

# Annual Report Template

## Annual Report

2019-2020 Annual Report (May 1-April 30)

**Name:** College of Agriculture, Communities, and the Environment (CACS): Schools of Education Human Development & Consumer Sciences;

### **2019-2020 School of Education Human Development & Consumer Sciences**

When writing the report, it is important to be thorough and concise. Before you begin composing the report, be sure you know how your annual work aligns with the strategic focus of the University as stated in its mission, vision, and purpose. It is also important that you cover all of the sections listed.

**1. Executive Summary-** This section should be used to briefly summarize your report. It is recommended that this review be written after completing other sections. Include a statement of your mission, vision, and goals and how they are aligned to the institution/unit/college mission, vision, and goals.

- Mission/Vision/Goals
- Organizational Structure

College of Agriculture, Communities, and the Sciences (CACS) comprises the Schools of Education Human Development & Consumer Sciences; Agriculture, Communities and the Environment, Aquaculture and Aquatic Sciences, Science, Technology, Engineering, and Mathematics, and Nursing. The CACS was instituted in the Fall 2020 upon approval of academic unit reorganization by the KSU Board of Regents. Academic Deans were appointed in the Summer of 2020.

#### Vision/Mission/Goals

The CACS (formerly College of Professional Studies) had no stated Vision, Mission, or Goals statement. CPSLS Chairs (with consultation from faculty) and the Dean developed these statements in the Fall 2018 semester. These statements are consistent with the University's overall Vision, Mission, and Goals as the CACS prepares students to enter their chosen professions, many of whom assume public service and leadership positions. The following are the stated Vision, Mission, and Goals statements for the CACS as a collective:

#### VISION:

College of Agriculture, Communities, and the Sciences seeks to provide greater access to higher education while serving as the public service skills hub/center for statewide workforce development training.

#### MISSION:

College of Agriculture, Communities, and the Sciences will fulfill its stated vision by enabling students to achieve their educational goals through a range of educational services and engagement that will support and enhance personal and professional growth.

#### VALUES:

College of Agriculture, Communities, and the Sciences supports individuals who seek to attain education and training to realize personal and professional goals; to maintain high standards among students, staff, and faculty; and to commit to advancing social responsibility within our communities.

#### BROAD GOALS:

- 1.) To increase networking capacity that builds and strengthens partnerships between the University and external agencies and organizations to provide opportunities for students, staff, and faculty.
- 2.) To increase enrollment within each College of Agriculture, Communities, and the Sciences
- 3.) To increase external sources of funding.

#### OBJECTIVES:

- 1.) Each School in the College of Agriculture, Communities, and the Sciences will execute a MOA/MOU with one external agency or organization in the 2019-2020 AY.
- 2.) Each School in the College of Agriculture, Communities, and the Sciences will develop a plan that specifies targets to increase recruitment, retention, and graduation in 2019-2020 AY.
- 3.) Each faculty member in College of Agriculture, Communities, and the Sciences will submit one external funding request (grant) during the 2018-2019 AY.

Each individual School within the College of Agriculture, Communities, and the Sciences has specified Mission, Vision, and Goals statements and are separately discussed below.

#### CACS Structure

The new College of Agriculture, Community and the Sciences (CACS) is composed of five schools, including the [School of Agriculture, Communities, and the Environment](#); [School of Aquaculture and Aquatic Sciences](#); [School of Science, Technology, Engineering, and Mathematics](#); [School of Education, Human Development, and Consumer Sciences](#); and the [School of Nursing](#). There are many exciting undergraduate and graduate degree program areas housed in the five schools. Additionally, the CACS also works closely with the Kentucky State University Land Grant Program and its Research, Extension, and outreach programs, which are outlined below. The Chairs report directly to the Interim Dean who reports directly to the Provost/Vice-President of Academic Affairs, Dr. Lucian Yates, III.

#### CACS Outcomes

The following data provided by the OIRE for 2019-2020 concerning programs in the various Schools within the CACS. Data for Spring 2019 were not yet available.

## School of Education Human Development & Consumer Sciences

1. **Executive Summary**- This section should be used to briefly summarize your report. It is recommended that this review be written after completing other sections. Include a statement of your mission, vision, and goals and how they are aligned to the institution/unit/college mission, vision, and goals.

- Mission/Vision/Goals
- Organizational Structure

The academic year of 2019-2020 marks as the CAEP accreditation year for the School of Education Human Development and Consumer Sciences at Kentucky State University. The SEHDCS post accreditation received the following findings by the CAEP accreditation visitation committee and EPSB state representatives:

CAEP Standard 1 (Content & Knowledge)- 4 Items to be corrected from the Self Study to O  
CAEP Standard 2 (Clinical Partnership)- 3 Items to be corrected from the Self Study to O  
CAEP Standard 3 (Candidate Quality)- 6 Items to be corrected from the Self Study to O  
CAEP Standard 4 (Program Impact)- 4 Items to be corrected from the Self Study to O  
CAEP Standard 5 (Provider Quality)- 5 Items to be corrected from the Self Study to 2  
\*5.2- Standards not linked to Rubrics  
\*5.3- CAEP 8 Measures not hot-linked  
Technology & Diversity- 2 Items to be corrected from the Self Study to 0  
State- 2 Items to be corrected from the Self Study to 0

The SEHDCS Administration and President of the University addressed corrective Measures taken by the school. The 8 CAEP Measures were hot-linked to the schools new webpage of which was not identified, due to a university-wide system change the same week as the accreditation. In addition, the InTASC standards were also linked to the Non-Proprietary Assessment Rubric of which was sent to the CAEP reviewers emails before the post-visit consultation.

