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| | J. Elizabeth Casey BS in Interdisciplinary Studies Program |
| End Date of Current AAQEP Accreditation Term (c öplö'k'hpqv'f g'v'ceetgf kgf +< | 2029 |

PART I: Publicly Available Program Performance and Candidate Achievement Data

1. Overview and Context

This overview describes the mission and context of the educator preparation provider and the programs included in its AAQEP r

The College of Education and Human Development at Lamar University generates a community of collaboration through curricula, scholarship, and service learning to inspire our diverse student population and to positively impact their lives and Southeast Texas and beyond.

Located near Houston in Beaumont, TX, Lamar University is part of the Texas State University System. Lamar University nationally recognized for the quality of its core curriculum and the diversity of its student body.

Our commitment to students involves providing them with broad practical skills (e.g., problem solving, critical thinking, oral and written communication) to have an immediate impact in the workplace. The BS in Interdisciplinary Studies is presented in this report.

Public Posting URL

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|--|----------------------------------|-----|----|
| BS Science | 7-12 Science | 1 | 0 |
| BA English | 7-12 ELAR | 8 | 2 |
| BA Music | EC-12 Music | 17 | 6 |
| BA Art | EC-12 Art | 7 | 2 |
| BA Physical Education | EC-12 Physical Education | 14 | 3 |
| | EC-12 Special Education | 2 | 1 |
| BS Family and Consumer Science | 6-12 Family and Consumer Science | 3 | 1 |
| | EC-12 American Sign Language | 18 | 7 |
| Total for programs that lead to initial credentials | | 224 | 61 |
| <i>Programs that lead to additional or advanced credentials for already-licensed educators</i> | | | |
| | | 0 | 0 |
| Total for programs that lead to additional/advanced credentials | | 0 | 0 |
| <i>Programs that lead to credentials for other school professionals or to no specific credential</i> | | | |
| | | 0 | 0 |
| | | | |
| Total for additional programs | | 0 | 0 |
| TOTAL enrollment and productivity for all programs | | 224 | 61 |

Unduplicated total of all program candidates and completions

N/A

3. Program Performance Indicators

The program performance information in Table 2 applies to the academic year indicated in Table 1.

Table 2. Program Performance Indicators

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|---|
| A. Total enrollment in the educator preparation programs shown in Table 1. This figure is an unduplicated count, i.e., individuals earn more than one credential may be counted in more than one line above but only once here. |
| 243 |
| B. Total number of unique completers (across all programs) included in Table 1. This figure is an unduplicated count, i.e., individuals earned more than one credential may be counted in more than one line above but only once here. |
| 58 |
| C. Number of recommendations for certificate, license, or endorsement included in Table 1. |
| 63 |
| D. Cohort completion rates for certificate, license, or endorsement included in Table 1 and in 1.5 times the expected timeframe |
| (77.0%) candidates completed in expected time frame (23.0%) candidates completed within 1.5 times expected time frame. |
| E. Summary of state license examination results, including teacher performance assessments, and specification of any examinations of the pass rate (cumulative at time of reporting) was below 80%. |
| The TExES Series is required for certification by the state of Texas. Full results in chart below. Candidates must take the content knowledge TExES prior to clinical teaching. During the 2022-2023 academic year, candidates did well on most exams. <ul style="list-style-type: none">Vj g"VgzGU"382"gzco .Rgf ci qi { "cpf "Rt qhgukqpcnTgur qpukdkkgu"RRT+."y cu\cngp"d { '9: "ecpf kf cvgu" f wt kpi "y g"4244/4245"cecf go k" {gct0Qh'y g"ecpf kf cvgu"y j q"qqnl'y g"ucvg"gzco .93"r cuugf .hqt"e"; 3' "r cuuci g'tcvg0 |

