CAEP Annual Reporting Measures
Data Share Out
Spring 2021

InTASC Standards

- ○ **The Learner and Learning**
    - ■ Standard 1- Learner Development
    - ■ Standard 2- Learning Differences
    - ■ Standard 3- Learning Environments

- ○ **Content Knowledge**
    - ■ Standard 4- Content Knowledge
    - ■ Standard 5- Application of Content

- ○ **Instructional Practice**
    - ■ Standard 6- Assessment
    - ■ Standard 7- Planning for Instruction
    - ■ Standard 8- Instructional Strategies

- ○ **Professional Responsibility**
    - ■ Standard 9- Professional Learning and Ethical Practice
    - ■ Standard 10- Leadership and Collaboration

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Standard 4

The provider demonstrates the <u>impact of its completers</u> on P-12 student learning and development, classroom instruction, and schools, and the <u>satisfaction of its completers</u> with the relevance and effectiveness of their preparation.

8 Annual Reporting Measure

- **Impact Measures:**
  - Impact on P-12 learning and development (CAEP 4.1)
  - Indicators of teaching effectiveness(CAEP 4.2)
  - Satisfaction of employers and employment milestones (CAEP 4.3; A.4.1)
  - Satisfaction of completers (CAEP 4.4; A.4.2)

- **Outcomes Measures (initial and advanced levels):**
  - Graduation rates
  - Ability of completers to meet licensing and any additional state requirements: Title II
  - Ability of completers to be hired in education positions for which they have prepared
  - Student loan default rates and other consumer information

# Louisiana Department of Education Expectations

MSU Field Experience Evaluation (FEE) instrument directly aligns and has two additional sections:
Classroom Management and Professional Dispositions.

- Highly Effective: 4.0-3.5

- Effective: Proficient: 3.49-2.5 (MSU benchmark)

- Effective: Emerging: 2.49-1.5 (LDoE benchmark)

- Ineffective: 1.49-1.0

Combined Scores

(CAEP 4.1 and 4.2) Compass Final Evaluation Undergraduate

The Compass Final Evaluation chart identifies the percentage of first- and second-year teachers who obtained Compass Final Evaluation scores in each of the four effectiveness levels after completing their undergraduate teacher preparation programs. This score is a combination of the Compass Student Growth (Measure 1: Impact on P-12 Learning and Development; CAEP Component 4.1) and Compass Professional Practice (Measure 2: Indicators of Teaching Effectiveness; CAEP Component 4.2).
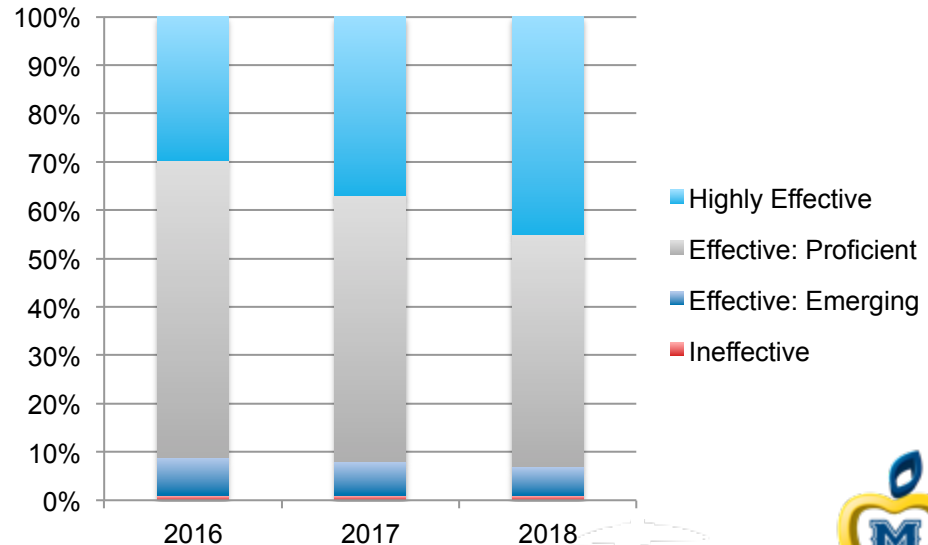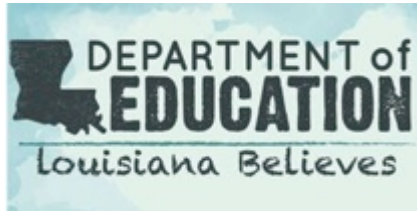
Impact of P-12 learning and development

(CAEP 4.1)

Impact of P-12 learning and development
(CAEP 4.1) Value-Added Model

Due to the suspension of standardized testing in the 2019-2020 school year due to COVID-19, value-added data is not available for 2018-2019 program completers.

No new data exists to create the data dashboards for release in spring 2021. The BOR is currently working on a contract with LDOE which will begin in July 2021. The earliest data will be available for data dashboards will likely be early fall 2021.

Please go to the USDE Title 2 website at https://Title2.ed.gov to locate information about individual teacher preparation programs pertaining to: program types, number of enrolled candidates, race and gender of enrolled candidates, number of completers, GPA of completers, Praxis passage rates, and other relevant information."
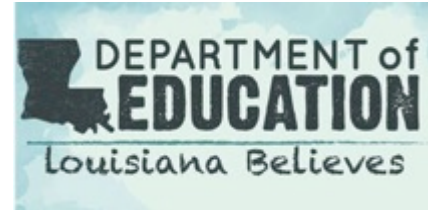
Impact of P-12 learning and development
(CAEP 4.1) Value-Added Model

The following graph displays the percentage of program completers who received a value-added score during their first year of employment. The value-added data is calculated only for teachers in the following content areas and grades: Grades 4-8 ELA, Grades 4-8 Math, Grades 4-8 Science. Grades 4-8 Social Studies. Algebra I. Geometry. English I, and English II.

Percentage of Program Completers with Value-Added Data (VAM)

Louisiana Undergraduate Pathways

	Count
5% (gold), 13% (gray)	13

0% 100%

Percentage of Program Completers with Value-Added Data (VAM)

Louisiana Post-Baccalaureate Pathways

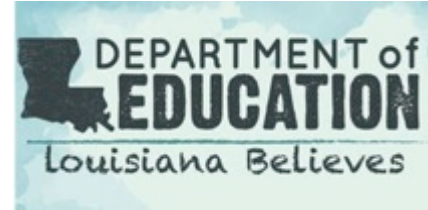|	Count
11% (gold), 16% (gray)	11

0% 100%

The gold bar represents McNeese State University completers, and the gray line represents all Louisiana pathways for comparison.
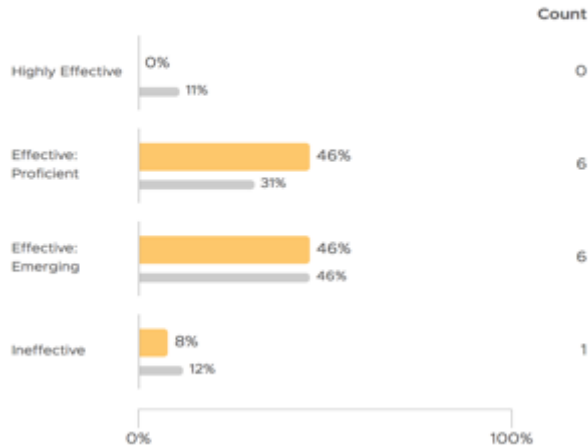
Impact of P-12 learning and development

(CAEP 4.1) Value-Added Model

The graph below shows the percentage of program completers who received each value-added effectiveness level. This graph is limited to program completers who received a value-added score during their first year of employment.
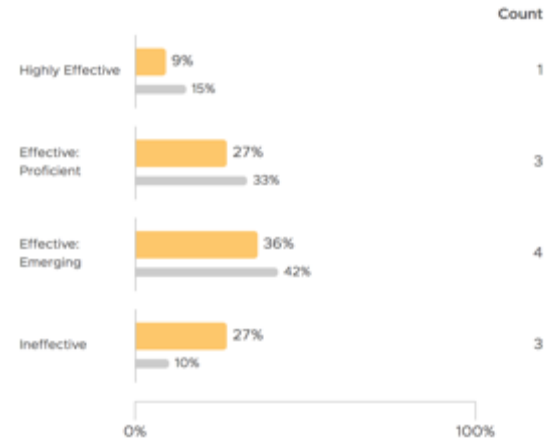

The gold bar represents McNeese State University completers, and the gray line represents all Louisiana pathways for comparison.