The SEHDCS had a total of 13 completers of which 1 one of the completers was in the Advanced Track of the MASPE program. The other 12 students were all Initial Graduates of the undergraduate and graduate levels.

The school made substantive changes to the established mission and objectives of the institution/organization of the EPP. The EPP also made additional edits and changes to the Comprehensive Assessment Plan, Quality Assurance System, Curriculum ladders, Assessments, Program Handbooks, Undergraduate Benchmarks, Graduate Checkpoints, and program literature to align with the InTASC and CAEP standards. The program maintained its partnerships with area school districts, and various stakeholders to continue building upon positive relationships formed over time. The EPP also included various partnerships with school districts located in both of the most populated districts in the state. In addition, the EPP developed a committee that consists of Alumnus to assist with the overall growth of the EPP.

The EPP also developed and collaborated with outside agencies to assist in the growth and development of students and instructors. The EPP also increased the population of its KEA-SP program that offers student teaching candidates insurance, professional development and various other opportunities to become effective educators once they become lead instructors of P-12 classrooms.

*The Mission of the unit:*

As the first public institution of higher education to prepare African American teachers in Kentucky, Kentucky State University, through the School of Education and Human Development, is grounded in history, theory, and research. Building on our proud legacy, the School of Education and Human Development now forms a diverse, supportive community that promotes cultural competence, provides access to resources, creates opportunities for meaningful learning, engages in effective problem solving, and activates positive system change for all.

*Vision of the unit:*

The School of Education and Human Development collaborates with partners to offer educational opportunities through which individuals from myriad cultures learn together as a community and grow into culturally competent, highly skilled, professional leaders in a global society.

*Goals of the unit:*

1. Collaborate with partners to create and implement a dynamic strategic plan to transition School of Education programs into programs of distinction.
2. Collaborate with partners to improve student recruitment and enrollment.
3. Collaborate with partners to increase student retention and graduation.
4. Collaborate with partners to improve academic excellence, career readiness, and successful employment.
5. Strengthen alumni relations.

6. Serve as a learning development resource.

*Core Values:*

- *Commitment to Learn* – We believe that abilities and achievements grow through willingness, effort, experience, and persistence.
- *Collaboration* – We believe that creative ideas and effective solutions stem from openness, partnership, and community.
- *Cultural Competence* – We fully appreciate our own cultural roots and we believe that understanding and valuing the cultures of others leads to authentic connections and relationships.
- *Social Justice* – We believe that equitable access to resources and opportunities is the key to personal growth, professional accomplishments, and systemic change.
- *Health and Wellness* – We believe that excellence comes from enjoying what we do and striving for balance in body, mind, and spirit.

**Organization Structure**

School of Education Human Development and Consumer Sciences is composed of 11 academic programs, of which nine engage in educator preparation, one of the nine prepares graduates for professional careers in Special Education, and the other two programs prepare students for a degree in non-teaching areas different from K-12. The eleven programs are as follows:

- \* Elementary Education (teacher certification in grades K - 5);
- \* Interdisciplinary Early Childhood Education (IECE, teacher certification in birth - K);
- \* Physical Education (health and wellness, coaching, athletic training, preparation for graduate study in physical therapy);
- \* Physical Education and Health (teacher certification in grades K - 12);
- \* Special Education with a specialization in Learning and Behavior Disorders (masters level, teacher certification in grades K - 12);
- \* Behavioral and Social Sciences (BSS): Social Studies Education, teacher certification in grades 8 - 12;
- \* Mathematics and Sciences (MASC): Biology Education, teacher certification in grades 8 - 12, and Mathematics Education, teacher certification in grades 8 - 12;
- \* Child Development and Family Services (Daycare certification)
- \* Literature, Languages, and Philosophy (LLP): English Education, teacher certification in grades 8 - 12 and
- \* Fine Arts (FA): Music Education, teacher certification in grades 8 - 12.

*Administrators & Instructors*

Dean- Dr. Kirk Pomper

Chair- Dr. Timothy Forde

Dir. of Data & Assessment & Recruitment & Asst. Prof- Dr. Phillip Clay

Dir. of Student Teaching & Field Experiences & Asst. Prof- Dr. Whitney Lawrence

Dir. of Physical Education & Asst. Prof- Dr. Gavin Washington

Dir. of MASPE & Prof- Dr. Sunday Obi

Asst. Prof- Dr Jason Keeler

Asst. Prof- Dr. Ann Lyttle-Burns

Instructor- Patrese Nesbitt

*The Conceptual Framework:*

Kentucky State University's mission provides for a multicultural, challenging, student-centered learning environment that prepares its students for responsible participation and leadership in the Commonwealth of Kentucky and the global community. The School of Education (SOE) educator preparation conceptual framework is consistent with this mission and was developed to describe its vision and purpose in preparing educators to work in P-12 schools. The focus of the conceptual framework is to prepare educators who are reflective practitioners, culturally responsive, effective facilitators, critical thinkers, and proficient technology users who are capable of meeting the diverse needs of all learners. Supported by a strong knowledge base, the conceptual framework provides a system for ensuring a coherent and well-articulated professional commitment to student knowledge of content, teaching competence (skills), dispositions, and diversity. This is reflected in the curriculum, instruction, and clinical experiences provided to develop the knowledge, skills, and dispositions that are valued in educators. The conceptual framework provides the direction for programs, courses, candidate performance, scholarships, service, and unit accountability. Coherence exists among the conceptual framework, courses, early field experiences, student teaching, practical, and learner outcomes—what our teacher candidates and graduate candidates know and are able to do.

