

School of Education & Human Development

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Student Success and Outcomes

- 1. C-** Undergraduate students were struggling to pass the Praxis I (Core) exam in the areas of writing and math. Graduate student candidates were struggling to pass the Praxis I (Core) exam to meet admission guidelines, in the areas of math and writing.

A- The SEHD program created two Praxis I practice courses that students could take (EDU 206- Math & EDU 207- Writing), and gathered practice materials from the library (Hard copy and online) that are placed on the programs website, and within the resources area for EPP students.

R- Increase in undergraduate students passing the Praxis I (Core) exam to enter the student teaching benchmark of the program. An increase of graduate students meeting the admission requirements, and readmitting past graduate students that were affected by the change in admission regulations instituted by the state in 2012.

- 2. C-** EPP (Educator Preparation Program) stakeholders and district school partners complaining of student candidates not being prepared to teach, and a lack of respect for the profession.

A- The EPP reestablished positive relationships with stakeholders and district partners, through intentional communication, and engagement. The EPP began hosting "All Majors Meetings", to provide undergraduate student candidates essential information and professional development, that will lead to success in the field. The EPP also created a position (Director of Field and Clinical Experiences), whose sole responsibility is to provide guidance and mentoring during field and clinical experiences.

R- EPP stakeholders and district partners are pleased with overall turnaround of student candidates in the field. Student candidates are meeting program expectations (consistency, timely, professional appearance, communication, intentional leadership qualities, and preparing lesson plans that meet the needs of all students, through standard based objectives). District partners becoming more engaged in TEC (Teacher Education Committee) meetings and processes. In addition, student candidates are more equipped to lead the classroom, and motivate students to learn.

- 3. C-** Program assessments were outdated and not capable of providing the EPP with essential data needed to improve student performance and the program overall

A- The EPP through the TEC (stakeholder involvement) and SEHD committees, reviewed and edited the Quality Assurance System to have the capability to create and analyze key assessments that will examine student performance in the field, and provide the program with data for change purposes. The EPP also reviewed and edited the Continuous Assessment Plan, which will provide the EPP with the appropriate

measures to assess the programs impact on student development, and relations with stakeholders. The assessments were analyzed and tested for effectiveness, and data gathering purposes. The data retrieved from the assessments was disaggregated to provide the EPP with essential evidence on the programs impact on race, gender, and program development.

R- Student candidate's assessment scores increased over time. Student candidates were more prepared to become educators and develop lesson and unit plans that engaged P-12 students on all levels, and increased their ability to learn on high levels. Student candidates were able to effectively communicate their strengths and weaknesses with the university supervisor and Director of Field and Clinical Experience. The EPP was also prepared to conduct initial evaluation of the programs for accreditation (CAEP) purposes, and the impact on students, and meet the expectations of school districts for entry level teachers. The assessments also scored above the benchmark for effectiveness (≥ 3 -Accomplished), which provided the EPP with validity and reliability scores above the benchmark of ≥ 3 , essential to the functioning of an educator.

4. C- Student graduation and retention rates were declining over time

A- The EPP through the TEC (stakeholder involvement) and SEHD committees, reviewed and analyzed GPA and graduation rates data that was disaggregated to provide the EPP with a clearer analysis of the areas within program that needed immediate change. The EPP placed an intentional effort into providing students with professional development, mentoring, and academic opportunities for student development. The EPP also adjusted the presentation of content, and reviewed the goals of the EPP to make sure they were obtainable, and measurable for program growth. The EPP also took the lead in advising student candidates before they entered the EPP, to ensure the students were on track to graduate. The EPP increased communication between EPP partner districts and student candidates during the field experience benchmark in the program. The EPP also adjusted the required field hours for field experiences, to give students the opportunity to receive the appropriate amount of leadership before clinical experiences.

R- Student candidate's graduating from the program has slightly increased over time, and the retention of student candidates increased significantly from year to year.

5. C- EPP literature and material was outdated and not organized for reporting purposes

A- The EPP through the TEC (stakeholder involvement) and SEHD committees, reviewed and analyzed all materials across every program for consistency and accuracy purposes. The EPP edited and created up to date documents and handbooks that are easy to review and retrieve pertinent information about the practices, processes and operations of the EPP. The EPP also adjusted curriculum ladders and student contracts to provide student candidates with clearly defined snapshot of the EPP process, through benchmarks (undergraduate) and checkpoints (graduate). The EPP also communicated the information across campus to decrease communication mishaps, and increase student enrollment in the program.

R- Communication lines across the EPP and campus were consistent when it came to what the EPP was offering student candidates, and the processes of the program. The EPP was able to pull together important documents and information about the processes, and operations for accreditation purposes. The EPP was able to effectively communicate with students, stakeholders, and parents on what the EPP

has to offer, and the overall successes of students once they graduate. The Updated literature also meets all guidelines and regulations imposed by EPSB (Education Professional Standards Board). All of the aforementioned changes has led to an increase in student enrollment the past two years, and increased campus awareness, that has created grant opportunities in the future.

6. **C-** EPP faculty involvement on and off campus was inconsistent, and faculty were lacking leadership roles in program area associations.

A- The EPP chair imposed expectations for all faculty members within the EPP to become intentionally involved in campus activities and committees, involved in community relations, and involved in recruitment activities on and off campus.

R- Various faculty members have become leaders within the faculty senate, committees, and community relations organizations and events. Various faculty members have become leaders in their specific area organizations, that have led to an increase in awareness of programs offered at KSU. Faculty began attending area high schools to recruit future educators for tomorrow, thus leading to an increase of student's enrolled from area school districts in dual credit courses within the EPP. Faculty are becoming recognized for their accomplishments throughout the campus, and within the professional circles they engage in.

7. **C-** EPP recruiting measures and processes were not effective and in need of change

A- The EPP through the TEC and SEHD, edited the recruitment plan to meet the current climate of students entering the EPP. The EPP began to systematically recruit students sending out updated SEHD brochures, and KSU paraphernalia to school districts in surrounding areas, major cities, and urban/rural communities. The EPP created positive communication lines with school district administrators, and superintendents to foster employment pipelines.

R- Student recruitment has increased the past couple of years. The diversity within the EPP has been improved. Program awareness in the surrounding school districts, and major cities within Kentucky, Ohio, Illinois and Michigan has improved over time.