Impact of P-12 learning and development

(CAEP 4.1) Compass Student Growth (SLT/VAM) Undergraduate Program

Every teacher in public schools in Louisiana is evaluated annually based on the four-tiered rating system: Highly Effective, Effective: Proficient, Effective: Emerging, and Ineffective. The following data is provided for all first- and second-year teachers who completed undergraduate teacher education programs before 2015-2016 and taught in 2014-2015, 2015-2016 and 2016-2017.
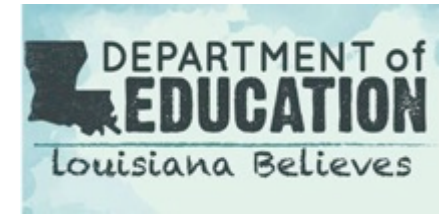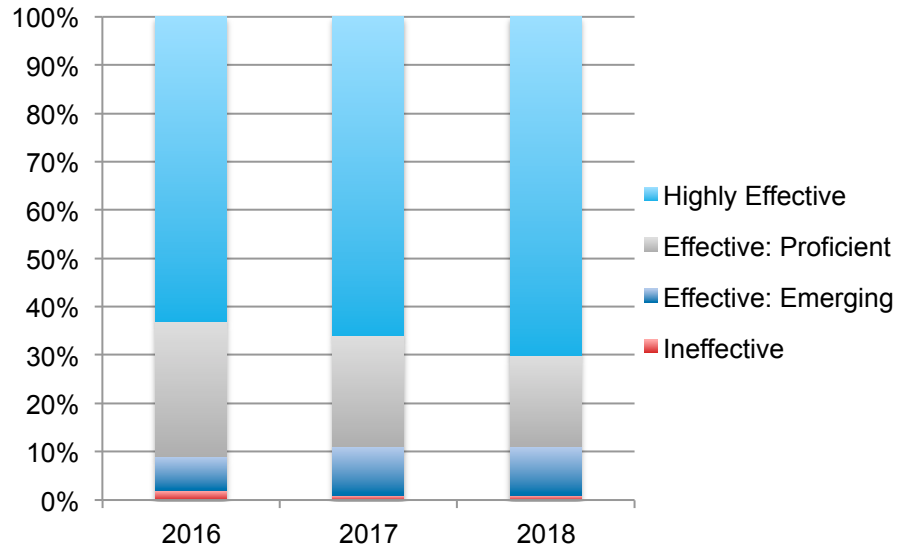
Impact of P-12 learning and development

When comparing completer rankings with the state rankings, MSU had a higher percentage of our undergraduate program completers score at the Highly Effective, Effective: Proficient, and Effective: Emerging levels at 92% than the state level of 88%.

When comparing completer rankings with the state rankings, MSU had a lower percentage of our post-baccalaureate program completers score at the Highly Effective, Effective: Proficient, and Effective: Emerging levels at 73% than the state level of 90%. Our percentage of completers scoring Ineffective was 17% percent higher than the state average.

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Impact of P-12 learning and development

CAEP 4.1 Next Steps

Continued revision of coursework to include Teaching Tolerance and High Leverage Practice Standards.

From a stakeholder meeting held in Summer of 2019, the lesson plan template was revised to include annotated Tier 1 curriculum and annotated assessments. Candidates will continue to evaluate curriculum and assessment for alignment to the content and rigor of the chosen academic standards.

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Indicators of teaching effectiveness

(CAEP 4.2)

Indicators of Teaching Effectiveness

(CAEP 4.2) Compass Professional Practice

Due to the suspension of standardized testing in the 2019-2020 school year due to COVID-19, value-added data is not available for 2018-2019 program completers.

No new data exists to create the data dashboards for release in spring 2021. The BOR is currently working on a contract with LDOE which will begin in July 2021. The earliest data will be available for data dashboards will likely be early fall 2021.

Please go to the USDE Title 2 website at https://Title2.ed.gov to locate information about individual teacher preparation programs pertaining to: program types, number of enrolled candidates, race and gender of enrolled candidates, number of completers, GPA of completers, Praxis passage rates, and other relevant information."
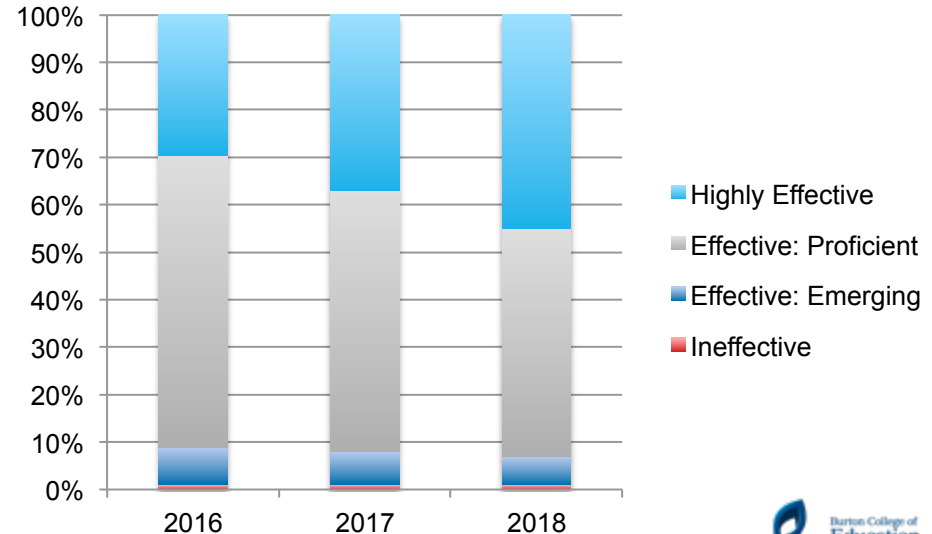
Indicators of Teaching Effectiveness

(CAEP 4.2) Compass Professional Practice Undergraduate

The Compass Professional Practice chart identifies the first- and second-year teachers who obtained Compass Professional Practices scores in each of the four effectiveness levels after completing their undergraduate teacher preparation programs. (CAEP Component 4.2)
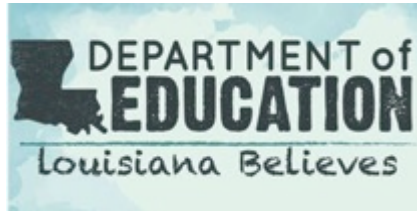
Indicators of Teaching Effectiveness

CAEP 4.2 Conclusions

Using LBoR last reported data (2016-2018), trend data over three years indicates over 90% of our undergraduate completers score at the Effective: Proficient or Highly Effective categories.

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Indicators of Teaching Effectiveness

CAEP 4.2 Next Steps

Continuous professional development for our faculty in order to better support, coach, and mentor our candidates when in the program.

● Coaching and High-Quality Instructional Feedback

● High Leverage Practices in Online Teacher Prep Courses: Explaining and Modeling Content.

● Pre-observation, Observation, Post-observation (POP) Cycle for university faculty and supervisors

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Satisfaction of employers and employment milestones

(CAEP 4.3; A.4.1)

Satisfaction of employers and employment milestones

The following chart displays the results from the **General Learning Outcomes** questions on the survey. Administrators were asked to what degree they were satisfied with recent graduates from this program on a scale from 1 to 7, with 1 as *Not at all*, 4 as *Moderately*, and 7 as *Extremely*.