The evolution of the current conceptual framework connects collective experiences to the emerging knowledge base in the field of education and leadership. Then, this experience and knowledge correlates with the reality of the work of P-12 public school settings. Features of this framework are:

- It is in direct alignment with the School of Education's mission statement and congruent with the mission statement of the Kentucky State University.

- Preparation programs directly connect with the learning of P-12 students and to the state/national accountability standards that have evolved over the past 25 years and especially since the adoption of the Kentucky Common Core Academic Standards.
- The faculty reviewed and accepted the Kentucky Teacher Code of Ethics and Kentucky Teacher Character and Fitness Form for Educators. This code serves to guide the program in developing and monitoring candidates' professional dispositions.

The unit's conceptual framework identifies the variables and relationships that describe schools as social systems. One objective of the teacher education program is to ensure that our candidates understand these relationships and can use this knowledge to make wise decisions regarding areas such as reform of school curricula and selection and retention of highly qualified personnel.

*SEHDCS Learning Outcomes:*

**Learning Outcome 1** – Student candidates possess content knowledge to provide instruction and guidance to students.

**Learning Outcome 2** – Student candidates possess content knowledge in assessment, professional development, leadership, community, and analysis of instructional scenarios to provide instruction and guidance to students.

**Learning Outcome 3** – Student candidates demonstrate effective pedagogy in their prospective area of learning to enhance acquisition of content, through their understanding of methods implemented within the classroom to create learning opportunities that support the development of all students.

**Learning Outcome 4** – Student candidates will demonstrate the following eight dispositions: 1) Committed to the pursuit of knowledge, 2) committed to diversity as a cardinal principle of equitable education, 3) demonstrate respect and enthusiasm for the practice and profession of teaching, 4) respect the accepted legal and ethical norms and values of education, 5) actively collaborate with colleagues, parents, and students, 6) exercise personal management behaviors, 7) practice reflective thinking for continuous professional and personal improvement, and 8) demonstrate effective communication skills to promote personal and educational learning outcomes for consistency, and growth purposes.

**Learning Outcome 5**– Student candidates demonstrate teaching effectiveness based on Kentucky's Framework for Teaching (KFFT), and the five domains: 1) planning and preparation, 2) classroom environment, 3) instruction, 4) professional responsibilities, 5) Cultural Responsiveness and 6) technology.

*The SEHDCS Annual Reporting Measures:*

**Annual Reporting Measures (CAEP)**

Impact Measures (CAEP Standard 4) Outcome Measures

1. Impact on P-12 learning and development  
(Component 4.1) 5. Graduation Rates (initial & advanced levels)
2. Indicators of teaching effectiveness  
(Component 4.2)
3. Satisfaction of employers and employment milestones  
(Component 4.3 | A.4.1)
4. Satisfaction of completers  
(Component 4.4 | A.4.2)
5. Ability of completers to meet licensing (certification) and any additional state requirements; Title II (initial & advanced levels)
6. Ability of completers to be hired in education positions for which they have prepared (initial & advanced levels)
7. Student loan default rates and other consumer information (initial & advanced levels)

*Response to Annual Reporting Measures:*

The EPP continues to be intentionally involved with outside agencies listed below to address the annual measures listed above:

The Division of Educator Preparation, Assessment, and Internship ensures that preparation programs for Kentucky educators meet established standards of quality. It facilitates the accreditation process, reviews programs and continuous assessment materials, and provides technical assistance for program improvement. This division maintains the array of assessments required for teacher and Administrator certification. It oversees the now disbanded Kentucky Teacher Internship Program (KTIP) and the Kentucky Principal Internship Program (KPIP), designed to provide assistance to new teachers and Principals.

Kentucky Center for Education and Workforce Statistics (KCEWS) provides data links that evaluate education and workforce efforts in the Commonwealth. The data driven links describe the multiple aspects of P-20 education in the Commonwealth. The data provided allows policymakers, practitioners, and the general public to make better informed decisions for the citizens of the Commonwealth. The Postsecondary Feedback Reports Profile Public Access Data File Data on Kentucky State University graduates are provided in this Excel spreadsheet, to take a deeper look into what happens to our graduates after they leave college. Each report provides in-depth data about which degrees are pursued, and completed at the university. In addition, the data file provides insight into the average wages of the graduates after graduation, through the specific degrees they possess.

The Council on Postsecondary Education assist with measuring the overall performance of institutions getting students to the finish line and completing their programs of study. The number of degrees awarded is closely related to enrollment. However, the number degrees awarded can be increased by more high school students transitioning to college and by university strategies to improve retention and time to degree. Improved performance on this measure contributes to increased educational attainment, a stronger workforce, and improved opportunity for Kentucky citizens.

In reviewing the Annual Reporting Measures over the last three years, we noticed similar results. As an EPP we maintain the exit of qualified candidates, yet we learned we need to continue the enhancement of our recruiting and retention efforts. Our programs number and completers decreased, yet this is in step with the national decrease in new teacher candidates. Our EPP program along with other offices on campus such as the Office of Institutional Research, The B.R.E.D.S Office for Enrollment and Scholarship, and Career Services and Professional Development are working tirelessly to recruit and retain more teaching candidates.

The Alumni Research Project collected a small amount of data and the information was used to make adjustments to faculty teaching practice. One such adjustment was implementing more project based learning in EDU course and another was making needed adjustments to clinical field hours and the lesson plan rubric used to assesses teacher candidates learning. We will continue this practice and monitoring of the data. Since some of the adjustments were recently implemented, we will have to use the data from this year as a benchmark and compare it to the data over the next cycle.

