



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 certification 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

Undergraduate Programs	Enrolled (with 200 Packet)			Completers		
	2015-2016	2016-2017	2017-2018	2015-2016	2016-2017	2017-2018
ECHD	109	89	78	24	23	23
ELEM	93	80	72	23	21	19
Total	202	169	150	47	44	42

*Baseline data starting at spring 2014.

**Data used is from spring enrollments.

2015-2016 Enrollment (with 200 packet) and Completers:

Major	Summer					Fall					Spring				
	S	J	Sr	T	CMP	S	J	Sr	T	CMP	S	J	Sr	T	CMP
ECHD															
ELEM															
Grand Total															

2016-2017 Enrollment (with 200 packet) and Completers:

Major	Summer					Fall					Spring				
	S	J	Sr	T	CMP	S	J	Sr	T	CMP	S	J	Sr	T	CMP
ECHD															
ELEM															
Grand Total															

2017-2018 Enrollment (with 200 packet) and Completers:

Major	Summer					Fall					Spring				
	S	J	Sr	T	CMP	S	J	Sr	T	CMP	S	J	Sr	T	CMP
ECHD															
ELEM															
Grand Total															

2018-2019 Enrollment (with 200 packet) and Completers:

Major	Summer					Fall					Spring				
	S	J	Sr	T	CMP	S	J	Sr	T	CMP	S	J	Sr	T	CMP
ECHD					0					12					16
ELEM					0					18					12
Grand Total					0					30					28

2019-2020 Enrollment (with 200 packet) and Completers:

Major	Summer					Fall					Spring				
	S	J	Sr	T	CMP	S	J	Sr	T	CMP	S	J	Sr	T	CMP
ECHD					0					4					19
ELEM					0					8					9
Grand Total					0					12					28

2020-2021 Enrollment (with 200 packet) and Completers:

Major	Summer					Fall					Spring				
	S	J	Sr	T	CMP	S	J	Sr	T	CMP	S	J	Sr	T	CMP
ECHD	2	7	3	12	0	3	18	25	46	9	0	12	23	35	8
ELEM	3	4	5	12	0	11	21	23	55	2	5	16	32	53	11
Grand Total	5	11	8	24	0	14	39	48	101	11	5	28	55	88	19

2021-2022 Enrollment (with 200 packet) and Completers:

Major	Summer					Fall					Spring				
	S	J	Sr	T	CMP	S	J	Sr	T	CMP	S	J	Sr	T	CMP
ECHD															
ELEM															
Grand Total															

Percentage Change between 2017-2018:

Major	Fall	Total	% Change
ECHD	2017		
	2018		
ELEM	2017		
	2018		
Total	2017		
	2018		

Percentage Change between 2018-2019:

Major	Fall	Total	% Change
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ECHD	2018		
	2019		
ELEM	2018		
	2019		
Total	2018		
	2019		

Percentage Change between 2019-2020:

Major	Fall	Total	% Change
ECHD	2019		
	2020		
ELEM	2019		
	2020		
Total	2019		
	2020		

Percentage Change between 2020-2021:

Major	Fall	Total	% Change
ECHD	2020		
	2021		
ELEM	2020		
	2021		
Total	2020		
	2021		

1.1.1 Analysis of Data and Plan for Continuous Improvement

2017-2018:

The benchmark was not met.

In the fall 2017, DEP faculty had several new initiatives to recruit candidates to the baccalaureate programs. Geaux Teach was held in the spring of 2018 which brought over 40 local high school students to campus to learn about McNeese and the education programs offered. DEP was represented at the Sulphur High School Career Fair in the spring 2018. Sisters of STEAM was also held in the spring of 2018 that targeted minority students and provided mentorship to potential STEAM and MSU students. The Recruitment Committee was also established in the fall of 2017 to organize opportunities for recruitment.

In the upcoming year, the recruitment committee will once again host Geaux Teach (plan to invite a larger number of students this year), attend Sulphur High School Career Day and attend at least one more similar opportunity at other area high schools, and we have requested that the Department of Education Professions be represented on billboards promoting the teaching profession.

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:

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)
 - SEAG - Agriculture (inactive effective 201940)
 - SEBI - Biology (inactive effective 201940)
 - SEBU - Business (inactive effective 201940)
 - SECH - Chemistry (inactive effective 201940)
 - SECI - Chinese (inactive effective 201940)
 - SEEG - English (inactive effective 201940)
 - SEEV - Environmental Science (inactive effective 201940)
 - SEFR - French (inactive effective 201940)
 - SELA - Latin (inactive effective 201940)
 - SEMA - Mathematics (inactive effective 201940)
 - SESS - Social Studies (inactive effective 201940)
 - SESP - Spanish (inactive effective 201940)

