Academically Gifted Education [AGFT]

Cycles included in this report:
Jun 1, 2020 to May 31, 2021

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Program Name: Academically Gifted Education [AGFT]

Reporting Cycle: Jun 1, 2020 to May 31, 2021

1 Is this program offered via Distance Learning?

100% Distance only

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

2016-2017:
New assessments were added this year to track student learning.
After a review of the 2016-2017 data it was determined that in order to strengthen the program pre and post-assessments for all of the courses in the program will be created using the Objectives/ Student Learning Outcomes. This will be a self-assessment, but where students write comments on their pre-assessment data (this is something they want to learn more about or need to learn more about) and post-assessment data (stating where they feel they've improved and what more could be added to the course to meet these SLOs.

2017-2018:
Review of the data from 2017-2018 data showed that candidates were performing effectively on the assignments. However, in order to delve deeper into the outcomes and performance objectives, future data will be reported at the rubric element level so that data driven improvements can be made.

2018-2019:
Review of the data reported for 2018-2019 showed that candidates are performing well on the assignments in the program. In addition, data collected by the instructor as a pre- and post-assessment within the courses indicated considerable growth from week one to week seven of the courses. In addition, qualitative data was collected with recommendations and comments that will be used to revise the course for the next offering.

2019-2020:

2020-2021:
The Academically Gifted Graduate Certificate contains coursework that is beneficial to not only designated gifted education teachers, but also for regular education teachers with gifted students in their classroom. Program coursework has been reviewed to encompass a wider range of implementation and therefore a broader potential candidate base.

4 Program Highlights from the Reporting Year

2016-2017:
This is a new program in the early stages of development.
In the spring of 2017 began advertising for a three semester on-line cohort for a gifted education certificate. Final reflection journals have been established in all courses in the sequence to provide narrative data for updating and improving courses.

2017-2018:
There has been an increased interest in the Academically Gifted program over the past year. Enrollment numbers have increased and the EPP will continue to promote the program.

2018-2019:

There has been a great deal of positive feedback collected on the courses offered in Academically Gifted Education. The instructor aligned the assignments to the standards and the feedback from students has been very positive.

2019-2020:

2020-2021:
Although enrollment in the Academically Gifted Graduate Certificate program is low, the Academically Gifted C&I concentration currently has the largest enrollment numbers of the C&I programs. The courses in the C&I concentration and GC courses are the same, therefore demonstrating a continued interest in the area of Academically Gifted Education.

5 Program Mission

The McNeese Gifted Education Certificate program is dedicated to teaching the foundations of gifted education, the development and characteristics of learners and how these differences may result in individual learning differences that require specific instructional strategies. We will ensure that our candidates understand how learning environments, social interaction, language /communication and overall planning can contribute to gifted students intellectual, social and emotional well-being. Further, our candidates will demonstrate professionalism collaborating with all stakeholders and improving their instruction using deliberate practice.

6 Institutional Mission Reference

While McNeese State University is primarily a teaching institution of the undergraduate students, the gifted certificate does serve the regional K-12 educational employers and educational communities in its region. Admission into the program requires that the student either be a current graduate student or have a previous Master's degree.

7 Assessment and Benchmark EDUC 686 Case Study

Assessment: Graduates will understand the evidenced based principles and theories, relevant laws and policies and diverse and historical points of view in gifted education as well as the variations in characteristics and development between and among gifted learners (NAGC 1 & 2); how learning environments, social interaction, and language/communication can contribute to gifted students intellectual, social, and emotional well-being (NAGC 5 & 6). Graduate students also share a short video where they talk about their case study and what they have learned with their peers. Graduate students are asked to respond thoughtfully to two videos.
Alignment: NAGC 1 & 2

Benchmark: Candidates will score a 90% passing grade or higher on the EDUC 686 Characteristics of the Gifted Case Study.

Prior to 2016-2017, the assessment was the EDUC 686 final exam.

