

2007 MASTER PLAN/PROGRESS REPORT

Academic Program: Bachelor of Science in Speech Education 6-12

Person Responsible: Davey L. Stephens, Ph.D.

Date Submitted: May 29, 2007

Mission: The purpose of the Bachelor of Science in Speech Education program is to provide a curriculum leading to the Bachelor of Science in Teaching degree and meet the needs of candidates preparing to become professional teachers in the multicultural community of Southwest Louisiana and the global community. This program provides candidates with the necessary competencies to be certified to teach grades 6-12 based upon unit and state requirements for specific speech communication/theatre arts content areas. The SPCH ED program enhances the teaching profession through a focus on critical thinking, communication, reflection, collaboration, diversity, professionalism, and service to the community.

Institutional Mission Reference: The purpose of the Speech Education program reflects the department’s focus as it relates to fulfilling state, professional, and national standards. The program purpose is consistent with the university’s purpose/mission to “stimulate students to maximum intellectual growth and love of learning, to cultivate the skills necessary for critical thinking and effective expression, to foster understanding of the multicultural world community, and to develop a sense of ethical responsibility.

Assessment Methods Utilized:

- Standardized Exam (nationally-normed)
- Standardized Exam (state-normed)
- Major Field Examination
- Internally-developed Examination
- Student Opinion Survey (SOS)
- National Survey of Student Engagement (NSSE)
- Employer Survey
- Graduate Survey
- Alumni Survey
- Exit Survey/Interview/Exam
- Program-specific Survey
- Scoring of Essay
- Portfolio Evaluation
- Capstone Project
- Presentation
- Research Paper
- Research Project
- Course Summary
- Excel Spreadsheet
- Access Database
- Other - Please describe:
Course Embedded Assessment – Comprehensive Unit Plan

Data Repository Location:

- Assessment Coordinator
- _____
- _____
- _____
- _____
- _____
- _____
- Teacher Education Assessment Coordinator
- _____
- Teacher Education Assessment Coordinator
- _____
- _____
- Teacher Education Assessment Coordinator
- Teacher Education Assessment Coordinator
- _____
- _____
- _____
- _____
- _____
- Teacher Education Course Instructor

LATAAP

FFEE

Pre/post testing of PRCA (SPCH 201 & 205)

Embedded standardized examination questions (SPCH 201 & 205)

Standardized speech evaluations (SPCH 201)

Teacher Education Assessment Coordinator

Speech Education Coordinator

Speech Education Coordinator

Speech Education Coordinator

Student Learning Outcome 1: Graduates apply critical thinking in academic and professional environments.

<u>Expected Level of Achievement</u>	<u>Actual Data From Assessment</u>	<u>Actions/Decisions</u>
<p>I. 3.5 mean score on indicators of Final Field Experience Evaluation III (FFEE) that measure this outcome, for all candidates completing this program. INDICATORS - III.A.2. Sequences lesson to promote learning, III.B.3. Relates relevant examples, unexpected situations, or current events to the content, III.C.3. Stimulates and encourages higher order thinking at the appropriate developmental levels. IV.A.6. Uses creative and critical thinking skills.</p> <p>II. Praxis II – 100% passing rate on the Praxis II, Content Knowledge (in candidate’s certification area) for all candidates completing this program. Seventy-five percent of graduates pass the Praxis II, Content Knowledge on the first try.</p> <p>III. Principles of Learning and Teaching - 100% passing rate on the PLT for all candidates completing this program. Seventy-five percent of graduates pass the PLT on the first try.</p> <p>IV. Course Embedded Assessment – 1.5 mean score on the indicators for the initial Comprehensive Unit Plan required in EDUC 678 INDICATORS – <u>Learning activities</u> – all activities are aligned with the objective(s), build upon each other, are appropriately paced, and developmentally appropriate. The activities are engaging, creative, and innovative. <u>Evaluation/Assessment</u> – Assessment opportunities are clearly identified and require students to critique, assess, and/or draw conclusions as they relate to the Louisiana Content Standards. Provide clear evidence that students have achieved the lesson objective(s).</p>	<p>I. The mean score of the FFEE indicators aligned with this outcome for candidates completing this program in the 2006/2007 academic year is 4.6.</p> <p>II. 100% pass rate for program completers was achieved. 49% of the 2006/2007 graduates in all content areas, passed the exam on the first try.</p> <p>III. 100% pass rate for program completers was achieved. 100% of the 2006/2007 graduates passed the exam on the first try.</p> <p>IV. The mean score of the Course Embedded Assessment indicators aligned with this outcome for candidates completing this course in Spring 2007 is 2.5.</p>	<p>I. Content related indicators will be added to FFEEIII for Fall 2007. FFEEII will be implemented in Fall 2007 to facilitate pretest/posttest effect, comparing graduates at end of program to candidates in lower level courses. Data will be available in Spring 2008.</p> <p>II. Minimum number and level of hours in the content area are suggested as a requirement for admission to the MAT program. Currently the Praxis II is utilized by candidates as the only screening instrument to determine which content area to enter, resulting in decreased initial attempt Praxis II scores.</p> <p>III. Subscores indicating performance in specific areas for PLT exam will be requested for all content areas.</p> <p>IV. This assessment reflects the candidates’ initial exposure to the Making Connections Comprehensive Unit Plan. This assessment will be further developed in EDUC 625. Following candidates’ progress in these advanced courses is under consideration.</p>