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 - Elementary Education Grades 1-5, PBC
- IMMA - Middle School Education Grades 4-8 [Math], PBC
- IMSC - Middle School Education Grades 4-8 [Science], PBC
- ISAG - Secondary Education Grades 6-12 [Agriculture], PBC
- ISBI - Secondary Education Grades 6-12 [Biology], PBC
- ISBU - Secondary Education Grades 6-12 [Business], PBC
- ISCH - Secondary Education Grades 6-12 [Chemistry], PBC
- ISEG - Secondary Education Grades 6-12 [English], PBC
- ISEV - Secondary Education Grades 6-12 [Environmental Science], PBC
- ISFR - Secondary Education Grades 6-12 [French], PBC (inactive effective 201940)
- ISGS - Secondary Education Grades 6-12 [General Science], PBC
- ISMA - Secondary Education Grades 6-12 [Mathematics], PBC
- ISSS - Secondary Education Grades 6-12 [Social Studies], PBC
- ISSP - Secondary Education Grades 6-12 [Spanish], PBC (inactive effective 201940)
- PTEE - Elementary Education Grades 1-5 (Practitioner Teacher Certification), PBC (inactive effective 201940)
- PTBI - Secondary Education Grades 6-12 [Biology] (Practitioner Teacher Certification), PBC (inactive effective 201940)
- PTCH - Secondary Education Grades 6-12 [Chemistry] (Practitioner Teacher Certification), PBC (inactive effective 201940)
- PTEG - Secondary Education Grades 6-12 [English] (Practitioner Teacher Certification), PBC (inactive effective 201940)
- PTFR - Secondary Education Grades 6-12 [French] (Practitioner Teacher Certification), PBC (inactive effective 201940)
- PTGS - Secondary Education Grades 6-12 [General Science] (Practitioner Teacher Certification), PBC (inactive effective 201940)

- PTMA - Secondary Education Grades 6-12 [Mathematics] (Practitioner Teacher Certification), PBC (inactive effective 201940)
- PTPH - Secondary Education Grades 6-12 [Physics] (Practitioner Teacher Certification), PBC (inactive effective 201940)
- PTSS - Secondary Education Grades 6-12 [Social Studies] (Practitioner Teacher Certification), PBC (inactive effective 201940)
- PTSP - Secondary Education Grades 6-12 [Spanish] (Practitioner Teacher Certification), PBC (inactive effective 201940)
- PTMM - Middle School Education Grades 4-8 [Math] (Practitioner Teacher Certification), PBC (inactive effective 201940)
- PTMS - Middle School Education Grades 4-8 [Science] (Practitioner Teacher Certification), PBC (inactive effective 201940)

2.1 Data

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

	SGSO	–	0	0	0	0	0	0			
	SMAO	–	0	2	1	0	0	0			
	SSSO	–	0	1	0	0	1	1			
	Total		1	19	16	0	12	7			
	Grand Total		25	53	39	5	39	22			

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		
SMAO	2019	2	-100%	

		2020	0	
	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		
		2021		
	SEDO	2020		
		2021		
PBC	IAAR	2020		
		2021		
	IAHP	2020		
		2021		
	IAMI	2020		
		2021		
	IAMV	2020		
		2021		
	ELMO	2020		
		2021		
	MMAO	2020		
		2021		
	MSCO	2020		
		2021		
	SAGO	2020		
		2021		
	SBGO	2020		
		2021		
	SBUO	2020		
		2021		
	SCHO	2020		
		2021		
	SEGO	2020		
		2021		
	SEVO	2020		
		2021		
	SGSO	2020		
		2021		
SMAO	2020			

		2021		
	SSSO	2020		
		2021		
Total		2020		
		2021		

2.1.1 Analysis of Data and Plan for Continuous Improvement

2017-2018:

The benchmark was not met. Overall, the graduate education program enrollment has decreased. Faculty will be promoting programs through brochures and meetings with principals and teachers in the five-parish area. Each year a booth is set up at the Teaching 'N Technology Fair to recruit for advanced level programs. Each graduate faculty member will promote graduate level programs to current teachers and mentors and will provide documentation of at least one recruitment initiative for a graduate level program.

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:

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)

- EDLO - Educational Leadership [Online]
 - EDLR - Educational Leadership Concentration
 - EDTC - Educational Technology Concentration

GC - Graduate Certificate

- AGFT - Academically Gifted Education
- AEDG - Educational Diagnostician (inactive effective 201740)

MEd - Master of Education

- CUIN - 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)

- ECHE - Early Childhood Education Concentration (inactive effective 201840)
- EGLR - English Learners Concentration (effective 202040)
- ELED - Elementary Education Concentration (inactive effective 201940)
- IMME - Immersion Education Concentration (inactive effective 201840)
- READ - Reading Concentration (inactive effective 202040)
- SCED - Secondary Education Concentration (inactive effective 202040)
- SPCE - Special Education Concentration (inactive effective 202040)
- EDLE - Educational Leadership (inactive effective 202040)
- ECTL - Educational Technology Leadership
- SCHC - School Counseling

