Degree: Bachelor of Science in Interdisciplinary Studies 2023-2024 Assessment Plan		
	Student Learning Outcome #1	Candidates graduating from the BS IS program will be certified to teach in the state of Texas.
PLAN	**Assessment Method(s)**	All students graduating from the BS IS program must pass all state exams in their area to be recommended for certification upon graduation. Content on state exams is covered across a student's major coursework depending on certification area. No candidate can be recommended for Texas educator licensure without passing all required state exams. To assess how well the program is preparing students to graduate with certification, external and internal data will be collected and analyzed to identify gaps in the program: **Internal data source:** The program will collect data on student passing rates on the Lamar Proficiency Exams (LPE) from August, 2023 to May, 2024. The LPE must be taken prior to receiving permission to register for the state certification exams. **External data source:** The program will collect data on student passing rates on state certification exams from August, 2023 through May, 2024. All students graduating from the BS IS program must pass all state exams in their content area to move into clinical teaching, and more importantly, to receive state teaching certification. Content on state exams is covered across a student's major coursework depending on certification area (i.e., 4-8 mathematics, EC-6 core, etc.).
	Proficiency	All candidates in all certification areas in the Bachelor of Science in Interdisciplinary Studies (BS IS) program will be certified to teach in the state of Texas in their identified certification area (EC-6, 4-8 ELAR, 4-8 mathematics, 4-8 science, 4-8 social studies, 4-8 core, and 4-8 math/science). Through course work in the content area and a readiness assessment through the Lamar Proficiency Exam, 100% of candidates will take and pass their state TExES certification content exams. TExES exams: passing score of 240 on all required certification exams. LPE exams: Passing score of 240 on all exams to received permission to take the state test.

DO	**Benchmark**	LPE: 85% of candidates will pass the LPE on their first attempt. Currently, a passing score of 250 on all exams is required prior to receiving permission to take the state exam. That threshold will be lowered to 240 in spring to align with state passing scores. Candidates must pass the state certification exam to advance to clinical teaching. TExES Exam: 90% of candidates will receive a passing score of 240 or greater on their first attempt at the state exam.
	Results of Assessment	LPE exams: Students across EC-6, 4-8, EC-12 and 7-12 certification areas all took the LPE prior to being granted permission to take the TExES state certification exam. The testing office kept the passing score at 250. Most students were not successful. However, students majoring in EC-12 Physical Education (PE) had 100% passing rates. Results were calculated by dividing the total number of students passing the LPE by the number of test takers: **LPE exams taken during the 2023-2024 academic year:** EC-6 core (391) Passing rates: **901 (ELAR): 40.5%** **(37) test takers**: (15) scored 250 or higher **902 (Mathematics): 41%** **(34) test takers :** (14) scored 250 or higher **903 (Social Studies): 48.5%** **(35) test takers:** (17) scored 250 or higher **904 (Science): 46%** **(28) test takers:** (13) scored 250 or higher **905 (FA): 34%** **(32) test takers:** (11) scored 250 or higher **160 (PPR): 37.5%** **(32) test takers:** (12) scored 250 or higher **293 (STR): 0% passing rates** **(32) test takers:** (0) scored 250 or higher **LPE exams taken during the 2023-2024 academic year:** 4-8 core (211) Passing rates: **806 (ELAR): 0%** **(1) test taker:** (0) scored 250 or higher **807 (Mathematics): 0%** **(1) test taker:** (0) scored 250 or higher **808 (Social Studies): 0%** **(3) test takers:** (0) scored 250 or higher **809 (Science): 0%** **(1) test taker:** (0) scored 250 or higher **4-8 SS:** **(0) test takers** 4-8 ELAR: **0%** **(3) test takers:** (0) scored 250 or higher 4-8 Math: **0%** **(1) test taker**: (0) scored 250 or higher

Certification areas for students seeking bachelor's degrees from other departments/colleges:

LPE exams taken during the 2023-2024 academic year:

EC-12 Music: 25%

(4) test takers: (1) scored 250 or higher

EC-12 PE: 100%

(2) test takers: (2) scored 250 or higher

LPE exams taken during the 2023-2024 academic year:

7-12 ENGL: 0%

(1) test taker: (0) scored 250 or higher

7-12 HIST: 0%

(2) test takers: (0) scored 250 or higher

Most students were not successful. However, students majoring in EC-12 Physical Education (PE) had 100% passing rates. Results were calculated by the number diving the total number of students passing the LPE by the number of test takers

TExES state certification exam completers:

Students across EC-6, 4-8, EC-12 and 7-12 certification areas all take state exams once they have completed the LPE, attended student sessions, and are approved to register for the state exams.

391 (EC-6 Core): 86% passing rate

206 students took the test and 177 students passed.

160 (PPR): 80% passing rate

60 test takers, with 48 passing.

293 (STR): 82% passing rate

28 test takers, with 23 passing.

