Department of Education Professions

#8 Plan cycle - 8
Plan cycle 2022/2023
7/1/22 - 6/30/23

Introduction

The Department of Education Professions and Graduate Education Programs seeks to meet the educational needs of educator candidates who are interested in becoming teachers, administrators, supervisors, and technology facilitators. The Department's mission includes providing learning opportunities, and enhancing intellectual, civic, and cultural diversity. In all of these areas, the Department of Education Professions and Graduate Education Programs is committed to excellence with a personal touch.

The unit advises and assists students with scheduling, evaluating degree plans, updating degree plans, prescription plans, and career choices. Seminars are provided twice each semester to assist students with the completion of applications to the Teacher Education Program and to discuss field experience requirements and expectations. Students are also provided a list of resources available on campus to meet individual needs.

For distance education students, support is provided through the website, e-mail communications, Moodle, Big Blue Button, and Tegrity.

Performance Objective 1 Increase enrollment, persistence, retention, and graduation rates for each program offered by the department.

1 Assessment and Benchmark

Benchmark: Increase enrollment by 5% each year, overall and in each undergraduate, initial teacher cerification program offered by the department.

Prior to 2018-2019, the benchmark was to increase enrollment by 7% across undergraduate programs each year from fall 2017 to fall 2021 to coincide with the MSU Strategic Plan goal concerning enrollment and recruitment:

- ECHD - Early Childhood Education Grades PK-3, BS
- ELEM - Elementary Education Grades 1-5, BS

1.1 Data

2018-2019 Enrollment and Completers:

Major	Summer						Fall						Spring					
	F	S	J	Sr	T	CMP	F	S	J	Sr	T	CMP	F	S	J	Sr	T	CMP
ECHD	0	4	10	11	25	0	41	33	37	45	156	12	26	32	25	43	126	16
ELEM	4	7	5	8	24	0	35	26	30	42	133	18	26	27	23	33	109	12
Total	**4**	**11**	**15**	**19**	**49**	**0**	**76**	**59**	**67**	**87**	**289**	**30**	**52**	**59**	**48**	**76**	**235**	**28**

2019-2020 Enrollment and Completers:

Major	Summer						Fall						Spring					
	F	S	J	Sr	T	CMP	F	S	J	Sr	T	CMP	F	S	J	Sr	T	CMP
ECHD	4	11	1	4	20	0	30	43	29	39	141	4	21	29	34	34	118	19
ELEM	4	9	7	6	26	0	19	31	25	24	99	8	16	23	29	21	89	9
Total	**8**	**20**	**8**	**10**	**46**	**0**	**49**	**74**	**54**	**63**	**240**	**12**	**37**	**52**	**63**	**55**	**207**	**28**

2020-2021 Enrollment and Completers:

Major	Summer						Fall						Spring					
	F	S	J	Sr	T	CMP	F	S	J	Sr	T	CMP	F	S	J	Sr	T	CMP
ECHD	0	8	9	3	20	0	31	21	29	29	110	9	21	21	27	26	95	8
ELEM	3	6	5	5	19	0	29	24	33	24	110	2	20	18	26	32	96	11
Total	**3**	**14**	**14**	**8**	**39**	**0**	**60**	**45**	**62**	**53**	**220**	**11**	**41**	**39**	**53**	**58**	**191**	**19**

2021-2022 Enrollment and Completers:

Major	Summer						Fall						Spring					
	F	S	J	Sr	T	CMP	F	S	J	Sr	T	CMP	F	S	J	Sr	T	CMP
ECHD	1	5	1	4	11	0	23	22	23	26	94	3	11	28	18	26	83	9
ELEM	1	3	6	3	13	1	16	25	20	26	87	4	18	25	15	27	85	10
Total	**2**	**8**	**7**	**7**	**24**	**1**	**39**	**47**	**43**	**52**	**181**	**7**	**29**	**53**	**33**	**53**	**168**	**19**

2022-2023 Enrollment and Completers:

Major	Summer						Fall						Spring					
	F	S	J	Sr	T	CMP	F	S	J	Sr	T	CMP	F	S	J	Sr	T	CMP

ECHD	0	4	1	5	10	0	11	20	11	20	62	3	17	14	12	22	65	7
ELEM	1	3	2	4	10	0	24	21	18	26	89	8	14	22	18	16	70	6
Total	**1**	**7**	**3**	**9**	**20**	**0**	**35**	**41**	**29**	**46**	**151**	**11**	**31**	**36**	**30**	**38**	**135**	**13**

Percentage Change between 2018-2019:

Major	Fall	Total	% Change
ECHD	2018	156	-9.615%
	2019	141	
ELEM	2018	133	-25.564%
	2019	99	
Total	**2018**	**289**	**-16.955%**
	2019	**240**	

Percentage Change between 2019-2020:

Major	Fall	Total	% Change
ECHD	2019	141	-21.986%
	2020	110	
ELEM	2019	99	11.111%
	2020	110	
Total	**2019**	**240**	**-8.333%**
	2020	**220**	

Percentage Change between 2020-2021:

Major	Fall	Total	% Change
ECHD	2020	110	-14.545%
	2021	94	
ELEM	2020	110	-20.909%
	2021	87	
Total	**2020**	**220**	**-17.727%**
	2021	**181**	

Percentage Change between 2021-2022:

Major	Fall	Total	% Change
ECHD	2021	94	-34.042%
	2022	62	
ELEM	2021	87	2.298%
	2022	89	
Total	**2021**	**181**	**-16.574%**
	2022	**151**	

1.1.1 Analysis of Data and Plan for Continuous Improvement

2018-2019:

2019-2020:

2020-2021:
There has been a decrease in the number of candidates enrolled and in the number of completers over the last several years. During the academic year, the EPP hosted the Unlock Education virtual conference for high school students. Dr. Ogea also traveled to high schools to recruit for BCOE and promote EdRising.

Recruitment of candidates is high on the priority list. For the 2021-2022 academic year, additional schools will be invited to Unlock Education on campus, Call Me Mister will be started, EdRising Collegiate Chapter will be started, Hubspot will be used for marketing, faculty will visit local schools (COVID permitting) to promote MSU. Additionally, a fee has been approved to purchase McNeese items for candidates when they go out into the field for residency.

2021-2022:
Data for this table is typically obtained from an Undup file from IRE that is run after the 14th day of the following academic year's fall semester. Therefore, official enrollment of candidates who have submitted an admission packet within each class is not currently available.

The Burton College of Education and particularly the Department of Education Professions has made intentional efforts to recruit candidates into teacher-education programs and has focused particular attention on those from diverse backgrounds and within high needs areas. In addition to traditional attendance at parish career fairs and expos, the following are part of the MSU Department of Education Professions (EDPR) Recruitment and Retention Plan. A brief explanation is provided below with additional information cited where appropriate. Although the efforts are strong and we are committed to recruiting candidates from diverse backgrounds, results of these efforts are not immediate as these students are juniors or seniors in high school and the data reported in the Performance Profile for education provider programs is on completers. We will track the data for program admission to monitor new students and make adjustments as needed to attract a diverse group of candidates interested in the field of education.

Unlock Education
On February 18, 2022, we hosted the 4th Unlock Education event with 164 high school students in attendance.

A review of student who attended the Unlock Education event as high school students and then enrolled at McNeese in an education program is encouraging:
- 58% of the P-12 students attending the 2019 Unlock Education event enrolled at McNeese State University in a teacher education program. Of those candidates, 71% are currently enrolled in a McNeese teacher education program in spring 2022.
- 57% of the P-12 students attending the 2021 Unlock Education event are enrolled at McNeese State University in the spring 2022 semester. 30% of those are enrolled through the High School Early Admissions Program.

Educators Rising
Our Educators Rising Program Coordinator (an EDPR faculty member) provides professional development and support for regional Teacher Leaders in eight partner schools within three parishes. Of the eight schools, six are listed as Quality Rating System High-Needs Schools by the Louisiana Department of Education. Four of the schools are geographically remote locations and two have over 75% of students considered Economically Disadvantaged and over 94% Minority.

Call Me MISTER
The McNeese Department of Education Professions partnered with Call Me MISTER, a nationally recognized scholarship and support program created by Clemson University geared to encouraging young men of color from underserved, socio-economically disadvantaged, and educationally at-risk communities to enter the education profession as elementary teachers.

We successfully applied and were granted acceptance as a Partnering Institution and the contract was approved

October 2021. We have established our criteria and application process and are currently seeking our first cohort for the 2022-2023 academic year. We have acquired funding for scholarships through McNeese Foundation funds. EDPR faculty plan promote the program in the schools who currently have Ed Rising and to counselors in the five-parish area that we serve who are responsible for promoting college and careers in the high schools. The goal for the initial cohort in 2022-2023 will be to have three individuals in the program and then build up to five over the next three years. Funding will limit the number of candidates that we are able to enroll and support in the program.

Minors
The EPP developed the minor initiative to highlight the education profession within content area degree programs or other professional programs in an effort to overcome the challenges presented by current public opinion regarding the merits of pursuing teaching as a profession. By offering the minor, candidates can enroll in education courses and acquire 19 hours toward a Post-Baccalaureate Certificate. Once graduated, the candidates can enroll for three semesters and complete the program.

Retention Initiatives:

Rowdy Rising
Rowdy Rising was established in the 2021-2022 academic year and currently has over 20 members. Plans for this academic year include hosting the Unlock Education Regional Conference, attending State Convention (ULL) to compete and present, present at the April session for the inter-university coalition, and attend the national conference in June 2022.

Praxis Resources
The MSU Department of Education partnered with 240 Tutoring to offer candidates a discounted price on Praxis study materials and diagnostics. Candidates are able to pay for the services as needed in monthly increments. Candidates are provided this information within courses and through advising. The Burton College of Education purchased access to the Longsdale Publishing Praxis Core Online Course and Practice Tests allowing free access to students. Candidates are provided this information within coursework and through advising. The Burton College of Education purchased Mometrix study guides for all Praxis exams. Copies are located in Frazier Memorial Library for candidates to check out.

Mid-semester Reviews
At mid-term each semester, faculty meet to discuss any at-risk candidates identified through coursework or advising. Faculty discuss remediation and interventions to date and plan future steps to assist the candidates. Good faith efforts are documented and submitted to the department chair for Education Professions.

Remediation
All candidates complete a Student Pre-Collegiate Narrative to submit with their admission packet. Candidates must meet benchmark (score a 3 or 4) on two items on the rubric aligned to InTASC. Candidates who do not score at benchmark attend a remediation session with the Department Chair for Education Professions and receive feedback and direction for clearer understanding. Candidates resubmit the required sections until benchmark is met and understanding is achieved.

Seminars
All candidates within the initial teacher education programs are required to attend seminars offered during specific coursework. These seminars offer additional support to candidates to ensure that they understand the requirements of matriculating through the program. These seminars are attended in EDUC 110, EDUC 200, EDUC 299, EDUC 300, EDUC 400, EDUC 499, EDUC 510 and EDUC 599.

2022-2023:
The Department of Education Professions continues to make efforts to increase enrollment and retention of all candidates enrolled in education programs. Although the benchmark was not met for the 5% increase in enrollment for ECHD and ELEM candidates, 2021-2022 showed the second lowest negative percent change in the last 4 years and also showed a positive change for ELEM enrollment.

EDPR is expanding its recruitment reach to students who may not have been targeted traditionally. As of the 2022-2023 academic year, EDPR has 11 Educators Rising partner schools within three parishes, with six listed as Quality

Rating System High-Needs Schools by the LDoR. Four of the schools are geographically remote locations and two have over 75% of students considered Economically Disadvantaged and over 94% minority.

The following table shows the growth of the Educators Rising partnership over the past four years:

Year	# of Schools	# of Students
2019-2020	2	18
2020-2021	3	25
2021-2022	8	65
2022-2023	11	86

During the 2022-2023 academic year, EDPR faculty participated in more than 20 recruitment opportunities including visits to high school Ed Rising classrooms, tables at high school college and career fairs, hosting Unlock Education: Ed Rising Regional Conference, hosting students on campus to visit courses, and recruiting at community events such as the Out of the Darkness Walk.

Specific plans for 2023-2024 include:
- Invite at least one new high school to become an Educators Rising Partner each academic year.
- Invite any non-typical (or new) districts and schools hosting current residents to participate in Unlock Education.
- Ed Rising Collegiate Club members will visit at least one high school Ed Rising program campus each semester.
- Enroll at least two candidates in the Call Me Mister program in 2023-2024.

2 Assessment and Benchmark

Benchmark: Increase enrollment by 5% each year, overall and in each initial, alternate teacher certification program offered by the department.