MS - Master of Science

- INTC - Instructional Technology
- INTO - Instructional Technology [Online]

PBC - Post-Baccalaureate Certificate

- AASL - School Librarian
- ASEE - Special Education Mild/Moderate for Elementary Education Grades 1-5
- ASES - Special Education Mild/Moderate for Secondary Education Grades 6-12 (inactive effective 201740; reactivated effective 202120)

3.1 Data

Degr	Prog/ Majr	Conc/ Subj	2019-2020			2020-2021			2021-2022		
			U	F	S	U	F	S	U	F	S
EdS	EDLO	EDLR	2	1	3	1	2	1			
		EDTC	0	1	1	1	1	1			
	Total	2	2	4	2	3	2				
GC	AGEO	–	1	1	1	2	1	1			
	Total	1	1	1	2	1	1				
MEd	CUIO	AGFT	2	2	3	3	3	3			
		ASEE	–	–	–	0	1	1			
		CNLT	–	–	–	0	2	2			
		READ	0	0	1	1	1	1			
		SCED	1	1	1	–	–	–	–	–	–
		SPCE	1	2	2	1	0	0			
		Total	4	5	7	5	7	7			
	EDLO	–	6	9	10	9	8	6			
	ETLO	–	0	2	3	4	6	2			
	SCHC	–	16	22	24	20	28	30			
Total	26	38	44	38	49	45					
MS	INTO	–	2	2	1	0	0	1			
	Total	2	2	1	0	0	1				
PBC	AASL	–	15	13	15	9	13	14			
	ASEE	–	0	6	4	0	4	4			
	ASES	–	0	0	0	0	0	0			
	Total	15	19	19	9	17	18				
Grand Total			46	62	69	51	70	67			

Percentage Change between 2019-2020:

Degree	Major	Fall	Total	% Change
EdS	EDLO	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	
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	EDLO	2020		
		2021		
GC	AGEO	2020		
		2021		
MEd	CUIO	2020		
		2021		
	EDLO	2020		
		2021		
	ETLO	2020		
		2021		
	SCHC	2020		
		2021		
MS	INTO	2020		

		2021		
PBC	AASL	2020		
		2021		
	ASEE	2020		
		2021		
	ASES	2020		
		2021		
Total		2020		
		2021		

3.1.1 Analysis of Data and Plan for Continuous Improvement

2017-2018:

Enrollment data was not available for previous years, so enrollment numbers could not be compared. However, completer numbers did decrease.

In the upcoming year, the Department of Education Professions has entered into a partnership with Lake Charles College Prep and Teach for Calcasieu to assist non-certified teachers in acquiring initial certification. It is expected that the enrollment for the next academic year will show an increase due to the involvement with these partnerships.

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:

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 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	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			

4.1.1 Analysis of Data and Plan for Continuous Improvement

2017-2018:

Data reported by IRE shows that none of the graduate education programs have maintained or exceeded their retention rates over the past three years. The average retention percentage rates were calculated as follows: EDS:

58.34%; C&I- 68.06%; EDLD- 53.43%; EDTC- 43.65%; SCHC- 75.05%; and INST- 49.27%.

MAT data reported by IRE shows and average retention rating for MAT ELEM- 47.56% and MAT SEC- 39.38%.

GEP data for MAT ELEM and MAT SEC candidates represents the matriculation of the 2013-2014 cohort who submitted an EDUC 599 packet. For the MAT ELEM cohort, 85% of the candidates who entered the program in 2013-2014 completed the program. For the MAT SEC cohort, 74% of the candidates who entered the program in 2013-2014 completed the program, 20% dropped from the university, and 7% earned a different degree.

Advisors in the GEP programs will need to increase contact with the candidates to ensure that they are being advised correctly and are aware of the testing requirements to progress through the program. Also, the GEP faculty will assist those in danger of dropping out to provide remediation, encouragement, and support to be successful.

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:

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 499 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%
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2014-2015 Cohort Academic Year:

Program Type	Major	Accepted into program with 499 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 499 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 499 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								

5.1.1 Analysis of Data and Plan for Continuous Improvement

ECHD	26	Same	22	84.6	20	76.9	14	53.8	8	30.8	4	15.3	5	19.2	5	19.2
		Changed	1	3.8	2	7.7	4	15.4	6	23.1	4	15.3	7	26.9	7	26.9
		Total	23	88.5	22	84.6	18	69.2	14	53.8	8	30.7	12	46.1	12	46.1
ELEM	20	Same	13	65.0	11	55.0	8	40.0	7	35.0	6	30	7	35	7	35
		Changed	2	10.0	4	20.0	6	30.0	6	30.0	3	15	5	25	7	35
		Total	15	75.0	15	75.0	14	70.0	13	65.0	9	45	12	60	14	70
Total	46	Same	35	76.1	31	67.4	22	47.8	15	32.6	10	21.7	12	26	12	26
		Changed	3	6.5	6	13.0	10	21.7	12	26.1	7	15.2	12	26	14	30.4
		Total	38	82.6	37	80.4	32	69.6	27	58.7	17	36.9	24	52.1	26	56.5