Initial Cert.: General Learning Outcomes

Due to the timing of the survey, which was administered in the spring 2020 semester during the onset of the COVID-19 pandemic, there was a minimal response rate from employers.
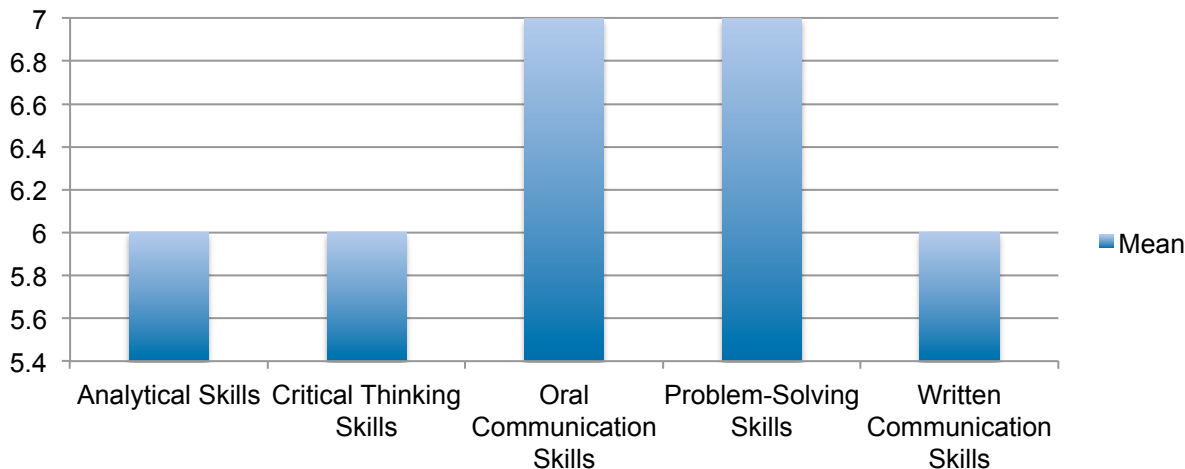
Satisfaction of employers and employment milestones
UAEP 4.3 Teacher Education Employer Assessment

The following chart displays the results from the **Employee Traits** questions on the survey. Administrators were asked to what degree they were satisfied with recent graduates from this program on a scale from 1 to 7, with 1 as *Not at all*, 4 as *Moderately*, and 7 as *Extremely*.
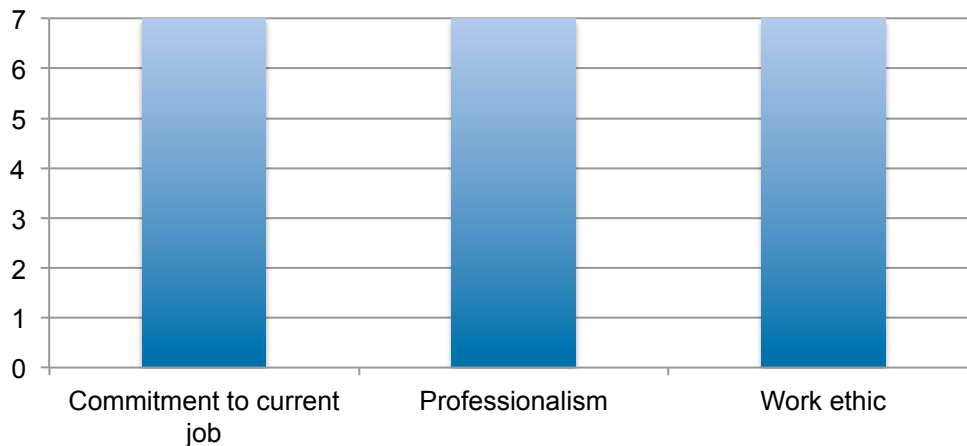
Initial Cert: Employee Traits

Due to the timing of the survey, which was administered in the spring 2020 semester during the onset of the COVID-19 pandemic, there was a minimal response rate from employers.

Satisfaction of employers and employment milestones

UNE: Teacher Education Employer Assessment

The following chart displays the results from the **Learning Outcomes** questions on the survey. Administrators were asked to what degree they were satisfied with recent graduates from this program on a scale from 1 to 7, with 1 as *Not at all*, 4 as *Moderately*, and 7 as *Extremely*.

Initial Cert: Learning Outcomes

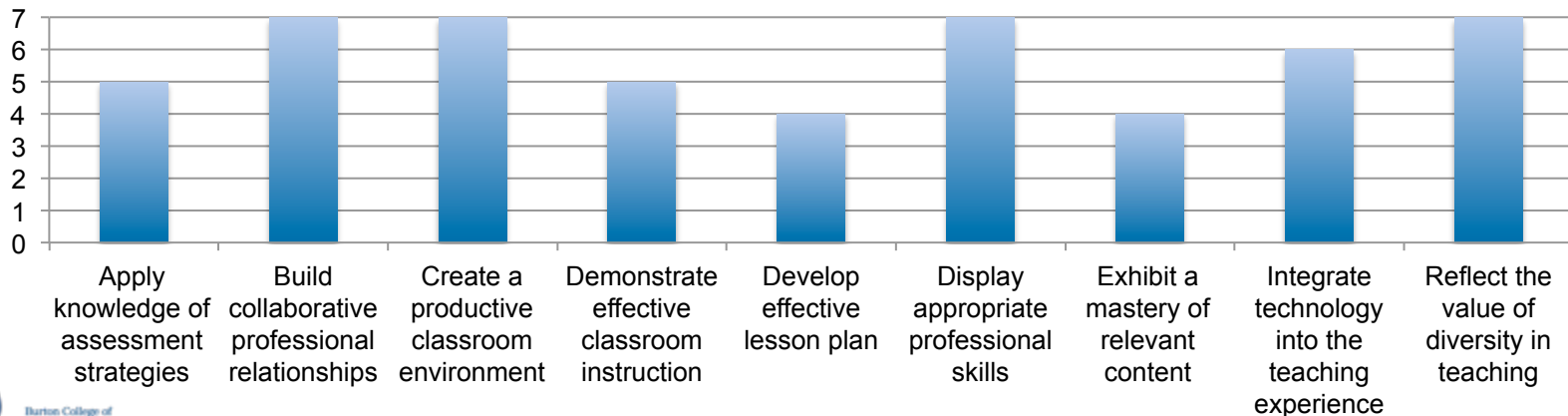| Outcome	Rating
Apply knowledge of assessment strategies	5
Build collaborative professional relationships	7
Create a productive classroom environment	7
Demonstrate effective classroom instruction	5
Develop effective lesson plan	4
Display appropriate professional skills	7
Exhibit a mastery of relevant content	4
Integrate technology into the teaching experience	6
Reflect the value of diversity in teaching	7

Due to the timing of the survey, which was administered in the spring 2020 semester during the onset of the COVID-19 pandemic, there was a minimal response rate from employers.

Satisfaction of employers and employment milestones: Teacher Education Employer Assessment

The following chart displays the results from the **Category Means o**n the survey. Administrators were asked to what degree they were satisfied with recent graduates from this program on a scale from 1 to 7, with 1 as *Not at all*, 4 as *Moderately*, and 7 as *Extremely*.

Inital Cert: Category Means

Due to the timing of the survey, which was administered in the spring 2020 semester during the onset of the COVID-19 pandemic, there was a minimal response rate from employers.
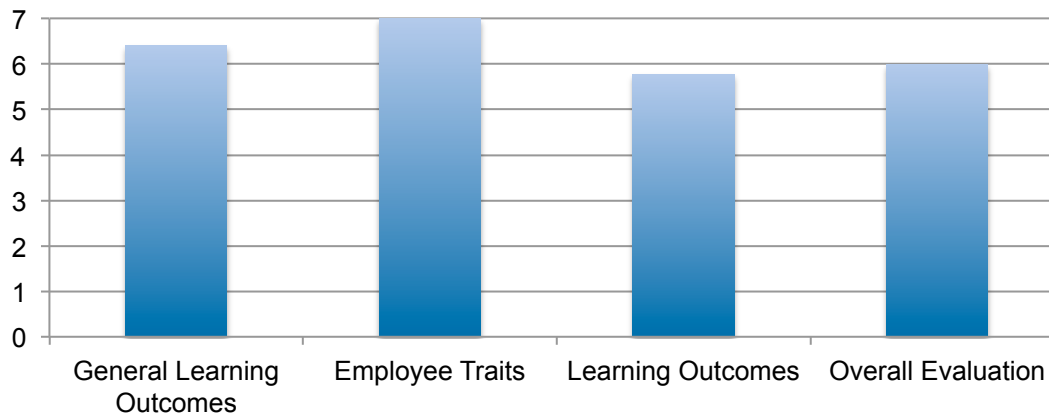
# Satisfaction of employers and employment milestones

OAEE—Teacher Education Employer Assessment

The last three questions on the survey ask for an overall evaluation.
The questions and results are on the following slide.

Due to the timing of the survey, which was administered in the spring 2020 semester during the onset of the COVID-19 pandemic, there was a minimal response rate from employers.

