



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

Cycles included in this report:

Jun 1, 2024 to May 31, 2025

Program Name: Elementary Education Grades 1-5 [BS] [ELEM]**Reporting Cycle: Jun 1, 2024 to May 31, 2025****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.

2024-2025:

Faculty met to review the Praxis PLT topics and placed them within coursework with the initial teacher education programs. All completers within the 24-25 academic year passed the Praxis Principles of Learning and Teaching exam on the first attempt.

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.

2024-2025:

The EPP had their CAEP accreditation site visit in the fall 2024 semester. Programs were approved with no stipulations and no areas for improvement.

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

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.

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
2024-2025	24	4	5	9

* 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.

2024-2025:

The benchmark was not met as there continues to be a decreasing trend in the number of candidates officially accepted into the program each academic year as well as the number of those completing the program.

The EPP is recruiting for the elementary education program, both traditional and online. Additionally, Praxis study materials have been implemented into coursework to assist candidates in passing exams. Effective 2025-2026, we will no longer assess this benchmark.

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.

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%

2024-2025:

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	4	171-185	177	170	y	4	100%
	5003	157	4	174-196	181	172	y	4	100%
	5004	155	4	155-170	165	166	n	4	100%
	5005	159	4	163-176	171	169	y	2	50%
Spring	5002	157	5	161-173	169	170	n	4	80%
	5003	157	5	158-192	180	172	y	5	100%
	5004	155	5	156-170	164	166	n	2	50%
	5005	159	5	161-179	166	169	n	3	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.

2024-2025:

2 areas were below the 80% benchmark in F24 and F25 – social studies and science. Social studies was deficient in F25. Science grew to 75% in F25 but was still below the 80% target. Math was consistently at 100%, reading was at 100% in F24 and 80% in F25.

Continue to monitor praxis content alignment in all content courses. EDUC 224 and EDUC 225 will be required for completion of program. Effective 2025-2026, we will no longer assess this benchmark.

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	Fall 2024	Spring 2025
Overall Score Information	Number	3	8	4	5
	Mean	173	173	168	171
	Range	171-175	164-179	163-174	164-178
	% Pass 1st attempt	100% 3/3	63% 5/8	100% 4/4	100% 5/5
	% Pass prior to ST/Intern	100%	100%	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%		

Test #	Cycle	Passing Score Required	n	EPP Range of Passing Scores Only	EPP Cycle Mean	2022-2023 National Median	EPP Mean National Median	EPP Pass First Attempt	
								#	%
5622	F23	160	3	171-175	173	176	N	3	100%
	S24	160	8	164-179	173	176	N	5	63%
	F24	160	4	163-174	168	176	N	4	100%
	S25	160	5	164-178	171	176	N	5	100%

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.

2024-2025:

Analysis of Data F24 and F25 show 100% passing rate on first attempt. Plan for Continuous Improvement – continue to monitor PLT aligned course work in EDUC 203, 204, and 317. 240 Tutoring is assigned in EDUC 200. Effective 2025-2026, we will no longer assess this benchmark.

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%

	Semester/Year	n	Met
InTASC Standard 1	Fall 2024	4	100%
	Spring 2025	5	100%
InTASC Standard 2	Fall 2024	4	100%
	Spring 2025	5	85%
InTASC Standard 3	Fall 2024	4	98%
	Spring 2025	5	89%
The Learner and Learning	Fall 2024	4	98%
	Spring 2025	5	89%

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.

2024-2025:

Candidates were consistently above benchmark for all three standards. Standard 1 reported at 100% for F24/S25. Standard 2 was reported at 100% for F24 and 85% for S25. Standard 3 was reported at 97% for F24 and 89% for S25.

Moving forward we are revising major assessments in Residency 1, 2 and portfolio to align with the Louisiana Aspiring Educators Rubric (LAER). Effective 2025-2026, we will no longer assess this benchmark.

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%

	Semester/Year	n	Met
InTASC Standard 4	Fall 2024	4	100%
	Spring 2025	5	85%
InTASC Standard 5	Fall 2024	4	90%
	Spring 2025	5	30%
Content	Fall 2024	4	92%
	Spring 2025	5	82%

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.

2024-2025:

Candidates met or exceeded benchmark for standards 4 and 5. Standard 4 for F24 was reported as 100% and S25 85%. Standard 5 for F24 was 89% and S25 was 80%. Candidates were consistently above benchmark. Moving forward we are revising major assessments in Residency 1, 2 and portfolio to align with the Louisiana Aspiring Educators Rubric (LAER). Effective 2025-2026, we will no longer assess this benchmark.

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%

	Semester/Year	n	Met
InTASC Standard 6	Fall 2024	4	85%
	Spring 2025	5	87%
InTASC Standard 7	Fall 2024	4	100%
	Spring 2025	5	100%
InTASC Standard 8	Fall 2024	4	79%
	Spring 2025	5	77%
Instructional Practice	Fall 2024	4	83%
	Spring 2025	5	83%

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.

2024-2025:

Candidates successfully met Standard 6 with F24 85% and S25 86% and Standard 7 with 100% for both semesters. Candidates were unsuccessful in meeting Standard 8 – F24 79% and S25 at 76%. Candidates were consistently above benchmark. Moving forward we are revising major assessments in Residency 1, 2 and portfolio to align with the Louisiana Aspiring Educators Rubric (LAER). Effective 2025-2026, we will no longer assess this benchmark.

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%

	Semester/Year	n	Met
InTASC Standard 9	Fall 2024	4	97%
	Spring 2025	5	100%
InTASC Standard 10	Fall 2024	4	100%
	Spring 2025	5	100%
Professional Responsibility	Fall 2024	4	98%
	Spring 2025	5	100%

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.

2024-2025:

Candidates scored above benchmark for Standard 9 – F24 at 96% and S25 at 100%. Standard 10 was reported at 100% for both F24 and S25.

Candidates were consistently above benchmark. Moving forward we are revising major assessments in Residency 1, 2 and portfolio to align with the Louisiana Aspiring Educators Rubric (LAER). Effective 2025-2026, we will no longer assess this benchmark.