4-8 core: No test takers

4-8 SS: No test takers

		4-8 ELAR: No test takers 4-8 Math: No test takers **Other degree programs with certification added:** EC-12 Music: 63% passing rate Eight students took the test and five students passed. EC-12 PE: 75% passing rate Four test takes, with three passing. 7-12 ELAR: 100% passing rate Two takes and both passed. 7-12 HIST No test takers
S T U D Y	**Analysis of Results**	Test scores for the LPE and the TExES exams are from the 2023-2024 academic year. However, candidates who completed clinical teaching (one semester) in fall, 2023 or spring, 2024, or residency (two semesters) for this academic year may have tested prior to the start of the fall, 2023 semester. Of the eight residents and 16 clinical teachers, 100% of residents graduated and have been recommended to receive standard state of Texas teaching certificates. All have job offers, with some residents having more than one offer. For the clinical teachers (3 fall, 13 spring), all have graduated (or will graduate in August). Currently 11 of 16 have been recommended to receive standard state of Texas teaching certificates. The other five may be waiting on test scores or they may not have applied. These students will be monitored. When reviewing test data, there appears to be a lack of correlation between the LPE exams and the state exam. For example, 32 students took the Science of Teaching Reading (STR) exam, and none of the students achieved a passing score of 250. Many students scored at or below 50% on the LPE. However, for the state STR exam, 28 students took the exam and 23 passed with a score of 240 (80%) or higher, achieving an overall passing rate of 82%, Similar results are true of the EC-6. Conversely, two students took and passed the LPE for PE. Four students took the state TExES PE exam and three passed, achieving a 75% passing rate for the department. The LPE exams are part of the testing preparation process, and faculty will continue to

		monitor LPE scores and correlate these scores to actual state test results.
ACT	**Improvement Plan for 2024-2025**	The department faculty will continue to monitor LPE exams and provide study sessions for students. The primary goal is to achieve a passing rate of 100% on state certification exams. However, a more realistic goal is a passing rate of 95% for each state certification test. Although the LPEs are a great study tool, the primary goal is for students to pass the state exams. Another critical area that developed during the assessment reporting is a miscommunication between graduates and the application for certification process. Graduates need to apply for certification, and some students may not know to apply, thus missing a crucial piece of this process. The program is developing a plan to invite all graduates to a celebration where they apply for state certification during the time preceding the celebration. Another area to monitor is students' job status. This is an area that will be worked on over the coming year.

Degree: Bachelor of Science in Interdisciplinary Studies 2023-2024 Assessment Plan		
	Student Learning Outcome #2	Candidates graduating from the BS IS program will be effective collaborators in the professional community.
PLAN	**Assessment Method(s)**	Data will be collected from **internal** (T-TESS) and **external** (principal surveys) data sources to assess each candidate's ability as effective collaborators in the professional community (i.e., elementary and middle schools). **Internal:** Lamar University preservice teacher candidates will be prepared to work collaboratively with other professional educators upon graduation while meeting all the professional requirements mandated under the professional evaluation system. During clinical teaching or year-long residency, candidates are assessed in professional pedagogy through the Texas Teacher Evaluation and Support System (T-TESS). Field supervisors work with candidates across one or two semesters, depending on a student's program, to assess candidates'

		pedagogical knowledge and skills, content knowledge in the discipline, professional development, and classroom management skills. **External:** After their first year as a professional educator, principals are sent a survey link to assess a wide variety of skills expected of a first-year educator.
	Proficiency	During observations in clinical teaching or year-long residency, field supervisors conduct four formal observations using the T-TESS. This assessment focuses on providing continuous, timely and formative feedback to candidates during clinical teaching. This is the same form that future principals will use to evaluate their teaching performance when they are hired by a district. The purpose of the T-TESS is to provide educators with information about their teaching practices, so that they can improve their practice. The T-TESS instrument assesses four areas: 1. Planning, 2. Instruction, 3. Learning Environment, and 4. Professional Practices and Responsibilities. Across all domains and dimensions, candidates can receive a score of: Distinguished, Accomplished, Proficient, Developing, and Improvement Needed. During clinical teaching or year-long residency, candidates are expected to move from improvement needed or developing to proficient. Some candidates might receive accomplished in a few areas, but it is typically rare that a candidate would receive distinguished across multiple areas. Under the fourth domain, **Professional Practices and Responsibilities**, candidates are expected to: **4.1** meet district expectations for attendance, professional appearance, decorum, procedural, ethical, legal and statutory responsibilities; **4.2** reflect on his/her practice; **4.3** enhance the professional community; and, **4.4** demonstrate leadership with students, colleagues, and community members in the school, district and

		community through effective communication and outreach. Candidates are scored by an assigned field supervisor in all four domains, but **the fourth domain addresses this student learning outcome**. After their first year as a professional educator, candidates are scored again by the principal overseeing their campus worksite. These two data sets provide evidence of the success of their professional responsibilities as members of a professional learning community. Averages across the four dimensions (above) of the fourth T-TESS domain will be compared against averages in similar competencies from the external principal survey data, with the following scale: **Well Prepared** (Response = 3) All, Or Almost All, Of the Time the Beginning Teacher Was Able to Demonstrate a Thorough Understanding and Had the Required Knowledge and Skills. **Sufficiently Prepared** (Response = 2) Most of The Time, The Beginning Teacher Was Able To Demonstrate A General Understanding And Had The Required Knowledge And Skills. **Not Sufficiently Prepared** (Response = 1) The Beginning Teacher Demonstrated Limited Understanding and Had Partial Required Knowledge and Skills. **Not at All Prepared** (Response = 0) The Beginning Teacher Demonstrated Little to No Understanding and Had Minimal Required Knowledge And skills.
DO	**Benchmark**	90% of candidates will be proficient (3) on T-TESS data during clinical teaching/year-long residency. 100% average of all graduates will meet or exceed 2.5 (sufficiently prepared/well prepared) on principal survey data. The benchmark is higher during clinical teaching. When our candidates gradate and are certified through the state of Texas, they are the teacher of record once hired by a district; and during their first year, candidates are still developing under the guidance of a mentor teacher and/or district professional development.
	Results of Assessment	During the 2023-2024 academic year, eight residents and 16 clinical teachers completed their residency or clinical teaching requirements to be certified as EC-6 or 4-8 educators. 100% of residents received a score of proficient in each area at least once during the 2023-2024 yearlong residency. For clinical teachers, there was

not such success. Seven of the sixteen clinical teachers received a score of proficient in each area at least once during fall or spring clinical teaching. That is a mere 43% of clinical teachers.

