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## Elementary Education Grades 1-5 [BS] [ELEM]

### Cycles included in this report:

Jun 1, 2023 to May 31, 2024

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**Program Name: Elementary Education Grades 1-5 [BS] [ELEM]****Reporting Cycle: Jun 1, 2023 to May 31, 2024****1 Is this program offered via Distance Learning?**

100% Traditional or less than 50% Distance/Traditional

**2 Is this program offered at an off-site location?**

No

**2.1 If yes to previous, provide addresses for each location where 50% or more of program credits may be earned.****3 Example of Program Improvement**

2020-2021:

EPP faculty quickly transitioned to virtual teaching while managing the impact of COVID-19 and two major hurricanes.

2021-2022:

Major assessments are being reworked in preparation for the Fall 2024 CAEP visit to ensure alignment to updated and appropriate standards. These revised assessments will be used beginning in the Fall 2022 semester.

2022-2023:

Faculty are identifying at-risk students and providing resources and supports for retention. Recruitment efforts are gaining momentum with EdRising and Call Me Mister.

2023-2024:

Faculty are continuing to identify and support at-risk students at multiple points in the semester and are now also reporting in Navigate. Tracking of EDUC 110 candidates to EDUC 200 is being implemented to better understand retention efforts needed during the first year of a students' program.

**4 Program Highlights from the Reporting Year**

2020-2021:

The 2020-2021 academic year was the first time we've had an increase in enrollment since 2015-2016. The 7.5% increase in enrollment for the 2020-2021 academic year exceeded the benchmark of 7%. The 2020-2021 academic year was also the first time we've been able to meet the benchmark of at least 90% of candidates completing the program within three years of being accepted.

2021-2022:

64% of candidates passed all four portions of the Praxis Content exam on the first attempt. This was a significant increase from the 36% who passed all portions of the exam on the first attempt in the previous year. Additionally, first time pass rates for the sub-tests of #5002 Reading: 93% and #5003 Mathematics: 100% were exceptional.

2022-2023:

240 Tutoring credits were purchased for candidates to prepare for Praxis exams. Additionally, Praxis vouchers were also obtained for candidates taking the PLT exam.

2023-2024:

The EPP hosted the Explore Tour in the Fall 2023 semester and the Unlock Education: EdRising Competition Conference in the Spring 2024. There was an increase in attendance at both events and the EPP is tracking how those events transpire into enrollment numbers in teacher education programs.

## 5 Program Mission

The Bachelor of Science degree in elementary education is designed to prepare teacher education candidates for entry into teaching as an elementary education teacher in grades 1-5. Additionally, the purpose is to prepare professional educators and life-long learners who will contribute to the cultural and intellectual advancement of the citizens of Louisiana and other states and instill professionalism, collaboration, reflection, and a respect for diversity.

## 6 Institutional Mission Reference

The Bachelor of Science in Elementary Education supports McNeese State University's fundamental mission to provide successful education of undergraduate students and services to the employers and communities in its region. The Elementary Education program prepares students to fulfill their roles in the teaching profession in grades 1-5 and contribute to the cultural and intellectual advancement of the citizens of Louisiana.

## 7 Assessment and Benchmark Enrollment, Completion, Retention, and Recruitment

Assessment: Enrollment and Completer Data and Graduation Matriculation Rates  
CAEP Standard 3

7.1 Benchmark: McNeese's strategic plans for enrollment/recruitment goal is to increase enrollment by 7% each year from Fall 2017 to Fall 2021, the EPP has likewise set a 7% goal for overall enrollment increase across programs each year.

Going beyond traditional approaches of recruitment and partnering with the Office of Admission and Recruiting, the EPP will actively recruit within the community at least two times each academic year.

7.2 Benchmark: Create and monitor candidate progress throughout the program. A minimum of 90% of candidates should complete the baccalaureate program in Elementary Education within three years of being accepted into the program (200 packet)

### Outcome Links

#### 2013 CAEP Standards [External]

##### 3. Quality, Recruitment, and Selectivity

The provider demonstrates that the quality of candidates is a continuing and purposeful part of its responsibility from recruitment, at admission, through the progression of courses and clinical experiences, and to decisions that completers are prepared to teach effectively and are recommended for certification. The provider demonstrates that development of candidate quality is the goal of educator preparation in all phases of the program. This process is ultimately determined by a program's meeting of Standard 4.