Q018. Overall Evaluation – To what degree: Are you satisfied with the overall performance of recent graduates from this program?
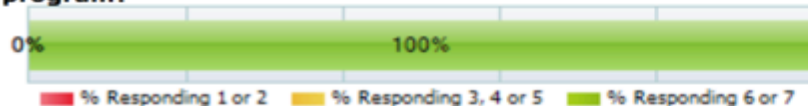
0%   100%

■ % Responding 1 or 2   ■ % Responding 3, 4 or 5   ■ % Responding 6 or 7

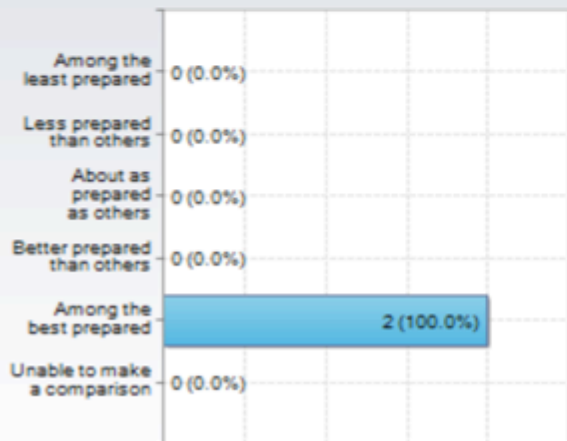|	N	% of Total
(1) Not at all	0	0.0%
(2)	0	0.0%
(3)	0	0.0%
(4) Moderately	0	0.0%
(5)	0	0.0%
(6)	1	50.0%
(7) Extremely	1	50.0%

% Resp = 100.0%
N = 2
Mean = 6.50
Std Dev = 0.50

Q019. Overall Evaluation – To what degree: Would you recommend that your school/organization hire graduates from this program in the future?
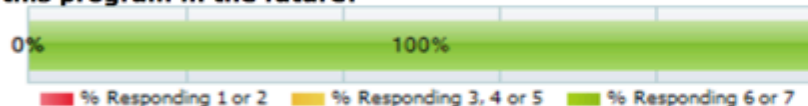
0%   100%

■ % Responding 1 or 2   ■ % Responding 3, 4 or 5   ■ % Responding 6 or 7

	N	% of Total
(1) Not at all	0	0.0%
(2)	0	0.0%
(3)	0	0.0%
(4) Moderately	0	0.0%
(5)	0	0.0%
(6)	1	50.0%
(7) Extremely	1	50.0%

% Resp = 100.0%
N = 2
Mean = 6.50
Std Dev = 0.50

D020. Comparison – In comparison to other recent hires with similar levels of education and experience, how would you rate the preparation of recent graduates from this program?

Among the least prepared — 0 (0.0%)
Less prepared than others — 0 (0.0%)
About as prepared as others — 0 (0.0%)
Better prepared than others — 0 (0.0%)
Among the best prepared — 2 (100.0%)
Unable to make a comparison — 0 (0.0%)

	N	% of Total
Among the least prepared	0	0.0%
Less prepared than others	0	0.0%
About as prepared as others	0	0.0%
Better prepared than others	0	0.0%
Among the best prepared	2	100.0%
Unable to make a comparison	0	0.0%

% Resp = 100.0%
N = 2

Satisfaction of employers and employment milestones
CAEP 4.3

According to the Teacher Education Employer Assessment survey data, employers are Moderately to Extremely satisfied with our undergraduate completers for every survey category.

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Satisfaction of employers and employment milestones
CAEP 4.3 Next Steps

Due to the timing of the survey, which was administered in the spring 2020 semester during the onset of the COVID-19 pandemic, there was a minimal response rate from employers, even after several emails were delivered. The next administration of the survey will be in May 2021. We will return to the personal requests for survey completions in an effort to increase the response rate.

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Satisfaction of employers and employment milestones

OALEP A1.1 Employer Satisfaction Assessment Survey

The following chart displays the results from the **Employee Traits** questions on the survey. Administrators were asked to what degree they were satisfied with recent graduates from this program on a scale from 1 to 7, with 1 as *Not at all*, 4 as *Moderately*, and 7 as *Extremely*.
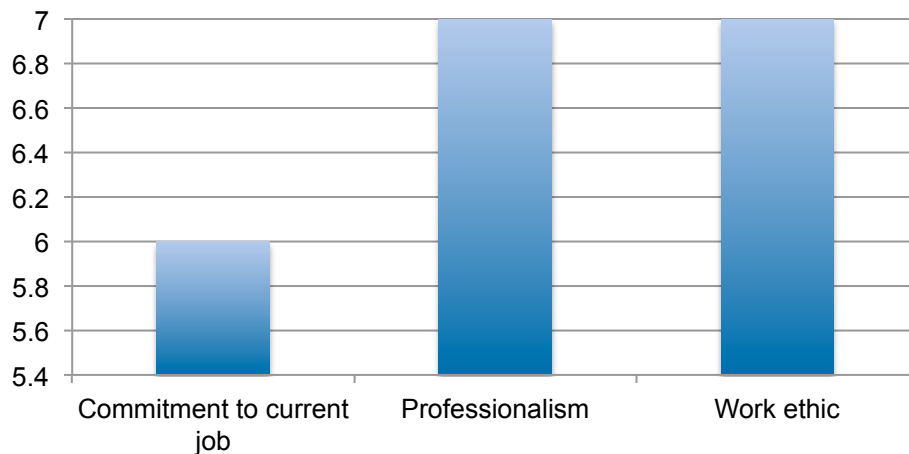
MED: Employee Traits

Due to the timing of the survey, which was administered in the spring 2020 semester during the onset of the COVID-19 pandemic, there was a minimal response rate from employers.

Satisfaction of employers and employment milestones

UMES Employer Satisfaction Assessment Survey

The following chart displays the results from the **Learning Outcomes** questions on the survey. Administrators were asked to what degree they were satisfied with recent graduates from this program on a scale from 1 to 7, with 1 as *Not at all*, 4 as *Moderately*, and 7 as *Extremely*.
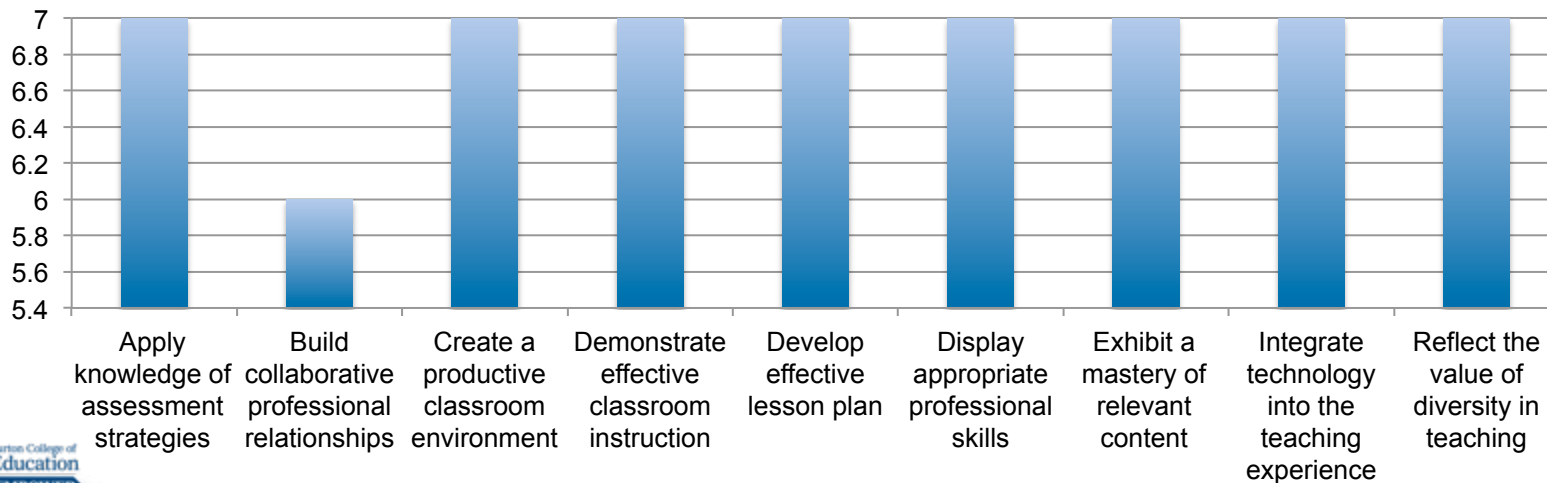
MED: Learning Outcomes

Due to the timing of the survey, which was administered in the spring 2020 semester during the onset of the COVID-19 pandemic, there was a minimal response rate from employers.