The Principal Survey of first year teachers is available after June 1st. Therefore, last year's Principal Survey Results will be used. When the assessment report for next year is written, the results of clinical teaching and residency for the 2024-2025 academic year will be correlated. For this year, there is no correlation.

4. In the area of Professional Practices and Responsibilities, candidates' average scores were between 2.38 to 2.63. These averages are the highest among the four areas. Candidates, at the end of their first year of teaching, are seen as highly ethical (n=2.63%) and follow district expectations (n=2.61%). The lowest average in this area was in prioritizing goals to improve practice and student performance (n=2.38). This is an area that should be targeted to ensure students' academic performance increases.

4.1 Follows district expectations for professional standards

4.2 Adheres to code of ethics for Texas educators.

4.3 Student advocate

4.4 Reflects on strengths and professional learning needs

4.5 Uses data sources and feedback to set goals

4.6 Prioritize goals to improve practice and student performance

S T U D Y	**Analysis of Results**	The goal was for 100% of candidates to achieve 2.5% or greater on all areas of the Professional Practices and Responsibilities area of the Principal Survey. That goal was not achieved in all areas. However, all candidates received a rating of two or higher. The highest areas, adhering to code of ethics and following district expectations for professional standards exceeded expectations, with being a student advocate approaching the goal. There is room for growth. Likewise, the goal was for 100% of clinical teachers or residents to receive proficient in each area of the T-TESS at least once during their clinical teaching or residency. This was not achieved and there is much room for growth.
ACT	**Improvement Plan for 2024-2025**	There is not a correlation between the two data sets (T-TESS and principal surveys). However, next year there will be a direct correlation between students completing residency or clinical teaching this year and the principal survey data next year. This will allow the program a more targeted approach to identify courses that might need to be revised to ensure candidates are approaching or meeting a principal survey score of 3-well prepared-for the field of education as a classroom teacher. We are unable to separate the certification areas on the principal survey data. So, any student graduating from any program at LU (i.e., music, history, English, etc.) and seeking certification will be part of the survey data. All field supervisors will receive training on the T-TESS rubric, and we will train so that there is increased validity and reliability with this instrument, no matter which candidate or field supervisor data is reviewed. We will maintain the same important goals for the 2024-2025 academic year, and we will review in one year. As more candidates move toward completing a residency, the program hopes principal survey results to be approaching or meeting a score of three in most areas.

Degree: Bachelor of Science in Interdisciplinary Studies 2023-2024 Assessment Plan		
	Student Learning Outcome #3	Candidates graduating from the BS IS program will be employed as professional educators.

PLAN	**Assessment Method(s)**	Collect data on graduates' employment immediately after graduation. Due to the teacher shortage, it is essential that graduates remain in the profession. Data will be collected on graduates' employment as certified educators at the three-year mark.
	Proficiency	Obtain a teaching position and remain in the profession at the three-year mark.
DO	**Benchmark**	*100% of candidates will obtain a teaching position upon graduation. **80% of candidates will remain in the field for the third year of teaching. *This data will include candidates graduating during the 2023-2024 year. **This data will review candidates who accepted a position in in summer 2022.
	Results of Assessment	In fall of 2023, 3 clinical teachers graduated. Of those, 3 were certified and accepted a position as a classroom teacher in their certification field. In spring, 2024, eight residents graduated with TExES teacher certification and 100% accepted a position at a district of their choosing, with many candidates having to decide between job offers. In spring, 2024, 13 clinical teachers graduated. Of those, eight were recommended for certification. They are in the process of finding a teaching position.
S T U D Y	**Analysis of Results**	The goal of 100% of candidates obtaining a teaching position upon graduation in fall, 2023 and spring 2024 was met for fall, but unmet for spring. Part of this was due to five clinical teachers from spring 2024 not yet having been recommended for certification. This may be a result of students being unaware that they need to apply for state certification. Or, it may be that students have not passed their state certification exams. This is an area that will be addressed immediately. The following data was not collected. This is an area where we will begin collecting data immediately to track students, post-graduation, to monitor their retention in the field: **80% of candidates will remain in the field for the third year of teaching. **This data will review candidates who accepted a position in in summer 2022.