Outcome Links

Foundations of Gifted Education [Program]
Graduate will understand the evidenced based principles and theories, relevant laws and policies and diverse and historical points of view in gifted education as well as the variations in characteristics and development between and among gifted learners (NAGC 1 & 2) ; how learning environments, social interaction, and language /communication can contribute to gifted students intellectual, social and emotional well-being(NAGC 5 &6)

7.1 Data Final Exam

Academic Year	Students with 90%		Benchmark met?
	#	%	
2016-2017	10/10	100%	Yes
2017-2018	9/10	90%	No
2018-2019	5/8	63%	No
2019-2020	—	—	—
2020-2021	—	—	—

7.1.1 Analysis of Data and Plan for Continuous Improvement

2015-2016:
Beginning in fall of 2016 data collection will come from a rubric used to grade a case study. Data will be aggregated using each of the components of the rubric.

2016-2017:
100% of the students received 90% or higher on the case study. The rubric for this assignment was reviewed and it was determined that it is basic in requirements and will be updated prior to the fall of 2017, when this course is offered, to better show the knowledge, skill and disposition growth of the graduate student applied to a real individual.

2017-2018:
The benchmark was not met. One out of the ten students enrolled in this course did not meet the benchmark of scoring a 90% or better on the EDUC 686 Characteristics of the Gifted Case Study.

Moving forward, the rubric elements will be included in the assessment plan. Student and course performance data will be analyzed so that areas of strength and improvement can be determined in this course. Benchmarks will be set for the elements on the rubric.

Behavioral and measurable recommendations to meet the above goal: The rubric elements will be reported and a chart will be created to analyze the strengths and areas for improvement of the candidates measured within the assessment. The areas of strengths and improvement will be used to determine changes in course content and/or instruction.

2018-2019:
The benchmark was not met. Only five out of the eight students enrolled in the course scored a 90% or better on the EDUC 686 Characteristics of the Gifted Case Study.

The goal for 2019-2020 will be to create a template/Excel spreadsheet for the EDUC 686 Characteristics of the Gifted Case Study results to be entered into for a more in depth analysis. The recommendation from the previous year was not fully implemented. A rubric was used to grade candidate performance; however, analysis by elements were not completed. Therefore, to reach the goal for 2019-2020, the instructor for the course will create a spreadsheet based on the rubric with data entered for each student. The data will then be analyzed by rubric element and/or the standard to which they are aligned. This data will be reported in the assessment plan.

The accreditation specialist will send all completed assessment plans to program coordinators during the fall semester and ask them to distribute to all faculty members teaching within the program. This will ensure better communication of yearly expectations of implementations and data to be collected.

2019-2020:

2020-2021:
There were no completers in the 2020-2021 academic year and therefore no new data was reported. Data on the assessment is being collected and submitted along with an analysis for the enrolled candidates at the end of each semester.

Past data was reported on all candidates enrolled in the courses. Moving forward, for consistency, completer data will be reported for the candidates with rubric elements and scores identified.

8 Assessment and Benchmark EDUC 687 Face-to-Face Dialogue

Assessment: Graduate will understand the evidenced based principles and theories, relevant laws and policies and diverse and historical points of view in gifted education as well as the variations in characteristics and development between and among gifted learners (NAGC 1 & 2); how learning environments, social interaction, and language/communication can contribute to gifted

students intellectual, social, and emotional well-being (NAGC 5 &6). Students also share with peers a short video of themselves giving an overview of their dialogue and outcomes. The Data would come from the Dialogue final paper.

Benchmark: Candidates will score an average of 90% or higher on the Individual Student Case Study in EDUC 687: Social and Emotional Needs of the Gifted.

Outcome Links

Foundations of Gifted Education [Program]
Graduate will understand the evidenced based principles and theories, relevant laws and policies and diverse and historical points of view in gifted education as well as the variations in characteristics and development between and among gifted learners (NAGC 1 & 2) ; how learning environments, social interaction, and language /communication can contribute to gifted students intellectual, social and emotional well-being(NAGC 5 &6)

8.1 Data

Term	Students with 90%		Benchmark met?
	#	%	
Fall 2015	4/5	80%	No
Fall 2016	9/10	90%	Yes
Fall 2017	6/6	100%	Yes
Fall 2018	8/10	80%	No
Fall 2019	—	—	—
Fall 2020	—	—	—

8.1.1 Analysis of Data and Plan for Continuous Improvement

2015-2016:
Benchmark not met. A rubric will be created in order to further analyze the data for areas of need.