## 7.1 Data

### BS Elementary Education Programs - Enrollment and Completer Data:

Academic Year	# of students officially enrolled with EDUC 200 packet	# of completers		
		Fall	Spring	Total
2013-2014	83	20	13	33
2014-2015	42	12	8	20
2015-2016	93	8	15	23
2016-2017	80	9	12	21
2017-2018	73	11	8	19
2018-2019	69	18	12	30
2019-2020	53	8	9	17
2020-2021	56	2	12	14
2021-2022	59	4	10	14
2022-2023	*	8	6	14
2023-2024	28	3	8	11

\* Due to change in submission deadline of assessment plan, UnDup file is not available until fall and therefore official enrollment will lag by one academic year.

### 7.1.1 Analysis of Data and Plan for Continuous Improvement

2020-2021:

For the 2020-2021 academic year, 57 students were officially enrolled in the BS Elementary Education program compared to 53 students in the 2019-2020 academic year. This is a 7.5% increase in the number of students officially enrolled in the program. The 2020-2021 academic year was the first time there has been an increase in enrollment since 2015-2016. The 7.5% increase in enrollment exceeded the benchmark of 7%.

During the 2020-2021 academic year, the EPP hosted the Unlock Education virtual conference for high school students (03.26.2021). Dr. Ogea also traveled to local high schools to recruit for BCOE and promote Ed Rising.

The EPP will continue to work to increase enrollment by 7% across programs each year. They will invite schools and students outside of the 5-parish region to participate in the Unlock Education/EdRising conference. The EPP will also implement the "Call Me Mister" program beginning Fall 2021.

2021-2022:

Due to a change in the EDUC 200 portal requirements and enrollment prerequisites, the traditional method for counting the number of candidates enrolled in the program is no longer available at the time of this submission.

It can be noted; however, that the number of completers remained the same from the previous academic year. Although this number is still significantly lower from previous academic years, this is the first year since 2018-2019 that the number of completers has not dropped.

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 McNeese Department of Education Professions (EDPR) Recruitment and Retention Plan: Unlock Education, Call Me MISTER, Educators Rising, and minors.

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.

2022-2023:

Completer numbers remained consistent from the previous academic year. Recruiting efforts continue with the Pre-Educator Pathway events and opportunities to work with elementary and middle school students.

2023-2024:

There was a slight decrease in the number of candidates completing the elementary program in 2023-2024. Data for matriculation of candidates from EDUC 110 to EDUC 200 will begin being tracked to determine why a number of candidates are not progression into the EDUC 200 course, which is official admission into the education program.

## 7.2 Data

### Graduation Matriculation Rates:

Cohort Academic Year	Accepted into program	1-2 Years to Grad	3 Years to Grad	4 Years to Grad	5 Years to Grad	Dropped from University	State Completer	Earned Different Degree	Still Enrolled
2013-2014	47	N=33 70%	N=6 13%			N=2 4%		N=6 13%	
2014-2015	29	N=16 55%	N=4 14%			N=2 7%		N=7 24%	
2015-2016	27	N=19 70%	N=1 4%			N=1 4%		N=5 19%	N=1 4%
2016-2017	32	N=27 84%	N=2 6%					N=2 6%	N=1 3%
2017-2018	20	N=14 70%	N=1 5%			N=2 10%		N=3 15%	
2018-2019	13	N=8 62%	N=1 8%					N=4 31%	
2019-2020	20	N=12 60%	N=1 5%			N=1 5%		N=5 25%	N=1 5%
2020-2021	26	N=16 62%				N=3 12%		N=6 23%	N=1 4%
2021-2022	19					N=1 5%		N=4 21%	N=14 74%
2022-2023	14								N=14 100%
2023-2024	11								N=11 100%

### 7.2.1 Analysis of Data and Plan for Continuous Improvement

2019-2020:

2020-2021:

For the 2016-2017 cohort, 27/32 candidates completed the program in 1-2 years which equates to 84% (up from 70%); 2/32 earned a different degree which equates to 6% (down from 19%); and 1/32 is still enrolled which equates to 3% (down from 4%). The benchmark was met as 90% of the candidates who were accepted into the BS Elementary program in 2016-2017 completed within three years of official admission. Two candidates earned a different degree from the University and one candidate is still enrolled in the program. There seems to be a trend in more candidates completing within three years and less candidates dropping from the university or earning different degrees.