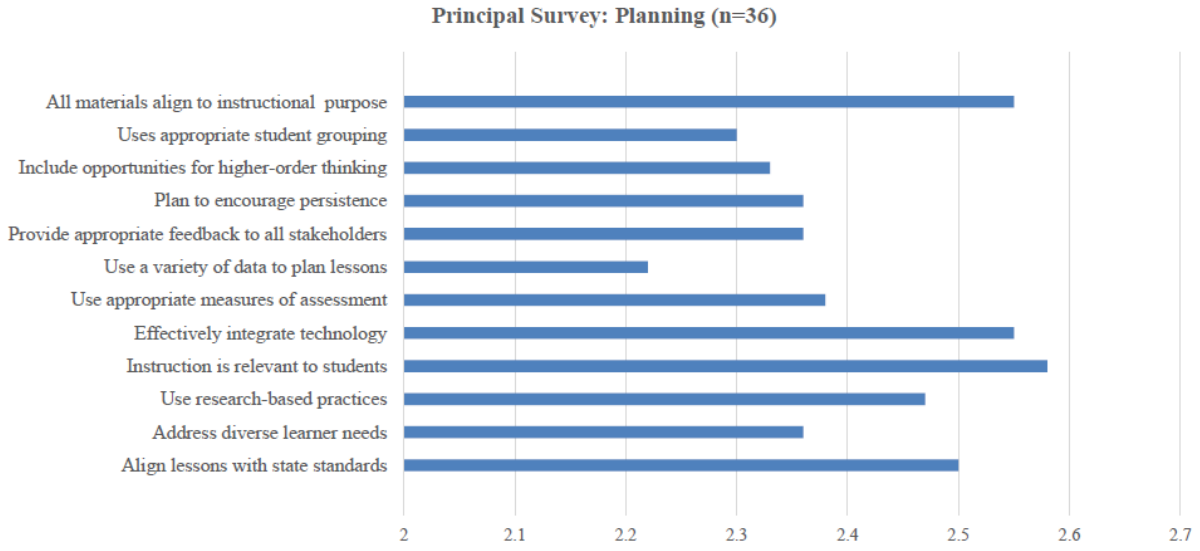
ACT	**Improvement Plan for 2024-2025**	Track students', post-graduation, beginning with candidates from the 2023-2024 academic year. Monitor their retention in the field at the one-year mark.

Degree: Bachelor of Science in Interdisciplinary Studies 2023-2024 Assessment Plan		
	Student Learning Outcome #4	Candidates graduating from the BS IS program will demonstrate effective planning, instruction, and classroom management strategies with diverse learners.
PLAN	**Assessment Method(s)**	Clinical teachers are observed by field supervisors and assessed formally four times during their semester-long or year-long residency. Field supervisors use the T-TESS. This instrument provides candidates with continuous, timely, and formative feedback about their instructional planning and classroom management. This is the same form that their future principals will use to evaluate their teaching performance when they are hired by a district. The purpose of the T-TESS is to provide educators with information about their teaching practices, so that they can improve their practice. The T-TESS instrument assesses four areas: Planning, Instruction, Learning Environment, and Professional Practices and Responsibilities. Candidates can receive a score of: Distinguished, Accomplished, Proficient, Developing, and Improvement Needed. During clinical teaching or year-long residency, candidates are expected to move from improvement needed or developing to proficient in all areas. Some candidates might receive accomplished in a few areas, but it is typically rare that a candidate would receive distinguished across multiple areas. Under the first, second, and third domains, candidates are assessed on their effectiveness in planning, instruction and the learning environment. After their first year of experience as a certified teacher. Principals receive a survey and rate in-service teachers in a number of areas, including planning, instruction, and classroom environment (management). Survey statements for each area are summarized below. **Planning:** 1.1 Align lessons with state standards. 1.2 Address diverse learner needs. 1.3 Instructional strategies include research-based practices. 1.4 Content/lessons are relevant to students.