Satisfaction of employers and employment milestones

MED: Employer Satisfaction Assessment Survey

The following chart displays the results from the **Overall Evaluation** questions on the survey. Administrators were asked to what degree they were satisfied with recent graduates from this program on a scale from 1 to 7, with 1 as *Not at all*, 4 as *Moderately*, and 7 as *Extremely*.

MED: Overall Evaluation

Due to the timing of the survey, which was administered in the spring 2020 semester during the onset of the COVID-19 pandemic, there was a minimal response rate from employers.

Satisfaction of employers and employment milestones

CAEP A.4.1 Employer Satisfaction Assessment Survey

The following chart displays the results from the **Category Means o**n the survey. Administrators were asked to what degree they were satisfied with recent graduates from this program on a scale from 1 to 7, with 1 as *Not at all*, 4 as *Moderately*, and 7 as *Extremely*.

MED: Categories Means

Due to the timing of the survey, which was administered in the spring 2020 semester during the onset of the COVID-19 pandemic, there was a minimal response rate from employers.
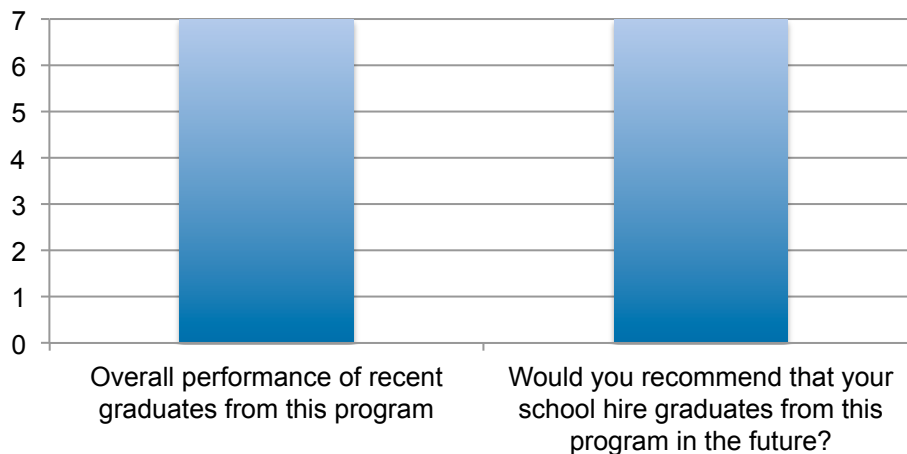
Satisfaction of employers and employment milestones

CAEP A.4.1 Employer Satisfaction Assessment Survey Conclusions

According to the Employer Satisfaction Assessment survey data, employers are Moderately to Extremely satisfied with our master level completers for every survey category.

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Satisfaction of employers and employment milestones

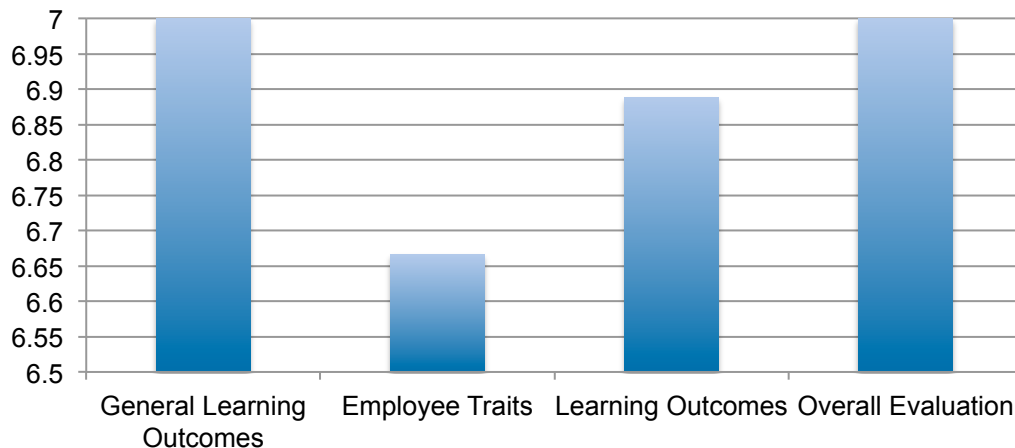## CAEP A.4.1 Employer Satisfaction Assessment Survey Next Steps

Due to the timing of the survey, which was administered in the spring 2020 semester during the onset of the COVID-19 pandemic, there was a minimal response rate from employers, even after several emails were delivered. The next administration of the survey will be in May 2021. We will return to the personal requests for survey completions in an effort to increase the response rate.
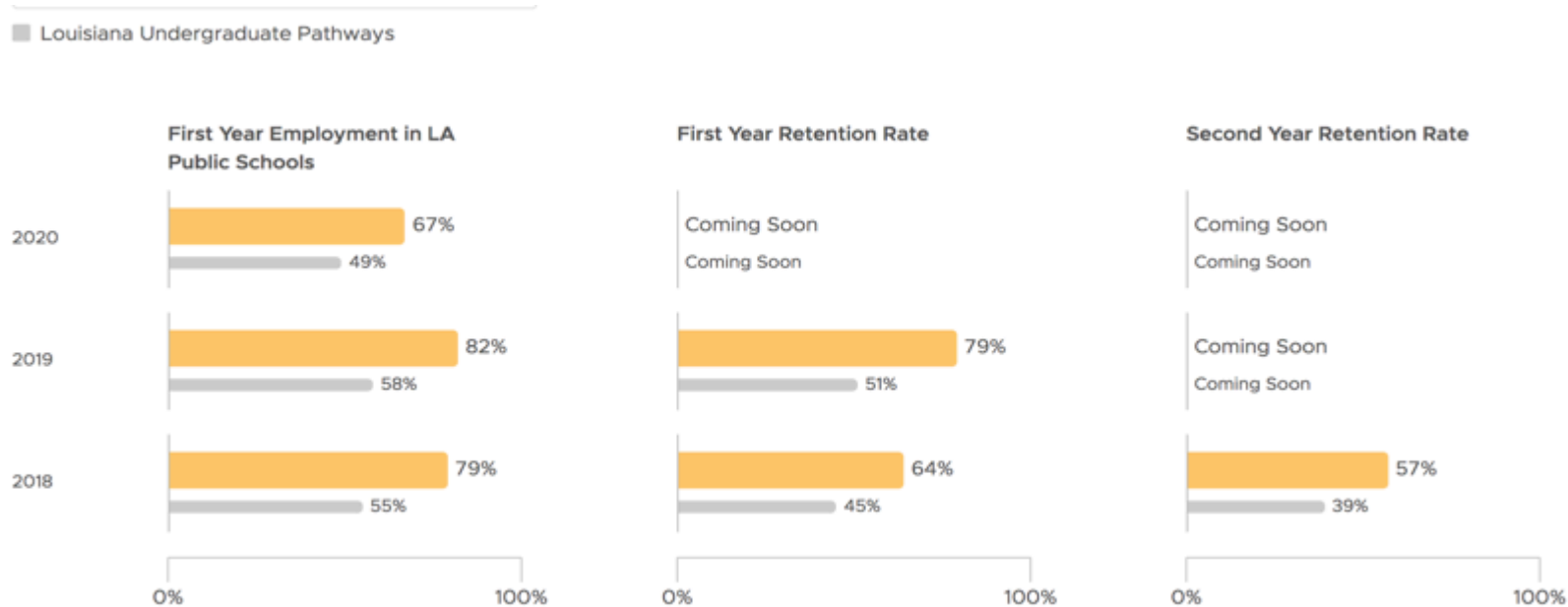
Persistence in Public Schools

