

## **CAEP Standard 4: Program Impact 2021 Annual Report**

### Overview

McNeese State University (MSU)'s EPP impact and outcome measures' data is collected from several sources including the Louisiana Department of Education (LDoE), Louisiana Board of Regents (LBoR), Teacher Education Employer Assessment (TEEA), Employer Satisfaction Assessment Survey (ESAS), Teacher Education Alumni Assessment (TEAA), Advanced Level Alumni Assessment (ALAA), and the United States Department of Education Federal Student website. This written report outlines the data included within the 'CAEP Annual Reporting Measures Data Share Out 2021' PowerPoint found within the link in the Section 4: Display of Annual Reporting Measures. The full written report can also be found on our website.

**How data is shared annually and with whom:** The CAEP Annual Reporting Measures Data for 2020 shared governance meeting was scheduled for June of 2020 with a variety of stakeholders (faculty, district personnel, and Education Professions Advisory Council (EPAC) members) to be invited; however, due to the pandemic our annual meeting was not held. MSU planned for a stakeholder meeting in early September to discuss the data, but Hurricanes Laura and Delta hit our area in August and September, so no meeting was conducted. We will hold our annual shared governance meeting in June 2021 virtually to share our 2021 reporting measures data. That also marks the beginning of our annual collaboration to evaluate program content, assessment, and field experiences progressions. Attending stakeholders include faculty, various levels of district personnel, and EPAC members.

No new data has been added to CAEP standard 4.1 or 4.2 from the LBoR, but new measures are being reported for the LDoE including placements at high needs schools during student teaching or residency.

The LBoR has failed to report preparation provider data for Louisiana programs for 2019 and 2020. The official statement for all Louisiana Preparation Providers from the LBoR in part reads, "Please go to the USDE Title 2 website at <https://Title2.ed.gov> to locate information about teacher preparation programs pertaining to: listing of programs, 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) and Indicators of teaching effectiveness (CAEP 4.2) for Undergraduate Programs**

LBoR's last reported data (2016-2018) indicated that MSU EPP undergraduate completers are having a positive impact on P-12 learning and development (CAEP 4.1) and have strong

instructional practices leading to high levels of teaching effectiveness (CAEP 4.2). The scoring component that combines both CAEP standards is the Compass Final Evaluation score reported by LBoR. Teachers are scored using a rating of Highly Effective, Effective: Proficient, Effect: Emerging, and Ineffective. The LDoE benchmark is Effective: Emerging. MSU's self-identified benchmark is Effective: Proficient. Trend data over three years indicates an increasing among of our candidates are scoring at the Highly Effective level and that less than 10% of our undergraduate completers score at the combined Effective: Emerging and Ineffective categories. LBoR was unable to publish data on teacher preparation providers for the 2019-2020 academic year.

The LDoE has a new reporting metric, Teacher Preparation Quality Rating System. Value-added results are collected by the Louisiana Department of Education for program completers during their first year of employment. Value-added results are limited to specific grade levels and subject areas with state-administered assessments including: Grades 4-8 ELA, Math, Science and Social Studies, Algebra I, Geometry, English I, and English II.

Value-added data provides teachers and school leaders with an objective way to look at information about the extent to which students meet, exceed, or fall short of performance expectations set by the state. Teachers are assigned one of the following effectiveness ratings based on the performance of the students: Ineffective, Effective: Emerging, Effective: Proficient, or Highly Effective.

LDoE data shows that only 5% of MSU's undergraduate completers, compared to 13% for the state taught in Value-Added Model (VAM) content areas and designated grade levels. Specific to the 5% included for undergraduate completers, 0% scored at Highly Effective, 46% (n=8) scored at Effective: Proficient, 46% (n=8) scored at Effective Emerging, and 8% (n=1) scored at the Ineffective level. 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%.

LBoR's last reported data (2016-2018) indicated that MSU EPP undergraduate completers are having a positive impact on P-12 learning and development (CAEP 4.1) when using both Student Learning Targets (SLT) and Value-Added Model (VAM) data. Trend data indicates an increasing amount of our undergraduate completers are scoring at the Highly Effective level.

LBoR's last reported data (2016-2018) indicated that MSU EPP undergraduate completers have strong instructional practices leading to high levels of teaching effectiveness (CAEP 4.2). The scoring instrument used by principals to evaluate classroom teaching is the Compass Evaluation Tool which is based on the Danielson Model. Trend data over three years indicates over 90% of our undergraduate completers score at the Effective: Proficient or Highly Effective categories.

Because this is a new reporting measure, no trend data can be extrapolated.

**Impact of P-12 learning and development (CAEP 4.1) and  
Indicators of teaching effectiveness (CAEP 4.2) for Post-Baccalaureate Programs**

Previously reported data indicates that MSU EPP post-baccalaureate completers are having a positive impact on P-12 learning and development (CAEP 4.1) and have strong instructional practices leading to high levels of teaching effectiveness (CAEP 4.2). LBoR was unable to publish data on teacher preparation providers for the 2019-2020 academic year.