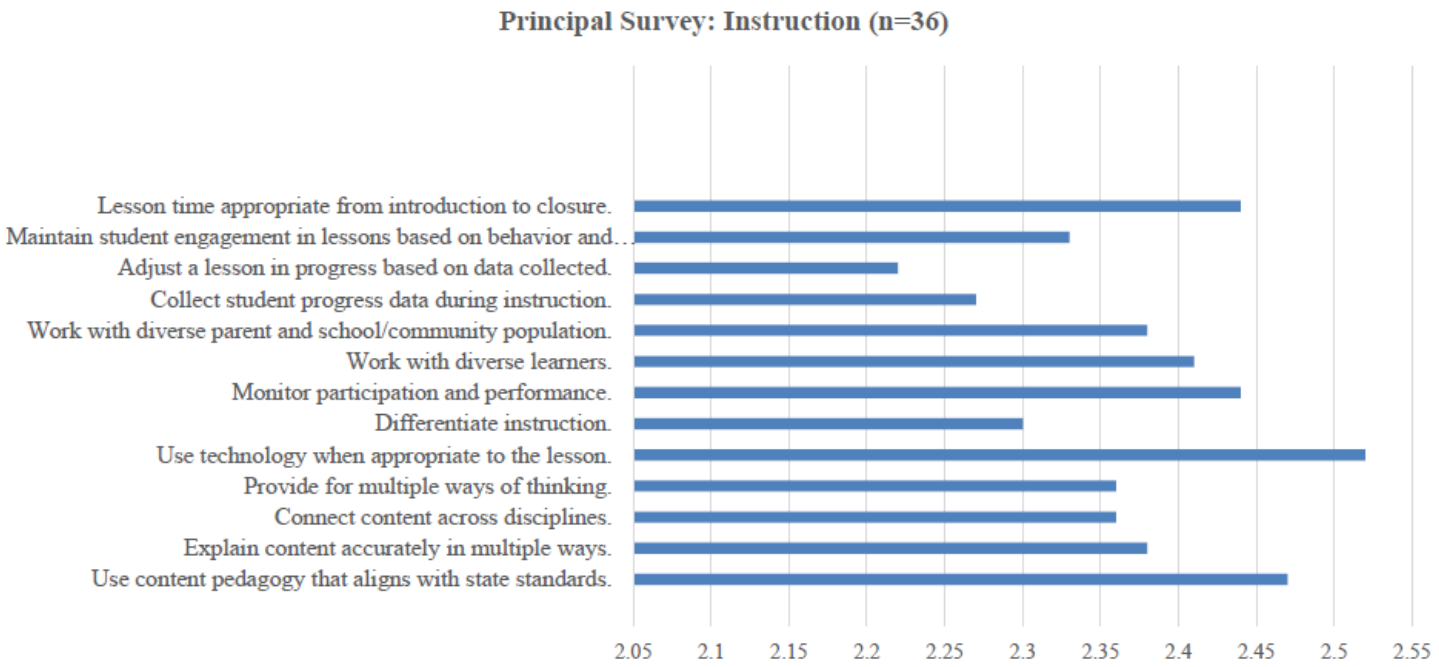
		1.5 Integrates technology. 1.6 Uses appropriate measures of assessment. 1.7 Uses a variety of data to plan lessons. 1.8 Provides appropriate feedback to all stakeholders. 1.9 Plans to encourage persistence. 1.10 Includes higher-order thinking in instruction. 1.11 Uses appropriate student grouping. 1.12 All materials/tech align to instructional purpose. **Instruction:** 1.1 Use content pedagogy that aligns with state standards. 1.2 Explain content accurately in multiple ways. 1.3 Connect content across disciplines. 1.4 Provide for multiple ways of thinking. 1.5 Use technology when appropriate to the lesson. 1.6 Differentiate instruction. 1.7 Monitor participation and performance. 1.8 Work with diverse learners. 1.9 Work with diverse parent and school/community population. 1.10 Collect student progress data during instruction. 1.11 Adjust a lesson in progress based on data collected. 1.12 Maintain student engagement in lessons based on behavior and responses. 1.13 Lesson time appropriate from introduction to closure. **Classroom Environment:** 3.1 Organize a safe classroom. 3.2 Organize a learning environment accessible for all learners. 3.3 Organize a classroom with clear and efficient procedures. 3.4 Establish clear behavior expectations. 3.5Maintain clear behavior expectations. 3.6 Effectively implement campus behavior policies. 3.7 Provide support for students to meet behavior expectations.

		Data sets are one year apart to correlate candidate scores on T-TESS during clinical teaching with the principal survey data after their first year of teaching. For example, students who graduate in May, 2022 and obtain a teaching position in the 2022-2023 school year would be the same data set. So, T-TESS scores from spring 2022 would be compared with principal survey data from 2023, etc. Principal survey data responses are: **Well Prepared** (Response = 3) All, Or Almost All, Of the Time the Beginning Teacher Was Able to Demonstrate a Thorough Understanding and Had the Required Knowledge and Skills. **Sufficiently Prepared** (Response = 2) Most of The Time, The Beginning Teacher Was Able To Demonstrate A General Understanding And Had The Required Knowledge And Skills. **Not Sufficiently Prepared** (Response = 1) The Beginning Teacher Demonstrated Limited Understanding and Had Partial Required Knowledge and Skills. **Not at All Prepared** (Response = 0) The Beginning Teacher Demonstrated Little to No Understanding and Had Minimal Required Knowledge And skills. These data sets provide evidence of their continued success in planning, instruction, and learning environment (classroom management).
	Proficiency	Proficient in planning lessons to meet the needs of diverse students. Proficient in managing diverse classrooms.
DO	**Benchmark**	90% of candidates will receive proficient or higher on the T-TESS during clinical teaching/year-long residency. 100% average of all graduates will meet or exceed 2.5 (sufficiently prepared/well prepared) on principal survey data in each domain above. 100% of students will complete a classroom management plan with a grade of 80 or better when enrolled in PEDG 4340/4380.

		100% of candidates will complete lessons that differentiate students' needs, with modifications during instruction, when enrolled in PEDG 4320.
	Results of Assessment	During the 2023-2024 academic year, eight residents and 16 clinical teachers completed their residency or clinical teaching requirements to be certified as EC-6 or 4-8 educators. 100% of residents received a score of proficient in each area at least once during the 2023-2024 yearlong residency. For clinical teachers, there was not such success. Seven of the sixteen clinical teachers received a score of proficient in each area at least once during fall or spring clinical teaching. That is a mere 43% of clinical teachers. The Principal Survey of first year teachers is available after June 1st. Therefore, last year's Principal Survey Results will be used. When the assessment report for next year is written, the results of clinical teaching and residency for the 2024-2025 academic year will be correlated. For this year, there is no correlation. 76% of students completed a classroom management plan with a grade of 80 or better when enrolled in PEDG 4340. (5 of 21 students made a grade lower than 80%) 50% of students completed a classroom management plan with a grade of 80 or better when enrolled in PEDG 4380. (Two students made a grade lower than 80%) 100% of students completed lessons that differentiated students' needs, with modifications during instruction, when enrolled in PEDG 4320. The Principal Survey of first year teachers is available after June 1st. Therefore, last year's Principal Survey Results will be used. When the assessment report for next year is written, the results of clinical teaching and residency for the 2024-2025 academic year will be correlated. For this year, there is no correlation. 1**. In the area of Planning**, students were rated highly by the principals, averages ranged from 2.22 to 2.58. Candidates were rated highest in their ability to make content relevant to students and effectively select all materials and technology for instructional purposes. The lowest average across all students was the ability to use a variety of data to plan lessons. Initial teachers may be overwhelmed with effectively organizing the accumulation of student data to plan. However, the program can collect data to compare students who go through a traditional, semester-long clinical teaching pathway with candidates move to a year-long residency to see if there are discrepancies in candidate preparation. Two additional areas that need attention include appropriate student grouping and providing opportunities for higher-order thinking.