2015:

Major	Cohort Size	Same Major?	Persistence Rate		Retention Rate						Graduation Rate					
					Y1 to Y2		Y1 to Y3		Y1 to Y4		4-Year		5-Year		6-Year	
			#	%	#	%	#	%	#	%	#	%	#	%	#	%
ECHD	24	Same	18	75.0	15	62.5	13	54.2	11	45.8	8	33.3	10	41.6	10	41.6
		Changed	3	12.5	3	12.5	3	12.5	3	12.5	1	4.1	3	12.5	3	12.5
		Total	21	87.5	18	75.0	16	66.7	14	58.3	9	37.4	13	54.1	13	54.1
ELEM	17	Same	8	47.1	8	47.1	9	52.9	8	47.1	5	29.4	6	35.2	6	35.2
		Changed	5	29.4	4	23.5	3	17.6	4	23.5	1	5.8	4	23.5	4	23.5
		Total	13	76.5	12	70.6	12	70.6	12	70.6	6	35.2	10	58.7	10	58.7
Total	41	Same	26	63.4	23	56.1	22	53.7	19	46.3	13	31.7	16	39.0	16	39.0
		Changed	8	19.5	7	17.1	6	14.6	7	17.1	2	4.8	7	17.0	7	17.0
		Total	34	82.9	30	73.2	28	68.3	28	68.3	15	36.5	23	56.0	23	56.0

2016:

Major	Cohort Size	Same Major?	Persistence Rate		Retention Rate						Graduation Rate					
					Y1 to Y2		Y1 to Y3		Y1 to Y4		4-Year		5-Year		6-Year	
			#	%	#	%	#	%	#	%	#	%	#	%	#	%
ECHD	29	Same	25	86.2	21	72.4	17	58.6	13	44.8						
		Changed	2	6.9	2	6.9	2	6.9	2	6.9						
		Total	27	93.1	23	79.3	19	65.5	15	51.7						
ELEM	18	Same	12	66.7	9	50.0	7	38.9	6	33.3						
		Changed	3	16.7	5	27.8	6	33.3	6	33.3						
		Total	15	83.3	14	77.8	13	72.2	12	66.6						
Total	47	Same	37	78.7	30	63.8	24	51.1	19	40.4						
		Changed	5	10.6	7	14.9	8	17.0	8	17.0						
		Total	42	89.4	37	78.7	32	68.1	27	57.4						

2017:

Major	Cohort	Same	Persistence	Retention Rate						Graduation Rate					
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2020:

Major	Cohort Size	Same Major?	Persistence Rate		Retention Rate						Graduation Rate					
			Y1 to Y2		Y1 to Y3		Y1 to Y4		4-Year		5-Year		6-Year			
			#	%	#	%	#	%	#	%	#	%	#	%		
ECHD	24	Same	16	66.7	12	50.0										
		Changed	2	8.3	3	12.5										
		Total	18	75.0	15	62.5										
ELEM	24	Same	17	70.8	12	50.0										
		Changed	4	16.7	6	25.0										
		Total	21	87.5	18	75.0										
Total	48	Same	33	68.8	25	52.0										
		Changed	6	12.5	8	16.6										
		Total	39	81.3	33	68.6										

2021:

Major	Cohort Size	Same Major?	Persistence Rate		Retention Rate						Graduation Rate					
			Y1 to Y2		Y1 to Y3		Y1 to Y4		4-Year		5-Year		6-Year			
			#	%	#	%	#	%	#	%	#	%	#	%		
ECHD	12	Same	7													
		Changed	2													
		Total	9													
ELEM	16	Same	13													
		Changed	3													
		Total	16													
Total	28	Same	21													
		Changed	4													
		Total	25													

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:

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.

McNeese State University Persistence in Public 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	
		Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
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 Undergraduate 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:

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:

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

2016-2017:
Spring 2015:

Date	Meetings
February 20	CLASS consulting with CPSB
May 11	DEP Faculty Meeting - Master Plan 10:30-12:30
May 13	Master Plan 10:30-12:00

Fall 2015:

Date	Meetings
August 18	BCOE Meeting 1:00
August 19	DEP Meeting 9:00-10:00 ECE small group meeting 12:20-1:30
October 8	Turnitin Plagiarism 3:00-4:00

Spring 2016:

Date	Meetings
January 12	QEP with Dr. John Gardner 9:30-5:00
January 13	QEP 9:45-12:00 DEP Faculty meeting (General Information) 2:00-4:30
January 29	DEP Faculty Meeting (CAEP) 10:00-12:30
Feb 1, 2, 3, 4	Tara Chaumont and Laura Fontenot CLASS recertification
February 17	QEP Focus Group 12:30-2:00 CAEP Meeting 3:00-4:00
February 18	CPSB - Believe and Prepare
February 19	CPSB - Believe and Prepare
March 14	ECE advising meeting
March 17	CAEP Meeting
March 21	CPSB - Believe and Prepare (Presenters)
April 18	CAEP Meeting
May 16	DEP workshop /SPA
May 17	DEP workshop /SPA
May 26	CAEP Webinar 3:00

2017-2018:
See attached file.