Prior to 2018-2019, the benchmark was to increase enrollment by 7% each year from fall 2017 to fall 2021 to coincide with the MSU Strategic Plan goal concerning enrollment and recruitment:

MAT - Master of Arts in Teaching
- EEDU - Elementary Education Grades 1-5, MAT
- SEDU - Secondary Education Grades 6-12, MAT (effective 201940; inactive effective 202140)
  - SEAG/SAGO - Agriculture (inactive effective 201940; SAGO effective 202140)
  - SEBI/SBGO - Biology (inactive effective 201940; SBGO effective 202140)
  - SEBU/SBUO - Business (inactive effective 201940; SBUO effective 202140)
  - SECH/SCHO - Chemistry (inactive effective 201940; SCHO effective 202140)
  - SECI/SCIO - Chinese (inactive effective 201940; SCIO effective 202140)
  - SEEG/SEGO - English (inactive effective 201940; SEGO effective 202140)
  - SEEV/SEVO - Environmental Science (inactive effective 201940; SEVO effective 202140)
  - SEFR/SFRO - French (inactive effective 201940; SFRO effective 202140)
  - SELA/SLAO - Latin (inactive effective 201940; SLAO effective 202140)
  - SEMA/SMAO - Mathematics (inactive effective 201940; SMAO effective 202140)
  - SESS/SSSO - Social Studies (inactive effective 201940; SSSO effective 202140)
  - SESP/SSPO - Spanish (inactive effective 201940; SSPO effective 202140)

PBC - Post-Baccalaureate Certificate
- IAAR - Multiple Levels Grades K-12 [Art], PBC
- IAHP - Multiple Levels Grades K-12 [Health and Physical Education], PBC (inactive effective 201940)
- IAMI - Multiple Levels Grades K-12 [Music-Instrumental], PBC
- IAMV - Multiple Levels Grades K-12 [Music-Vocal], PBC
- IECH - Early Childhood Education Grades PK-3, PBC (inactive effective 201940)
- IEED/ELMO - Elementary Education Grades 1-5, PBC (ELMO effective 202140)

- IMMA/MMAO - Middle School Education Grades 4-8 [Math], PBC (MMAO effective 202140)
- IMSC/MSCO - Middle School Education Grades 4-8 [Science], PBC (MSCO effective 202140)
- ISAG/SAGO - Secondary Education Grades 6-12 [Agriculture], PBC (SAGO effective 202140)
- ISBI/SBGO - Secondary Education Grades 6-12 [Biology], PBC (SBGO effective 202140)
- ISBU/SBUO - Secondary Education Grades 6-12 [Business], PBC (SBUO effective 202140)
- ISCH/SCHO - Secondary Education Grades 6-12 [Chemistry], PBC (SCHO effective 202140)
- ISEG/SEGO - Secondary Education Grades 6-12 [English], PBC (SEGO effective 202140)
- ISEV/SEVO - Secondary Education Grades 6-12 [Environmental Science], PBC (SEVO effective 202140)
- ISFR - Secondary Education Grades 6-12 [French], PBC (inactive effective 201940)
- ISGS/SGSO - Secondary Education Grades 6-12 [General Science], PBC (SGSO effective 202140)
- ISMA/SMAO - Secondary Education Grades 6-12 [Mathematics], PBC (SMAO effective 202140)
- ISSS/SSSO - Secondary Education Grades 6-12 [Social Studies], PBC (SSSO effective 202140)
- ISSP - Secondary Education Grades 6-12 [Spanish], PBC (inactive effective 201940)

2.1 Data

Degr	Prog/Majr	Conc/Subj	2019-2020			2020-2021			2021-2022			2022-2023			2023-2024		
			U	F	S	U	F	S	U	F	S	U	F	S	U	F	S
MAT	ELMO	–	7	13	8	1	7	4	2	6	4	1	6	4			
	SEDO	SAGO	0	0	0	0	0	0	0	0	0	0	2	0			
		SBGO	2	5	2	0	2	2	0	0	0	0	0	0			
		SBUO	1	1	1	0	0	0	0	1	0	0	0	0			
		SCHO	0	0	0	0	0	0	0	0	0	0	0	0			
		SCIO	0	0	0	0	0	0	0	0	0	0	0	0			
		SEGO	6	6	5	2	5	2	0	1	1	0	0	0			
		SEVO	0	0	0	0	0	0	0	0	0	0	0	0			
		SFRO	0	1	1	0	0	0	0	0	0	0	0	0			
		SLAO	0	0	0	0	0	0	0	0	0	0	0	0			
		SMAO	2	2	1	0	0	0	0	0	0	0	1	0			
		SSSO	2	3	2	0	2	0	0	0	0	0	0	0			
		SSPO	1	1	1	0	0	0	0	0	0	0	2	2			
		(blank)	3	2	2	3	11	7	3	3	2	0	1	1			
		Total	*17*	*21*	*15*	*4*	*20*	*11*	*3*	*5*	*3*	*0*	*6*	*3*			
	Total		24	34	23	5	27	15	5	11	7	1	12	7			
PBC	IAAR	–	0	1	1	0	1	0	0	1	0	1	2	2			
	IAHP	–	1	1	2	0	2	1	0	0	0	0	0	0			
	IAMI	–	0	2	2	0	3	3	1	2	0	0	0	0			
	IAMV	–	0	0	0	0	0	0	0	0	0	0	0	0			
	IECH	–	0	3	3	0	1	0	0	0	0	0	0	0			
	ELMO	–	0	3	4	0	3	2	0	4	0	3	3	4			
	MMAO	–	0	1	1	0	1	0	0	2	0	0	1	1			
	MSCO	–	0	0	0	0	0	0	0	0	0	0	0	0			
	SAGO	–	0	1	1	0	0	0	0	0	0	0	1	0			
	SBGO	–	0	2	1	0	0	0	0	0	0	0	0	0			
	SBUO	–	0	1	0	0	0	0	0	0	0	0	0	0			
	SCHO	–	0	0	0	0	0	0	0	0	0	0	0	0			
	SEGO	–	0	1	0	0	0	0	0	1	0	0	1	0			

SEVO	–	0	0	0	0	0	0	0	0	0	0	0	0			
SGSO	–	0	0	0	0	0	0	0	0	0	0	0	0			
SMAO	–	0	2	1	0	0	0	0	0	0	0	0	0			
SSSO	–	0	1	0	0	1	1	1	1	0	0	1	1			
Total		1	19	16	0	12	7	2	11	0	4	9	8			
Grand Total		25	53	39	5	39	22	7	22	7	5	21	15			

Percentage Change between 2019-2020:

Degree	Major	Fall	Total	% Change
MAT	ELMO	2019	13	-46.154%
		2020	7	
	SEDO	2019	21	-4.762%
		2020	20	
PBC	IAAR	2019	1	0%
		2020	1	
	IAHP	2019	1	100%
		2020	2	
	IAMI	2019	2	50%
		2020	3	
	IAMV	2019	0	0%
		2020	0	
	ELMO	2019	3	0%
		2020	3	
	MMAO	2019	1	0%
		2020	1	
	MSCO	2019	0	0%
		2020	0	
	SAGO	2019	1	-100%
		2020	0	
	SBGO	2019	2	-100%
		2020	0	
	SBUO	2019	1	-100%
		2020	0	
	SCHO	2019	0	0%
		2020	0	
	SEGO	2019	1	-100%
		2020	0	
	SEVO	2019	0	0%
		2020	0	
	SGSO	2019	0	0%
		2020	0	
		2019	2	

	SMAO	2020	0	-100%
	SSSO	2019	1	0%
		2020	1	
Total		**2019**	**53**	**-26.415%**
		2020	**39**	

Percentage Change between 2020-2021:

Degree	Major	Fall	Total	% Change
MAT	ELMO	2020	7	-14.286%
		2021	6	
	SEDO	2020	20	-75%
		2021	5	
PBC	IAAR	2020	1	0%
		2021	1	
	IAHP	2020	2	-100%
		2021	0	
	IAMI	2020	3	-33.333%
		2021	2	
	IAMV	2020	0	0%
		2021	0	
	ELMO	2020	3	33.333%
		2021	4	
	MMAO	2020	1	100%
		2021	2	
	MSCO	2020	0	0%
		2021	0	
	SAGO	2020	0	0%
		2021	0	
	SBGO	2020	0	0%
		2021	0	
	SBUO	2020	0	0%
		2021	0	
	SCHO	2020	0	0%
		2021	0	
	SEGO	2020	0	—
		2021	1	
	SEVO	2020	0	0%
		2021	0	
	SGSO	2020	0	0%
		2021	0	
	SMAO	2020	0	0%
		2021	0	

	SSSO	2020	1	0%
		2021	1	
Total		**2020**	**39**	**-43.589%**
		2021	**22**	

Percentage Change between 2021-2022:

Degree	Major	Fall	Total	% Change
MAT	ELMO	2021	6	0%
		2022	6	
	SEDO	2021	5	20%
		2022	6	
PBC	IAAR	2021	1	100%
		2022	2	
	IAHP	2021	0	0%
		2022	0	
	IAMI	2021	2	-100%
		2022	0	
	IAMV	2021	0	0%
		2022	0	
	ELMO	2021	4	-25%
		2022	3	
	MMAO	2021	2	-50%
		2022	1	
	MSCO	2021	0	0%
		2022	0	
	SAGO	2021	0	—
		2022	1	
	SBGO	2021	0	0%
		2022	0	
	SBUO	2021	0	0%
		2022	0	
	SCHO	2021	0	0%
		2022	0	
	SEGO	2021	1	0%
		2022	1	
	SEVO	2021	0	0%
		2022	0	
	SGSO	2021	0	0%
		2022	0	
	SMAO	2021	0	0%
		2022	0	
		2021	1	

SSSO	2022	1	0%
Total	**2021**	**22**	**-4.545%**
	2022	**21**	

2.1.1 Analysis of Data and Plan for Continuous Improvement

2018-2019:

2019-2020:

2020-2021:
The benchmark was not met. There was a decrease from 2019-2020 to 2020-2021 in the overall number of candidates in the MAT program. Additionally, the PBC program had an overall 26.42% decrease in enrollment from 2019-2020 to 2020-2021.

To promote the PBC program, a minor has been established for candidates to work on while earning a baccalaureate degree in an area other than education. The minor feeds directly into the PBC program once the candidate has completed the baccalaureate degree.

DEP will actively reach out to recruit candidates for the MAT program through participation in career events across the state and attending and setting up booths where there is a potential pool of candidates such as the Teacher Leader Summit.

2021-2022:
The benchmark was not met. There was a decrease from 2020-2021 to 2021-2022 in the overall number of candidates in the MAT program. Additionally, the alternative initial certification programs had an overall 43.59% decrease in enrollment from 2020-2021 to 2021-2022.

To promote the PBC program, a minor has been established for candidates to work on while earning a baccalaureate degree in an area other than education. The minor feeds directly into the PBC program once the candidate has completed the baccalaureate degree.

DEP faculty continue to promote the post-baccalaureate programs to school district personnel who need certified teachers and are actively pursuing recruitment of persons looking for second careers out in the community.

2022-2023:
Although the benchmark was not met, it is important to note that the most recent fall-to-fall change was less than -5% and was actually only a decrease of 1 candidate. This is a significant improvement over the last two years of percentage change which were over 10 candidates each.

During the 2022-2023 academic year, faculty participated in more than 10 recruiting events specifically targeting potential alternative certification candidates including MSU's Grad Fest each semester, Calcasieu Parish's Tech Con, and community events such as the Out of the Darkness Walk.

EDPR will provide alternative certification materials and information sessions for uncertified teachers in at least two schools in the 5-parish area during the 2023-2024 academic year.

3 Assessment and Benchmark

Benchmark: Increase enrollment by 5% each year, overall and in each advanced program offered by the department.

Prior to 2018-2019, the benchmark was to increase enrollment by 7% each year from fall 2017 to fall 2021 to coincide with the MSU Strategic Plan goal concerning enrollment and recruitment.

EdS - Education Specialist (inactive effective 202040)
- ELDO - Educational Leadership [Online]
    - ELDR - Educational Leadership Concentration
    - EDTC - Educational Technology Concentration

GC - Graduate Certificate
- AGFT/AGEO - Academically Gifted Education (inactive effective 202240)
- ELLO - English Language Learners (effective 202240)
- SMEO - Special Education Mild/Moderate for Elementary Education Grades 1-5 (effective 202240)
- SMSO - Special Education Mild/Moderate for Secondary Education Grades 6-12 (effective 202240)

MEd - Master of Education
- CUIN/CUIO - Curriculum and Instruction
  - AGFT - Academically Gifted Education Concentration
  - ASEE - Special Education Mild/Moderate for Elementary Education Grades 1-5 Concentration (effective 202040)
  - ASES - Special Education Mild/Moderate for Secondary Education Grades 6-12 Concentration (effective 202040)
  - CNLT - Content Literacy in K-12 Education Concentration (effective 202040)
  - EGLR - English Learners Concentration (effective 202040)
  - READ - Reading Concentration (inactive effective 202040)
  - SCED - Secondary Education Concentration (inactive effective 202040)
  - SPCE - Special Education Concentration (inactive effective 202040)
  - TRTL - Transformational Teaching and Learning (effective 202140)
- EDLE/EDLO - Educational Leadership (inactive effective 202040)
- EDTL/ETLO - Educational Technology Leadership (inactive effective 202140)
- SCHC - School Counseling (inactive effective 202240)

MS - Master of Science
- INTC/INTO - Instructional Technology

PBC - Post-Baccalaureate Certificate
- AASL - School Librarian
- ASEE/SMEO - Special Education Mild/Moderate for Elementary Education Grades 1-5 (SMEO effective 202140)
- ASES/SMSO - Special Education Mild/Moderate for Secondary Education Grades 6-12 (inactive effective 201740; reactivated and SMSO effective 202140)

PMC - Post-Master's Certificate
- AGEO - Academically Gifted Education (effective 202240)
- EDTO - Educational Technology Leadership (effective 202240)
- RSPO - Reading Specialist (effective 202240)

3.1 Data

Degr	Prog/ Majr	Conc/ Subj	2019-2020			2020-2021			2021-2022			2022-2023			2023-2024		
			U	F	S	U	F	S	U	F	S	U	F	S	U	F	S
EdS	ELDO	ELDR	2	1	3	1	2	1	1	1	0	—	—	—	—	—	—
		EDTC	0	1	1	1	1	1	—	—	—	—	—	—	—	—	—
	Total		2	2	4	2	3	2	1	1	0	—	—	—	—	—	—
GC	AGEO		—	1	1	1	2	1	1	1	1	2	1	0	0	—	—	—
	ELLO		—	—	—	—	—	—	—	—	—	—	0	5	0			
	SMEO		—	—	—	—	—	—	—	—	—	—	0	0	0			
	SMSO		—	—	—	—	—	—	—	—	—	—	0	0	0			
	Total		1	1	1	2	1	1	1	1	2	1	5	0			