The LDoE has a new reporting metric, Teacher Preparation Quality Rating System. LDoE data shows 11% of our post-baccalaureate completers, as compared to 16% of the state, taught in Value-Added Model (VAM) content areas and designated grade levels: ELA, Math, Science, or Social Studies, grades 4-8, Algebra I, Geometry, English I, or English II for the 2019-2020 academic year.

Specific to 11% included for post-baccalaureate completers, 9% (n=1) scored Highly Effective, 27% (n=3) scored at Effective: Proficient, 36% (n=4) scored at Effective Emerging, and 27% (n=3) scored at the Ineffective level. 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.

Because this is a new reporting measure, no trend data can be extrapolated.

**Impact of P-12 learning and development (CAEP 4.1) and  
Indicators of teaching effectiveness (CAEP 4.2)  
Conclusions**

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.

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.

### **CAEP 4.1 Next Steps**

In our effort to transform our programs so that we produce highly skilled and effective graduates, our faculty is committed to 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 assessments for alignment to the content and rigor of the chosen academic standards as part of their lesson planning work.

### **CAEP 4.2 Next Steps**

Faculty professional development is imperative to a quality program. Continuous professional development opportunities for our faculty in order to better support, coach, and mentor our candidates when in the program. Professional development topics include: Coaching and High-Quality Instructional Feedback, High Leverage Practices in Online Teacher Prep Courses: Explaining and Modeling Content, and 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)**

### **Teacher Education Employer Assessment (CAEP 4.3)**

In the spring 2020 semester, MSU employed an outside entity to assist with administering the Teacher Education Employer Assessment. The survey was sent to the employers of all fall 2018 and spring 2019 completers.

When considering survey questions pertaining to the General Learning Outcomes, administrators designated to what degree they were satisfied with the recent graduates from the program on a scale from 1 to 7, with 1 as *Not at all*, 4 as *Moderately*, and 7 as *Extremely*. Employers rated our graduates as Extremely Satisfied, score of 7, for the outcomes of Oral Communication Skills and Problem-Solving Skills. The outcomes of Analytical skills, Critical thinking skills, and Written communication skills all had a mean of 6, which is slightly below Extremely Satisfied.

When considering survey questions pertaining to the Employee Traits, administrators designated to what degree they were satisfied with the recent graduates from the program on a scale from 1 to 7, with 1 as *Not at all*, 4 as *Moderately*, and 7 as *Extremely*. Employers rated our graduates as Extremely Satisfied, score of 7, for the outcomes of Commitment to current job, Professionalism, and Work ethic.

When considering survey questions pertaining to the Learning Outcomes, administrators designated to what degree they were satisfied with the recent graduates from the program on a scale from 1 to 7, with 1 as *Not at all*, 4 as *Moderately*, and 7 as *Extremely*. Four of the nine outcomes had a mean score of 7, Extremely Satisfied. They were: Build collaborative professional relationships; Create a productive classroom environment, Display appropriate professional skills, and Reflect the value of diversity in teaching. MSU's lowest mean scores were a 4, Moderately, in the following two Learning Outcomes: Develop effective lesson plan; Exhibit a mastery of relevant content.

Because this is a new reporting measure, no trend data can be extrapolated.

### **Teacher Education Employer Assessment (CAEP 4.3) Conclusions**

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

### **Teacher Education Employer Assessment (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.

Data does not yet include graduates that have gone through our redesigned programs including year-long residency, curriculum development and lesson planning course, and course content redesign. Elementary undergraduate and PBC redesigned programs were implemented in 2018-2019; all other initial-certification programs implemented 2019-2020. These new programs have blocked courses during the residency year that include assessment, weekly professional development based on resident walk-through data, and a site placement at a high needs school with a certified mentor teacher. As new data is collected each academic year from the survey, we will continue to analyze and disaggregate to determine best next steps.

### **Satisfaction of employers and employment milestones (CAEP 4.3; A.4.1)**

#### **Employer Satisfaction Assessment Survey (CAEP A.4.1)**

In the spring 2020 semester, MSU decided to employ an outside entity to assist with administering the Employer Satisfaction Assessment Survey. The survey was sent to the employers of all fall 2018 and spring 2019 completers.

When considering survey questions, participants designated to what degree they were satisfied on a scale from 1 to 7, with 1 as *Not at all*, 4 as *Moderately*, and 7 as *Extremely*. MSU benchmark is 4, Moderately Satisfied.

When considering survey questions pertaining to the Employee Traits, administrators designated to what degree our graduates as Extremely Satisfied, score of 7, for the outcomes of Professionalism, and Work ethic.