2016-2017:
The assessment for EDUC 687 is now a face-to-face dialogue (based on Jean S. Peterson's 'Talking with Gifted Teens' or Christine Fonseca's 'I'm not Just Giftee: Social-Emotional Curriculum for Guiding Gifted Children') with colleagues/peers or students and a final paper discussing this dialogue, integrating research on a specific social/emotional or guidance /counseling topic relevant to the graduate student's context.
The rubric for this assignment will be updated to analyze data for areas of need for the spring of 2017.

2017-2018:
The benchmark was met.
100% (6 out of 6) of the candidates scored 90% or higher on the EDUC 687: Face-to-Face Dialogue Assignment. Although all students made a passing score, it is difficult to do a true analysis of the topics covered on the assessment and determine any strengths or areas for improvement without the breakdown of the scoring rubric.

For 2018-2019, the data rubric will be included in the assessment plan and candidate and course performance data will be analyzed so that areas of strength and improvement can be determined for the assignment. Data analysis will drive improved instruction or modifications of the assessment.

2018-2019:
The benchmark was not met. Eight out of ten students enrolled in the course scored a 90% or better on the EDUC 687 Face-to-Face Dialogue Assignment.

The goal for 2019-2020 will be to create a template/ Excel spreadsheet for the EDUC 687 Face-to-Face Dialogue Assignment results to be entered into for a more in depth analysis.

The recommendation from the previous year was not fully implemented. A rubric was used to grade candidate performance; however, analysis by elements were not completed. Therefore, to reach the goal for 2019-2020, the instructor for the course will create a spreadsheet based on the rubric with data entered for each student. The data will then be analyzed by rubric element and/or the standard to which they are aligned. This data will be reported in the assessment plan.

The accreditation specialist will send all completed assessment plans to program coordinators during the fall semester and ask them to distribute to all faculty members teaching within the program. This will ensure better communication of yearly expectations of implementations and data to be collected.

2019-2020:

2020-2021:
There were no completers in the 2020-2021 academic year and therefore no new data was reported. Assessment data is being collected and submitted along with an analysis for the enrolled candidates at the end of each semester.

Past data was reported on all candidates enrolled in the courses. Moving forward, for consistency in reporting across programs, completer data will be submitted with rubric elements and scores identified for the assessment plan.

9 Assessment and Benchmark EDUC 689 Creativity Portfolio, Theorist & Theories

Assessment: Creativity portfolio, Theorist & Theories for EDUC 689 Creative Thinking and Problem Solving (NAGC 3,4 & 7).
This course is not specific for teachers of the gifted, but there are choices of activities to apply this to gifted. These choices include discussions/integration of variations in characteristics and development between/among gifted learners, a great deal on learning environments, social interaction and language/communication contributing to gifted students intellectual, social and emotional well-being. The Data would come from a portfolio of items from this course.

Benchmark: Candidates will score a minimum of 90% on the creativity portfolio, Theorist & Theories for EDUC 689: Creative Thinking and Problem Solving (NAGC 3,4 & 7).

Outcome Links

Foundations of Gifted Education [Program]
Graduate will understand the evidenced based principles and theories, relevant laws and policies and diverse and historical points of view in gifted education as well as the variations in characteristics and development between and among gifted learners (NAGC 1 & 2) ; how learning environments, social interaction, and language /communication can contribute to gifted students intellectual, social and emotional well-being(NAGC 5 &6)

9.1 Data

Term	Students with 90%		Benchmark met?
	#	%	
Fall 2015	6/6	100%	Yes
Fall 2016			

Term	Students with 90%		Benchmark met?
	#	%	
Fall 2015	6/6	100%	Yes
Fall 2016	9/9	100%	Yes
Fall 2017	8/8	100%	Yes
Fall 2018	4/4	100%	Yes
Fall 2019	—	—	—
Fall 2020	—	—	—

9/9100%Yes
Fall 20178/8100%YesFall 20184/4100%YesFall 2019 Fall 20200

9.1.1 Analysis of Data and Plan for Continuous Improvement

2015-2016:
Beginning with the summer of 2017, the creativity portfolio will come from more than one item of the portfolio.