After further review of last year's data, we have also made some personal changes. We created and filled a new full time position, The Coordinator of Clinical Placement & Student Teaching. We created and filled, The Director of Data & Assessment position, and Assistant Professor of Education. Both the Coordinator of Clinical Placement & Student Teaching and Director of Data and Assessment position have been vital in enhancing our program. In addition, the EPP created two new courses that focused on reading, math and writing (EDU 206, and EDU 207), to prepare the students and candidates in passing the CASE exam. The creation of the courses along with online learning/practice strategies have increased

the percentage of students gaining admittance to student teaching on the undergraduate level, and graduate candidates gaining admittance to the MASPE program.

Measures are widely shared. All information about the program can be found either on our website or the Educational Professional Standards Boards website. We share this information with the Teacher Education Council which includes faculty and staff from Kentucky State University, teachers, and administrators from surrounding districts, and students. In short, all stakeholder have access to each aspect of our program and are able to make suggestions for improvement on any aspect of our program. Aside from the quarterly meetings with the TEC, we were afforded insight from a consultant as well. The consulting organization was able to meet with faculty, staff, students, administrator, alumni, and teachers in the district. The results from the feedback will be disused and strategically implemented. According to the 2019 data available through the Kentucky Center for Education and Workforce Statistics (KCEWS), 58% of the individuals who earned undergraduate degrees in Education from KSU are employed in their fields, after three years; the percentage drops to 54%, after five years; and to 50%, after seven years. The statistics on our alumni with graduate degrees in Special Education are a little more encouraging, with 75% employed as teachers, after three years; 68% after five years; and 68% after seven years. The EPP has placed a heavy emphasis on collaborating with P-12 partners to determine ways to support teachers to continue their careers in education. Although our numbers are small, the efforts of the EPP and our partners have led to a 100% employment rate for the Fall 2019 cohort of graduates. We are glad to continue the work of enhancing a program to better support the Commonwealth and nation. The changes to the benchmarks and checkpoints listed below were essential in the growth of the EPP and students. The identification of the ten key assessments to measure student performance at various aspects of the program is essential for accreditation and EPP data gathering purposes.

As a program we regularly and systematically assess performance in various ways. Our EPP meets regularly to look at the quality assurance system and how each component of the system is being impacted by the policies and procedures in place. During these EPP meetings we are able to disaggregate data and suggest and make improvements. In addition, the director of institutional effectiveness monitors progress throughout the academic year. At the end of each semester we look at data and are required to make the necessary adjustments for improvement. In addition, we use our program learning outcomes and student learning outcomes. Below is our quality assurance system. Each semester our EPP reviews each of the 10 areas within our quality assurance system. One area of difficulty at this time is the numbers within each of our programs. We do hope in the future that our program numbers are robust enough that we will have enough students to adequately assess how our programs are doing. We enhance the way in which we allow students to prepare for the Praxis exam. Throughout the course of the year we had a total of eight practice test for the Praxis One (CASE). In addition we offered multiple training and practice test for the principles of learning and teaching in the practice to. In addition in order to enhance the way the teacher candidates demonstrate effective pedagogy in the elementary school we have workshops for how to develop a unit plan. Previously we used our all majors meetings as an opportunity to disseminate information. However, as we look at the disposition and values of the characters of our students we begin to use our all majors meeting as a time to offer professional development for the majority of the time we were

together. One way in which we explicitly investigated selection criteria used for standard three was the enhancement of the way we use the assessment of professional disposition, values, and behaviors questionnaire. We took course time in EDU 202 to walk through students through each criteria on the rubric and gave them explicit Examples on what it meant to be exemplary in each of the areas. Afterwards, we allowed students to assess themselves and then gave peer-to-peer feedback as well as faculty to peer feedback. Our desire is that students have a better understanding of what, “ineffective”, “developing”, “accomplished”, and “exemplary” are as it relates to their dispositions.

The School of Education Human Development and Consumer Sciences are in an ongoing relationship on how to enhance our systems of assessment and performance. We continue to work with the office of institutional research to create the type of systems we need in order to track and disaggregate the data for improvement of our program. Once the systems are in place we will be able to monitor for improvement for the EPP, our candidates, and our P 12 students.

The EPP has relied heavily on the state’s data collection system in previous years. Although we still use the data system for many reports, we have learned that we cannot rely on the state to meet our needs for CAEP. We utilize Blackboard for course data and recently purchased Campus Labs and plan to utilize this for program and institutional data collection and analyses. The issue we currently have is with advanced program impact data. The EPP puts forth an effort to collect the data (via emailing data instruments, Cohesively working with the Institutional Research Department of KSU and phone conferences with graduates and School District Administrators), but the aforementioned data collection efforts have not yielded a good amount of program impact data (lack of alumni and school district responses) to give the EPP a snapshot into improving all programs. We are currently reaching out to the Kentucky Center for Education and Workforce Statistics (KCEWS) to help us achieve collection and reporting of data for CAEP Standard 4 for both initial and advanced programs.

In addition to a few gaps with data collection, we continue to work on effective strategies for surveying graduates consistently, and keeping in contact with our graduates to continue the working relationship with them and the employer School District. We have a TEC and SEHD Committee, along with the assistance of the Directors of Data and Assessment and Field Experience, and IR, that will be addressing these issues over the next few months to close the identified gaps. Once this cycle is established, we will have data on our graduates that we will analyze and use the results for changes leading to continuous improvement within the EPP.