CAEP 4.3: Employed in Louisiana Public and Charter Schools

McNeese State University Persistence in Public Schools												
Program Completion Year	Pathway	Number of Program Completers		Teaching in 2016-2017		Teaching in 2017-2018		Teaching in 2018-2019		Teaching in 2019-2020		Teaching in 2020-2021	
2015-2016	Undergraduate	84	100%	65	77%	63	75%	61	73%	59	70%	54	64%
	Post-Baccalaureate	36	100%	28	78%	27	75%	26	72%	22	61%	21	58%
2016-2017	Undergraduate	87	100%	-		57	66%	54	62%	52	60%	48	55%
	Post-Baccalaureate	37	100%	-		32	86%	30	81%	29	78%	28	76%
2017-2018	Undergraduate	62	100%	-		-		46	74%	41	66%	40	65%
	Post-Baccalaureate	29	100%	-		-		16	55%	15	52%	13	45%
2018-2019	Undergraduate	95	100%	-		-		-		69	73%	64	67%
	Post-Baccalaureate	29	100%	-		-		-		22	76%	21	72%
2019-2020	Undergraduate	74	100%	-		-		-		-		42	57%
	Post-Baccalaureate	19	100%	-		-		-		-		12	63%

Persistence in High-Needs Public Schools

CAEP 4.3 Undergraduate Programs

Louisiana Undergraduate Pathways

First Year Employment in LA Public Schools

2020	67% / 49%
2019	82% / 58%
2018	79% / 55%

First Year Retention Rate

2020	Coming Soon / Coming Soon
2019	79% / 51%
2018	64% / 45%

Second Year Retention Rate

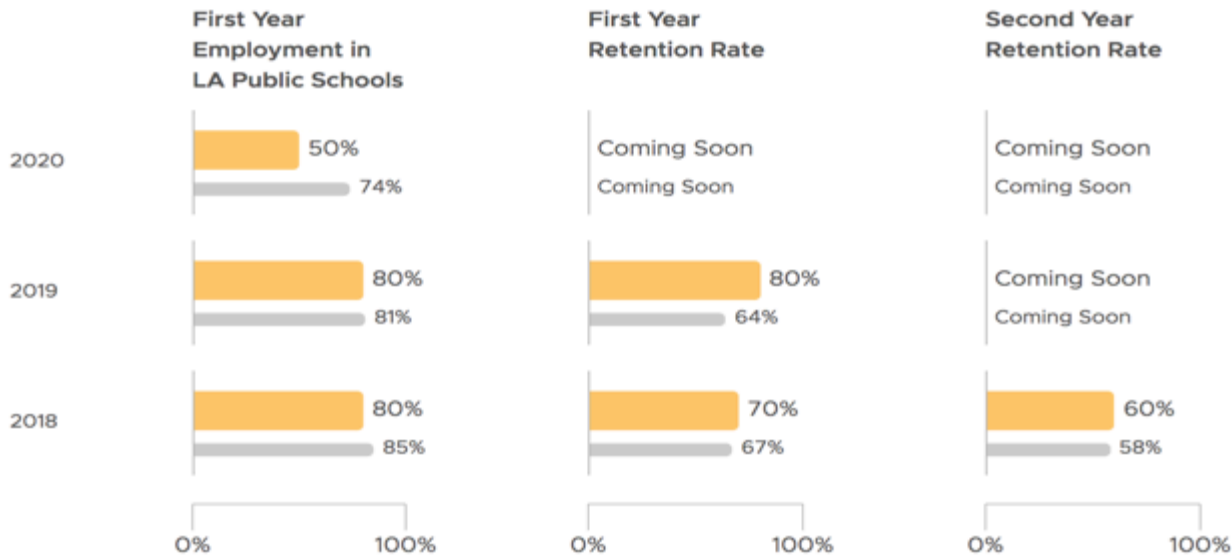|	
2020	Coming Soon / Coming Soon
2019	Coming Soon / Coming Soon
2018	57% / 39%

The gold bar represents McNeese State University completers and the gray line represents all Louisiana pathways for comparison.

Persistence in High-Needs Public Schools
Certification Post-baccalaureate Programs

The gold bar represents McNeese State University completers and the gray line represents all Louisiana pathways for comparison.

Satisfaction of employers and employment milestones

CAEP 4.3 Undergraduate persistence conclusions

No trend data indicated as persistence percentages range from the lowest percentage of 55% of graduates still in the field after four years (2016-2017 completers) to a high percentage of 67% of graduates in the field after two years (2018-2019 completers).

When examining LDoE reporting data specific to Persistence in High-Needs Public Schools, our undergraduate completers are being retained at a higher level than state percentages. MSU's undergraduate completers employed at high-needs public schools had a persistence rate of 79%, as compared to the state average of 51%, after two years and 57%, as compared to the state average of 39%, after three years.

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Satisfaction of employers and employment milestones
CAEP 4.3 Post-baccalaureate persistence conclusions

No trend data indicated as persistence percentages range from the lowest percentage of 45% of graduates still in the field after three years (2017-2018 completers) to a high percentage of 76% of graduates in the field after four years (2016-2017 completers).

When examining LDoE reporting data specific to Persistence in High-Needs Public Schools, our post-baccalaureate program completers are being retained at a higher level than state percentages. MSU's post-baccalaureate completers employed at high-needs public schools had a persistence rate of 80%, as compared to the state average of 64%, after two years and 60%, as compared to the state average of 58%, after three years.

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Satisfaction of employers and employment milestones
CAEP 4.3; A.4.1 Next Steps

Further support of candidates' experiences in high-needs schools includes a year-long residency model where candidates are assigned to a high-needs school with a certified mentor teacher and trained site coordinator during their final program year.

Shared governance meetings will continue to occur on a variety of topics including special education and early literacy during the 2020-2021 academic year.