- Vj g'VGzGU'5; 3.'GE/8'eqtg'uwdlgeu'gzco .ku'vcngp'd{ "c'o clqtk\ "qh' ecpf kf cvgu"*p?338+'lp'yj g'r tqi tco ."cpf "; : Ø' "qh'ecpf kf cvgu"*p?336+' r cuugf 'yj g'gzco 'f wtkpi 'yj g'4244/4245'cecf go le"{ gct0'
- Ctgcuy kj '322' 'r cuulpi 'tcvgu'qp'yj gkt'eqpvgp'gzco u'f wtkpi 'yj g'4244/4245'cecf go le"{ gct 'lpenxf g'GE/34'Vgej pqmji { "*p?5+'GE/34'Ctv"*p?4+' 8/34'F cpeg"*p?3+'6/: 'GNCT"*p?3+'9/34'GNCT"*p?6+'8/: 'Hco kn{ "cpf " Eqpuwo gt "Uelgpegu"*p?3+'6/: 'o cyj "*p?3+'cpf "GE/34'Rj { ulecn' Gf weckqp"*p?6+0
- Vj g'VGzGU'eqpvgp'gzco u'y kj 'c'r cuulpi 'tcvg'dgmy ": 2' 'lpenxf g<*"c+" GE/

50 O { 'y tkwgp'eqo o wplecvkp'unkm'j cxg'lo r tqxgf 0
60 O { 'r wdrie'ur gcnkpi 'unkm'j cxg'lo r tqxgf 0
70 Kco 'dgvgt'cdrg'vq'cpcn| g'kuwgu."o cnr'f gekukpu'cpf "qvxgteqo g'r tqdrgo u0
80 Kf go qputcvg'qtki kpcrk\ 'cpf 'kpxgpvk'gpguu'vq'c'j ki j gt'hxgr0
90 Kco 'dgvgt'cdrg'vq'wkk' g'vej pqm| { 'cu'r ctv'qh'o { 'lqd'cpf lqt'hwwt'g'ectgg0
: 0 Kco 'cdrg'vq'ctv'wv'v'g'gy' leu'qh'o { 'hgrf 0
; 0 Kk'gp'kh' 'y c { u'cpf 'hqmuy 'vj tqwi j 'v'kv'gi tcv'f kxgtuk\ 'kv'c'cumu'cpf 'kpk'v'x'gu'kv'vj g'o clqtk\ 'qh'ct'gcu'qh'o { "
y qtn0
320 Ky qwf 'tgeqo o gpf 'vj ku'r tqi tco 'v'qv'j gtu0

Ecpf kf cvgu'p?63) responses during the 2023 academic year provide evidence that candidates do feel prepared for the profession with
vj g'j ki j gu'cxgtci g'cetqu'cm'ecpf kf cvgu'cf f tguugu'r wdrie'ur gcnkpi <0 O { 'r wdrie'ur gcnkpi 'unkm'j cxg'lo r tqxgf 0. 'cv'6076: 0'Vj ku'ku'kp'f'k'gev'
correlation to their job as a teacher, where much of their day is spent speaking to students during class. hqmuy gf "enugn\ 'd { 'ol am
dgvgt'cdrg'vq'wkk' g'vej pqm| { 'cu'r ctv'qh'o { 'lqd'cpf lqt'hwwt'g'ectgg0'6075' -0Ci clp."gf wcv'k'p'cn'vej pqm| { 'ku'cp'gu'gp'vial component
classroom instruction, and candidates would master this area during clinical teaching or residency. The lowest item on the survey at
3.27, shows that 24 students signed up for the program. f'kuci tgg."qt'ut'qpi n\ 'f'kuci tgg'qp'vj g'ucvgo gp'v'ol would recommend this program to
others. This is an area that needs improvement.