Undergraduate Benchmarks:

1. Admission to SEHD
2. Admission to EPP
3. Admission to Admission to Student Teaching
4. Program Completion

Graduate Checkpoints:(Initial & Advanced)

1. Admission to MASPE EPP
2. Admission to Clinical Practice
3. Program Completion

Graduate Checkpoints: (Option 6)

1. Admission to MASPE EPP
2. Program Completion

Assessments Measured throughout the EPP Process

1. Praxis II
2. Praxis I & Major GPA
3. Dispositions
4. CAO- Candidate Assessment & Objectives
5. Instructional Assessments
6. TCCE- Teacher Candidate Clinical Evaluation
7. PLT
8. Teacher Work Samples
9. Literacy Assessment
10. Graduate Exit Survey

EPP Graduation to Employment data

2015-2016- 11 students graduated, and 8 are listed as employed by EPSB  
2016-2017- 11 students graduated, and 3 are listed as employed by EPSB  
2017-2018- 19 students graduated, and 8 are listed as employed by EPSB  
2018-2019- 6 students graduated, and 3 are listed as employed by EPSB  
2019-2020- 13 students graduated, and 11 are listed as employed by EPSB

EPP Response to graduation employment data:

The EPP has developed a recruitment and retention plan to increase student enrollment in all programs. In addition, the EPP created a plan to visit high school academies that are for future educators to further promote all programs, and establish relationships with area/non-area school districts to create a pipeline for students to get hired once they graduate. Furthermore, the EPP continues to grow and develop relationships with districts through offering Dual Credit courses to students with the intention to enroll those students in the EPP in the future.

## **EPP Data Reports**

### **Kentucky State University EPP assessment data analysis**

#### **(A). Praxis II data assessed from 2016 to 2020 exhibited the following data points:**

2016-2017 Across the nine TEPs, 71 teacher candidates attempted the Praxis II content tests and 39 passed at a rate of 54%. This was a decrease in both attempts and passes. The overall pass rate was below the national median of 80%>

2017-2018 Across the nine TEPs, 33 teacher candidates attempted the Praxis II content tests and 18 passed at a rate of 54%. This was a decrease in both attempts and passes. The overall pass rate was below the national median 80%>.

2018-2019 Across the nine TEPs, 29 teacher candidates attempted the Praxis II content tests and 6 passed at a rate of 21%. This was a decrease in both attempts and passes. The overall pass rate was below the national median 80%>.

Overall teacher candidate's attempts of the Praxis II have decreased from 2016-2019, thus leading to inconsistent pass rates over the course of time, and low pass rates. In addition, the EPP pass rates from 2016-2019 are below the state's pass rate of 66%. The EPP has addressed Praxis II low exam scores by implementing Praxis II required study sessions throughout each semester, and providing students access to various Praxis II study materials. In reference to the EPP's TEP completers, from Fall 2016 to Spring 2018, the data displays that white female students have passed the Praxis II at higher rates than other ethnicities and genders.

Consequently, the EPP made a concerted effort to recruit more African American students, especially males to the program. Beginning in the Fall of 2019, the TEP had more African American males as completers than any other gender or ethnicity. The trend continues to display steady growth within the EPP, eventhough the EPP remains to continue building a diverse group of students ready to contribute as educators.

#### **(B). Praxis I data assessed from 2016 to 2020 exhibited the following data points:**

2016-2017: Across all programs, 26 students took the Core Reading test, 42 took the Core Writing test, and 36 took the Core Math test. Pass rates for Reading were higher as compared to national median scores and pass rates for Writing & Math test were below the national median 50% <.

2017-2018: Across all programs, 13 students took the Core Reading test, 20 took the Core Writing test, and 20 took the Core Math test. Pass rates for Reading were higher as compared to national median scores, and pass rates for Writing & Math test were below the national median 50% <.

2018-2019: Across all programs, 22 students took the Core Reading test, 30 took the Core Writing test, and 20 took the Core Math test. Pass rates for Reading were higher as compared

to national median scores, and pass rates for Writing & Math test were below the national median 50% <.

Overall the EPP student candidates were taking the Praxis-Core exam from 2016-2019, and produced consistent pass rates higher than the national median in reading. The student candidates continue to perform below the national pass rate in math and writing. In addition, the EPP pass rates from 2016-2019 are below the state's pass scores in reading 75%, writing 46%, and math 41%. The EPP has addressed Praxis I low exam scores, by implementing two Praxis prep courses (EDU 206, and 207), that prepares students to score higher in math and writing.

**(C). PLT-Pedagogical Test data assessed from 2016 to 2020 exhibited the following data points:**

*2016-2017:* Across the seven TEPs that require PLT exams, 16 teacher candidates attempted and 13 passed at a rate of 81%. While the pass rate is higher than the national pass rate of 75%<, the number of attempts is very low as compared to average state and national attempt rates.

*2017-2018:* Across the seven TEPs that require PLT exams, 9 teacher candidates attempted and 4 passed at a rate of 44%. While the pass rate is lower than the national pass rate of 75%<, the number of attempts is very low as compared to average state and national attempt rates.

*2018-2019:* Across the seven TEPs that require PLT exams, 7 teacher candidates attempted and 0% passed. While the pass rate is significantly lower than the national pass rate of 75%<, the number of attempts is very low as compared to average state and national attempt rates.