		1.1 Align lessons with state standards. 1.2 Address diverse learner needs. 1.3 Instructional strategies include research-based practices. 1.4 Content/lessons are relevant to students. 1.5 Integrates technology. 1.6 Uses appropriate measures of assessment. 1.7 Uses a variety of data to plan lessons. 1.8 Provides appropriate feedback to all stakeholders. 1.9 Plans to encourage persistence. 1.10 Includes higher-order thinking in instruction. 1.11 Uses appropriate student grouping. 1.12 All materials/tech align to instructional purpose. 

		2. In the area of Instruction, candidates are sufficiently or well prepared, with averages falling between 2.22 to 2.52. Candidates were highly rated in instructional technology, time management, and aligning lessons with state standards. The areas needing attention include collecting student progress data during instruction and adjusting the lesson during instruction to meet all students' needs. These last two may take time for initial teachers. However, addressing this in courses aligned with clinical teaching and year-long residency will provide opportunities for candidates to apply these skills under the guidance of a mentor teacher. 2.1 Use content pedagogy that aligns with state standards. 2.2 Explain content accurately in multiple ways. 2.3 Connect content across disciplines. 2.4 Provide for multiple ways of thinking. 2.5 Use technology when appropriate to the lesson. 2.6 Differentiate instruction. 2.7 Monitor participation and performance. 2.8 Work with diverse learners. 2.9 Work with diverse parent and school/community population. 2.10 Collect student progress data during instruction. 2.11 Adjust a lesson in progress based on data collected. 2.12 Maintain student engagement in lessons based on behavior and responses. 2.13 Lesson time appropriate from introduction to closure.



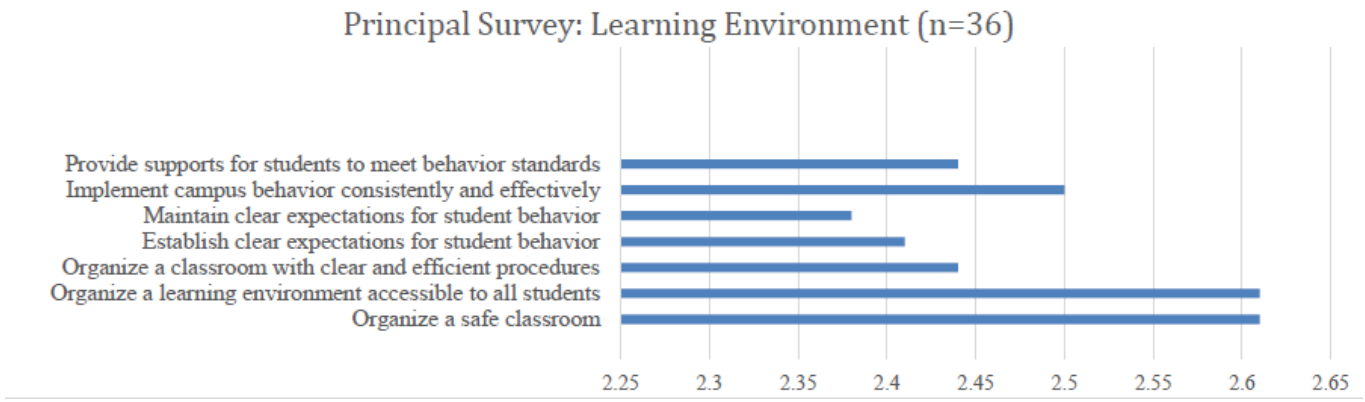
3. In the area of Classroom Environment, candidates' average scores ranged between 2.38 to 2.61. These averages are the second highest among the four areas. Candidates receive a lot of instruction in preparing effective learning environments to address the needs of all learners. The lowest average in classroom environment included maintaining clear behavior expectations. Organizing a safe classroom and organizing a learning environment accessible to all students both averaged 2.61. These are critical in addressing the needs of all learners, and these will be addressed during clinical teaching and year-long residency.