2016-2017:
For a more in-depth discussion and integration of variations in characteristics and development between and among the gifted learner, the Creativity Portfolio for this course was updated to be two-fold. One part of the Portfolio includes a series of classroom lessons and a Reflection Paper showing integration of the ideas and assignments within the graduate student's professional context (teaching). The second part of the Portfolio includes a Personal Creativity Project and reflection showing integration of the concepts of creativity into the graduate student's personal context, with the understanding that teachers improve their support and enhancement of creativity when they are also doing their own creative work.

2017-2018:
The benchmark was met for this assessment. 100% of the candidates received a 90% or above on the EDUC 689 Creativity Portfolio. For 2018-2019, the rubrics will be included in the assessment plan and candidate and course performance data will be analyzed to determine areas of strength and improvement. The results of the data will be used to improve instruction and make improvements to the assessment.

2018-2019:
The benchmark was met for this assessment. 100% of the candidates received a 90% or above on the EDUC 689 Creativity Portfolio.

The goal for 2019-2020 will be to create a template/Excel spreadsheet for the EDUC 689 Creativity Portfolio results to be entered into for a more in depth analysis.
The recommendation from the previous year was not fully implemented. A rubric was used to grade candidate performance; however, analysis by elements were not completed. Therefore, to reach the goal for 2019-2020, the instructor for the course will create a spreadsheet based on the rubric with data entered for each student. The data will then be analyzed by rubric element and/or the standard to which they are aligned. This data will be reported in the assessment plan.

The accreditation specialist will send all completed assessment plans to program coordinators during the fall semester and ask them to distribute to all faculty members teaching within the program. This will ensure better communication of yearly expectations of implementations and data to be collected.

2019-2020:

2020-2021:
There were no completers in the 2020-2021 academic year and therefore no new data was reported. Assessment data is being collected and submitted along with an analysis for the enrolled candidates at the end of each semester.

Past data was reported on all candidates enrolled in the courses. Moving forward, for consistency in reporting across programs, completer data will be submitted with rubric elements and scores identified for the assessment plan.

10 Assessment and Benchmark EDUC 688 Final Project

Assessment: Will identify individual learning differences, specific instructional strategies and how long-term planning can benefit students intellectually and creatively (NAGC 3, 4 & 7). An ongoing curriculum project where teacher and student needs are identified (including a student pre-assessment determined), a curriculum model is chosen and researched, put into place (if

possible) and evaluated. Each week the graduate student does one more component of the project and at the end does a formal write-up compiling all the pieces into a Curriculum Project Paper. The student also shares this in a short video online with peers. A series of short practical applications based on readings and a variety of new strategies. These can be narrative essays or lesson plans, as the student chooses.

Benchmark: Candidates will score a minimum of 90% on the final project for EDUC 688: Methods for teaching the Academically Gifted (NAGC 3,4 & 7)

Outcome Links

Instructional Strategies and Planning [Program]
The student will identify individual learning differences, specific instructional strategies, and how long-term planning can benefit students intellectually and creatively (NAGC 3, 4 & 7)

10.1 Data

Term	Students with 90%		Benchmark met?
	#	%	
Fall 2015	6/9	67%	No
Fall 2016	7/7	100%	Yes
Fall 2017	6/6	100%	Yes
Fall 2018	3/4	75%	No
Fall 2019	—	—	—
Fall 2020	—	—	—

10.1.1 Analysis of Data and Plan for Continuous Improvement

2015-2016:
Benchmark not met. Beginning with the fall of 2017, data will be collected from the rubric used to grade the each component of the final project. This will provide specific information on how to assist those students that did not meet the benchmark.

2016-2017:
This benchmark was met; however, beginning in spring of 2018 Pre and Post Assessment information with graduate student comments (pre) and reflection (post) will provide narrative information on each component of this SLO.