Degree	Group	Code															
MEd	CUIO	AGFT	2	2	3	3	3	3	2	4	4	0	3	3			
		ASEE	—	—	—	0	1	1	0	0	0	0	1	1			
		ASES	—	—	—	0	0	0	0	0	0	0	0	0			
		CNLT	—	—	—	0	2	2	2	3	2	0	0	0			
		EGLR	—	—	—	0	0	0	0	0	0	0	0	0			
		READ	0	0	1	1	1	1	—	—	—	—	—	—	—	—	—
		SCED	1	1	1	—	—	—	—	—	—	—	—	—	—	—	—
		SPCE	1	2	2	1	0	0	—	—	—	—	—	—	—	—	—
		TRTL	—	—	—	—	—	—	0	3	2	2	2	2			
		Total	*4*	*5*	*7*	*5*	*7*	*7*	*4*	*10*	*8*	*2*	*6*	*6*			
	EDLO		—	6	9	10	9	8	6	2	0	0	—	—	—	—	—
	ETLO		—	0	2	3	4	6	2	—	—	—	—	—	—	—	—
	SCHC		—	16	22	24	20	28	30	21	27	17	10	13	0		
	Total		**26**	**38**	**44**	**38**	**49**	**45**	**27**	**37**	**25**	**12**	**19**	**6**			
MS	INTO		—	2	2	1	0	0	1	1	1	1	0	3	2		
	Total		**2**	**2**	**1**	**0**	**0**	**1**	**1**	**1**	**1**	**0**	**3**	**2**			
PBC	AASL		—	15	13	15	9	13	14	8	9	0	12	10	10		
	SMEO		—	0	6	4	0	4	4	2	5	0	1	1	1		
	SMSO		—	0	0	0	0	0	0	0	0	0	0	0	0		
	Total		**15**	**19**	**19**	**9**	**17**	**18**	**10**	**14**	**0**	**13**	**11**	**11**			
PMC	AGEO		—	—	—	—	—	—	—	—	—	—	0	0	0		
	EDTO		—	—	—	—	—	—	—	—	—	—	0	0	0		
	RSPO		—	—	—	—	—	—	—	—	—	—	0	0	0		
	Total		**—**	**—**	**—**	**—**	**—**	**—**	**—**	**—**	**—**	**0**	**0**	**0**			
Grand Total			**46**	**62**	**69**	**51**	**70**	**67**	**40**	**54**	**28**	**26**	**38**	**19**			

Percentage Change between 2019-2020:

Degree	Major	Fall	Total	% Change
EdS	ELDO	2019	2	50%
		2020	3	
GC	AGEO	2019	1	0%
		2020	1	
MEd	CUIO	2019	5	40%
		2020	7	
	EDLO	2019	9	-11.111%
		2020	8	
	ETLO	2019	2	200%
		2020	6	
	SCHC	2019	22	27.272%
		2020	28	
MS	INTO	2019	2	-100%
		2020	0	

Degree	Major			
PBC	AASL	2019	13	0%
		2020	13	
	ASEE	2019	6	-33.333%
		2020	4	
	ASES	2019	0	0%
		2020	0	
Total		**2019**	**62**	**12.903%**
		2020	**70**	

Percentage Change between 2020-2021:

Degree	Major	Fall	Total	% Change
EdS	ELDO	2020	3	-66.667%
		2021	1	
GC	AGEO	2020	1	0%
		2021	1	
MEd	CUIO	2020	7	42.857%
		2021	10	
	EDLO	2020	8	-100%
		2021	0	
	ETLO	2020	6	-100%
		2021	0	
	SCHC	2020	28	-3.571%
		2021	27	
MS	INTO	2020	0	—
		2021	1	
PBC	AASL	2020	13	-30.769%
		2021	9	
	SMEO	2020	4	25%
		2021	5	
	SMSO	2020	0	0%
		2021	0	
Total		**2020**	**70**	**-22.857%**
		2021	**54**	

Percentage Change between 2021-2022:

Degree	Major	Fall	Total	% Change
GC	AGEO	2021	1	-100%
		2022	0	
	ELLO	2021	—	—
		2022	5	
	SMEO	2021	—	—
		2022	0	

		Year		%
	SMSO	2021	—	—
		2022	0	
MEd	CUIO	2021	10	-40%
		2022	6	
	SCHC	2021	27	-51.851%
		2022	13	
MS	INTO	2021	1	200%
		2022	3	
PBC	AASL	2021	9	11.111%
		2022	10	
	SMEO	2021	5	-80%
		2022	1	
	SMSO	2021	0	0%
		2022	0	
PMC	AGEO	2021	—	—
		2022	0	
	EDTO	2021	—	—
		2022	0	
	RSPO	2021	—	—
		2022	0	
Total		**2021**	**54**	**-29.629%**
		2022	**38**	

3.1.1 Analysis of Data and Plan for Continuous Improvement

2018-2019:

2019-2020:

2020-2021:
The benchmark was not met for each individual program, but combined, there was an overall increase in enrollment of 12.9 percent. The following programs are no longer accepting candidates and are not available in the 2021-2022 catalog: School Counseling, Educational Leadership, Educational Technology Leadership, and C&I Reading.

The C&I programs and concentrations were redesigned and are being fully implemented at this time. The programs offer a master of education degree, a concentration add-on, hours to be applied to the Ed Leadership Certificate and Mentor Teacher training. We feel that this will help to market our programs.

DEP will actively reach out to recruit candidates for the MED programs through participation in career events across the state and attending and setting up booths where there is a potential pool of candidates such as the Teacher Leader Summit.

2021-2022:
The benchmark was not met for the advanced programs and non-initial certification post-baccalaureate programs. There was a 22.86% decrease in enrollment from the 2020-2021 to 2021-2022 academic year.

Major changes took place in program offerings over the last two years. The following programs no longer accepted candidates and were not available in the 2021-2022 catalog: School Counseling, Educational Leadership, Educational Technology Leadership, and C&I Reading.

The Curriculum and Instruction programs were redesigned with concentrations to meet workforce needs. The

programs were promoted throughout the year at local conferences and at the Louisiana Teacher Leader Summit.

2022-2023:
According to the statistics provided, there was a -29% change between 2021 and 2022.

In reviewing the data, the School Counseling program has been moved out of our department and into Psychology. School Counseling had a large number of candidates in 2021 (27) and that decreased to 13 in 2022, a -51% change. If the candidates in the school counseling program are removed from the calculations, then there was basically a -3.8% change or a decrease of one candidate.

The English Language Learners GC was new, so the enrollment of 5 in 2022 was not shown as an increase. There was also an increase in the MS Instructional Technology and in the Library Science PBC enrollment.

EDPR has attended recruiting events across the state in an effort to bring candidates into the program including Teacher Leader Summits, Grad Fest, career fairs, teacher fairs, and district personnel meetings. We have also promoted the programs to districts and schools within the five-parish area.

EDPR faculty will continue to determine opportunities to promote the programs as a way to assist candidates in improving their skills, adding credentials to their licenses, and also filling the gaps in the school districts.

4 Assessment and Benchmark

Benchmark: The EPP will maintain or exceed 2013-2014 levels of retention for all graduate education programs.

- EDLO - Education Specialist: Educational Leadership [Online]
- EEDU - Master of Arts in Teaching: Elementary Education, Gr. 1-5
- SEDU - Master of Arts in Teaching: Secondary Education, Gr. 6-12
- CUIN - Master of Education: Curriculum and Instruction
- EDLE - Master of Education: Educational Leadership
- EDTL - Master of Education: Educational Technology Leadership
- SCHC - Master of Education: School Counseling
- INTC - Master of Science: Instructional Technology

4.1 Data

2013-2014 Cohort Academic Year:

Program Type	Major	Accepted into program with 599 Packet	Years to Graduation				Dropped from university	State completer	Earned different degree	Still enrolled in program
			1-2	3	4	5				
MAT	ELEM	7	N=5 71%	N=1 14%			N=1 14%			
MAT	SEC ALL	15	N=10 67%		N=1 7%		N=3 20%		N=1 7%	

2014-2015 Cohort Academic Year:

Program Type	Major	Accepted into program with 599 Packet	Years to Graduation				Dropped from university	State completer	Earned different degree	Still enrolled in program
			1-2	3	4	5				
MAT	ELEM	13	9	2			2			
MAT	SEC ALL	17	10	3	1		3			

2015-2016 Cohort Academic Year:

Program	Major	Accepted into program with	Years to Graduation				Dropped from	State	Earned different	Still enrolled in

Type		599 Packet	1-2	3	4	5	university	completer	degree	program
MAT	ELEM	10	8	1			1			
MAT	SEC ALL	15	11		1		2			1

2016-2017 Cohort Academic Year:

Program Type	Major	Accepted into program with 599 Packet	Years to Graduation				Dropped from university	State completer	Earned different degree	Still enrolled in program
			1-2	3	4	5				
MAT	ELEM	7	6				1			
MAT	SEC ALL	13	9	2			2			

2017-2018 Cohort Academic Year:

Program Type	Major	Accepted into program with 599 Packet	Years to Graduation				Dropped from university	State completer	Earned different degree	Still enrolled in program
			1-2	3	4	5				
MAT	ELEM	6	N=5 83%				N=1 17%			
MAT	SEC ALL	7	N=6 86%				N=1 14%			

2018-2019 Cohort Academic Year:

Program Type	Major	Accepted into program with 599 Packet	Years to Graduation				Dropped from university	State completer	Earned different degree	Still enrolled in program
			1-2	3	4	5				
MAT	ELEM	11	N=8 73%				N=3 27%			
MAT	SEC ALL	11	N=7 64%				N=4 36%			

2019-2020 Cohort Academic Year:

Program Type	Major	Accepted into program with 599 Packet	Years to Graduation				Dropped from university	State completer	Earned different degree	Still enrolled in program
			1-2	3	4	5				
MAT	ELEM	1					N=1 100%			
MAT	SEC ALL	2	N=2 100%							

2020-2021 Cohort Academic Year:

Program Type	Major	Accepted into program with 599 Packet	Years to Graduation				Dropped from university	State completer	Earned different degree	Still enrolled in program
			1-2	3	4	5				
MAT	ELEM	2	N=2 100%							

MAT	SEC ALL	2	N=2 100%							

2021-2022 Cohort Academic Year:

Program Type	Major	Accepted into program with 599 Packet	Years to Graduation				Dropped from university	State completer	Earned different degree	Still enrolled in program
			1-2	3	4	5				
MAT	ELEM	3					N=1 33%			N=2 67%
MAT	SEC ALL	2	N=1 50%				N=1 50%			

4.1.1 Analysis of Data and Plan for Continuous Improvement

2018-2019:

2019-2020:

2020-2021:
The total number of candidates accepted into the program has remained pretty consistent for both MAT ELEM and MAT SEC programs. The numbers do not vary more than 6.

The MAT programs have been redesigned and sequenced to assist candidates in meeting requirements and being able to complete the program within 5 semesters. Faculty is also considering a change in the admission process to require one of the two official admission Praxis exams to be passed prior to enrollment at the university to assist with matriculation through the program.

2021-2022:
The total number of candidates accepted into the program has remained relatively consistent for the MAT ELEM program. There has been a drop in the number of MAT SEC candidates, about a 50% decrease in enrollment since the enrollment numbers in 2013-2014.

There will be changes in the upcoming year to admission requirements for initial certification programs. The removal of the ACT/SAT/Praxis Core Requirement has been passed through ACT 707 and EPPs are waiting on official BESE approval in the fall 2022 semester.

The EPP has made purposeful efforts to recruit candidates into the program and will continue to work with school districts to assist in certifying teachers to satisfy workforce needs.

2022-2023:
Although the total number of candidates officially enrolled in the MAT programs has been low for the last three years, matriculation has improved. 83% of candidates accepted into the program since 2019-2020 have completed the program within 2 years. Only one candidate resigned from the program.

EDPR faculty continues to work to purposefully sequence coursework to the advantage of the candidates and assist them in acquiring resources needed to pass the required Praxis exams and satisfy coursework expectations.

Program sequences, 240 Tutoring access, portal requirements, and advising are critical to assisting candidates in matriculating through the program successfully.

5 Assessment and Benchmark

Benchmark: The EPP will maintain or exceed 2013-2014 levels of retention for all post-baccalaureate programs.

- AASL - PBC School Librarian
- ASEE - PBC Special Education M/Mod- Elementary Education Gr 1-5
- IECH - PBC Early Childhood Education Gr PK-3

- IEED - PBC Elementary Education Gr 1-5
- IM** - PBC Middle School Education Gr 4-8
- IS** - PBC Secondary Education Gr 6-12
- IA** - PBC Multiple Levels K-12

5.1 Data

2013-2014 Cohort Academic Year:

Program Type	Major	Accepted into program with 599 Packet	Years to Graduation				Dropped from university	State completer	Earned different degree	Still enrolled in program
			1-2	3	4	5				
PBC	IA**	7	N=4 57%				N=3 43%			
PBC	IECH	4	N=3 75%				N=1 25%			
PBC	IEED	8	N=4 50%				N=4 50%			
PBC	IS**	4	N=4 100%							
PBC	IM**	2	N=1 50%							N=1 50%

2014-2015 Cohort Academic Year:

Program Type	Major	Accepted into program with 599 Packet	Years to Graduation				Dropped from university	State completer	Earned different degree	Still enrolled in program
			1-2	3	4	5				
PBC	IA**									
PBC	IECH									
PBC	IEED									
PBC	IS**									
PBC	IM**									

2015-2016 Cohort Academic Year:

Program Type	Major	Accepted into program with 599 Packet	Years to Graduation				Dropped from university	State completer	Earned different degree	Still enrolled in program
			1-2	3	4	5				
PBC	IA**									
PBC	IECH									
PBC	IEED									
PBC	IS**									
PBC	IM**									

2016-2017 Cohort Academic Year:

Program Type	Major	Accepted into program with 599 Packet	Years to Graduation				Dropped from university	State completer	Earned different degree	Still enrolled in program
			1-2	3	4	5				
PBC	IA**	1	N=1 100%							

PBC	IEED	1	N=1 100%							
PBC	IS**	6	N=3 50%				N=2 33%			
PBC	IM**	0								

2017-2018 Cohort Academic Year:

Program Type	Major	Accepted into program with 599 Packet	Years to Graduation				Dropped from university	State completer	Earned different degree	Still enrolled in program
			1-2	3	4	5				
PBC	IA**	1		N=1 100%						
PBC	IEED	5	N=2 40%	N=1 20%			N=2 40%			
PBC	IS**	3	N=2 67%				N=1 33%			
PBC	IM**	2	N=2 100%							

2018-2019 Cohort Academic Year:

Program Type	Major	Accepted into program with 599 Packet	Years to Graduation				Dropped from university	State completer	Earned different degree	Still enrolled in program
			1-2	3	4	5				
PBC	IA**	3	N=2 67%				N=1 33%			
PBC	IEED	3	N=1 33%				N=2 67%			
PBC	IS**	2	N=1 50%				N=1 50%			
PBC	IM**									

2019-2020 Cohort Academic Year:

Program Type	Major	Accepted into program with 599 Packet	Years to Graduation				Dropped from university	State completer	Earned different degree	Still enrolled in program
			1-2	3	4	5				
PBC	IA**	1	N=1 100%							
PBC	IEED	1	N=1 100%							
PBC	IS**									
PBC	IM**									

2020-2021 Cohort Academic Year:

Program Type	Major	Accepted into program with 599 Packet	Years to Graduation				Dropped from university	State completer	Earned different degree	Still enrolled in program
			1-2	3	4	5				

PBC	IA**	2	N=2 100%								
PBC	IEED										
PBC	IS**										
PBC	IM**										

2021-2022 Cohort Academic Year:

Program Type	Major	Accepted into program with 599 Packet	Years to Graduation				Dropped from university	State completer	Earned different degree	Still enrolled in program
			1-2	3	4	5				
PBC	IA**	1	N=1 100%							
PBC	IEED	3	N=1 33%							N=2 67%
PBC	IS**	2					N=2 100%			
PBC	IM**	1					N=1 100%			

5.1.1 Analysis of Data and Plan for Continuous Improvement

2018-2019:

2019-2020:

2020-2021:
There has been a 32% decrease in the number of PBC candidates officially enrolled in the program from 2017-2018 to 2020-2021. Additionally, there has been a 59% decrease in the number of completers. Two of the programs originally reported in the 2017-2018 data are no longer being offered: PBC HHP and PBC ECHD.