Student candidates in undergrad P-12 programs (Music and PE/Health) may choose to take either PLT K-6, or PLT 7-12. Overall the student candidates within the EPP displayed pass rates lower than the national median from 2016-2019. In addition, student candidate attempts decreased every year since 2016. The EPP on both PLT exams performed lower than the state pass rate of 93% K-6, and 94% grades 7-12. The EPP has addressed low performing scores on the PLT, by providing students required study sessions throughout the semester, and pre-testing PLT materials.

***CAO- Candidate Assessment and Objectives***

This data is based upon 3 student teachers in the spring of 2019, 3 in the fall of 2019, and 4 in spring of 2020. The data shows the percentage of teachers in each semester that scored accomplishing or higher on the Candidate Assessment and Objectives (CAO). On the second chart the data displays that each program met the benchmark of  $\geq 3$ . Each program represented within the TEP displayed consistent data, that is a reflection of the Field Coordinator's communication of information and expectations during the "All Majors Meetings". In the spring of 2020, the Teacher Candidate Clinical Evaluation (TCCE) was eliminated by the TEC, due to additional domains (Cultural Responsiveness and Technology) being added to the

CAO. Furthermore, the additional domains provided a deeper analysis of our student teachers performance in the field.

### *Domain 1: Planning and Preparation*

The data shows that overall 80% of the students demonstrated accomplished or above in the category of planning and preparation. It reflects our strengths in designing coherent instruction and knowledge of content & pedagogy. The EPP addressed low performance in the area of assessment by increasing the amount of assessments created in EDU 303 (Educational Assessment and Evaluation) and providing student with professional development to develop a better understanding with designing instructions.

### *Domain 2: Classroom Environment*

The data shows that overall 88% of students scored accomplished or higher in the category of classroom environment. It shows strengths in establishing a culture of learning and organizing physical space. The EPP addressed low performance in the area of managing student behavior by watching modules with current student teachers and discussing how to properly handle situations with specific behaviors that may occur in the classroom.

Additionally, to aid with future student teachers in EDU 202 (Introduction to Education) students were required to make a classroom management plan. The importance of having a plan to manage behavior was addressed.

### *Domain 3: Instruction*

The data shows that overall 76% of students scored accomplished or higher in the category of instruction. This domain was our lowest performing category overall. Although the data shows that our students struggle with instruction, 100% of students scored accomplished or higher in communicating with students. To address the issue, we are offering professional development throughout the semester to discuss question, engaging students, and properly using assessments.

### *Domain 4: Professional Responsibilities*

The data shows that overall 90% of students scored accomplished or higher in the category of Professional Responsibilities. This category was our highest-ranking overall, but had our lowest ranking substandard. The data shows 61% of our students scored accomplished or above communicating with families. To increase our communication with families, we created virtual recordings for families to use at home, as well as began collaborating with specific families to allow our students experiences collaborating one on one with families.

### *Domain 5: Cultural Responsiveness*

The data shows that overall 89% of students scored accomplished or higher in the category of cultural responsiveness. The average for each subcategory was above 80%.

## Domain 6: Technology

The data shows that overall 88% of students scored accomplished or higher in the category of technology. The average for each subcategory was above 80%. To continue to grow in the category of technology, we created a Kentucky State University You Tube channel. Candidates use the You-Tube channel to increase their educational practice using technology.

### **TWS-Teacher Work Sample**

This data is based upon 3 student teachers in the spring of 2019, 3 in the fall of 2019, and 4 in spring of 2020. The data shows the percentage of teachers in each semester that scored targeting or higher on the rating candidate assessment and objectives.

#### *Context*

The data shows that overall 78% of the students demonstrated targeting or above in the category of context. The data shows that students were able to explain how lessons relate to units and connect attributes that affect student learning. The EPP addressed feedback that stated students need more information on the pre-assessment portion that leads to a unit. This was addressed by increasing the amount of assessments created in EDU 303 (Educational Assessment and Evaluation) and providing student with professional development to develop a better understanding with designing instructions.

#### *Objectives*

The data shows that overall 81% of students demonstrated targeting or above in the category of objectives. We will continue to emphasize the importance of aligning standards and using “I can” statements to ensure our candidates are using student centered measurable objectives. The importance of this will be pointed out during courses, as well as department meetings.

#### *Connections*

The data shows that overall 89% of students demonstrated targeting or above the category of connections. When reviewing feedback, it is clear that students need further assistance connecting these objectives to standards. To continue to push candidates forward, we will provide more detailed focus on connecting standards and supporting with thorough explanation. This will be emphasized in EDU 202 (Introduction to Education) and EDU 454 (Student Teaching).

#### *Assessment Plan/Student Baseline Knowledge and Skills*

The data shows that overall 89% of students demonstrated targeting or above the category of assessment planning and student baseline knowledge and skills. To continue to push candidates toward the advanced section, we will offer professional development with assessment and adaptations/accommodations which support students’ IEP assessments

### *Resources, Media, and Technology*

The data shows that overall 89% of students demonstrated targeting or above the category of resources, media, and technology. To keep students up to date with technological practices, we will continue to provide access to up to date technology as well as encourage a Google Certification to aid students with proficiency with up to date practices.

### *Procedures and materials*

The data shows that overall 81% of students demonstrated targeting or above the category of resources, media, and technology. When reviewing feedback, it was noted that students struggled with providing guiding questions prior to teaching. This was also reluctant in their teaching. This was addressed during our all majors meeting, as well as in EDU 303 (Educational Assessment and Evaluation) and professional development will be provided.