During the academic year, advisors worked with candidates at least twice per year to review degree plans and academic progress, and to provide a list of resources for students who are in need of additional support as documented in Degree Works notes for each candidate during the Fall 2020 and Spring 2021 advising periods. Advisors will continue with this process, documenting the information in Degree Works and posting on the advisor Excel spreadsheet. The co-department chair will spot check the notes for accuracy and completion at least twice during the advising period.

EPP faculty also met the week after mid-terms to identify struggling students and discuss ways to support and remediate (3/12/2021). These meetings will continue in 2021-2022. Advisors or professors will be assigned to contact the student(s) and document a plan of action agreed upon. This will be posted in Degree Works and the advisor will follow up with the student on progress at the end of the semester and submit documentation to either the dean's office or assessment office.

2021-2022:

The benchmark was not met. 75% of candidates completed the program within 1-3 years of official admission. Of the candidates who did not complete the ECHD program within three years, three received degrees in another area and two dropped from the University. Therefore, all candidates who did complete the program finished within the three years.

It seems as though the degree sequences being shared with students and advising is assisting candidates in completing the program within a reasonable time frame. Faculty and advisors are also identifying at-risk students throughout the semester and providing additional support and resources for candidates as they are progressing through the program.

2022-2023:

Over the last few years, less than 80% of candidates officially admitted into the elementary education program have completed the program. Faculty submit concerns about at-risk students at least three times a semester, 14th day, mid-term and final. They also meet to discuss candidates and methods of support at mid-term each semester.

2023-2024:

For the last two years, retention within the program seems to be improving. The department will continue to monitor at-risk candidates and student progress with reporting to both to the department and through Navigate. Candidates will also be tracked from EDUC 110 to EDUC 200 to gain a better understanding of why candidates are leaving the program.

## 8 Assessment and Benchmark PRAXIS II Content

### Assessment: Praxis Content Exam

Benchmark: A minimum of 80% of completer cohorts will have passed the Praxis Content Exam on the first attempt.

#### Outcome Links

#### LTGC B [Program]

The teacher candidate demonstrates mastery of the content knowledge and skills and content pedagogy needed to teach the current academic standards as defined in BESE policy.

#### 2007 ACEI Elementary Education Standards and Supporting Explanation [External]

##### 1.0 Development, Learning, & Motivation

Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.

##### 2.1 Reading, Writing, and Oral Language

Candidates demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas.

##### 2.2 Science

Candidates know, understand, and use fundamental concepts of physical, life, and earth/space sciences. Candidates can design and implement age-appropriate inquiry lessons to teach science, to build student understanding for personal and social applications, and to convey the nature of science.

##### 2.3 Mathematics

Candidates know, understand, and use the major concepts and procedures that define number and operations, algebra, geometry, measurement, and data analysis and probability. In doing so they consistently engage problem solving, reasoning and proof, communication, connections, and representation.

##### 2.4 Social Studies

Candidates know, understand, and use the major concepts and modes of inquiry from the social studies—the integrated study of history, geography, the social sciences, and other related areas—to promote elementary students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world.

##### 2.5 The Arts

Candidates know, understand, and use—as appropriate to their own understanding and skills—the content, functions, and achievements of the performing arts (dance, music, theater) and the visual arts as primary media for communication, inquiry, and engagement among elementary students.

##### 2.6 Health Education

Candidates know, understand, and use the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health.

##### 2.7 Physical Education

Candidates know, understand, and use—as appropriate to their own understanding and skills—human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for elementary students.