3.1 Organize a safe classroom.

3.2 Organize a learning environment accessible for all learners.

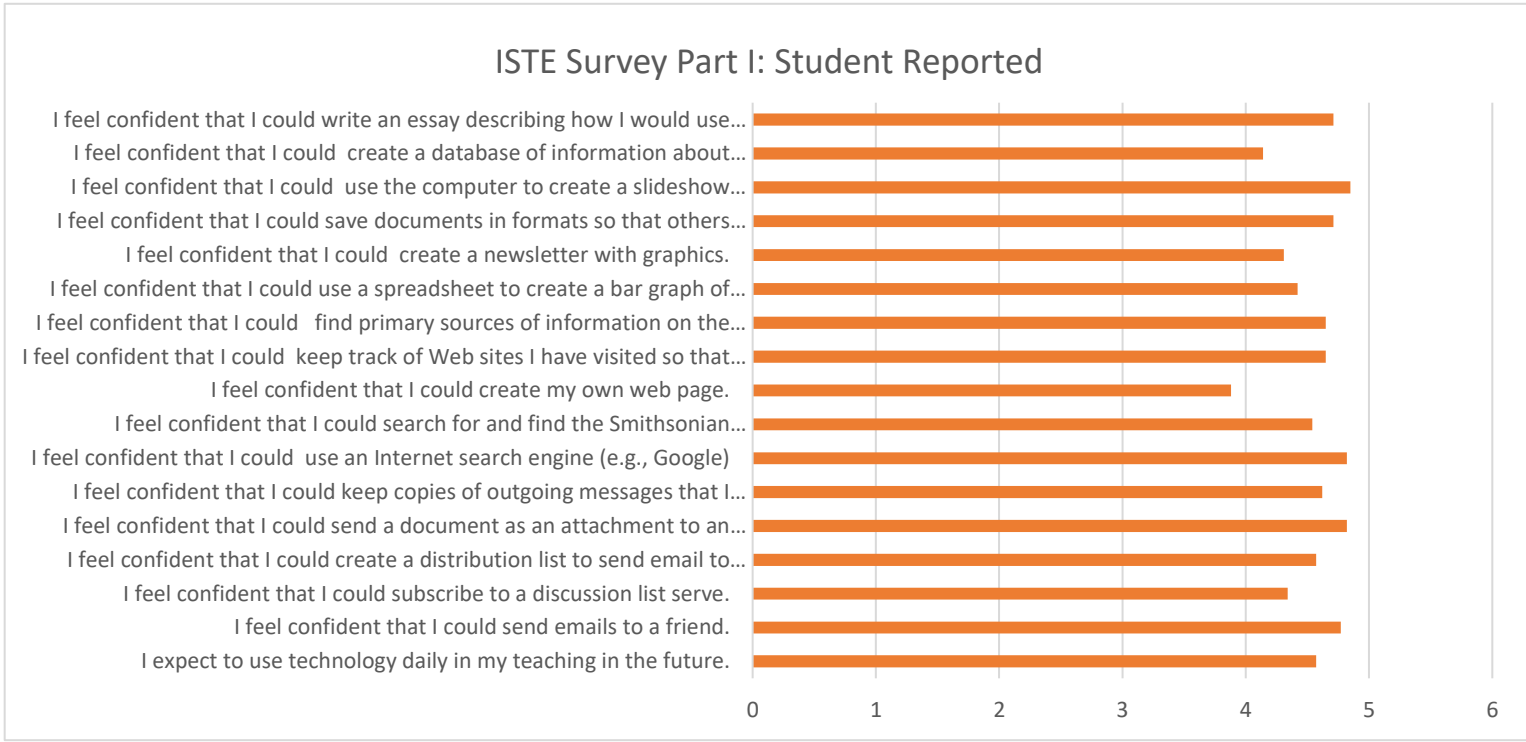
3.3 Organize a classroom with clear and efficient procedures.

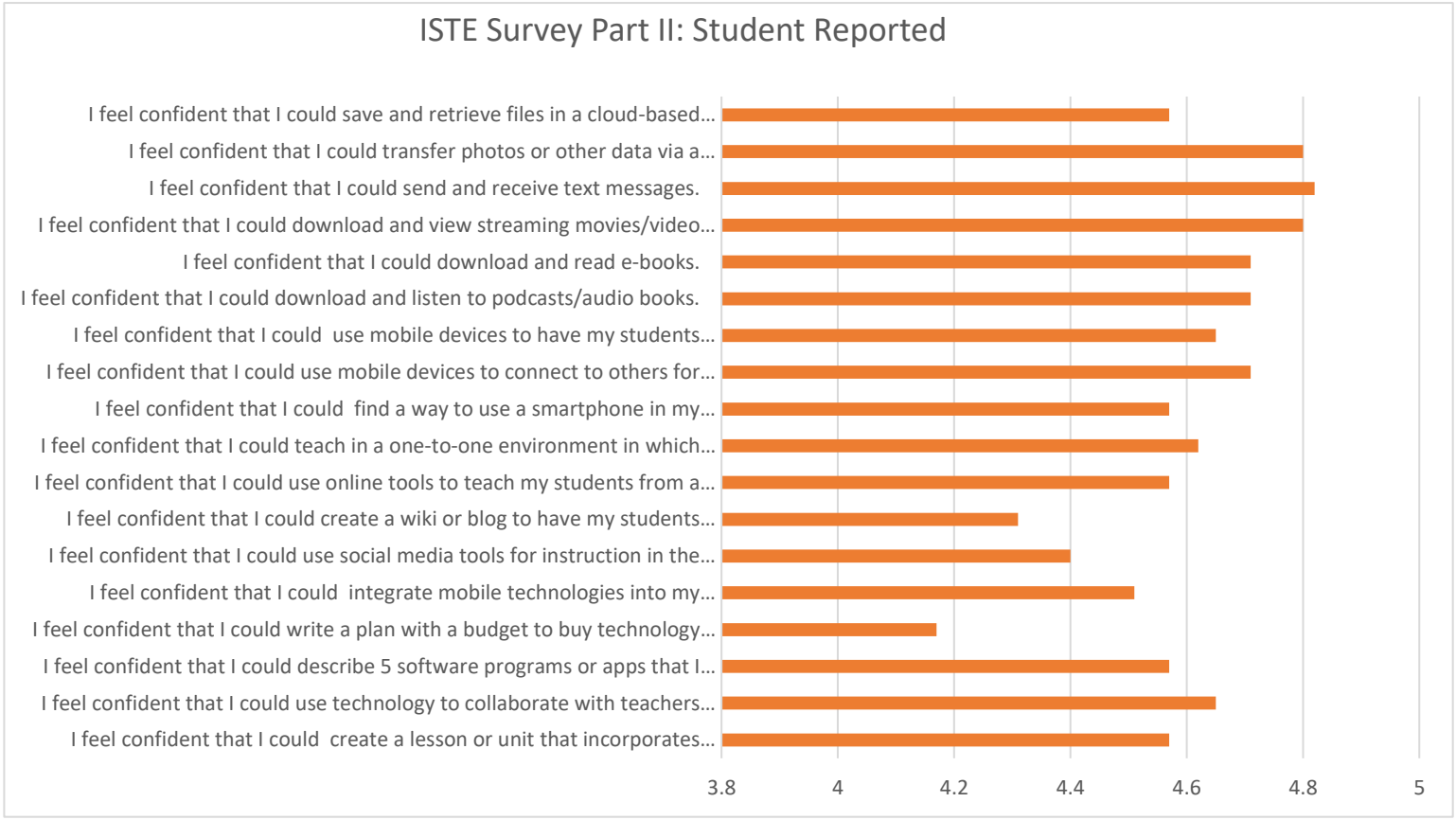
3.4 Establish clear behavior expectations.