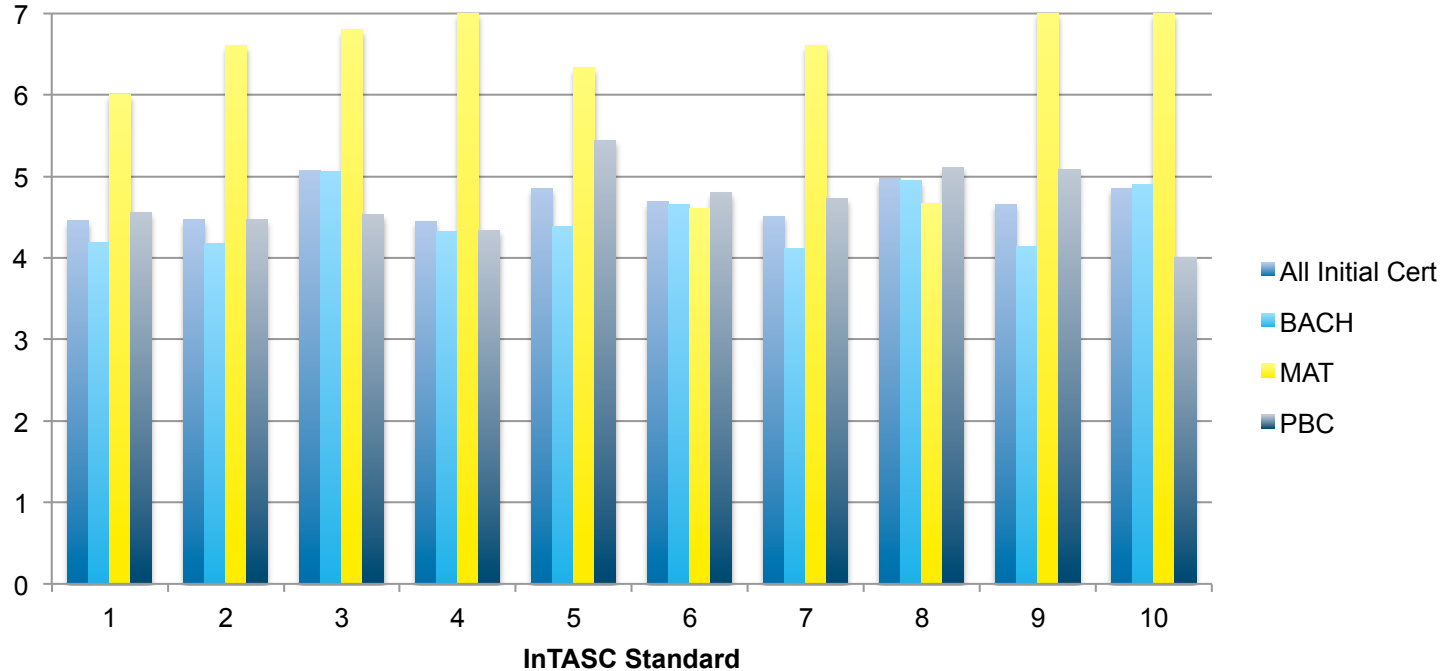McNEESE
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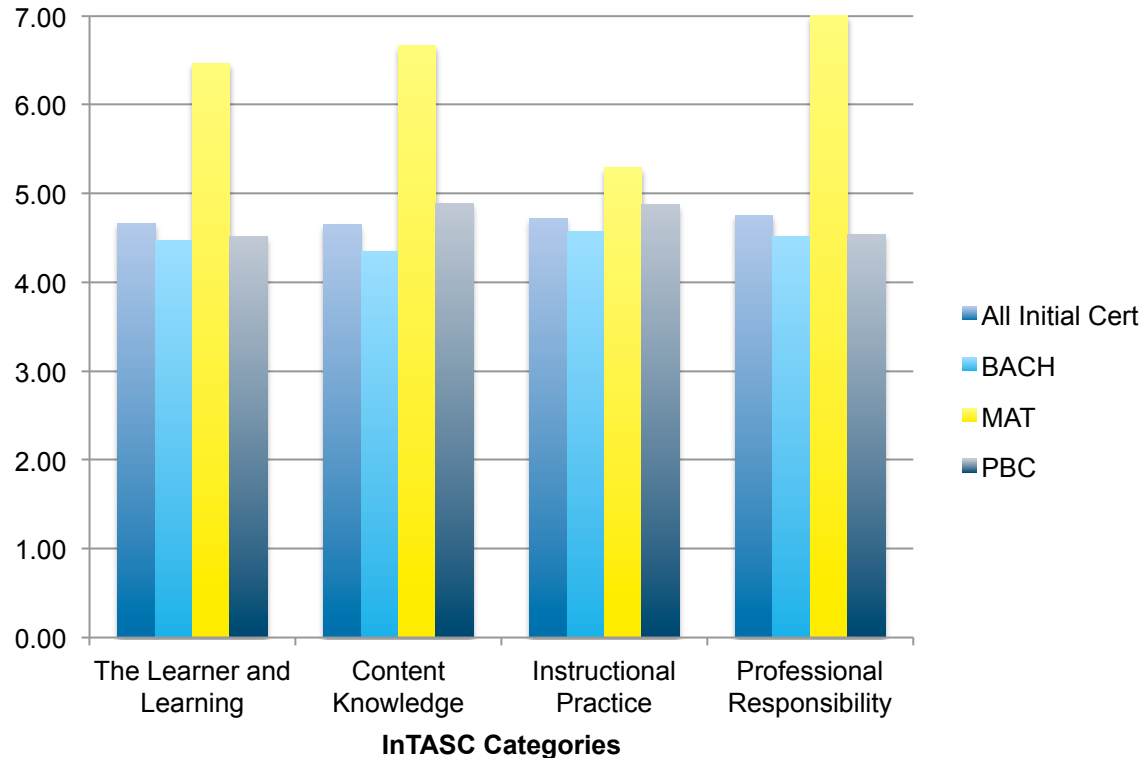# Satisfaction of completers

(CAEP 4.4; A.4.2.)

Satisfaction of Completers

CAEP 4.4 Teacher Education Alumni Survey According to InTASC Standard

Satisfaction of Completers

CAEP 4.4 Teacher Education Alumni Survey According to InTASC Category

Satisfaction of completers

CAEP 4.4 Teacher Education Alumni Survey Conclusions

Due to the timing of the survey, which was administered in the spring 2020 semester during the onset of the COVID-19 pandemic, there was a minimal response rate from employers, even after several emails were delivered. The next administration of the survey will be in May 2021. We will return to the personal requests for survey completions in an effort to increase the response rate.

With our previously administered survey, many of the mean scores were at the higher end. Survey data from this first iteration of the Teacher Education Alumni Assessment gives a new perspective about our program preparation for future teachers.

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Satisfaction of completers

CAEP 4.4 Teacher Education Alumni Survey Next Steps

MSU is continuously working on coursework redesign. The focus on high leverage practices within course content, addition of the year-long residency, completion of the lesson planning course now embedded within all initial certification programs, and a redesigned assessment course all support strengthening the InTASC category of Instructional Practices.

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Satisfaction of Completers
CAEP A.4.2. Advanced Level Alumni Assessment

Alumni Survey Data for MED to Support CAEP A.4.2
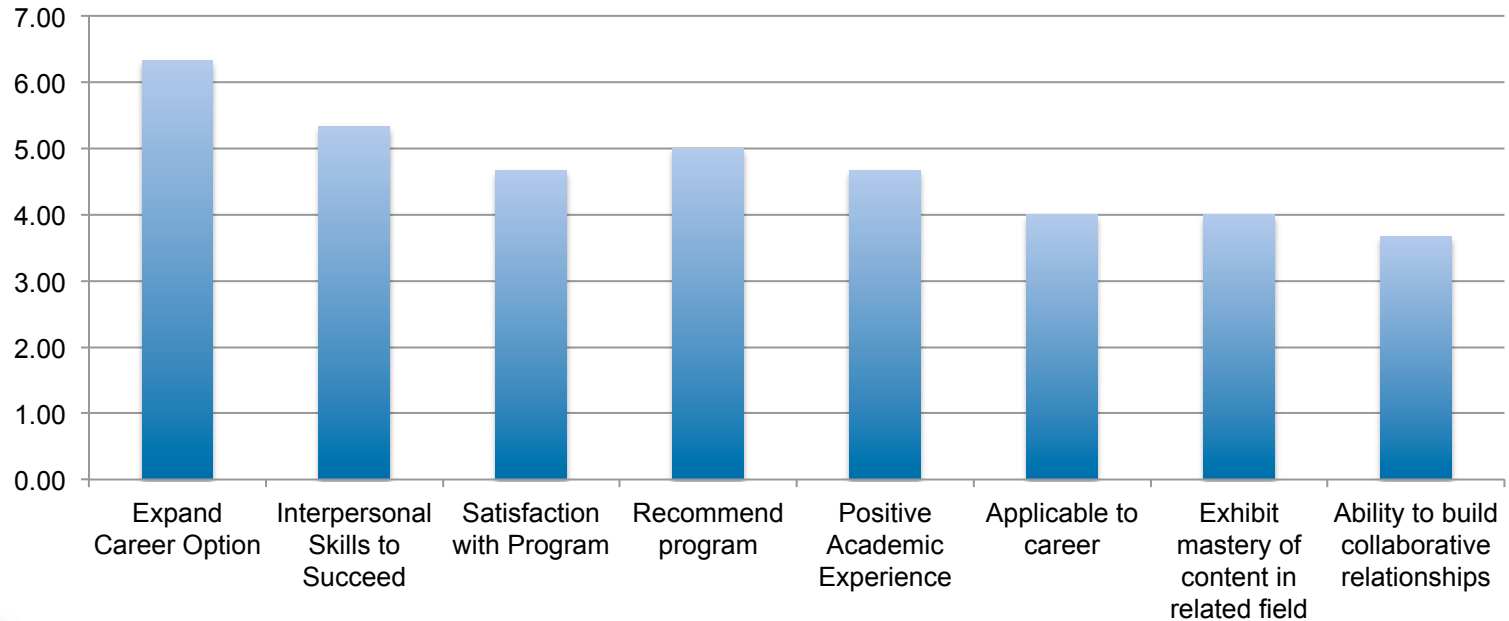
Satisfaction of completers

CAEP A.4.2. Advanced Level Alumni Assessment Conclusions

Due to the timing of the survey, which was administered in the spring 2020 semester during the onset of the COVID-19 pandemic, there was a minimal response rate from employers, even after several emails were delivered. The next administration of the survey will be in May 2021. We will return to the personal requests for survey completions in an effort to increase the response rate.

With our previously administered survey, many of the mean scores were at the higher end. Survey data from this first iteration of the Advanced Level Alumni Assessment gives a new perspective about our program preparation for future curriculum supervisors and school leaders.

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Satisfaction of completers

CAEP A.4.2. Advanced Level Alumni Assessment Next Steps

Data from this survey will be taken into consideration as we continue to redesign our advanced level programs. New programs, including concentrations, were approved for the 2020-2021 academic year. Old programs of Educational Leadership and Educational Technology have been discontinued.