2017-2018:
The benchmark was met. 100% (6 out of 6) of the candidates scored a 90% or above on the EDUC 699: Final Project. For 2018-2019, rubric elements will be included in the assessment plan and analyzed to determine strengths and areas for improvement in student performance on the elements included in the assessment.

2018-2019:
The benchmark was not met. Three out of four students enrolled in the course scored 90% or better on the EDUC 688 Final Project.

The goal for 2019-2020 will be to create a template/Excel spreadsheet for the EDUC 688 Final Project Assignment results to be entered into for a more in depth analysis.
The recommendation from the previous year was not fully implemented. A rubric was used to grade candidate performance; however, analysis by elements were not completed. Therefore, to reach the goal for 2019-2020, the instructor for the course will create a spreadsheet based on the rubric with data entered for each student. The data will then be analyzed by rubric element and/or the standard to which they are aligned. This data will be reported in the assessment plan.

The accreditation specialist will send all completed assessment plans to program coordinators during the fall semester and ask them to distribute to all faculty members

teaching within the program. This will ensure better communication of yearly expectations of implementations and data to be collected.

2019-2020:

2020-2021:
There were no completers in the 2020-2021 academic year and therefore no new data was reported. Assessment data is being collected and submitted along with an analysis for the enrolled candidates at the end of each semester.

Past data was reported on all candidates enrolled in the courses. Moving forward, for consistency in reporting across programs, completer data will be submitted with rubric elements and scores identified for the assessment plan.

11 Assessment and Benchmark EDUC 690 Practicum Field Experience Final Project

Assessment: Candidates will demonstrate professionalism by collaborating with all stakeholders and improving their instruction using deliberate practice during the practicum experience (NAGC 8, 9 & 10).

Benchmark: Candidates will score a minimum of 90% on the final project for EDUC 690 Practicum Field Experience final project (NAGC 8, 9 & 10).

Outcome Links

Professionalism [Program]
Candidates will demonstrate professionalism by collaborating with all stakeholders and improving their instruction using deliberate practice during the practicum experience. (NAGC 8, 9 & 10)

11.1 Data

Term	Students with 90%		Mean score
	#	%	
Spring 2016	—	—	—
Spring 2017	2/3	66%	92%
Spring 2018	3/3	100%	100%
Spring 2019	—	—	—
Spring 2020	—	—	—
Spring 2021	—	—	—

11.1.1 Analysis of Data and Plan for Continuous Improvement

2015-2016:
There were no students enrolled in EDUC 690 for spring 2016.

2016-2017:
This benchmark was not met. It has been decided the rubric will be updated to include a collaboration component. This final course reflection journal will request student comments on their collaboration throughout the project which will further assist the candidate in meeting this SLO.

This course will also incorporate a pre and post assessment that will gather data on graduate students' understanding of and use of collaboration and deliberate practice. It will also pinpoint areas of improvement for this course in the future.

2017-2018:
The benchmark was met. Three out of three candidates scored a 90% or above on the EDUC 690 Practicum Field Experience Final Project. For 2018-2019, the scores on the

elements of the rubric for the assessment will be analyzed for strengths and areas for improvement. As a result of the data analysis, changes in the assessment, instructions, or rubric will be made as needed.

2018-2019:
EDUC 690 was not offered during the 2018-2019 academic year.

Moving forward a rubric will be used to grade candidate performance and analyze performance by elements. To reach the goal for 2019-2020, the instructor for the course will create a spreadsheet based on the rubric with data entered for each student. The data will then be analyzed by rubric element and/or by the standards to which they are aligned. This data will be reported in the assessment plan.

The accreditation specialist will send all completed assessment plans to program coordinators during the fall semester and ask them to distribute to all faculty members teaching within the program. This will ensure better communication of yearly expectations of implementations and data to be collected.

2019-2020:

2020-2021:
There were no completers in the 2020-2021 academic year and therefore no new data was reported. Assessment data is being collected and submitted along with an analysis for the enrolled candidates at the end of each semester.

Past data was reported on all candidates enrolled in the courses. Moving forward, for consistency in reporting across programs, completer data will be submitted with rubric elements and scores identified for the assessment plan.

End of report