The EPP is working to promote the minor in education to promote enrollment into the PBC programs for ELEM and SEC programs. The programs are now sequenced to be completed within 5 semesters and include the year long residency or internship options. This should assist with matriculation through the program. The faculty also meet at mid-term each semester to identify at risk students and create a plan to assist them in being successful. Faculty are also considering the requirement of either the Praxis I/ACT/SAT or the content exam being passed before beginning semester 1. This may help decrease the drop out rate as a number of students become overwhelmed with having to pass two Praxis exams while taking courses and working during their first semester of coursework.

2021-2022:
There has been a 56% decrease in the number of PBC candidates officially accepted into the program from 2017-2018 to 2020-2021, however there was an increase in the number of completers from 64% to 73%.

The EPP is continuing to promote the minor programs to secondary content candidates to feed into the PBC program after baccalaureate completion. There will be changes in the upcoming year to admission requirements for initial certification programs. The removal of the ACT/SAT/Praxis Core Requirement has been passed through ACT 707 and EPPs are waiting on official BESE approval in the fall 2022 semester.

The EPP has made purposeful efforts to recruit candidates into the program and will continue to work with school districts to assist in certifying teachers to satisfy workforce needs.

2022-2023:
The number of candidates accepted into the PBC initial certification programs increased from 2 candidates each in 2019-2020 and 2020-2021 to 7 in 2021-2022.

Over the 2022-2023 academic year, EDPR faculty participated in more than 10 recruiting events specifically targeting potential alternative certification candidates including MSU's Grad Fest each semester, Calcasieu Parish's Tech Con, and community events such as the Out of the Darkness Walk.

EDPR faculty are also working on retention rates by securing and distributing resources for Praxis exams, revising course sequencing, and reviewing course content to better prepare candidates within the program.

6 Assessment and Benchmark

Benchmarks:
- A persistence rate (students retained from Fall Y1 to Spring Y1) of 85%.
- A retention rate of 70% from Y1 to Y2.
- A retention rate of 55% from Y1 to Y3.
- A retention rate of 45% from Y1 to Y4.
- A 4-year graduation rate of 35%.
- A 5-year graduation rate of 40%.
- A 6-year graduation rate of 45%.

Major:
- ECHD - Bachelor of Science in Early Childhood Education Grades PK-3
- ELEM - Bachelor of Science in Elementary Education Grades 1-5
- SECC - Bachelor of Science in Secondary Education and Teaching
- SECP - Bachelor of Science in Secondary Education and Teaching
- SECB - Bachelor of Science in Secondary Education and Teaching

6.1 Data

Fall 2012 Cohort:

Major Retention

Major	Cohort Size	Persistence Rate		Retention Rate						Graduation Rate					
				Y1 to Y2		Y1 to Y3		Y1 to Y4		4-Year		5-Year		6-Year	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
ECHD	33*	25	75.8	19	57.6	14	42.4	15	45.5	10	30.3	12	36.4	13	39.4
ELEM	35**	26	74.3	15	42.9	13	37.1	11	31.4	7	20.0	10	28.6	10	28.6
SECC	1	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
SECP	1	1	100	1	100	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0

*3 students were previously undeclared before declaring ECHD.
**5 students were previously undeclared before declaring ELEM.

Fall 2013 Cohort:

Major Retention

Major	Cohort Size	Persistence Rate		Retention Rate						Graduation Rate					
				Y1 to Y2		Y1 to Y3		Y1 to Y4		4-Year		5-Year		6-Year	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
ECHD	38*	33	86.8%	24	63.2	15	39.5	11	28.9	7	18.4	9	23.9	9	23.9
ELEM	24**	18	75.0	9	37.5	6	25.0	4	16.7	3	12.5	5	20.8	5	20.8
SECB	1	1	100	1	100	1	100	1	100	1	100	1	100	1	100

*7 students were previously undeclared before declaring ECHD.
**1 student was previously undeclared before declaring ELEM.

Fall 2014 Cohort:

Major Retention

Major	Cohort Size	Persistence Rate		Retention Rate						Graduation Rate					
				Y1 to Y2		Y1 to Y3		Y1 to Y4		4-Year		5-Year		6-Year	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
ECHD	26	22	84.6	20	76.9	14	53.8	8	30.8	4	15.3	5	19.2	5	19.2
ELEM	20	13	65.0	11	55.0	8	40.0	7	35.0	6	30	7	35	7	35

Fall 2015 Cohort:

Major Retention

Major	Cohort Size	Persistence Rate		Retention Rate						Graduation Rate					
				Y1 to Y2		Y1 to Y3		Y1 to Y4		4-Year		5-Year		6-Year	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
ECHD	24	18	75.0	15	62.5	13	54.2	11	45.8	8	33.3	10	41.7	10	41.7
ELEM	17	8	47.1	8	47.1	9	52.9	8	47.1	5	29.4	6	35.3	6	35.3

Fall 2016 Cohort:

Major Retention

Major	Cohort Size	Persistence Rate		Retention Rate						Graduation Rate					
				Y1 to Y2		Y1 to Y3		Y1 to Y4		4-Year		5-Year		6-Year	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
ECHD	29	25	86.2	21	72.4	17	58.6	13	44.8	8	27.6	11	37.9	11	37.9
ELEM	18	12	66.7	9	50.0	7	38.9	6	33.3	6	33.3	6	33.3	6	33.3

Departmental Retention

Dept	Cohort Size	Persistence Rate		Retention Rate						Graduation Rate					
				Y1 to Y2		Y1 to Y3		Y1 to Y4		4-Year		5-Year		6-Year	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
EDPR	47	38	80.9	32	68.1	26	55.3	19	40.4	14	29.8	17	36.2	17	36.2

Fall 2017 Cohort:

Major Retention

Major	Cohort Size	Persistence Rate		Retention Rate						Graduation Rate					
				Y1 to Y2		Y1 to Y3		Y1 to Y4		4-Year		5-Year		6-Year	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
ECHD	19	12	63.2	10	52.6	5	26.3	4	21.1						
ELEM	19	13	68.4	10	52.6	6	31.6	6	31.6						

Departmental Retention

Dept	Cohort Size	Persistence Rate		Retention Rate						Graduation Rate					
				Y1 to Y2		Y1 to Y3		Y1 to Y4		4-Year		5-Year		6-Year	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
EDPR	38	25	65.8	20	52.6	12	31.6	11	28.9						

Fall 2018 Cohort:

Major Retention

Major	Cohort Size	Persistence Rate		Retention Rate						Graduation Rate					
				Y1 to Y2		Y1 to Y3		Y1 to Y4		4-Year		5-Year		6-Year	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
ECHD	33	27	81.8	22	66.7	16	48.5	16	48.5						
ELEM	20	16	80.0	12	60.0	10	50.0	6	30.0						

Departmental Retention

Dept	Cohort Size	Persistence Rate		Retention Rate						Graduation Rate					
				Y1 to Y2		Y1 to Y3		Y1 to Y4		4-Year		5-Year		6-Year	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
EDPR	53	43	81.1	34	64.2	26	49.1	22	41.5						

Fall 2019 Cohort:

Major Retention

Major	Cohort Size	Persistence Rate		Retention Rate						Graduation Rate					
				Y1 to Y2		Y1 to Y3		Y1 to Y4		4-Year		5-Year		6-Year	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
ECHD	23	14	60.9	8	34.8	8	34.8	4	17.4						
ELEM	13	10	76.9	7	53.8	3	23.1	3	23.1						

Departmental Retention

Dept	Cohort Size	Persistence Rate		Retention Rate						Graduation Rate					
				Y1 to Y2		Y1 to Y3		Y1 to Y4		4-Year		5-Year		6-Year	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
EDPR	36	26	72.2	17	47.2	11	30.6	7	19.4						

Fall 2020 Cohort:

Major Retention

Major	Cohort Size	Persistence Rate		Retention Rate						Graduation Rate					
				Y1 to Y2		Y1 to Y3		Y1 to Y4		4-Year		5-Year		6-Year	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
ECHD	24	16	66.7	12	50.0	8	33.3								

ELEM	24	17	70.8	12	50.0	8	33.3										

Departmental Retention

Dept	Cohort Size	Persistence Rate		Retention Rate						Graduation Rate					
				Y1 to Y2		Y1 to Y3		Y1 to Y4		4-Year		5-Year		6-Year	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
EDPR	48	33	68.8	25	52.1	17	35.4								

Fall 2021 Cohort:

Major Retention

Major	Cohort Size	Persistence Rate		Retention Rate						Graduation Rate					
				Y1 to Y2		Y1 to Y3		Y1 to Y4		4-Year		5-Year		6-Year	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
ECHD	12	7	58.3	5	41.7										
ELEM	16	13	81.2	8	50.0										

Departmental Retention

Dept	Cohort Size	Persistence Rate		Retention Rate						Graduation Rate					
				Y1 to Y2		Y1 to Y3		Y1 to Y4		4-Year		5-Year		6-Year	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
EDPR	28	21	75.0	14	50.0										

Fall 2022 Cohort:

Major Retention

Major	Cohort Size	Persistence Rate		Retention Rate						Graduation Rate					
				Y1 to Y2		Y1 to Y3		Y1 to Y4		4-Year		5-Year		6-Year	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
ECHD	9	4	44.4												
ELEM	15	7	46.7												

Departmental Retention

Dept	Cohort Size	Persistence Rate		Retention Rate						Graduation Rate					
				Y1 to Y2		Y1 to Y3		Y1 to Y4		4-Year		5-Year		6-Year	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
EDPR	24	12	50.0												

Summary of Benchmark Achievement:

Fall Cohort	Cohort Size	Persistence Rate	Retention Rate			Graduation Rate		
			Y1 to Y2	Y1 to Y3	Y1 to Y4	4-Year	5-Year	6-Year

2016	47	N	N	Y	N	N	N	N
2017	38	N	N	N	N			
2018	53	N	N	N	N			
2019	36	N	N	N	N			
2020	48	N	N	N				
2021	28	N	N					
2022	24	N						
Average	**39.1**	**N**	**N**	**N**	**N**	**N**	**N**	**N**

6.1.1 Analysis of Data and Plan for Continuous Improvement

2018-2019:

2019-2020:

2020-2021:
The benchmark was not met for the persistence rate in ECHD (75%) and therefore the overall persistence rate (81%) fell below 85% as well.

There was a dip in the retention rate from Y1 to Y2 in 2017 (75.5%) and then again in 2019 (63.9%). We must take into consideration that the 2019-2020 academic year ended with the COVID pandemic and the 2020-2021 academic year started with COVID and two hurricanes. Many students became displaced or were not able to stay in school due to personal loss or reasons.

Y1 to Y3 retention rate for 2018 (64.2%) meets benchmark and well as Y1 to Y4 for 2018 (75.5%). Graduation rate data is available for 2018 and exceeds the benchmark with 64.2% of candidates graduating within 4 years.

DEP has created a course sequence for candidates in the ECHD and ELEM programs. Following the sequence will ensure completion of the degree within four years. Praxis workshops are being held to assist students with passing tests to enter portals, several gatekeepers have been placed in the curriculum to ensure progress, and faculty meet at mid-term every semester to identify at risk candidates and create a plan of action to help them succeed.

2021-2022:
Although the persistence rate within ECHD was 75%, ELEM persistence rate was 100%, so the overall benchmark of 85% was met with a total of 89.3% persistence rate. Of those 89% of candidates, 75% continued in the same major, while 14.3% changed majors. Persistence rates in 2021 have increased to similar percentages from 2016 and 2017.

Most recent cohort retention rates fell just below benchmark for the following:
- Y1 to Y2 benchmark was 70% (2020): Actual retention rate was 68.8%
- Y1 to Y3 benchmark was 55% (2019): Actual retention rate was 50%

The Y1 to Y4 benchmark was 45% (2018) and was met and exceeded with a 62.1% retention rate.

Persistence and retention rates are being addressed within the department through extensive advising and follow-up. Faculty meet at least once a semester to identify at-risk students and work with them to develop plans for achieving academic success. Portal courses have been developed to also assist students in understand matriculation requirements to progress within each program successfully.

Graduation rates from 2015 indicate that all graduate benchmarks met were achieved: 4-year (35%)= 36.5%; 5-year (40%)= 56.1%; and 6-year (45%)= 56.1%.

Course sequences and coursework offerings, along with advising and portal courses, are designed to assist students in matriculating through the programs in a timely and successful manner. The EPP offers discounts to students for Praxis study materials and other sources to help them succeed in meeting program and certification

requirements. Advisors make notes in Degree Works and meet with candidates at least once per semester to discuss progress and coursework.

2022-2023:
Candidates are enrolling in the first portal course during their first semester as a declared education major. Testing requirements, field experience requirements, campus organizations, events, and resources, and other topics to assist students in preparing for and persisting through their program are addressed.
Candidates complete their Professional Learning and Ethical Practices Narrative, the Mandated Reporter Training, and begin completing the Admission Application in EDUC 110 to prepare for submission of the EDUC 200 Official Admission packet.

Candidates will receive 240 Tutoring access in EDUC 200, EDUC 224, and EDUC 225 to prepare for Praxis Content and PLT exams.

Mid-semester of identification and follow-up for at-risk candidates will be documented and used to identify any trends in times, courses, and other requirements that may be contributing to the delay in completion, change to a different program, or resignation from the university.