<p>V. 95% mean ratio on indicators of LATAAP that measure this outcome. INDICATORS - III.A.2. Sequences lesson to promote learning, III.B.3. Relates relevant examples, unexpected situations, or current events to the content, III.C.3. Stimulates and encourages higher order thinking at the appropriate developmental levels. IV.B.1. Identifies areas of instruction that need strengthening and develops with mentor and/or principal a plan for improvement and works to complete the plan</p> <p>VI. The following indicators on the Graduate Satisfaction Survey (STPAS) measure this outcome, for all candidates completing this program. INDICATORS - <u>Instruction</u> – 5. Consistently stimulate and encourage higher order thinking at the appropriate developmental levels. 8. Change or adjust a lesson to respond to my students’ outcomes. 19. Relate examples, real-life situations, or current events to the content being taught. <u>Management</u> – 26. Create a routine and manage transitions in a way that maximizes the time available for learning.</p> <p>VII. The indicators listed below from the Senior Exit Survey (SES) measure this outcome. Target mean scores for all candidates completing this program are 3.55 (on the 4 point scale used in Fall 2006) and 4.25 (on the 5 point scale used in Spring 2007). INDICATORS - <u>Planning</u> – Understanding developmental characteristics of students as guide for planning. <u>Instruction</u> – Stimulate higher-order thinking.</p>	<p>V. Current data do not include graduates from the MAT program and therefore are not applicable.</p> <p>VI. Data were not collected for current academic year due to residual effects of Hurricane Rita.</p> <p>VII. The mean score of the SES indicators aligned with this outcome for candidates completing this program in Fall 2006 is 3.7. (4 point likert) The mean score of the SES indicators aligned with this outcome for candidates completing this program in Spring 2007 is 4.5. (5 point likert)</p>	<p>V. LATAAP data will be noted when they include graduates from this program. It should be noted that the usefulness of these data would be increased if they could be broken down by individual programs.</p> <p>VI. A target mean score will be established upon collection of new data.</p> <p>VII. The Likert scale used for this assessment was modified from a 4 point to a 5 point scale in Spring 2007 in order to ensure consistency across assessment instruments.</p>
---	--	---



Student Learning Outcome 2: Graduates formulate and express ideas effectively through oral, written, and/or technological communications in academic and professional environments.