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

1.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:

- Department of Education Professions is up for CAEP site visit in the Spring of 2017; therefore, faculty have been meeting in preparation.
- Early Childhood Faculty recertified in “CLASS”, which is a Classroom Assessment Scoring System, utilized in Head-Start and Pre-Kindergarten classrooms. Certification enables faculty to work directly with district cohorts.
- Program faculty meets at regular intervals throughout the year to discuss advising methods and program implementation.
- Program Faculty will continue to collaborate with local districts to strengthen our program and prepare our teacher candidates to fully meet district needs.

2017-2018:

The benchmark was met for the baccalaureate, post-baccalaureate, and MAT programs.

There was a heavy emphasis on the undergraduate programs because of the redesign requirements from the state. In the fall 2018, the Master of Arts in Teaching programs will be revised to address the state requirements of teacher residency. In addition, graduate faculty will meet at least three times to revisit the content, sequences, and competencies in the programs to meet CAEP advanced standard program requirements. Graduate faculty will also need to meet to increase research within their graduate courses.

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:

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 education programs score at the Effective: Proficient level or above on Compass Student Growth Score and the Compass Final Evaluation Score.

2.1 Data

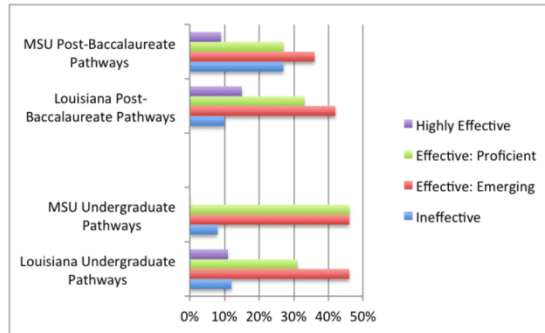
2020-2021:

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

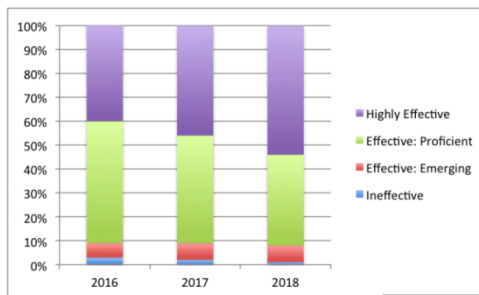
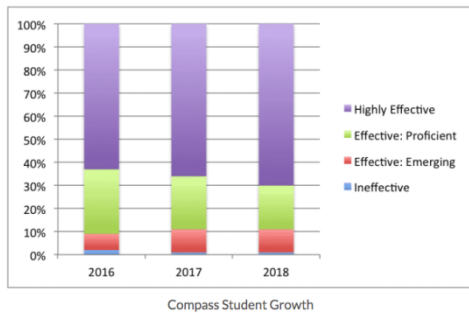
academic years provide the latest data available and were used in the data provided. VAM data charts with MSU comparisons to Louisiana Pathways can be found on the McNeese State University Profile pages hosted by the Louisiana Department of Education (LDOE) for [Undergraduates](#) and [Post-Baccalaureates](#). 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:

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:

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.

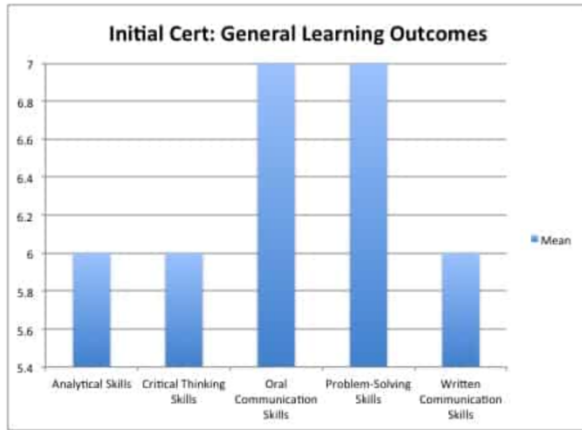
Benchmark 2: A mean score of 5.00 or above on a scale of 1-7 in each of the Employee Traits evaluated on the Teacher Education Employer Assessment.

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.