7 Assessment and Benchmark

Benchmark 1: 90% persistence rate in public schools for first year of employment and no more than a 3% decrease in each of the following 4 years.
Benchmark 2: 80% persistence rate in high needs public schools for first year of employment and no more than a 3% decrease in each of the following 4 years.

7.1 Data

2020-2021:
Benchmark 1: 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 and post-baccalaureate completers employed in Louisiana public and charter 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%

Benchmark 2: The LDOE also published persistence data for undergraduates and post-baccalaureate completers in public schools identified as high needs. The data, published on the MSU Performance Profile Undergraduate site and the MSU Performance Profile Post-Baccalaureate site, was condensed into the chart below.

McNeese State University Persistence in High Needs Public Schools							
As reported by the LDOE and available in the McNeese Performance Profile							
Program Completion Year	Pathway	Teaching in 2017-2018		Teaching in 2018-2019		Teaching in 2019-2020	
		MSU Undergraduate Completers	All Louisiana Undergraduates	MSU Undergaduate Completers	All Louisiana Undergraduates	MSU Undergraduate Completers	All Louisiana Undergraduates
2017-2018	Undergraduate	79%	55%	64%	45%	57%	39%
	Post-Baccalaureate	80%	85%	70%	67%	60%	58%
2018-2019	Undergraduate	-	-	82%	58%	79%	51%
	Post-Baccalaureate	-	-	80%	81%	80%	64%
2019-2020	Undergraduate	-	-	-	-	67%	49%
	Post-Baccalaureate	-	-	-	-	60%	58%

2021-2022:
Benchmark 1: 90% persistence rate in public school for first year of employment and no more than a 3% decrease in each of the following 4 years.

The numbers of undergraduate and alternate completers who completed teacher preparation programs in 2014-2015 and taught in public schools in Louisiana in 2015-2016, 2016-2017, 2017-2018, 2018-2019, and 2019-2020 are listed below. Completers who taught in private schools in Louisiana or taught in other states are not included.

	Persistence in Teaching in Public Schools – 2014-2015 Completers					
	Number of 2014-2015 Completers	Number and Percentage Teaching in				
		2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Undergraduate	81	82% n=66	75% n=61	70% n=57	74% n=60	70% n=57
Alternate	40	78% n=31	73% n=29	65% n=26	68% n=27	68% n=22

Benchmark 2: The LDOE has not published updated persistence data for undergraduate and post-baccalaureate completers in public schools identified as high needs. Updated data will be published on the Performance Profile in winter 2022.

2022-2023
The numbers of undergraduate and alternate completers who completed teacher preparation programs in 2015-2016 and taught in public schools in Louisiana in 2016-2017, 2017-2018, 2018-2019, 2019-2020, and 2020-2021 are listed below. Completers who taught in private schools in Louisiana or taught in other states are not included.

	Number of 2015-2016 Completers	Number and Percentage Teaching in				
		2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Undergraduate	85	N=67 79%	N=71 84%	N=69 81%	N=69 81%	N=38 45%
Alternate	17	N=11 65%	N=13 76%	N=11 65%	N=11 65%	N=5 29%

The most current data for the Retention of Program Completers in Louisiana's Public High-Needs Schools is as follows:

Undergraduate percentage of program completers employed in La Public High Needs School						
Year Completed Residency	Employed First Year After Program Completion		Employed for Two Years		Employed for Three Years	
	MSU	Louisiana Undergraduate Pathways	MSU	Louisiana Undergraduate Pathways	MSU	Louisiana Undergraduate Pathways

2018	79%	55%	64%	45%	57%	39%
2019	82%	58%	79%	51%		
2020	67%	49%				

Post-Baccalaureate pathways percentage of program completers employed in La Public High Needs School						
Year Completed Residency	Employed First Year After Program Completion		Employed for Two Years		Employed for Three Years	
	MSU	Louisiana Post-Baccalaureate Pathways	MSU	Louisiana Post-Baccalaureate Pathways	MSU	Louisiana Post-Baccalaureate Pathways
2018	80%	85%	70%	67%	60%	58%
2019	80%	81%	80%	64%		
2020	50%	74%				

7.1.1 Analysis of Data and Plan for Continuous Improvement

2020-2021:
Benchmark 1: For undergraduates, there were 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).

For post-baccalaureate completers, there were no trend data identified 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).

Benchmark 2: 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.

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.

Plan for Continuous Improvement:
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 2021-2022 academic year.

2021-2022:
The first year retention rates for MSU undergraduate completers are third in the state for all EPPs at 82%. Persistence rates for 2-5 years out ranged from 70%-75%.

The first year retention rates for MSU alternative certification completers are fourth in the state for all EPPs at 78%. Persistence rates for 2-5 years out ranged from 65%-73%.

With the addition of the one-year teacher residency, the EPP has made a conscious effort to design supports for candidates including a certified mentor teacher and a site coordinator to assist in understanding the teaching role. Due to the increase from one to two semesters in this residency experience, candidates are given the opportunity to learn more about the classroom and work in a co-teaching setting as the classroom control is more slowly and

methodically released to the candidate. The intention is to make candidates first-day ready when they begin their own teaching experience, understand the expectations, and have them less overwhelmed as they begin their first year in their own classroom.

2022-2023:
Teaching retention rates for 2015-2016 completers from an undergraduate program ranged from 79% to 84% through the first four years of teaching.

Teaching retention rates for 2015-2016 completers from a post-baccalaureate program ranged from 65%-76% through the first four years of teaching.

There was a significant decrease in both undergraduate and post-baccalaureate completers in the fifth year of employment. This was also the 2020-2021 academic year which was the time of the COVID-19 pandemic and the area also experienced two major hurricanes.

Most recent data reported for teaching within a Louisiana High-Needs Public School indicates that MSU completers from undergraduate programs are retained in such schools at a higher rate than the combined rate of other Louisiana Undergraduate Pathways.

For post-baccalaureate pathways, employment in Louisiana High-Needs Schools after first year was similar for 2018 and 2019, but there was a significant drop (again) in 2020. However, two- and three-year retention rates for MSU completers are higher.

Candidate placements during field experiences and residency are purposeful and include a variety of diverse experiences to better prepare candidates for their careers. The two-semester residency experience has also given candidates more time to work with a certified mentor and experience a gradual release of control in the classroom through co-planning and co-teaching. Being better prepared to be a classroom teacher on day one is expected to aid in retention within the profession.

Performance Objective 2 **Provide a comprehensive curriculum that reflects disciplinary foundations and remains responsive to contemporary developments, student and workforce demand, and university needs and aspirations.**

1 Assessment and Benchmark

Benchmark: Program faculty will meet at least three times per academic year to review student progress, curricular offerings, and appropriate professional contacts and opportunities.

1.1 Data

2018-2019:

2019-2020:

2020-2021:
05.05.2020- McNeese's Updated Graduate Program Demand Survey Results
05.20.2020- Implementing Zoom in Education
06.04.2020: Degree Programs and General Education Course Redesigns
06.10.2020- New Federal Regulations for Professional Licensure
08.04.2020- Class Measures Rubric Explanation
11.13.2020- Nearpod Camp Engage
02.03.2021- A Master Class in CAEP Accreditation: Approaching the Self-Study
08.21.2021- Assessment Planning with DEP

Additionally, representatives from the Department of Education Professions attended the following throughout the 2020-2021 academic year:
- BCOE monthly meetings
- DEP weekly meetings
- Strategic Planning meetings
- Shared Governance/Stakeholder Meetings

- BCOE Advisory Council Meetings
- EPAC Meetings
- Mid-term at risk student meetings

2021-2022:
See attached file.

2022-2023:
See attached file.

2021-2022_EDPR Meetings   [DOCX 14 KB 9/2/22]

2022-2023_EDPR Meetings   [PDF 51 KB 7/19/23]

1.1.1 Analysis of Data and Plan for Continuous Improvement

2018-2019:

2019-2020:

2020-2021:
The benchmark was met. Despite the COVID pandemic and two hurricanes, the DEP faculty continued to hold meetings via Zoom to work on curriculum, hold weekly faculty meetings, participate in professional development, and work with stakeholders from other colleges and the community.

Faculty meetings will be planned for each week during the 2021-2022 academic year. Shared governance meetings will be held and input from stakeholders will be implemented into decisions about curriculum offerings moving forward.

2021-2022:
The benchmark was met. Faculty meet regularly through weekly faculty meetings to remain up to date on curriculum and student information. Faculty also participated in several professional development sessions concerning DEI throughout the year. EPAC meetings were also held each month in the spring semester to establish a better line of communication with all secondary and K-12 education programs across campus.

Meetings were held to address the needs of identified at-risk candidates, rubrics, data collection, major assessments, etc.

Faculty participate regularly in LDOE monthly webinars to remain up-to-date on changes to certification requirements.

During the spring 2022 semester, EDPR went through two major reviews: the Louisiana Teacher Preparation Quality Rating System and the CAEP Interim Advanced Program Review. Data was collected, analyzed, reviewed, and reported out to the entities. Faculty participated through data reporting, analysis, and also were observed and provided feedback on classroom instruction and observations.

2022-2023:
The benchmark was met. Faculty meet regularly together and with stakeholders within the 5-district area that we primarily serve. Shared Governance meetings, curriculum meetings, professional development and other opportunities to share data and ideas for progress occur frequently.

EDPR faculty are and will continue to be involved in many committees both on and off campus, participate in professional development opportunities and continue to strengthen partnerships with stakeholders.

2 Assessment and Benchmark

Measure 1: Impact on P-12 Learning and Development

Benchmark 1: 100% of completers from both Post-Baccalaureate and Baccalaureate programs receiving VAM scores within their first year of teaching will score at the Effective: Emerging level or above.

Benchmark 2: 100% of first and second year completers of undergraduate teacher eduction programs score at the Effective: Proficient level or above on Compass Student Growth Score and the Compass Final Evaluation Score.

2.1 Data

2020-2021:
The data posted below, is the latest data reported by the Board of Regents. As the data is reported in the future (should only be 1 year behind due to type of data collected), the information will be updated.

Benchmark 1 Data:
The VAM data presented in the analysis below is from MSU education program completers during their first year of employment within the designated content areas and grade levels. Completers from the 2016-2017 and 2017-2018 academic years provide the latest data available and were used in the data provided. VAM data charts with MSU comparisons to Louisiana Pathways can be found on the McNeese State University Profile pages hosted by the Louisiana Department of Education (LDOE) for Undergraduates and Post-Baccalaureates. This data will be updated as new data is received from the Board of Regents.
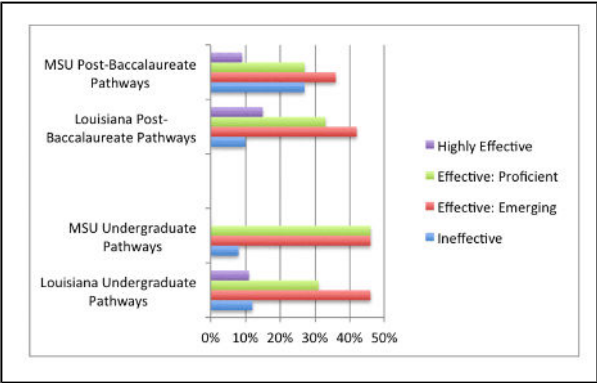
Benchmark 2 data:
According to the Louisiana Department of Education, Compass is Louisiana's educator support and evaluation system. Every teacher in Louisiana public schools is evaluated annually based on the four-tiered rating system: Highly Effective, Effective: Proficient, Effective: Emerging, and Ineffective. The following data chart represents first and second year completers of undergraduate teacher education programs before 2015-2016 and teaching in 2015-2016, 2016-2017, and 2017-2018.

The Compass Student Growth Chart below represents the four levels of effectiveness achieved by these completers.
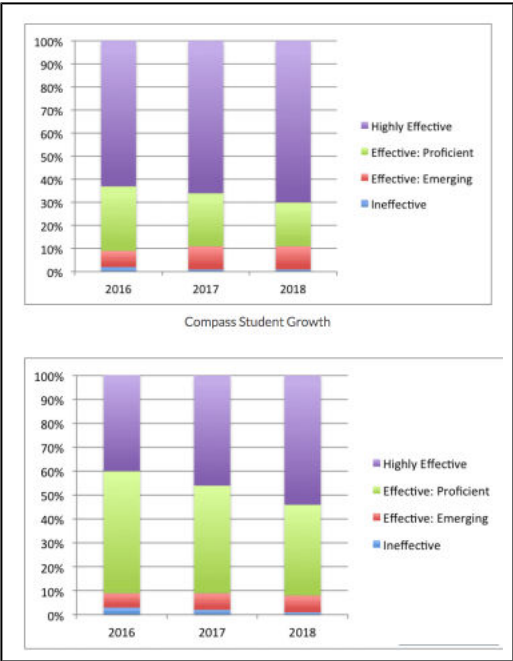
2021-2022:

Benchmark 1:

The following data was reported according to the 2020 Louisiana Teacher Preparation Data Dashboard for State Value Added Scores for New Teachers in Grades 4-8 with less than two years of teaching by content area. For those completing an undergraduate teacher preparation program with less than two years of teaching and who taught during 2016-2017, 2018-2018 and 2018-2019, the following scores were achieved: Mathematics (n=16): 25% Ineffective, 44% Effective Emerging, 13% Effective Proficient, and 19% Highly Effective; Social Studies (n=16): 6% Ineffective, 38% Effective Emerging, 25% Effective Proficient, and 31% Highly Effective; and ELA: 11% Ineffective, 50% Effective Emerging, 33% Effective Proficient, and 6% Highly Effective.

For those completing an alternative teacher preparation program with less than two years of experience, no data was reported due to the total number being less than 10.

For the 2021 Teacher Preparation Fact Book, the following information was posted: Value-added scores have previously been calculated by the Louisiana Department of Education for all teachers whose students are assessed for mathematics, social studies, science, and English language arts. The value-added scores examine the growth of learning of grades 4-8 students and link the students' growth in achievement to their teachers and the teacher preparation programs that prepared the new teachers.

Due to COVID, student achievement tests were not administered to students during 2019-20. As a result, value-added scores could not be reported in the 2021 Teacher Preparation Data Dashboards and are not reported in this document.