#### 2013 InTASC Standards [External]

##### 4. Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.



## 8.1 Data

Term	Test #	Passing Score Required	n	EPP Range of Passing Scores Only	EPP Cycle Mean	National Median	EPP Mean National Median	EPP Pass First Attempt	
								#	%
Spring 2023	5002	157	6	166-180	173	170	Y	5	83%
	5003	157	6	167-200	176	172	Y	4	67%
	5004	155	6	157-175	164	166	N	2	33%
	5005	159	6	164-188	172	169	Y	4	67%

2023-2024:

Term	Test #	Passing Score Required	n	EPP Range of Passing Scores Only	EPP Cycle Mean	National Median	EPP Mean National Median	EPP Pass First Attempt	
								#	%
Fall	5002	157	3	174-187	181	170	Y	2	67%
	5003	157	3	170-198	180	172	Y	3	100%
	5004	155	3	161-183	170	166	Y	2	67%
	5005	159	3	181-185	183	169	Y	2	67%
Spring	5002	157	8	158-179	168	170	N	7	88%
	5003	157	8	159-198	175	172	Y	6	75%
	5004	155	8	155-170	162	166	N	3	38%
	5005	159	8	160-184	169	169	Y	6	75%

### 8.1.1 Analysis of Data and Plan for Continuous Improvement

2023-2024:

Elementary candidates tend to struggle with the Science and Social Studies content sub-tests of the Praxis content requirement for certification. BCOE has purchased credits for 240 Tutoring for candidates to use in preparation for the exams. Additionally, EDUC 224: science for Elementary School Teachers and EDUC 225: Social Studies for Elementary School Teachers have been added to the program sequences which focus on content knowledge and competencies necessary for the elementary content areas and aligned to Praxis topics. Math and ELA/Teaching of Reading are covered in coursework already included in the program.

## 9 Assessment and Benchmark Praxis Principles of Learning and Teaching Exam

Benchmark: A minimum of 80% of completer cohorts will have passed the Praxis Principles of Learning and Teaching Exam on the first attempt.

## 9.1 Data

#5622		Fall 2023	Spring 2024
Overall Score Information	Number	3	8
	Mean	173	173
	Range	171-175	164-179
	% Pass 1st attempt	100% 3/3	63% 5/8
	% Pass prior to ST/Intern	100%	100%
Subcomponent	Number	3	8
Students as Learners (21)	Mean	14	14
	Range	14-15	11-16
	% Correct	68%	65%
Instructional Process (21)	Mean	14	16
	Range	14-15	13-18
	% Correct	68%	75%
Assessment (14)	Mean	8	10
	Range	4-11	7-13
	% Correct	58%	71%
Professional Development Leadership and Community (14)	Mean	10	10
	Range	9-12	8-13
	% Correct	74%	72%
Analysis of Instructional Scenarios (16)	Mean	15	13
	Range	12-16	11-15
	% Correct	92%	80%

### 9.1.1 Analysis of Data and Plan for Continuous Improvement

2023-2024:

Completer means for the last four cycles of data have fallen just below the mean National Mean Score (176) with Fall 2022=175, Spring 2023=169, Fall 2023=173, and Spring 2024=173. The first time pass rate dropped below benchmark of 80% in Spring 2024 (63%). Faculty are being intentional concerning the implementation of topics embedded within EDUC 203, EDUC 204, and EDUC 315/317/318 courses to ensure that candidates are better prepared for the topics covered on the exam.

## 10 Assessment and Benchmark The Learner and Learning

Benchmark: A minimum of 80% of candidates will meet benchmark (3.00) when applying critical concepts and principles of learner development (InTASC 1), learning differences (InTASC 2), and creating safe and supportive learning environments (InTASC 3) in order to work effectively with diverse P-12 students and their families.

## 10.1 Data

	Semester/Year	n	Met
InTASC Standard 1	Fall 2023	3	100%
	Spring 2024	13	75%
InTASC Standard 2	Fall 2023	3	66.67%
	Spring 2024	13	70.83%
InTASC Standard 3	Fall 2023	3	93.48%
	Spring 2024	13	90.91%
The Learner and Learning	Fall 2023	2	91.97%
	Spring 2024	13	87.95%

### 10.1.1 Analysis of Data and Plan for Continuous Improvement

2023-2024:

For the Learner and Learning, 92% (Fall 2023) and 88% (Spring 2024) of candidates met benchmark on assessment items relevant to InTASC Standards 1, 2, and 3. InTASC Standard 2 is an area for refinement for candidates Fall 2023 (67%) and Spring 2024 (71%) and InTASC Standard 3 is an area of reinforcement Fall 2023 (94%) and Spring 2024 (91%). 240 Tutoring credits have been implemented within the Curriculum and Planning course as a mid-term grade beginning in Fall 2024. In the Spring 2025 semester, the full teaching cycle assessment will also be added to the practicum in elementary course.