Graduation Rates

Graduation Rates

Matriculation Rates for Initial Programs Undergraduate

Program Type	Cohort Academic Year	Accepted into program	1-2 Years to Grad	3 Years to Grad	Dropped from University	Earned Different Degree	Still Enrolled in Program
BACH	2015-2016	110	N=66 60%	N=5 5%	N=11 10%	N=23 21%	
BACH	2016-2017	110	N=76 69%	N=7 6%	N=8 7%	N=18 16%	N=1 .9%
BACH	2017-2018	107	N = 66 62%	N=1 1%	N=9 8%	N=20 19%	N =11 10%
BACH	2018-2019	84	N=24 29%		N=7 8%	N=13 15%	N=40 48%
BACH	2019-2020	71	N = 5 7%		N=1 1.4%	N=8 11%	N=57 80%

Graduation Rates

Matriculation Rates for Initial Programs Post-baccalaureate

Program Type	Cohort Academic Year	Accepted into program	1-2 Years to Grad	3 Years to Grad	Dropped from University	State Completer	Still Enrolled in Program
PBC	2016-2017	20	N=11 55%		N=7 35%		N=2 10%
PBC	2017-2018	12	N=8 67%	N=1 8%	N=2 17%	N=1 8%	
PBC	2018-2019	18	N=9 50%		N=7 39%		N=2 11%
PBC	2019-2020	2				N=1 50%	N=1 50%
MAT	2016-2017	21	67%	9%	23%		
MAT	2017-2018	13	N=11 85%		N=2 15%		
MAT	2018-2019	21	N=11 52%		N=6 29%		N=4 19%
MAT	2019-2020	3					N=3 100%

Graduation Rates

Initial-Certification Programs Conclusions

When examining graduation data specific to matriculation rates for entering EPP candidates from the 2015, 2016, and 2017 cohorts, the following was noted: the majority of undergraduate completers finish their program within 1-2 years of officially being accepted within the EPP initial certification program (graduation rates at 65%, 76%, and 63% respectively); data shows that PBC and MAT completers finishing within 1-2 years after officially entering their programs differ according to cohort. The 2017-2018 PBC cohort had the highest completion rate at 75% followed by 55% and 50% for the 2016- 2017 and 2018-2019 cohorts, respectively. There is no trend data available for the MAT cohort graduates from 2016-2018 according to completion within 1-2 years of acceptance as data shows 76%, 85%, and 52% completion rates, respectively.

Graduation Rates

Matriculation Rates for Advanced Programs

Program Type	Cohort Academic Year	Accepted into program	1-2 Years to Grad	3 Years to Grad	4 Years to Grad	Dropped from University	Concentration Change	Earned Different Degree	Still Enrolled in Program
MED	2016-2017	22	N=11 50%	N=1 5%	N=2 9%	N=7 32%	N=1 5%		
MED	2017-2018	28	N=9 32%	N=4 14%		N=10 36%		N=1 4%	N=4 14%
MED	2018-2019	24	N=8 33%			N=8 33%		N=1 4%	N=7 29%
MED	2019-2020	26	N=1 4%			N=6 23%			N=19 73%

Graduation Rates
Advanced-level Programs Conclusions

When examining graduation data specific to matriculation rates for entering EPP candidates, data shows the MED completers finishing within 1-2 years after officially entering their programs differ according to cohort. The cohort with the highest percentage of completers at 1-2 years after acceptance is the 2016-2017 cohort with 50%. The advanced-level program with the largest number of students is School Counseling which takes about 2.5 years to complete.

Graduation Rates

Next Steps

All programs have been redesigned and now include a course sequence through graduation and embedded required seminars that support retention of students with advising support. Faculty also meet at mid-semester to discuss student concerns (quality of work, GPA, testing, dispositions) and assign a faculty member that has the closest relationship to the student to reach out to offer support.

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Ability of completers to meet licensing (certification) and any additional state requirements (Title II)

Ability of Completers to Meet Licensing

Initial certification programs

Undergraduate

Year	Number of Graduates	Percentage that was granted state license
2017-2018	62	94% (n=58)
2018-2019	95	100%
2019-2020	74	92% (n=68)

Alternative Certification

Year	Number of Graduates	Percentage that was granted state license
2017-2018	20	100%
2018-2019	29	100%
2019-2020	19	100%

All graduates qualify for a state license immediately upon completion of the program, but not all completers apply for a state license immediately upon completion.

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Ability of Completers to Meet Licensing

Advanced-level programs

Degree	Program	Semester Year	# of completers	Concentration	Added to Certificate	Eligible to Add to Certificate	Attempted and Passed Exam
Master of Education	School Counseling	Fall 2019	2		1	1	n=1 50%
		Spring 2020	3		3		n=3 100%
Master of Education	Educational Leadership	Spring 2020	1		1		n=1 100%
		Summer 2020	1		1		n=1 100%
Master of Education	Curriculum and Instruction	Summer 2020	1	Special Education		1	n=0

Ability of Completers to Meet Licensing

Initial- and Advanced-level Program Conclusions

The three cycles of data collected for undergraduate programs had a state licensure rate of 92% or higher over the last three years.

The three cycles of data collected for post-baccalaureate programs, had a state licensure rate of 100% or higher over the last three years.

The data shows that over the course of three cycles, with all three programs accounted for, only ten (10) completers out of a total of 299 did not submit their paperwork to become a licensed teacher in the state of Louisiana.

Of the 2019-2020 advanced level program completers, 71% (5 of 7) have added their certification area to their state teaching certificate.

Ability of Completers to Meet Licensing

Initial- and Advanced-level Program Next Steps

We have built out a special module within our system for electronic paperwork required during residency and student teaching. Electronic versions for documentation will support more efficient and clearer expectations for submission of licensure paperwork.

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Ability of completers to be hired in education positions for which they have prepared

Hired in education positions for which they were prepared

Initial-certification programs

Undergraduate

Year	Number of Graduates	Percentage that began teaching year immediately
2017-2018	62	81% (n=50)
2018-2019	95	75% (n=71)
2019-2020	74	58% (n=43)

Alternative Certification

Year	Number of Graduates	Percentage that began teaching year immediately
2017-2018	20	90% (n=18)
2018-2019	29	76% (n=22)
2019-2020	19	63% (n=12)

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Hired in education positions for which they were prepared

Initial Program Conclusions

LDoE only collects data on those graduates hired at Louisiana public and charter schools.

All initial-certification programs have shown a decline, according to the reported LDoE data, for employment after graduation. Immediate employment for undergraduate program completers has declined from 81% to 58% for the reporting years of 2017-18 to 2019-2020. Immediate employment for post-baccalaureate program completers has declined from 90% to 63% for the reporting years of 2017-18 to 2019-2020.

Undergraduate and post-baccalaureate candidates reflected a large hiring rate decline after graduation in 2019-2020. We concluded that the national pandemic was a contributing factor since school districts were unsure of what the next academic year would require for mitigating the pandemic. Our local area was damaged by Hurricanes Laura and Delta which lead to extended school closures.

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Hired in education positions for which they were prepared

Initial Program Next Steps

We have built out a special module within our system for electronic paperwork required during the final semester of coursework. Our shared governance meetings have opened a network for communication for districts to directly connected with our Director of Student Teaching and Professional Education Services with job postings. We have seen success in the last year with supporting open placements in districts.

Student loan default rates and other consumer information

Student loan default rates

Fiscal Year	2017	2016	2015
Default rate	12.4%	13.6%	9.9%
# in default	193	227	178
# in repayment	1,555	1,662	1,795
National cohort default rate	9.7%	10.1%	10.8%

Student loan default rates

Conclusions

MSU cohort default rates for the enrollment years of 2015-2017 are as follows: 9.9%, 13.6%, 12.4%, respectively. The reported cohort default rates are for all students enrolled in MSU, not just those specific to the EPP. The national cohort default rate for the 2017 fiscal year was 9.7%. No trend data can be concluded from the table. MSU had a default rate of almost 3% higher than the national average in 2017.

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Student loan default rates

Next Steps

Although the student loan default rate is not specific to education majors, McNeese State University has been approved for the Federal Work Study Experimental Grant funded by the United States Department of Education. Four programs that include internships or residency requirements for graduation will be participating. The grant will be fully implemented fall 2021.

Questions or Comments

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THANK YOU