Benchmark 2:

According to the 2020 Louisiana Teacher Preparation Data Dashboard, the following information was provided on undergraduate completers with less than two years of teaching during the 2016-2017, 2017-2018, and 2018-2019 academic years. There were a total of 317 scores reported and the Compass Student Outcome Mean Score was 3.4. Compass Teacher Effectiveness Levels for Student Outcomes are: 3% (n=10) Ineffective, 12% (n=37) Effective Emerging, 21% (67) Effective Proficient, and 64% (n=203) Highly Effective. Overall compass final evaluation scores are: 0% (n<=10) Ineffective, 8% (n=24) Effective Emerging, 42% (n=133) Effective Proficient, and 50% (n=159) Highly Effective.

For alternative certification completers, the 2020 Louisiana Teacher Preparation Data Dashboard reported the following for Compass Student Outcomes: Mean score of 3.4 (n=66). Compass Teacher Effectiveness Levels for Student Outcomes are: 5% (n=<=10) Ineffective, 9% (n=<=10) Effective Emerging, 17% (n=11) Effective Proficient, and 70% (n=46) Highly Effective. Overall compass final evaluation scores are 0% (n=<=10) Ineffective, 12% (n=<=10) Effective Emerging, 32% (n=21) Effective Proficient, and 56% (n=37) Highly Effective.

The 2021 LDOE Teacher Preparation Fact Book posted the following: The Louisiana Department of Education states that Compass is Louisiana's educator support and evaluation system designed to provide all educators with regular, meaningful feedback on their performance (http://www.louisianabelieves.com/teaching/compass).

Under this system, every teacher in public schools in Louisiana is evaluated annually using a four-tiered rating - Highly Effective, Effective: Proficient, Effective: Emerging, and Ineffective. The Compass evaluation score is based on achievement of student learning targets to generate the Compass Student Outcome score and observations by teachers' supervisors using the appropriate Compass rubric to generate a Compass Professional Practice score. The two scores are combined to generate the Compass Final Evaluation Scores that range from 1.00 to 4.00.

In previous years, Compass scores of new teachers have been linked to the teacher preparation programs that prepared the new teachers.

Due to COVID, Compass was not administered during 2019-20. As a result, Compass evaluation scores could not be reported in the 2021 Teacher Preparation Data Dashboards and are not reported in this document.

2022-2023:
Benchmark 1:
The 2022 Louisiana Teacher Preparation Data Dashboard is not yet available for reporting.

For the 2021 Teacher Preparation Fact Book, the following information was posted: Value-added scores have previously been calculated by the Louisiana Department of Education for all teachers whose students are assessed for mathematics, social studies, science, and English language arts. The value-added scores examine the growth of learning of grades 4-8 students and link the students' growth in achievement to their teachers and the teacher preparation programs that prepared the new teachers.

Due to COVID, student achievement tests were not administered to students during 2019-20. As a result, value-added scores could not be reported in the 2021 Teacher Preparation Data Dashboards and are not reported in this document.

Scores will again be reported as made available.

Benchmark 2:
Compass Student Growth Scores

Fact Book Year	Program	#	Mean	Ineffective	Effective: Emerging	Effective: Proficient	Highly Effective
2022	Undergrad	287	3.3	N=9 3%	N=35 12%	N=65 23%	N=178 62%
	MAT	59	3.3	N=4 7%	N=4 7%	N=10 17%	N=41 69%
	PBC	57	3.2	N=0 0%	N=13 23%	N=14 25%	N=30 53%

Compass Professional Practice

Fact Book Year	Program	#	Mean	Ineffective	Effective: Emerging	Effective: Proficient	Highly Effective
2022	Undergrad	287	3.3	N=0 0%	N=17 6%	N=148 52%	N=122 43%
	MAT	59	3.5	N=0 0%	N=1 2%	N=20 34%	N=38 64%
	PBC	57	3.4	N=0 0%	N=2 4%	N=29 51%	N=26 46%

Compass Final Evaluation

Fact Book Year	Program	#	Mean	Ineffective	Effective: Emerging	Effective: Proficient	Highly Effective
2022	Undergrad	287	3.4	N=1 0%	N=21 7%	N=127 44%	N=138 48%
	MAT	59	3.5	N=0 0%	N=7 12%	N=17 29%	N=35 59%
	PBC	57	3.4	N=0 0%	N=3 5%	N=30 53%	N=24 42%

2.1.1 Analysis of Data and Plan for Continuous Improvement

2020-2021:
Benchmark 1:
The benchmark was not met since 8% of candidates in the undergraduate program scored at the ineffective

level.

11% of MSU Post-Baccalaureate Education Program completers (n=11) received VAM scores in the 2016-2017 and 2017-2018 academic years as compared to 16% for all Louisiana Post-Baccalaureate Pathways. While 5% of the MSU Undergraduate Pathway completers (n=13) received VAM scores during the same time period as compared to 13% of all Louisiana Undergraduate Pathways. After reviewing the data below for completers receiving VAM scores during their first year of employment, the following effectiveness levels were noted.

When comparing completer rankings with the state rankings, MSU had a higher percentage of undergraduate program completers score at the Highly Effective, Effective: Proficient, and Effective: Emerging levels at 92% that 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.
Because this is a new reporting measure, no trend data can be extrapolated.

Benchmark 2:
Although over 90% of candidates scored at the Effective: Proficient level or above, the benchmark of 100% meeting this criteria was not met.

As can be noted from the data, each year over 60% of completers score at the Highly Effective level and 90% or more scored at the Effective: Proficient level or above.

Louisiana Board of Regents last reported data (2016-2018) indicated that MSU EPP undergraduate completers are having a positive impact on P-12 learning and development 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.

From ideas discussed at a stakeholder meeting held in the 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.

To further impact P-12 learning and development the McNeese State University EPP will also continue to revise coursework to include Teaching Tolerance and High Leverage Practice Standards.

2021-2022:
Benchmark 1:
The benchmark was not met. Of the 16 candidates from the undergraduate program receiving VAM scores 4 received Ineffective in Mathematics, 1 received Ineffective in Social Studies, and 2 received Ineffective in ELA.

We do not offer an undergraduate program specifically tailored to the grades 4-8 classroom. Candidates are either completers of an elementary grades 1-5 program or a secondary 6-12 program. Therefore, we are working to improve methods coursework within each program. Elementary math methods courses have been redesigned according to a needs assessment. Additionally, domain 5 of the field experience evaluation tool has also been revised to address content and for each particular area.
Moving forward, the one year residency, with site coordinators and mentor teachers, and the senior performance portfolio will provide experience and support for all candidates to better prepare them for the first year of teaching and we expect to see improved scores as these candidates complete programs and become a part of the reported data.

Benchmark 2:
The benchmark was not met for the Compass Teacher Effectiveness Levels for Student outcomes for

undergraduate completers as 3% (n=10) of candidates scored at the Ineffective level. However, on the final Compass evaluation score for undergraduate completers, the benchmark was met since there were no candidates who scored Ineffective.

The benchmark was not met for either the Compass Teacher Effectiveness Levels for Student Outcomes or for the Final Compass Evaluation Score for alternative certification completers.

All programs have been redesigned to include the one year residency, with site coordinators and mentor teachers, and the senior performance portfolio candidates will gain experience and support to better prepare them for the first year of teaching and we expect to see improved scores as these candidates complete programs and become a part of the reported data.

2022-2023:
Benchmark 2 was not met. Pertaining to student Growth, the percentages of candidates scoring less than Emerging: Proficient was 14% for MAT, 15% for Undergraduate, and 23% for PBC. For Final evaluation scores, 2 of the 3 groups did meet the benchmark: 5% for PBC, 7% for Undergraduate, and 12% for MAT. There are positive notes for each group of candidates concerning the data:
In four of the last five cycles of data reported in the Louisiana Board of Regents Teacher Preparation Fact Book, MSU undergraduate completers have the highest mean scores in Student Growth of the Louisiana public and private university teacher preparation programs: 2022 (3.4), 2020 (3.3), 2018 (3.4), 2017 (3.4) and 2018 (3.4).
Post-Baccalaureate completers have maintained overall mean scores in Student Growth ranging from 3.2 to 3.6. Over the last four reporting cycles, 0% of completers received an Ineffective rating.
Master of Arts in Teaching completers have remained consistent in performance with mean scores ranging from 3.3 to 3.6 for the years indicated. Over 69% of completers have scored Highly Effective in Student Growth each year for the last four years of reported data.
The EPP continues to work with district partners toward program improvement, as well as resources and continued support for completers during their first years of full employment.

3 Assessment and Benchmark

Measure 3: Satisfaction of Employers and Employment Milestones
Benchmark 1: A mean score of 5.00 or above on a scale of 1-7 in each of the General Learning Outcomes evaluated on the Teacher Education Employer Assessment.
Benchmark 2: A mean score of 5.00 or above on a scale of 1-7 in each of the Employee Traits evaluated on the Teacher Education Employer Assessment.
Benchmark 3: A mean score of 5.00 or above on a scale of 1-7 in each of the Learning Outcomes evaluated on the Teacher Education Employer Assessment.

3.1 Data

2020-2021:
Benchmark 1 Data: When considering the survey questions pertaining to the General Learning Outcomes, administrators designated to what degree they were satisfied with recent completers from the initial certification program on a scale from 1 to 7, with 1 as *Not at all*, 4 as *Moderately*, and 7 as *Extremely*. Data is reported below.

Initial Cert: General Learning Outcomes
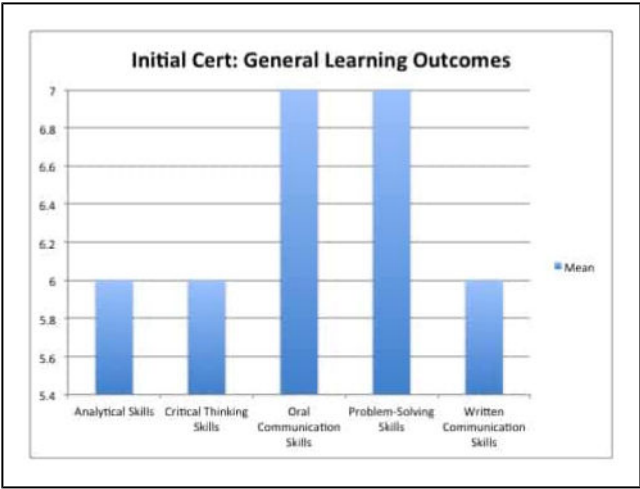
Benchmark 2 Data: When considering survey questions pertaining to Employee Traits, administrators designated to what degree they were satisfied with the recent graduates from the program on a scale from 1 to 7, with 1 as *Not at all*, 4 as *Moderately*, and 7 as *Extremely*. Data is reported below.

Initial Cert: Employee Traits
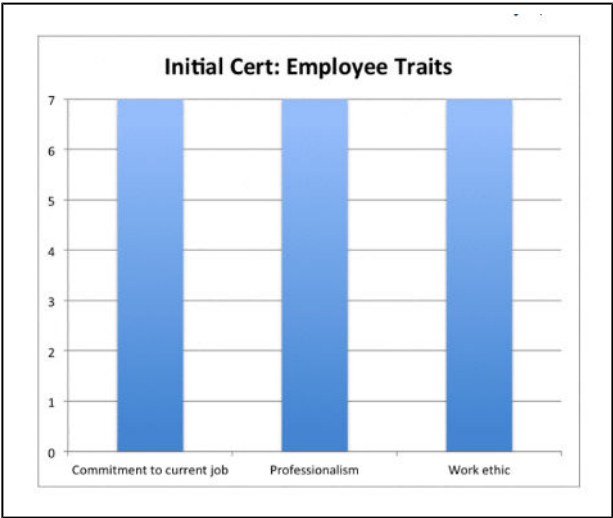
Benchmark 3 Data: When considering survey questions pertaining to the Learning Outcomes, administrators designated to what degree they were satisfied with the recent graduates from the program on a scale from 1 to 7, with 1 as *Not at all*, 4 as *Moderately*, and 7 as *Extremely*. Data is reported below.

Initial Cert: Learning Outcomes

2021-2022:
Benchmark 1:
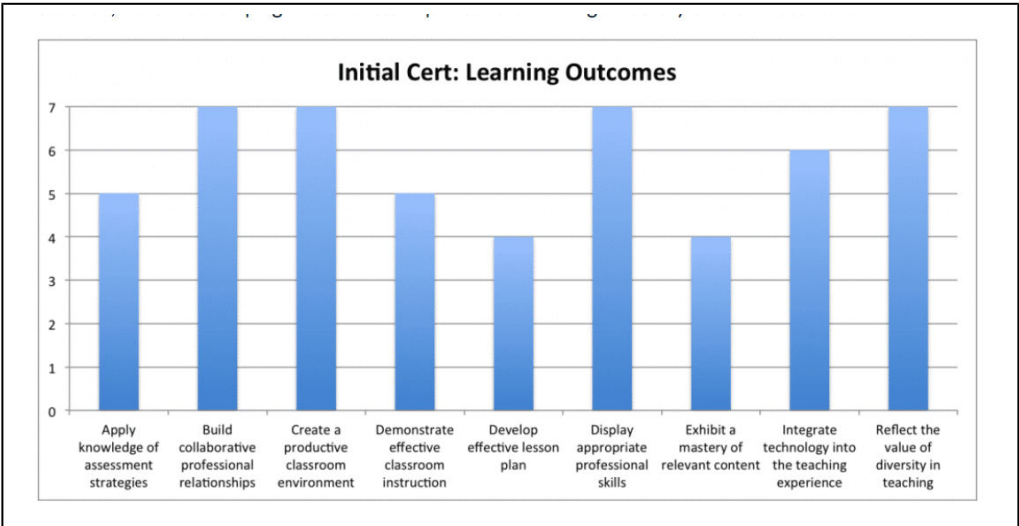
The General Learning Outcomes include the satisfaction with candidates in regard to the following areas: Analytical Skills (=6.40), Critical Thinking Skills (=6.40), Oral Communication Skills (=6.30), Problem Solving Skills (=6.40), and Written Communication Skills (=6.40).

Benchmark 2:
The Employee Traits include the satisfaction with candidates in regard to the following areas: Commitment to their current job (=6.80), Professionalism (=6.70), and Work Ethic (=6.67).