### **Dispositions & Values & Behaviors**

The assessment assesses the student teacher's ability to be competent and caring as a professional. The assessment addresses the student teacher's pursuit of knowledge, ability to understand and create diversity and equitable opportunities for students and peers, demonstrate respect and enthusiasm for the practice and profession, accept legal and ethical norms, collaborate with colleagues, parents and students, exercise personal management behaviors, use reflective thinking for professional and personal improvement, and demonstrate effective communication skills.

The data analysis of this assessment displayed student candidates that felt they were knowledgeable of the teaching profession and practice, but willing to develop the skills necessary to become well rounded educators ready to infuse diverse lessons and conditions, that will prepare students they teach to become outstanding individuals not only in the classroom, but also in the community. The assessment displayed that student candidates needed an extensive approach to understanding strategies and methods to collaborate with colleagues, parents and students, and communicating cultural differences with students to be effective on a consistent basis, and meet the expectations of not only the EPP, but EPSB as well. The student candidates consistently scored themselves as accomplished for personal management, respect for the profession, legal and ethics, and diversity, which will allow the EPP to place more of an emphasis on instructional and collaborative practices. Those areas marked as accomplished were not ignored by the EPP, but were further enhanced for continued excellence. Each student teacher is required to be intentionally involved with the communities they educate, creating and molding positive relationships with not only the students but stakeholders as well.

The assessment is validated, due to the EPP requiring the assessment to be completed at the beginning and ending stages of the TEP, to compare and contrast the student's overall development throughout the program. The assessment is completed by the student and reviewed by the university supervisor to get an understanding/prioritize what areas the student teacher needs for improvement and growth.

### *Chart Analysis:*

From 2016-2020, the EPP exceeded the benchmark of  $\geq 3.0$ , three out of the four years. In 2016, the EPP placed an importance on student candidates exercising personal management behaviors. Thus, leading to an increase in student performance every year after. In the Fall of 2019, the EPP placed an emphasis on ethical norms and professional practice, during All Majors Meetings. The student candidates met or scored above the benchmark of  $\geq 3.0$ , on 4 out of 8 areas of the assessment. The EPP also placed an emphasis on exposing candidates to professional ethics professional practice strategies during courses via discussions, video presentations, and modeling appropriate professional ethics and instructional practices. All programs represented in the TEP met the benchmark of  $\geq 3$ , from 2016-2019. Since 2016, student responses on the Disposition assessment have increase each year, which is a reflection of the changes implemented within the EPP.

### **Instructional Assessment**

The assessment assesses the student teacher's ability to develop an assessment (Formal or Informal) that allows the student to display their overall knowledge. The exam will determine the overall effectiveness of instruction taking place over a day or week through the unit & lesson plans. The exam includes a rubric that enables the students to visually understand the expectations of performance on the exam. The assessment addresses student teacher's ability to plan and prepare lessons, construct and maintain the classroom environment, develop and implement instruction, use technology as a basis for acquisition, differentiate lessons and questions, construct rigorous questions to determine the acquisition skills of the student, and create an assessment that allows for future growth in content presented.

### **Graduate Exit Survey**

The assessment assesses student teachers overall experience at the university, and within the EPP. The exit survey is seeking guidance in improving the EPP, through the lenses of the student. The areas described in the survey to improve the EPP are; development, content knowledge, assessment and instructional planning, instructional strategies, professional learning and ethical practice, ability to collaborate with peers, classroom management, implementing technology in the classroom, and admittance and exit process.

The data analysis of the assessment concluded that student's on average rated their overall academic experience at the university as accomplished, rated their development throughout the EPP as accomplished, rated their ability to apply content knowledge of subject area as developing, rated their instructional practices as developing, rated their professional learning and ethical practice skills as exemplary, rated their ability to lead and collaborate as accomplished, rated their ability to create a positive classroom environment as accomplished, rated their ability to implement technology as developing, and rated their overall admittance and exit experience as accomplished. Eventhough, the sample size of data was low, the data retrieved from the exit survey is essential in the continued growth of the EPP for short and long term gains. To increase student participation, the EPP is requiring all graduates to complete the survey before the graduation date to increase student participation. The survey is also conducted the last week of class before finals, to increase student participation. In

addition, the EPP is also working with IR to gather completer data, and data relevant to employer satisfaction.

The assessment is validated due to the survey being assessed and approved by Institutional Research of Kentucky State University. The assessment also validates the strengths and weaknesses of the program that have been discussed in previous EPP meetings. The weaknesses are currently being addressed by the EPP through the redesigning and addition of content being presented to students that will further prepare them to be successful in the field, and after graduation. In addition, to the continued professional development of faculty and staff within the EPP to meet the initial needs of students within the EPP.

*Chart Analysis:*

From 2019-2020, the EPP exceeded the benchmark of  $\geq 3.0$ , for three consecutive semesters. In 2019, due to low numbers of survey data received by the EPP, the EPP placed an emphasis on making sure student candidates completing the exit survey to give the EPP more data to improve the EPP's program experience, and produce effective educators ready to make an impact on the students and community they teach within.

**Alumni Survey**

The survey is one of the assessment tools the EPP uses to gather information to improve the EPP overall, and continue the positive collaboration with our School District EPP partners. The data gathered is essential for the growth of the student candidates professionally, and personally. The low amount of data gathered by the EPP was not due to a lack of communication, but lack of completion by the Alumni, and EPP district partners. Furthermore, the EPP decided to conduct more in person visitations to the schools were the Alumni are employed, and to consistently work with IR (Institutional Research) to update Alumni contact information for emailing the survey and other post graduate assessment tools.