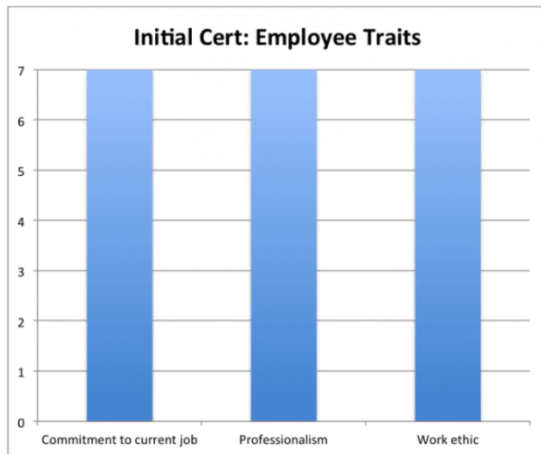
3.1 Data

2020-2021:

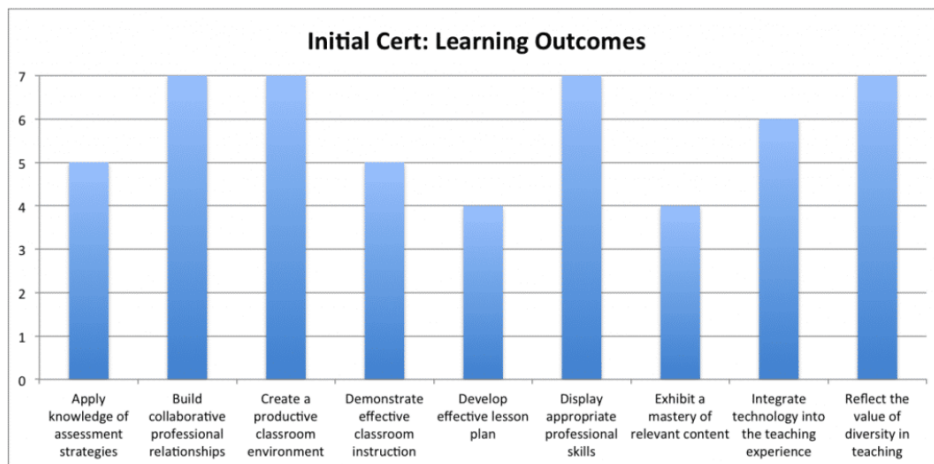
Benchmark 1 Data: When considering the survey questions pertaining to the General Learning Outcomes, administrators designated to what degree they were satisfied with recent completers from the initial certification program on a scale from 1 to 7, with 1 as *Not at all*, 4 as *Moderately*, and 7 as *Extremely*.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



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.



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.



2021-2022:

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:

4 Assessment and Benchmark

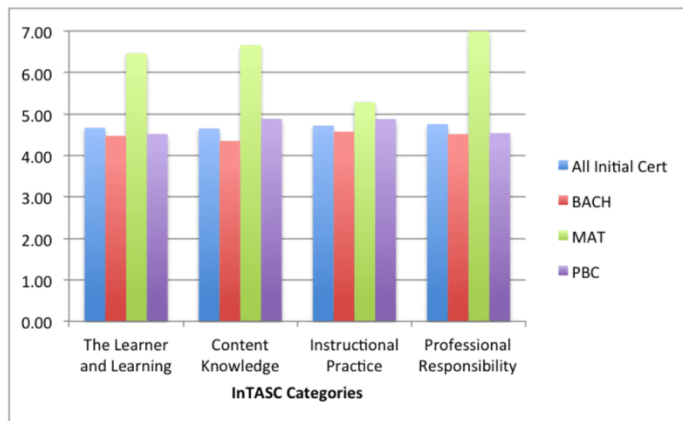
Benchmark: Recent alumni cumulative mean score for each InTASC Standard on the Teacher Education Alumni Assessment of at least 5.0.

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:

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:

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		

2020-2021:

The following grants were received by faculty in the Department of Education Professions:

Department of Education Professions:

Title	Amount	Purchased
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Navigate your Future Quality Enhancement Plan Development Stipend	4,920	Support for professional seminars
Palermo Professorship in Education	18,000	Burton College of Education Learning Lab
Hale Family Endowed Professorship in Education	5,000	Teacher Candidate Induction into BCoE
William T. and Ethel Lewis Burton Foundation Professorship in Education #1	5,000	CAEP Accreditation
Jack V. Doland Academic Professorship	30,000	Recruit-Retain-Respond
Lakeside National Bank Professorship in General Academics	15,000	HubSpot: If You're Serious about Recruitment
Daniel and Katrina Goos Professorship	8,000	Discovery Days 2K20 (DD2K20)
William T. and Ethel Lewis Burton Foundation Professorship in Education #2	5,000	Assessment, Evaluation, and Assistive Technology access to better support Special Ed Candidate Development
William T. and Ethel Lewis Burton Foundation Professorship in Education #3	5,000	Staying Current with Literacy Research, LRA 2020
Louisiana Department of Education	5,000	Believe and Prepare: Mentor Teacher RFA
Louisiana Department of Education	6,000	Believe and Prepare: Math Collaborative
US PREP grant	100,000	
Total:	206,920	

1.1.1 Analysis of Data and Plan for Continuous Improvement

2015-2016:

Goal was not met. There was a decrease in the number of faculty members participating in grant writing last year, from 53% to 33%. Grant opportunities will be promoted more prominently and encouraged as we move forward. Due to a loss of five faculty members for 2015-2016 and hiring only one replacement, professors' course loads and professional responsibilities have increased which may have had an effect on the amount of time available for grant writing activities.