<u>Expected Level of Achievement</u>	<u>Actual Data From Assessment</u>	<u>Actions/Decisions</u>
<p>I. 3.5 mean score on indicators of Final Field Experience Evaluation III (FFEE) that measure this outcome, for all candidates completing this program. INDICATORS - III.A.5. Integrates technology into instruction, III.C.2. Communicate effectively with students, IV.B.1. Uses effective and correct oral and written English.</p> <p>II. Praxis II – 100% passing rate on the Praxis II, Content Knowledge (in candidate’s certification area) for all candidates completing this program. Seventy-five percent of graduates pass the Praxis II, Content Knowledge on the first try.</p> <p>III. Principles of Learning and Teaching - 100% passing rate on the PLT for all candidates completing this program. Seventy-five percent of graduates pass the PLT on the first try.</p> <p>IV. Course Embedded Assessment – 1.5 mean score on the indicators for the initial Comprehensive Unit Plan required in EDUC 678 INDICATORS– <u>Curriculum and Standards</u> – The lesson is tightly focused on a content area. The lesson provides significant and clear connections to local curriculum and/or state content standards/benchmarks in all major phases of the lesson plan. The target audience is clearly defined. <u>Integration of Technology into the Lesson Plan</u> – A variety of technology is integrated appropriately throughout the lesson in a manner that enhances the effectiveness of the</p>	<p>I. The mean score of the FFEE indicators aligned with this outcome for candidates completing this program in the 2006/2007 academic year is 4.9</p> <p>II. 100% pass rate for program completers was achieved. 49% of the 2006/2007 graduates in all content areas, passed the exam on the first try.</p> <p>III. 100% pass rate for program completers was achieved. 100% of the 2006/2007 graduates passed the exam on the first try.</p> <p>IV. The mean score of the Course Embedded Assessment indicators aligned with this outcome for candidates completing this course in Spring 2007 is 2.4.</p>	<p>I. FFEEII will be implemented in Fall 2007 to facilitate pretest/posttest effect, comparing graduates at end of program to candidates in lower level courses. Data will be available in Spring 2008.</p> <p>II. Minimum number and level of hours in the content area are suggested as a requirement for admission to the MAT program. Currently the Praxis II is utilized by candidates as the only screening instrument to determine which content area to enter, resulting in decreased initial attempt Praxis II scores.</p> <p>III. Subscores indicating performance in specific areas for PLT exam will be requested for all content areas.</p> <p>IV. This assessment reflects the candidates’ initial exposure to the Making Connections Comprehensive Unit Plan. This assessment will be further developed in EDUC 625. Following candidates’ progress in these advanced courses is under consideration.</p>

<p>lesson and the learning of the student.</p> <p>V. 95% mean ratio on indicators of LATAAP that measure this outcome. INDICATORS - III.A.5. Integrates technology into instruction, III.C.2. Communicate effectively with students, V.B.1. Provides clear and timely information to parents/caregivers and colleagues regarding classroom expectations, student progress, and ways they can assist learning.</p> <p>VI. 3.35 mean score on indicators of Graduate Satisfaction Survey (STPAS) that measure this outcome, for all candidates completing this program. INDICATORS - <u>Instruction</u> 13. Integrate technology into my lessons. 21. Communicate effectively with students. <u>Management</u> 28. Clearly communicate my expectations for appropriate behavior to my students. 32. Provide clear and timely information to parents/caregivers regarding classroom expectations, student progress, and ways they can assist learning.</p> <p>VII. The indicators listed below from the Senior Exit Survey (SES) measure this outcome. Target mean scores for all candidates completing this program are 3.55 (on the 4 point scale used in Fall 2006) and 4.25 (on the 5 point scale used in Spring 2007). INDICATORS - <u>Instruction</u> – Understand and convey knowledge of subject matter. <u>Instruction</u> – Use technology to enhance learning.</p> <p>VIII. The speech communication indicators for SPCH 201 & 205 are; (1) PRCA pretest and posttest in determining reduction of communication apprehension in public (201) and interpersonal (205) settings, (2) embedded standardized examination questions across all sections of SPCH 201 & 205, and (3) standardized public speaking evaluation forms (201). The pretest/posttest PRCA measures reduction of reported communication apprehension (SPCH 201 & 205). The embedded examination questions are to assess students' knowledge, comprehension, application, analysis, synthesis and evaluation of course content (SPCH 201 & 205) and the</p>	<p>V. Current data do not include graduates from the MAT Program and therefore are not applicable.</p> <p>VI. Data were not collected for current academic year due to residual effects of Hurricane Rita.</p> <p>VII. The mean score of the SES indicators aligned with this outcome for candidates completing this program in Fall 2006 is 3.8. (4 point likert) The mean score of the SES indicators aligned with this outcome for candidates completing this program in Spring 2007 is 4.8. (5 point likert)</p> <p>VIII. This upcoming academic year will be the first time these assessment measurements will be implemented.</p>	<p>V. LATAAP data will be noted when they include graduates from this program. It should be noted that the usefulness of these data would be increased if they could be broken down by individual programs.</p> <p>VI. A target mean score will be established upon collection of new data.</p> <p>VII. The Likert scale used for this assessment was modified from a 4 point to a 5 point scale in Spring 2007 in order to ensure consistency across assessment instruments.</p> <p>VIII. The target mean score will be established upon collection of new data.</p>
--	---	---

standardized public speaking evaluations are to objectively assess students' preparation, organization and delivery of various forms of public address (SPCH 201).		
--	--	--



Student Learning Outcome 3: Graduates analyze the global community to make sound judgments in academic and professional environments.