*Chart Analysis:*

From 2019-2020, the EPP exceeded the benchmark of  $\geq 3.0$ , for consecutive semesters. In 2019, due to low numbers of survey data received by the EPP, the EPP placed an emphasis on updating the contact information of our EPP Alumni to improve the EPP's program experience, and produce effective educators ready to make an impact on the students and community they teach within. Eventhough, the data displays positive feedback, the EPP continues to address all areas and processes within the EPP for continuous improvement.

## Significant Accomplishments-

Dr. Timothy Forde

Dr. Gavin Washington-

- Elected President of the Kentucky Association of Health Physical Education Recreation and Dance (KAHPERD), which will be changing its name to Kentucky SHAPE starting next year.
- Named a reviewer for the national Physical Education Teacher of the Year Award for SHAPE America.
- Selected to attend the Leadership Institute for SHAPE America Southern District
- Presented at the state Health and Physical Education Conference
- Selected to attend the State of Kentucky's Health Cadre of Trainers.
- Facilitated a State wide training for Health Educators and Health Promotion professionals
- Collaborated with CARIN Guidance (A national health consulting firm) to create a middle school health curriculum geared towards teaching students about Gender Roles and Toxic Masculinity. The project was a partnership with the international company that owns AXE Body Spray
- Co-Facilitated the KAHPERD Student Leadership Institute
- Submitted an manuscript for publication in the Journal of Sports Psychology
- Co-wrote the CAEP Addendum for Reaccreditation

Dr. Phillip H. Clay

- Kappa Alpha Psi Graduate Member of the Year (Frankfort KY Alumni Chapter)
- Presented at the Bowles Center for Inclusion
- Presented at the Black Educators Conference @ Virginia State Univ.
- Presented at the KEA-SP Spring Conference
- Presented Virtual Video's on Online Learning, Online Learning for students w/ Disabilities, Education of the African American Male
- Voted as Vice President of Faculty Senate for Second Year
- Voted as Polemarch of Frankfort, KY (Chapter President) of Kappa Alpha Psi
- Wrote the Self-Study for the CAEP Accreditation
- Co-wrote the CAEP Addendum for Reaccreditation
- Rewrote the Comprehensive Assessment Plan fpr SEHD
- Rewrote the Quality Assurance System for SEHD
- Co-wrote the Cooperative Teacher Handbook for SEHD
- Co-wrote the Student Teaching Manual for SEHD
- Authored the KPERS Rejoinder for SEHD

- Completed the KPERS System Setup for Accreditation for SEHD
- RAMP Virtual Symposium :Addressing Worldview Challenges: The New Normal

Dr. Sunday Obi

- Exceeded Expectations for his Post-Tenure Review

Dr. Whitney Lawrence

- Co-wrote the Student Teaching Manual and Cooperative Teaching Handbook for SEHD
- Co-wrote the CAEP Addendum for Reaccreditation

Dr. Jason Keeler

- Voted as President of Faculty Senate

Speaking events or conference coordinator

- Invited Speaker to the Consortium of Police and Public Safety Psychologists April 17, 2020. Panama City Beach, FL. Topic “Impact of Agency Size on the Perceived Stress of Law Enforcement Officers” (Postponed due to COVID\_19)
- Attended NSCA State Conference April 25th, 2020. Which was to be hosted by KSU, but went virtual due to COVID\_19.
- Invited Speaker to Tactical Strength and Conditioning Annual Training, August, 2020. Las Vegas, NV. Topic “A New Look at Law Enforcement Cardiovascular Health” (postponed due to COVID\_19)

Following articles were submitted for publication.

- Keeler, J.M., Pohl, M.B., Shapiro, R., Bergstrom, H., Thomas, J.M., Abel, M.G. The Effects of Tactical Task and Gear on Muscle Activation of SWAT Officers. Journal of Strength and Conditioning Research, (Accepted for publication 9/2019)
- M. Norris, M. McAllister, A. Gonzalez, L. Renteria, S. Best, R. Pettitt, J.M. Keeler, M.G. Abel, Predictor of Work Economy in Structural Firefighters. (in review)

Became a board committee member of the National Strength and Conditioning Association Advisory Board for the Kentucky State Chapter

Completed several small student projects with students here at KSU and one project with a graduate student at the University of Kentucky. Below are four submitted poster abstract citations to the National NSCA Conference and one presented poster abstract from the state KAHPERD conference. (first author is primary author and last author is senior/secondary author)

- M. Norris, M. McAllister, A. Gonzalez, L. Renteria, S. Best, R. Pettitt, J.M. Keeler, M.G. Abel, Predictor of Work Economy in Structural Firefighters. NSCA National Conference. July 2020. Las Vegas, NV. (Submitted)
- Kumar, A., Keeler, J.M., The Immediate Impact that a Certified Strength and Conditioning Specialist Makes on an NCAA Division II Football Program. NSCA National Conference. July 2020. Las Vegas, NV. (Accepted)
- Ellis, M., Keeler, J.M., Relationship between Preseason Testing Performance and Playing Time among a Women's Division II NCAA Basketball Team. NSCA National Conference. July 2020. Las Vegas, NV. (Accepted).
- Williams, A., Thompson, A., Keeler, J.M., Correlations between Physical Fitness Tests and Three Baseball Skills. NSCA National Conference. July 2020. Las Vegas, NV. (Accepted)
- Williams, A., Keeler, J.M., HIV Knowledge among HBCU College Students in Kentucky. KAHPERD Kentucky State Conference. October 14th, 2019. Louisville, KY

Dr. Ann Lyttle-Burns- N/A

Patrese Nesbitt- N/A