2016-2017:

The benchmark of 40% was met and surpassed by 10%. There was an increase in the number of faculty members participating in grant writing in 2016-2017 by 27%. With the hiring of three new professors for 2017-2018, the expectation is to exceed 53%.

2017-2018:

There has been a consistent increase over the last three years in grant funding. The department will continue to

seek opportunities for additional revenues to support programs, recruitment, and research outside of the university. The department would like to see at least one submitted grant for a non-university funded grant. In addition, those who have not previously sought grant funding will collaborate with those who have in an effort to increase revenue.

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:

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		

2.1.1 Analysis of Data and Plan for Continuous Improvement

2015-2016:

Faculty members decreased their collaborative presence in the community from 94% to 84%. This is still above the goal of 70%. Due to a loss of five faculty members for 2015-2016, and hiring only one replacement, professors' course loads and professional responsibilities have increased which may have had an effect on the number of professors available to reach out to the community.

2016-2017:

Faculty members decreased their collaborative presence in the community from 79% to 75% from the previous year. This is still above the benchmark of 70%. With the added responsibilities for some faculty, graduate assistants helped with classroom observations/evaluations. With the addition of three new faculty members the percentage will increase. All new professors will be required to be involved in collaborative activities with the schools and community agencies.

2017-2018:

Because this benchmark has been consistently met, in the fall 2018 the department of education professions faculty will meet twice to share their collaborative experiences with the intended outcome of course enrichment and awareness. By knowing the types and purposes of collaborations in each other's courses, collaborations can be expanded, extended, and/or revised. The benchmark will be raised to 80% for 2018-2019.

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:

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		

3.1.1 Analysis of Data and Plan for Continuous Improvement

2015-2016:

The goal of 75% was met. Professors will continue to be encouraged to seek out opportunities to present at conferences and workshops.

2016-2017:

Not met. The goal of 75% was not met; down 8%.

During 2016-2017, many faculty were involved in chairing and serving on committees for CAEP & SPA reviews. With the resignation of the Assessment Coordinator at the beginning of the fall 2016 semester, several faculty had to begin the arduous task of compiling and verifying data for a spring CAEP Self-Study.

Professors will continue to be encouraged to seek out opportunities to present at conferences and workshops.

2017-2018:

There was an increase in the number of faculty involved in presentations over the past year with a number of the presentations being at the local level. In the upcoming year, the benchmark will be strengthened by an additional goal to have 10% or more of the presentations at the state level or beyond. Faculty members are encouraged to collaborate on projects to create opportunities to present for larger audiences.

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:

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	% of 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	

4.1.1 Analysis of Data and Plan for Continuous Improvement

2015-2016:

Goal was met, faculty will continue to be encouraged to work independently, as well as collaboratively, in joint research and publications.

2016-2017:

Faculty will continue to be encouraged to work independently, as well as collaboratively, in joint research and publications.

2017-2018:

The department has met the benchmark for the past three years. For the 2018-2019 academic year, the benchmark will be increased to meet or exceed 47%.

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:

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	63%	10/16	4.46	4.48
2017-2018	76%	13/17	4.47	4.61
2018-2019				
2019-2020				
2020-2021	73%	8/11	4.32	4.39
2021-2022				

1.1.1 Analysis of Data and Plan for Continuous Improvement

2015-2016:

Goal not met. Although there was a 7% decrease in the number of DEP full-time faculty members that rated higher than the university average on the SEI report, the departmental average was above the university average score. Of

the five continuing faculty members who were below the university average in 2014-2015, four of those professors rose above the university average in 2015-2016. Professors will continue to be counseled and made aware of ways to improve in upcoming semesters.

2016-2017:

Not met. For the second consecutive year the DEP faculty has not met the benchmark. There was a 12% decrease from the 2016 calendar year.

As a department, 12 of the 16 professors were at or above the university average of 4.46. Data also shows the six professors below the university average were all within 0.42 and on professor increase scores from previous calendar year by 0.24. Two professors had significant drops in scores from the 2015 calendar year. the two professors with significant decreases will be counseled at the beginning of the fall semester and made aware of ways to improve in upcoming semesters, including a personal plan to raise their SEI scores.

Another interesting fact from reviewing the data was that only two of the 16 teaching faculty actually increased their SEI average, 14 of 16 decreased from previous calendar year. The reason for this could be the workload of the faculty.