When considering survey questions pertaining to the Learning Outcomes, administrators rated eight of the nine learning outcomes as 7, Extremely Satisfied, for master level graduates. The learning outcome of Build collaborative professional relationships was the only learning outcome to earn less than an Extremely Satisfied, score of 7, and instead was rating at a score of 6.

Because this is a new reporting measure, no trend data can be extrapolated.

### **Employer Satisfaction Assessment Survey (CAEP A.4.1.)**

#### **Conclusions**

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

### **Employer Satisfaction Assessment Survey (CAEP A.4.1.)**

#### **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 Data for Undergraduate Programs (CAEP 4.3)**

Previous persistence data was reported by LBoR. LBoR was unable to publish data on teacher preparation providers for the 2019-2020 academic year. The LDoE calculated the persistence data for our undergraduate completers employed in Louisiana public and charter schools. No trend data was 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.

### **Persistence Data for Post-baccalaureate Programs (CAEP 4.3)**

Previous persistence data was reported by LBoR. LBoR was unable to publish data on teacher preparation providers for the 2019-2020 academic year. The LDoE calculated the persistence data for our post-baccalaureate program completers employed in only Louisiana public and charter schools. 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.

### **Persistence Data (CAEP 4.3)**

#### **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.

### **Satisfaction of Completers (CAEP 4.4; A.4.2)**

#### **Teacher Education Alumni Assessment (CAEP 4.4)**

In the spring 2020 semester, MSU employed an outside entity to assist with administering the Teacher Education Alumni Assessment. The survey was sent to the completers of all fall 2018 and spring 2019 completers.

When considering survey questions, participants designated to what degree they were satisfied on a scale from 1 to 7, with 1 as *Not at all*, 4 as *Moderately*, and 7 as *Extremely*. MSU benchmark is 4, Moderately Satisfied.

InTASC Standard 3 had the highest mean average at 5.07. InTASC Standard 4 had the lowest mean average of 4.45. All mean averages met the Moderately Satisfied level or higher.

When reviewing InTASC rating by category, initial certification program alumni rated InTASC Category Professional Responsibility the highest with a mean score of 5.2 and InTASC Category Instructional Practices the lowest with a mean score of 4.87.

Because this is a new reporting measure, no trend data can be extrapolated.

### **Teacher Education Alumni Assessment (CAEP 4.4) 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.

### **Teacher Education Alumni Assessment (CAEP 4.4) 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.

### **Satisfaction of Completers (CAEP 4.4; A.4.2) Advanced Level Alumni Assessment (CAEP A.4.2)**

In the spring 2020 semester, MSU employed an outside entity to assist with administering the Advanced Level Alumni Assessment. The survey was sent to the completers of all fall 2018 and spring 2019 completers.

When considering survey questions, participants designated to what degree they were satisfied on a scale from 1 to 7, with 1 as *Not at all*, 4 as *Moderately*, and 7 as *Extremely*. MSU benchmark is 4, Moderately Satisfied.

Advanced level alumni rated Expand Career Option (6.33) and Interpersonal Skills to Succeed (5.33) as the highest satisfaction of their program preparation. The factors with the lowest mean



scores were Ability to Build Collaborative Relationships (3.67) and Advanced level alumni ranked Exhibit Mastery of Content in Related Field, Applicable to Career (both with a 4.0).

Because this is a new reporting measure, no trend data can be extrapolated.

### **Advanced Level Alumni Assessment (CAEP A.4.2)**

#### **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.

### **Advanced Level Alumni Assessment (CAEP A.4.2)**

#### **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/Matriculation Rates Initial-Certification Programs**

One measure of the effectiveness of an EPP is the matriculation of the candidates from acceptance into an initial certification program through graduation. 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/Matriculation Rates**

### **Advanced-level Programs**

One measure of the effectiveness of an EPP is the matriculation of the candidates from acceptance into an advanced-level program through graduation. 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/Matriculation 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.

### **Ability of completers to meet licensing (certification) and any additional state requirements (Title II) Initial level programs**

MSU EPP completers have a consistently high rate of receiving their state teaching licenses. An EPP requirement for each of the initial certification programs is that candidates must complete all licensure exams before beginning their student teaching/internship semesters. This program requirement means that once candidates have completed their student teaching/internship semesters, they have fulfilled all state requirements for licensing. 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.

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

All MSU advanced level programs meet coursework expectations to add-on licensure to a teaching certificate. Not all advanced level programs require the applicable state licensure exams for completion of programs.

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 (certification)  
Initial and Advanced Level Programs  
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.

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

**Initial level programs**

MSU completers have a consistently high rate of hire after graduation. Data is provided by the LDoE but only accounts for graduates working in Louisiana public and charter schools. We know that a higher population of graduates are in fact employed in their area of certification but in either private schools or in other states.

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.

**Ability of completers to be hired in education positions for which they have prepared  
Initial Level Programs  
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  
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.

**Student loan default rates and other consumer information  
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.