Benchmark 3:
The Learning Outcomes include the satisfaction with candidates in regard to the following areas: Apply knowledge of assessment strategies (=6.20), Build collaborative professional relationships (=6.50), Create a productive classroom environment (=6.60), Demonstrate effective classroom instruction (=6.50), Develop effective lesson plans (=6.40), Display appropriate professional skills (=6.56), Exhibit mastery of relevant content (=6.30), Integrate technology into the teaching experience (=6.70) and Reflect the value of diversity in teaching (=6.70).

2022-2023:
EDPR has transitioned from using the SkyFactor survey to collect data on the satisfaction of employers and is now implementing the use of a survey developed by US PREP. The following data was collected from principals with candidates at their schools for residency during the fall 2021, spring 2022, and fall 2022 semesters.

Leadership and faculty at McNeese State University:

Question	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know
Are responsive to my district's hiring needs	1%	1%	50%	39%	10%
Ask for feedback about how they can improve their teacher preparation.	2%	8%	40%	41%	9%
Hold my school district accountable for contributing to an effective partnership.	1%	1%	42%	40%	15%
Use data from my school district to improve their teacher preparation program	2%	1%	36%	30%	31%
Are aware of residents' and mentors' personal and academic needs	1%	0%	42%	44%	13%
Engage in collaborative decision-making related to the selection of mentor teachers	1%	2%	40%	46%	10%
Provide ongoing support and training for mentor teachers	1%	1%	39%	49%	9%

Teacher candidates and/or graduates from McNeese State University are effective in the following areas:

Question	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know
Creating a student-centered classroom community that embraces all students	1%	1%	54%	44%	1%
Holding high expectations for all learners	1%	0%	53%	45%	1%
Posing higher-level questions throughout instruction	0%	1%	61%	35%	3%
Presenting instructional content to support learner mastery	1%	1%	61%	37%	1%
Using knowledge about students to inform instruction	0%	1%	55%	40%	3%
Developing and/or using assessments to measure student progress and achievement	0%	3%	63%	31%	3%
Engaging in culturally responsive pedagogy	1%	2%	60%	32%	6%

Evaluating the quality and content of K-12 curriculum materials	1%	5%	57%	29%	9%
Instructional planning	1%	2%	62%	31%	4%
Modifying K-12 curriculum materials	1%	0%	51%	47%	1%
Providing high-quality academic feedback					
Using technology in purposeful ways					

Based on my experiences with McNeese State University, I would:

Question	Strongly Disagree	Agree	Strongly Agree
Recommend their graduates to other principals/assistant principals	0%	33%	67%
Hire their graduates	1%	33%	66%

3.1.1 Analysis of Data and Plan for Continuous Improvement

2020-2021:
Benchmark 1: The benchmark was met. Employers responded that they were *Extremely Satisfied*, score of 7, for the outcomes of Oral Communication Skills and Problem-Solving Skills of the MSU completers. The outcomes of Analytical skills, Critical thinking skills, and Written communication skills all had a mean of 6, which is slightly below *Extremely Satisfied.*

Benchmark 2: The benchmark was met. Employers responses indicated extreme satisfaction with MSU initial certification completers, with a score of 7 for the outcomes of Commitment to current job, Professionalism, and Work ethic.

Benchmark 3: The benchmark was not met. Four of the nine outcomes had a mean score of 7, indicating that employers were extremely satisfied with initial certification completers in these areas: Build collaborative professional relationships, Create a productive classroom environment, Display appropriate professional skills, and Reflect the value of diversity in teaching. The learning outcomes that employers scored the lowest, mean scores of 4 indicating moderately satisfied, were in developing effective lesson plans and exhibiting a mastery of relevant content.

Plan for Improvement: Data does not yet include completers that have gone through our redesigned programs including the yearlong 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.

2021-2022:
Benchmark 1:
The benchmark was met since the mean score for each category was above 5.00. It is important to note also that all individual scores were at 6 or above except for two scores at the 4 and 5 levels in the Oral Communication Skills categories.

Benchmark 2:
The benchmark was met since the mean score for each category was above a 5.00. Additionally, all individual scores in each of the three categories were either a 6 or 7.

Benchmark 3:
The benchmark was met since the mean score for each category was above a 5.00. All individual scores were at level 5 or above.

Plan for Continued Improvement:
The EPP will continue to work with district partners and mentors to strengthen relationships that provide open discussions about program improvements to satisfy the needs of the schools and impact P-12 learning. Currently site coordinators are working with mentors and shared governance meetings are providing a space for data share-outs and feedback.

2022-2023:
Data reported indicates that employers are significantly satisfied with the leadership and faculty at EDPR and the effectiveness of teacher candidates and graduates from MSU Education programs. Nearly 100% of those surveyed indicated that they would either hire or recommend to other principals to hire MSU education graduates to work in their schools.

EDPR works continuously to increase stakeholder involvement. The relationship between the EPP and with public and charter school personnel at every level is valuable to program improvement and teacher retention. EDPR faculty and district representatives meet in shared spaces for LDoE webinars, regional personnel meetings, shared governance meetings, and content-specific meetings. Agendas and information are shared with faculty for continuous program improvement.

4 Assessment and Benchmark

Benchmark: Beginning with 2022-2023, EDPR will be reporting alumni satisfaction through the US PREP Survey that is administered to alumni within 1, 2, and 3 years of graduation.

Benchmark: Recent alumni cumulative mean score for each InTASC Standard on the Teacher Education Alumni Assessment of at least 5.0.

4.1 Data

2020-2021:
Benchmark 1: 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 from the fall 2018 and spring 2019 semesters.

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.
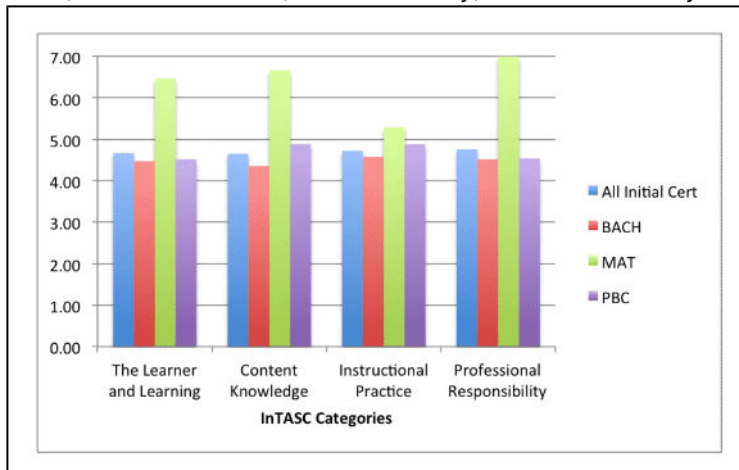
2021-2022:
Standard 1: Learner Development
Content and Instruction questions asked how well the teacher education program enhanced the completer's ability to exhibit mastery of relevant content related to: Theories of student development (=4.61), Theories of student learning (=4.74), and Fosters student development in relevant areas (=5.09).

The overall category mean for Learner Development is 4.81.

Standard 2: Learning Differences

Diversity questions asked how well the teacher education program enhanced the completer's ability to reflect the value of diversity in teaching by: Customizing instruction for diverse learners (=4.43), Establishing equity in the classroom (=4.43), Fostering an inclusive learning environment (=4.39), Implementing strategies for providing equal access to knowledge and skills for all students (=4.23), and Relating positively to diverse students (=4.17).

The overall category mean for Learning Differences is 4.33.

Standard 3: Learning Environments
Classroom Management and Instruction questions asked how well did the teacher education program enhance completer's ability to create a productive classroom environment which: Actively engages students in the learning process (=5.00), Establishes appropriate expectations for student behavior (=4.91), Is safe (=5.04), Reflects appropriate classroom management skills (=4.91), and Engages students in collaborative problem solving (=4.83).

The overall category mean for Learning Environments is 4.94.

Standard 4: Content Knowledge
Content questions asked how well did the teacher education program enhance the completer's ability to exhibit a mastery of relevant content related to: Theories of teaching methods (=4.78) and the completer's content field (=4.65).

The overall category mean for Content Knowledge is 4.72.

Standard 5: Application of Content
Instruction and Lesson Planning questions asked how well did the teacher education program enhance the completer's ability to demonstrate effective classroom instruction which: Engages students in critical thinking (=5.09) and Makes subject matter meaningful to all students (=4.70); and develop effective lesson plans that Encourage multiple means of student communication (=5.09).

The overall category mean for Application of Content is 4.96.

Standard 6: Assessment
Assessment and Technology questions asked how well did the teacher education program enhance the completer's ability to apply knowledge of assessment strategies to: Align assessments with relevant standards (=5.39), Create effective assignments for all students (=5.09), Provide evidence of student academic growth (=5.00), Provide timely feedback to students regarding their academic progress (=4.91); and enhance the completer's ability to integrate technology into the learning experience to Assess student learning (=4.91).

The overall category mean for Assessment is 5.06.

Standard 7: Planning for Instruction
Lesson Planning questions asked how well did the teacher education program enhance the completer's ability to develop effective lesson plans that: Align to relevant content standards (=5.14), Are appropriately paced and structured (=5.05), Are modified according to the needs of all students (=4.91), Encourage multiple means of student communication (=5.09), and Integrate activities and materials effectively (=5.18).

The overall category mean for Planning for Instruction is 5.07.

Standard 8: Instructional Strategies
Instruction and Technology questions ask how well did the teacher education program enhance the completer's ability to demonstrate effective classroom instruction which is responsive to student questions (=4.83); and how well did the program enhance the completer's ability to integrate technology into the teaching experience to: Improve the classroom experience (=5.05) and Enhance student learning (=5.00).

The overall category mean for Instructional Strategies is 4.96.

Standard 9: Professional Learning and Ethical Practice
Professional Development questions ask how well did the teacher education program enhance the completer's ability to display appropriate professional skills through: Articulating basic professional values and beliefs (=5.00), Assessing your strengths and weaknesses as a teacher (=5.23), Demonstrating a commitment to teaching (=5.29), and Demonstrating an understanding of professional codes of ethics (=5.50).

The overall category mean for Professional Learning and Ethical Practice is 5.26.

Standard 10: Leadership and Collaboration
Professional Relationship questions ask how well did the teacher education program enhance the completer's ability to build collaborative professional relationships with: Colleagues in the school (=4.76), Families /guardians of students (=4.67), and Students (=4.95).

The overall category mean for Leadership and Collaboration is 4.79.

2022-2023:
Data collection on completers transitioned from the SkyFactor to the US PREP alumni and completer survey. Candidates and recent completers responded to the following prompts:

I feel confident in my ability to:

Question	Strongly Disagree	Disagree	Agree	Strongly Agree
Create a student-centered classroom community that embraces all students	0%	0%	26%	74%
Develop and/or use assessments to measure student progress and achievement	0%	1%	33%	66%
Engage in culturally responsive pedagogy	0%	3%	33%	65%
Evaluate the quality and content of K-12 curriculum materials	0%	9%	30%	61%
Hold high expectations for all learners	0%	0%	24%	76%
Modify K-12 curriculum materials	0%	5%	36%	59%
Plan instruction	0%	0%	28%	72%
Pose higher-level questions throughout instruction	0%	0%	39%	61%
Present instructional content to support learner mastery	0%	1%	31%	68%
Provide high-quality academic feedback	0%	3%	29%	68%
Use knowledge about my students to inform instruction	0%	0%	33%	68%
Use technology in purposeful ways	0%	0%	30%	70%

Question	Strongly Disagree	Disagree	Agree	Strongly Agree
I was well prepared by my teacher preparation program.	0%	3%	48%	49%
I was well prepared by my teacher preparation program to:				
Hold high expectations for all students	0%	1%	31%	68%
Meet the needs of culturally and linguistically diverse learners	0%	3%	41%	56%
Positively impact student learning	0%	1%	29%	70%

4.1.1 Analysis of Data and Plan for Continuous Improvement

2020-2021:
Benchmark 1: 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.
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.

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.

2021-2022:
The benchmark was met for the following InTASC Standards: Standard 6: Assessment (=5.06), Standard 7: Planning for Instruction (=5.07), and Standard 9: Professional Learning and Ethical Practice (=5.26).

The other 7 standards had mean scores ranging from 4.33 to 4.96.

Major assessments within the program are aligned to InTASC standards in an effort to improve the skills assessed in the standards and in turn improve the quality of the teacher preparation experience and success of the completer once in the classroom.

2022-2023:
90% or more candidates either agreed or strongly agreed with the statements concerning their abilities and satisfaction with the teacher preparation program. Data trends triangulating candidate, alumni, and employer responses with student growth scores will provide more insight into the preparation of candidates for success in their classrooms.

Performance Objective 3   Faculty will engage in campus, community, and scholarly activities on behalf of the University.

1 Assessment and Benchmark

Benchmark: At least 53% of the Department of Education Professions and Graduate Education Programs full-time faculty will be active in the research and development of grants to procure monies for educational, cultural, or technological endeavors.

1.1 Data

Academic Year	DEP faculty members that were active in grant writing	
	%	#
2013-2014	56%	
2014-2015	53%	
2015-2016	33%	
2016-2017	50%	8/16
2017-2018	56%	9/16
2018-2019		
2019-2020		
2020-2021	58%	7/12

2021-2022	67%	8/12
2022-2023	71%	10/14

1.1.1 Analysis of Data and Plan for Continuous Improvement

2018-2019:

2019-2020:

2020-2021:
The benchmark was met. 58% of the faculty in the Department of Education Professions participated in grant writing opportunities.

The faculty will continue to work on grant writing and to secure funding to support the initiatives of the department. The director of the Center for the Advancement of Quality Education will also work with DEP faculty to find opportunities and provide support of the grant writing process.

2021-2022:
The benchmark was met. 67% of faculty in the Department of Education Professions participated in grant writing opportunities for a total of $209,120.

The faculty will continue to write grants to secure funding to support the department initiatives. As the Center for the Advancement of Quality Education continues to grow, the director will assist faculty in finding additional outside sources to supplement and fund initiatives.

2022-2023:
The benchmark was met. 74% of faculty in the Department of Education Professions participated in grant writing opportunities.

Faculty are encouraged to not only write for internal grants and professorships but to also collaborate and search for outside funding and grant opportunities. In the 2022-2023 academic year, of the 32 grants received, 50% were internal grants and professorships, while the other 50% were from external grants.

2 Assessment and Benchmark

Benchmark: At least 70% of Department of Education Professions and Graduate Education Programs full-time faculty will work collaboratively with local/regional school districts, community agencies, and university entities.

2.1 Data

Academic Year	DEP faculty members were involved in collaborative activities with local/ regional K-12 schools, community agencies, and/or university entities	
	%	#
2013-2014	88%	
2014-2015	94%	
2015-2016	84%	
2016-2017	75%	12/16
2017-2018	88%	14/16
2018-2019		
2019-2020		
2020-2021	75%	9/12
2021-2022	75%	9/12
2022-2023	86%	12/14

2.1.1 Analysis of Data and Plan for Continuous Improvement

2018-2019:

2019-2020:

2020-2021:
The benchmark was met. Although the COVID pandemic and the hurricanes altered the way meetings were held, the DEP faculty continued to conduct meetings and foster collaborative relationships. DEP held several meetings with stakeholders to improve curriculum, gain insight, and plan for the future. EdRising has been added into local high schools as a collaboration with DEP. Additionally, faculty has participated in community organizations and activities. DEP faculty, along with EPAC members have also participated in professional development opportunities together held by US PREP.

Faculty will continue to be encouraged to collaborate and participate with community members and program stakeholders to improve programs and promote the Burton College of Education and the Department of Education Professions.

2021-2022:
The benchmark was met as 75% of faculty participated in collaborative activities. As more faculty become involved as site coordinators and participate in shared governance meetings, the EPP hopes to show that all faculty members participate in collaborations with the P-12 stakeholders and community.

2022-2023:
The benchmark was met as 86% of faculty participated in collaborative activities. Faculty are more involved in establishing and strengthening relationships with district personnel as they are in shared governance meetings, visiting school sites, and working within the community to make a positive difference.

3 Assessment and Benchmark

Benchmark: At least 75% of the Department of Education Professions and Graduate Education Programs full-time faculty members are expected to make presentations at local, state and/or national conferences to promote awareness of the programs and University.

3.1 Data

Academic Year	DEP full-time faculty presented at local, state and/or national conferences	
	%	#
2013-2014	75%	
2014-2015	71%	
2015-2016	75%	
2016-2017	67%	10/15
2017-2018	88%	14/16
2018-2019		
2019-2020		
2020-2021	67%	8/12
2021-2022	75%	9/12
2022-2023	93%	12/14

3.1.1 Analysis of Data and Plan for Continuous Improvement

2018-2019:

2019-2020:

2020-2021:
The benchmark was not met for the 2020-2021 academic year. Due to the COVID pandemic a number of conferences were not held, held virtually, or limited the number of presentations. The presentations given ranged from local to national venues.

DEP faculty have a number of research opportunities in the works. They plan to be presenters in local and community professional development opportunities throughout the upcoming year they arise.

2021-2022:
The benchmark was met for the 2021-2022 academic year. The faculty made a conscious effort to share their work through presentations throughout the year on the local, state, and regional levels.

Faculty will continue to be supported and encouraged to share their work and knowledge throughout the next academic year. Presentations and publications are important to the tenure and promotion process and therefore collaborations will be encouraged to assist faculty in sharing their work.

2022-2023:
The benchmark was met for the 2022-2023 academic year. EDPR faculty gave presentations at university-sponsored, local, district, regional, statewide, and national conferences.

Faculty will continue to be encouraged to present at local events and to expand out to more regional and statewide venues to continue sharing their work.

4 Assessment and Benchmark

Benchmark: At least 40% of the Department of Education Professions and Graduate Education Programs full-time faculty will submit articles to nationally recognized journals and/or textbooks.

4.1 Data

Academic Year	Faculty members successful in submitting publications to nationally recognized journals and/or textbooks	
	#	%
2013-2014	—	38%
2014-2015	—	38%
2015-2016	—	42%
2016-2017	—	47%
2017-2018	—	44%
2018-2019	—	—
2019-2020	—	—
2020-2021	—	25%
2021-2022	2/12	17%
2022-2023	2/14	14%

4.1.1 Analysis of Data and Plan for Continuous Improvement

2018-2019:

2019-2020:

2020-2021:
The benchmark was not met. With the natural disasters and pandemics of the 2020-2021 academic year, the focus of the faculty was on delivering their courses, repairing their homes, and protecting their families. There are several projects that faculty are leading or participating in that will lead to journal submissions and articles in the upcoming years. Faculty will continue to collaborate and work together to publish articles in the upcoming academic year.

2021-2022:
The benchmark was not met. Only 17% of faculty published during the 2021-2022 academic year. There has been a lot of turnover in faculty over the last couple of years and faculty have focused most of their attention on coursework and presentations. Moving forward, collaborations for publications among faculty will be encouraged, including using the information from presentations to convert to journal articles.

2022-2023:
The benchmark was not met. Nearly all faculty shared presentations over the academic year, but only two faculty submitted publications to journals.

Moving forward, EDPR will work to utilize the information gathered for presentations to also submit as articles. This will be encouraged as a collaborative activity among faculty.

Performance Objective 4 — Demonstrate excellence in professional responsibilities to include teaching and advising.

1 Assessment and Benchmark

Benchmark: 100% of the Department of Education Professions and Graduate Education Programs full-time faculty members are expected to demonstrate excellence in teaching by scoring above the university average on the combined spring/fall Student Evaluation of Instruction (SEI) report (all questions).

1.1 Data

Academic Year	DEP full-time faculty rated higher than the University average on the combined SEI "all questions" report		University average	DEP faculty average
	#	%		
2013-2014	—	56%	4.53	4.50
2014-2015	—	82%	4.52	4.49
2015-2016	—	75%	4.50	4.58
2016-2017	10/16	63%	4.46	4.48
2017-2018	13/17	76%	4.47	4.61
2018-2019	—	—	—	—
2019-2020	—	—	—	—
2020-2021	8/11	73%	4.32	4.39
2021-2022	6/12	50%	4.49	4.30
2022-2023	6/11	55%	4.54	4.60

1.1.1 Analysis of Data and Plan for Continuous Improvement

2018-2019:

2019-2020:

2020-2021:
73% of the faculty rated higher than the University average on the SEI. The Departmental combined average as well as the University average were both lower than they have been in the last several years. This may be attributed to the COVID pandemic and hurricanes which caused disruption to the semester.

DEP will discuss the outcome of these scores at the first faculty meeting and will brain storm ways to improve teaching in the classroom that will reflect on the SEI scores. The department chair also discusses SEIs with each faculty member during their APR/checkout at the end of the year to determine future plans of action and support for those in need.

2021-2022:
The benchmark was not met, as only 50% of faculty scored above the university average of 4.49 on the

combined SEI scores. As a department, the average mean of 4.3 also fell below the university average. During end of semester check out for the spring, faculty discussed SEI scores and ways to improve scores moving into the 2022-2023 academic year. EDPR will also encourage and provide time for students to complete the SEIs in an effort to improve response rates.

2022-2023:
The benchmark was not met, as only 55% of faculty scored above the university average of 4.54 on the combined SEI scores. As a department, the average mean of 4.60 was above the university's mean. Students were encouraged to participate in SEI completion in all courses. EDPR faculty will review questions on the SEI and discuss ways to address those areas in need of improvement.

2 Assessment and Benchmark

Benchmark: The Department of Education Professions and Graduate Education Programs full-time faculty are expected to have a 4.0 average advising score on the 5-point scale on their Annual Performance Review (APR).

2.1 Data

Academic Year	Average department score on advising
2013-2014	4.06
2014-2015	4.12
2015-2016	4.16
2016-2017	3.67
2017-2018	4.25
2018-2019	
2019-2020	
2020-2021	4.45
2021-2022	4.27
2022-2023	4.45

2.1.1 Analysis of Data and Plan for Continuous Improvement

2018-2019:

2019-2020:

2020-2021:
The mean score for the department was 4.45 on advising. This was higher than previous means. The APR committee worked to differentiate the levels and scores for advising to make it clearer as to the expectations. All start with a 3 as doing your job and then increase by providing documentation to improve the score. Clearer guidelines may have given the advisors a better road map to improving scores. This is the first year with the new guidelines, so trends will be looked at in future years as the APR is revised further.

2021-2022:
The mean score for the department was 4.27 on advising. The APR committee is continuing to identify the job responsibilities and what constitutes accurate and effective advising to determine objective scores.

Faculty are required to input comments and advising notes into Degree Works regularly, meet with candidates at least once a semester and participate in meetings identifying and following up with at-risk candidates.

2022-2023:
The mean score for the department was 4.45 in the advising category.

The number of advisees has been redistributed among faculty and candidates are also receiving additional

advising preparation information in portal courses. At-risk candidates are identified and advisors/professors reach out to offer assistance multiple times a semester, program sequence meetings have been held or will be held in the upcoming AY with all secondary and K-12 departments to discuss advising issues, and department heads are working with new faculty to understand the advising process.

3 Assessment and Benchmark

Benchmark: The Department of Education Professions and Graduate Education Programs will participate in technology training and collaborations, as well as integrate technology into classroom instruction and assignments.

Previous Benchmark:
1. Encourage faculty participation in technology training.
2. Post-semester faculty survey of technology integration in classroom instruction.
3. Encourage student use of technology in their coursework.
4. Instructors develop assignments that require the integration of the Promethean technology.
5. Develop a way of sharing ideas about integrating technology.

3.1 Data

2018-2019:

2019-2020:

2020-2021:
Faculty members participated in several technology professional development opportunities over the 2020-2021 academic year covering: Educational Impact Videos, Swivl, Via, SimSchool and Web 2.0 tools.

2021-2022:
A survey conducted with EDPR faculty during the spring 2022 semester showed that 36 reported courses by 13 faculty members included the use of technology as indicated below:

- Technology teacher candidates use to complete activities and assignments within the course:
  - Big Blue Button
  - Discussion Forums
  - FlipGrid
  - Iris Center
  - MindMeister
  - Nearpod
  - PowerPoint
  - Prezi
  - Watermark Insights
  - YouTube Videos
  - Zoom
- Interactive technology based activities implemented with teacher candidates:
  - Discussion Forums
  - Flipgrid
  - Jamboard
  - Kahoot
  - Microsoft Forms
  - Mind Meister
  - Nearpod
  - Nova Elements
  - Padlet
  - Pear Deck
  - Quizzizz
  - YouTube
  - Zoom
- Technologies candidates are using to create and/or deliver lessons to P-12 students:
  - Adobe Creative Cloud Express
  - Canvas
  - Classflow

- Classkick
- Edulastic
- Flip Charts
- Google Classroom
- Goosechase
- iPads
- Jamboard
- Kahoot
- Laptops
- Metaverse
- Nearpod
- Padlet
- Pear Deck
- PowerPoint
- Promethean Board
- Story Board
- Sway
- Swivl
- Video Counsleing
- ZeeMaps
- Zoom

2022-2023:
EDPR faculty continue to participate in technology training and are implementing technology within courses. Examples of training attended by faculty in 2022-2023 include:
- EAB Moonshot for 100/200 level faculty
- EAB Moonshot Meeting for all MSU faculty
- Online Learning Professional Development at the start of the Spring 2023 semester (Diversify Your Presentation, Flip Your Teaching, Keep Students in the Game, etc.)
- Watermark Insights Student Learning and Licensure Trainings
- Calcasieu Parish Tech Conference
- MPact on Education Conference
- Online Consortium Trainings

3.1.1 Analysis of Data and Plan for Continuous Improvement

2018-2019:

2019-2020:

2020-2021:
Due to the increase in hybrid and online courses, faculty are continuing to participate in professional development opportunities directly related to the delivery of instruction in both synchronous and asynchronous environments along with opportunities for virtual field experiences and learning that would have typically taken place face to face.

Candidate use and P-12 student use of technology is evaluated in the FEE. And it is also included when planning a lesson. Use of technology in the classroom is also reported on the final semester data analysis.

2021-2022:
Due to the increased need for online learning since the destruction of Farrar Hall in fall 2020, the faculty has capitalized on the use of technologies to keep students engaged in learning.

Results show that a large number of courses are incorporating technology by the professor, candidates, and in use with P-12 students through the lessons being created.

Faculty members assist one another in learning new technologies, attend workshops on technology

integration, and are continuously striving to improve their own teaching to influence candidates as they go out into the field.

2022-2023:
Faculty are participating in university, local, and state-sponsored professional development opportunities, as both attendees and presenters. Courses such as science methods are incorporating current technology options in the practice of teaching. Technology use is also part of the evaluation for students in Planning and in Observations.

4 Assessment and Benchmark

Benchmark: At least 90% of all course sections will be taught by regular full-time Department of Education Professions and Graduate Education Programs faculty.

4.1 Data

Academic Year	Total course sections	Course sections taught by FT faculty		Course sections taught by PT/V faculty	
	#	#	%	#	%
2013-2014	259	231	89.20%	28	10.80%
2014-2015	262	234	89.31%	28	10.60%
2015-2016	216	188	87%	28	13%
2016-2017	219	181	83%	38	17%
2017-2018	254	207	82%	47	19%
2018-2019	—	—	—	—	—
2019-2020	—	—	—	—	—
2020-2021	261	228	87%	33	13%
2021-2022	219	195	89%	24	11%
2022-2023	233	211	91%	22	9%

4.1.1 Analysis of Data and Plan for Continuous Improvement

2018-2019:

2019-2020:

2020-2021:
The benchmark was not met. 87% of the courses, including student teaching, were taught by full-time faculty. During the 2020-2021 there were only 11 full time staff members and therefore, the need for visiting lecturers was greater than had hoped. DEP is planning to hire at least 4, possibly 4, additional faculty for the 2021-2022 academic year, which should decrease the higher need for VLs. There has also been some turnover within the department which has resulted in moving faculty around and having to hire VLs.

2021-2022:
The benchmark was not met. 89% of the courses were taught by full-time faculty. During the 2021-2022 academic year, part-time faculty was utilized to finish out student teachers. As programs include the one-year residency, full time employees will be utilized as site coordinators.

Also, EDPR is hiring three new faculty members for the fall 2022 semester which should also decrease the need for part-time faculty moving forward.

2022-2023:
The benchmark was met. 91% of the sections were taught by full-time faculty.

Two full-time faculty positions have opened up after the 2022-2023 academic year which may affect the percentages of VLs needed for the 2023-2024 academic year if these positions go unfilled. Full-time faculty continue to teach full-loads and over-loads as needed to cover courses.