2017-2018:

76% of the faculty rated higher than the University average on the SEI. The Departmental combined average increased by .15 for the 2017 year. Overall, eight of 13 professors increased their SEI scores (average increase was .17, range .02 to .71). Five of the 13 professors had a decrease in score (average decrease was .13, range -.26 to -.02). Overall the departmental combined average remained constant (.01 increase) from the previous year. For the two professors who had significant decreases from 2015-2016, one of them increased SEIs for 2017 by .25 and the other was not a part of the faculty for 2017-2018.

The 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 will also discuss SEIs with each faculty member during their checkout at the end of the year to determine future plans of action and support for those in need.

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:

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	

2.1.1 Analysis of Data and Plan for Continuous Improvement

2015-2016:

There was a .04 increase from the previous year. Faculty members will continue to be accountable for their advisees and the dissemination of the correct information given to them. Individual and group meetings will continue to assist with advising.

2016-2017:

Not met. There was a 0.49 decrease from the previous year and the benchmark of 4.0 was not met.

At the beginning of the 2017-2018 academic year, the faculty will review and discuss criteria for evaluating advising. Faculty members will continue to be accountable for their advisees and the dissemination of the correct information given to them. Individual program faculty meetings will continue specifically related to advising to assist with dissemination of accurate information. The expectation of excellence in advising will be stressed.

As a department the faculty is required to be on campus a minimum of four days a week with two consecutive hours a day for office hours.

2017-2018:

In January of 2018, a faculty meeting was held discussing the advising component of APR. This will be addressed again in the fall of 2018 with particular emphasis on how the advising number is determined.

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:

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

2016-2017:

- In order to encourage faculty participation, technology workshops have been offered during faculty meetings. These workshops include but are not limited to Promethean Board use, digital resource application and access, and ActivTable integration.
- All faculty members incorporate instructor modeling of Promethean Board application within at least, but not limited to, one major project within each course. As a result of instituting this element within the course, each student is required to prepare a Promethean project using the techniques presented during the lesson and/or instructional content. This required project is documented in the syllabus of every instructor's course.
- In addition, a Moodle course was constructed titled, "Adventures in Technology". All faculty members within our department have access to this Moodle course which acts as a depository of reflections upon Promethean Board project success stories and guiding tips for instruction.
- Instructors have designed and incorporated Technology integrated assignments as evidenced by the syllabus.

2017-2018:

Faculty have been required to document in each course syllabus the use of technology with the teacher candidates. Beginning in the fall of 2018, each faculty member will provide an example of technology use at departmental checkout each semester. Each professor over the course of fall and spring semesters will be assigned to a faculty meeting to present technology they are using in the classroom. With faculty input, a rubric will be created to assess the impact of technology use in the courses which will be available by fall 2019.

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:

3.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:

- Our department is blossoming in terms of technology use and heightened access for faculty and students. The courses have moved from roughly 75% instructor participation in 21st century instructional presentation methods to a full 100%. Each member of the faculty has added at least one instructor modeled as well as student developed Promethean project to each course and is documented within the instructor's syllabus and documented in the graded material of the student.
- Students have access to Promethean Boards, computers, and Activtable in the Farrar lab. This highly accessible lab gives students a rich environment for creating assigned projects. As a result of this heightened access and rich resource lab, the students can easily begin to build learning communities based upon their individual needs.
- The faculty meetings that are set aside for a protected time for technology workshops have greatly increased the faculty's technology knowledge base in at least three ways. Our faculty has become more knowledgeable in terms of Promethean Board features and use, instructional delivery and application within lessons, and digital resources. Our faculty is becoming a technology learning community as we continue to share our "adventures" when we post to the Moodle course, "Adventures in Technology."

2017-2018:

A rubric will be created to assess the impact of technology use in the courses. This data will be collected beginning in 2019-2020.

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:

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					

4.1.1 Analysis of Data and Plan for Continuous Improvement

2015-2016:

- Goal was not met, the number of course sections taught by full time faculty members decreased which resulted in a lower percentage for the same amount of courses being taught by visiting lecturers.
- Only one full-time professor was hired for the 2015-2016 academic year to replace the five full-time faculty members lost from the Department of Education Professions since the 2014-2015 academic year.

2016-2017:

Not met. The number of course sections taught by full-time faculty members decreased by 4% and course sections increased by 0.9%. For the second year one additional faculty member was replaced; however, two more faculty left the university and a third faculty member took medical leave for the spring of 2017.

2017-2018:

The benchmark was not met. 2017-2018 had the highest percentage of visiting lecturers over the past five years. During 2017-2018, one of our specialty area professors was out on medical leave and an additional 35 course sections were added from the previous year. The department will be adding one full-time instructor for 2018-2019 and the professor out on medical leave will be returning. This should assist in lowering the necessary number of visiting lecturers.

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: