the exam and one

withdrew from the program. Only one candidate has taken the exam and not been successful.

## **SLO 2**

In an attempt to more closely align the internship activities to the NELP standards, a comprehensive review was done with the advisory committee. A new alignment was done with the activities and the standards. The concept of required and optional activities was discarded and candidates now have the option of selecting 40 of the 46 activities to complete. By providing this option to candidates, it is possible that no one would complete a particular activity

## **SLO 3**

This was the first year that the mentor survey of MEDEL candidates was used. There was also a small number of candidates this year (n=3). Whereas all candidates did not earn a 3.0, the mean rating for all candidates met benchmark. The three areas for growth address the areas of data-informed and equitable resourcing planning, recruiting, selecting, and hiring staff, and promoting school improvement, teacher retention, and the success and well-being of each student and adult in the school. A closer look at the suggested activities for these three standards could be done to see if they adequately address the standards. Another option would be to incorporate additional activities that address the above listed standards to ensure that candidates have multiple opportunities to gain the skills and knowledge in these areas.

## **SLO 4**

In an attempt to more closely align the internship activities to the NELP standards, a comprehensive review was done with the advisory committee. A new alignment was done with the activities and the standards. Some activities were deleted due to the determination that they did not adequately address the standards. Activity 5RA1 was one of those activities deleted.

## **SLO 5**

No changes were made during the previous cycle since the candidates have historically been successful in meeting benchmark for this SLO.

## **SLO 6**

No changes were made during the previous cycle since the candidates have historically been successful in meeting benchmark for this SLO.

### General Education Use of Results