## 11 Assessment and Benchmark Content

Assessment: Content

Benchmark: A minimum of 80% of candidates will know central concepts of their content area (InTASC 4) and apply the content in developing equitable and inclusive learning experiences (InTASC 5) for diverse P-12 students.

### 11.1 Data

	Semester/Year	n	Met
InTASC Standard 4	Fall 2023	3	100%
	Spring 2024	13	62.50%
InTASC Standard 5	Fall 2023	3	89.58%
	Spring 2024	13	93.75%
Content	Fall 2023	3	93.58%
	Spring 2024	13	82.03%

### 11.1.1 Analysis of Data and Plan for Continuous Improvement

2023-2024:

94% (Fall 2023) and 82% (Spring 2024) of completers met benchmark in Content. Fall 2023 completers met benchmark for both InTASC Standards 4 and 5. Spring 2024 completers met benchmark for InTASC Standard 5, but fell below the benchmark with only 63% meeting benchmark on the elements aligned to InTASC Standard 4. Candidates will be assessed with the Domain 5 content specific rubric for all observations within the program. This will provide specific feedback on the knowledge and application of content within the classroom.

## 12 Assessment and Benchmark Instructional Practice

Benchmark: A minimum of 80% of candidates will assess (InTASC 6), plan for instruction (InTASC 7), and utilize a variety of instructional strategies (InTASC 8) to provide equitable and inclusive learning experiences for diverse P-12 students.

## 12.1 Data

	Semester/Year	n	Met
InTASC Standard 6	Fall 2023	3	98.48%
	Spring 2024	13	82.76%
InTASC Standard 7	Fall 2023	3	100%
	Spring 2024	13	75%
InTASC Standard 8	Fall 2023	3	95.24%
	Spring 2024	13	66.67%
Instructional Practice	Fall 2023	3	96.32%
	Spring 2024	13	73%

### 12.1.1 Analysis of Data and Plan for Continuous Improvement

2023-2024:

Data from 2023-2024 shows a decrease in the percentage of candidates meeting the benchmark on the InTASC Standards related to Instructional Practice. For Fall 2023, 96% of completers met the benchmark, but overall, only 73% met the benchmark for the combined standards (InTASC 6, 7, and 8). Specifically, 98% met the benchmark for InTASC 6, 100% for InTASC 7, and 95% for InTASC 8 in Fall 2023. However, only 83% of overall completers met the benchmark for InTASC 6, 75% for InTASC 7, and 67% for InTASC 8.

Feedback from candidates indicated difficulties in completing multiple teaching cycles throughout the program. In response, during Summer 2023, the faculty reviewed the program and restructured the Teaching Cycle tasks across coursework to better prepare candidates for these requirements. Sections of the Teaching Cycle have now been integrated into methods courses to support the Residency I Performance Portfolio. Starting Spring 2025, the Elementary Practicum (EDUC 425) will include the full teaching cycle.

## 13 Assessment and Benchmark Professional Responsibility

Benchmark: A minimum of 80% of candidates will engage in professional learning, act ethically (InTASC 9), take responsibility for student learning, and collaborate with others (InTASC 10) to work effectively with diverse P-12 students and their families.

### 13.1 Data

	Semester/Year	n	Met
InTASC Standard 9	Fall 2023	3	100%
	Spring 2024	13	98.44%
InTASC Standard 10	Fall 2023	3	100%
	Spring 2024	13	100%
Professional Responsibility	Fall 2023	3	100%
	Spring 2024	13	98.95%

### 13.1.1 Analysis of Data and Plan for Continuous Improvement

2023-2024:

Data from the 2023-2024 academic year shows that 100% of Fall 2023 completers and 99% of Spring 2024 completers met the benchmark on standards related to Professional Responsibility. Beginning in Fall 2025, the observation assessment used for evaluations will transition to the Louisiana Aspiring Educators Rubric. As this new assessment is implemented, a backward design approach will be used to better integrate InTASC Standards 9 and 10 into more program coursework, allowing candidates to practice and develop proficiency before their Residency.