<u>Expected Level of Achievement</u>	<u>Actual Data From Assessment</u>	<u>Actions/Decisions</u>
<p>I. 3.5 mean score on indicators of Final Field Experience Evaluation III (FFEE) that measure this outcome, for all candidates completing this program. INDICATORS - I.A.3. Identifies and plans for individual differences, III.C.1. Accommodates individual differences, IV.B.4. Conveys sensitivity to community and cultural norms.</p>	<p>I. The mean score of the FFEE indicators aligned with this outcome for candidates completing this program in the 2006/2007 academic year is 4.5</p>	<p>I. FFEEII will be implemented in Fall 2007 to facilitate pretest/posttest effect, comparing graduates at end of program to candidates in lower level courses. Data will be available in Spring 2008.</p>
<p>II. Praxis II – 100% passing rate on the Praxis II, Content Knowledge (in candidate’s certification area) for all candidates completing this program. Seventy-five percent of graduates pass the Praxis II, Content Knowledge on the first try.</p>	<p>II. 100% pass rate for program completers was achieved. 49% of the 2006/2007 graduates in all content areas, passed the exam on the first try.</p>	<p>II. Minimum number and level of hours in the content area are suggested as a requirement for admission to the MAT program. Currently the Praxis II is utilized by candidates as the only screening instrument to determine which content area to enter, resulting in decreased initial attempt Praxis II scores.</p>
<p>III. Principles of Learning and Teaching - 100% passing rate on the PLT for all candidates completing this program. Seventy-five percent of graduates pass the PLT on the first try.</p>	<p>III. 100% pass rate for program completers was achieved. 100% of the 2006/2007 graduates passed the exam on the first try.</p>	<p>III. Subscores indicating performance in specific areas for PLT exam will be requested for all content areas.</p>
<p>IV. Course Embedded Assessment –1.5 mean score on the indicators for the initial Comprehensive Unit Plan required in EDUC 678 INDICATORS – <u>Accommodations/Modifications</u> – Learning experiences are appropriate to objectives, content, and developmentally appropriate for all students to experience success. The lesson includes modifications for students with exceptionalities.</p>	<p>IV. The mean score of the Course Embedded Assessment indicators aligned with this outcome for candidates completing this course in Spring 2007 is 2.2.</p>	<p>IV. This assessment reflects the candidates’ initial exposure to the Making Connections Comprehensive Unit Plan. This assessment will be further developed in EDUC 625. Following candidates’ progress in these advanced courses is under consideration.</p>

<p>V. 95% mean ratio on indicators of LATAAP that measure this outcome. INDICATORS - I.A.3. Identifies and plans for individual differences, III.C.1. Accommodates individual differences, V.B.3. Seeks community involvement in instructional program.</p> <p>VI. 3.35 mean score on indicators of the Graduate Satisfaction Survey (STPAS) that measure this outcome, for all candidates completing this program. INDICATORS - <u>Planning</u> 3. Successfully identify individual student differences in the context of a whole class. 4. Implement accommodations for individual student differences. <u>Instruction</u> 11. Successfully plan for individual student differences in the context of the whole class.</p> <p>VII. The indicators listed below from the Senior Exit Survey (SES) measure this outcome. Target mean scores for all candidates completing this program are 3.55 (on the 4 point scale used in Fall 2006) and 4.25 (on the 5 point scale used in Spring 2007). INDICATORS - <u>Planning</u>- Plan for individual differences, including cultural diversity and children with exceptionalities. <u>Instruction</u> – Employ a variety of teaching strategies.</p>	<p>V. Current data do not include graduates from the MAT Program and therefore are not applicable.</p> <p>VI. Data were not collected for current academic year due to residual effects of Hurricane Rita.</p> <p>VII. The mean score of the SES indicators aligned with this outcome for candidates completing this program in Fall 2006 is 3.8. (4 point likert) The mean score of the SES indicators aligned with this outcome for candidates completing this program in Spring 2007 is 4.5. (5 point likert)</p>	<p>V. LATAAP data will be noted when they include graduates from this program. It should be noted that the usefulness of these data would be increased if they could be broken down by individual programs.</p> <p>VI. A target mean score will be established upon collection of new data.</p> <p>VII. The Likert scale used for this assessment was modified from a 4 point to a 5 point scale in Spring 2007 in order to ensure consistency across assessment instruments.</p>
---	--	---