		3.5 Maintain clear behavior expectations. 3.6 Effectively implement campus behavior policies. 3.7 Provide support for students to meet behavior expectations. 
S T U D Y	**Analysis of Results**	The goal for all clinical teachers and residents to score proficient at least once in each area was not met by clinical teachers. 100% of residents met this goal. There will be training on the T-TESS rubric to check for calibration. The goal for planning lessons to meet the needs of diverse learners was met. The goal of all students developing management plans was not met. The goal was for 100% of candidates to achieve 2.5% or greater on all areas of planning, instruction, and learning environment on the Principal Survey. That goal was not achieved. However, all candidates received a rating of two or higher in all areas. The highest and lowest areas across the three domains include: **Planning:** Ratings of ≥ 2.5: All materials align to instructional purpose, effective technology integration, and instruction is relevant to students. Lowest areas include using data to plan lessons (2.22) and addressing the needs of diverse learners (2.36). **Instruction:** Ratings of ≥ 2.5: Use technology when appropriate to the lesson. Lowest areas include adjust a

		lesson in progress based on data collected (2.24) and collect student progress data during instruction (2.27). **Environment:** Ratings of ≥ 2.5: Organize a learning environment accessible to all students and organize a safe classroom. Lowest area included maintain clear behavioral expectations (2.38). There is room for growth.
ACT	**Improvement Plan for 2024-2025**	For this next academic year, we will be able to correlate T-TESS with principal survey. There is no way to disaggregate the principal survey data and separate graduates into their respective certification areas. Surveys are not linked to students' certification areas. There will be training on the T-TESS rubric to check for calibration and increase validity and reliability on this instrument. Goals will remain the same and we hope to master these important goals.

Degree: Bachelor of Science in Interdisciplinary Studies 2023-2024 Assessment Plan		
	Student Learning Outcome #5	Candidates graduating from the BS IS program will effectively use technology to enhance instructional practices and increase student learning.
PLAN	**Assessment Method(s)**	ISTE Survey Technology reflection
	Proficiency	Students will complete an ISTE survey and reflect on their identified areas of development needed during enrollment in educational technology: Online Survey | Built with Qualtrics Experience Management™

		Students will receive a score of 2.5 (average) on principal surveys in the area of technology.
DO	**Benchmark**	100% of students will complete an ISTE survey during the ed tech course. 100% of students will complete a reflection identifying areas needing development in ed tech. 100% average scores on principal survey candidates will be 2.5 or greater.
	Results of Assessment	All benchmarks were met. ISTE Surveys included in this report are from students (n=36) the 2022-2023 academic year. Students in fall 2023 could not be disaggregated from a pool of over 600 respondents. The course was not offered in spring, 2024. 



As reflected above, three areas were identified as areas where students struggled slightly:

I feel confident that I could write a plan with a budget to buy technology for my classroom.

I feel confident that I could create my own web page.

		I feel confident that I could create a wiki or blog to have my students collaborate. This was A Likert Survey, with a scale from one (strongly disagree) to five (strongly agree). All scores reflected above are averages of the 36 respondents.
S T U D Y	**Analysis of Results**	On Principal Survey data, candidates (n=36) achieved an average score of: (1) 2.55 on the area "effectively integrate technology in the area of planning; and, (2) 2.53 on the area of "use technology when appropriate to the lesson in the area of instruction. In this one area of the program assessment, the ISTE survey directly correlates with the principal surveys.
ACT	**Improvement Plan for 2024-2025**	Program faculty for the Ed Tech will revamp the ISTE survey to better reflect current ed tech needs and skills. We will continue to seek 100% of candidates meeting the three goals that align to the SLO: Candidates graduating from the BS IS program will effectively use technology to enhance instructional practices and increase student learning.