Figure 1

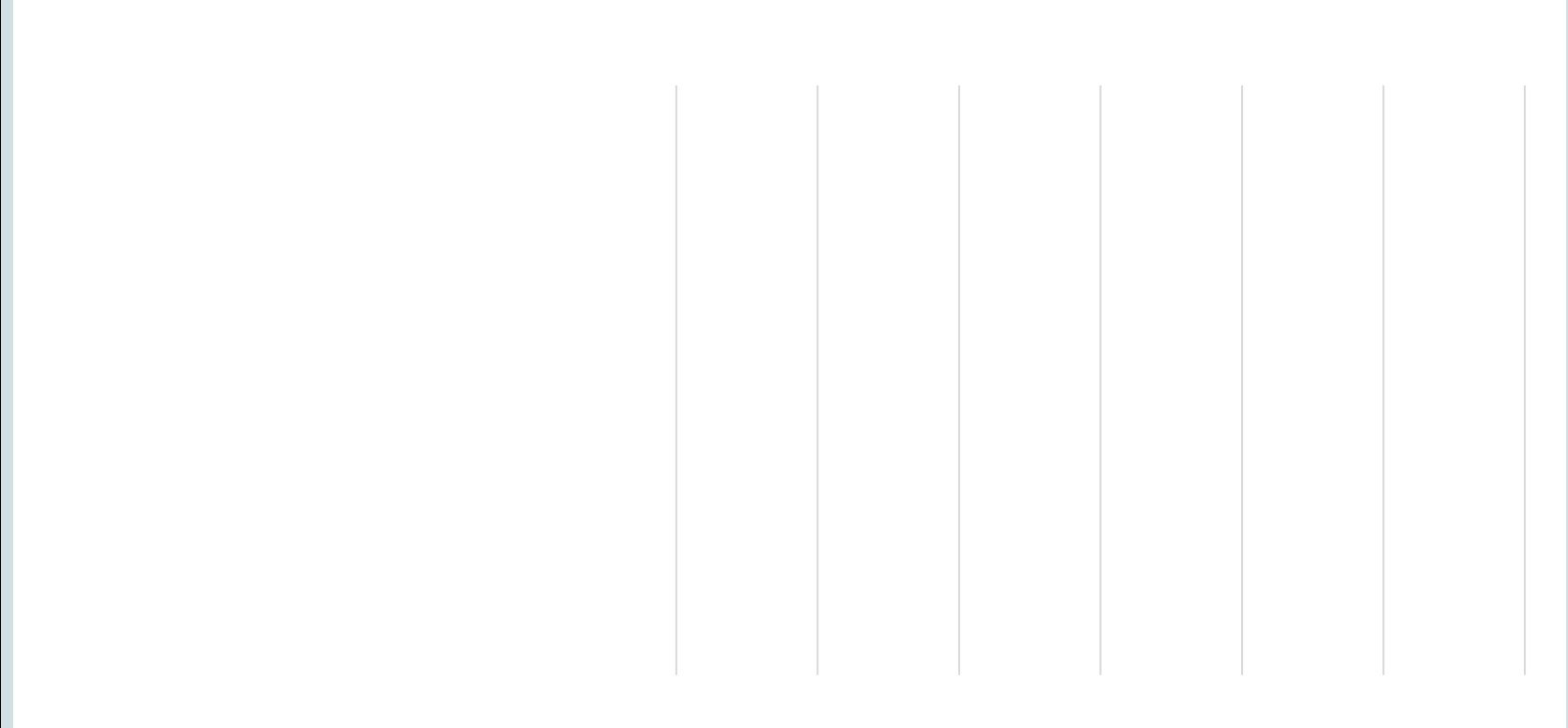


Figure 2

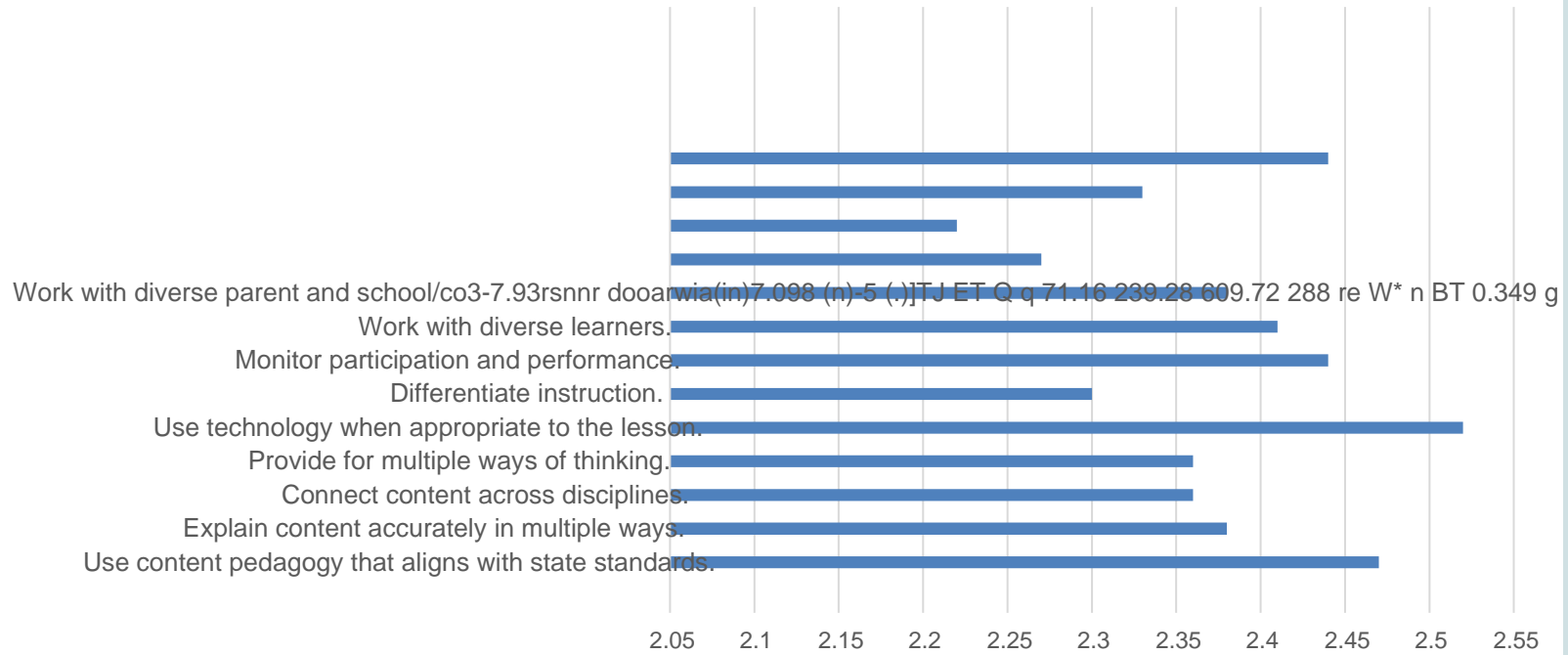


Figure 3

Figure 4

H. Narrative explanation of how the program investigates employment rates for program completers

etc.). However, if candidates (a) choose not to respond to a message sent to a Gmail/yahoo/other email account, (b) move out of the city or state, or (c) close an email account, it may be hard to track candidates post their first year of teaching.

In spring 2023, 28 candidates graduated from the program with certification. Of those, nine had not secured employment at the time of graduation. However, eight secured a position after graduation, and one candidate decided not to accept a position. This is a 96% employment rate for recent graduates.

2. Candidate Academic Performance Indicators

Tables 3 and 4 report on select measures of candidate/completer performance related to AAQEP Standards 1 and 2, including the

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| | Candidates are expected to feel proficient in their technology use. | |
| GPA Candidates/Completers | To be admitted to the Educator Preparation Program (EPP) at Lamar University, candidates must have a GPA of 2.75. This is higher than the state mandate of 2.5. Candidates are admitted during the second semester of their sophomore year. They are expected to maintain a GPA of 2.75 or higher as they matriculate through the program. | For fall, 2022, the average GPA of all 39 completers was 3.52. For spring, 2023, the average GPA of all 22 completers was 3.66. As a program, GPAs are well above the required GPA to get into the Educator Preparation Program. In both cohorts (fall, 2022 and spring 2023), the lowest GPA was 2.90 and the highest GPA was a 4.0. |
| State Certification Exams | Passing state certification exams (PPR and Content) is mandatory for certification to be granted to a candidate upon graduation, if all other requirements have been met. | Passing rates on state exams were strong, as reported above. However, there is room for improvement. Lamar is above the state average in almost all areas. There were some exceptions, but a small number of candidates attempting a particular exam is a factor. |

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| <p>PEDG 3352 5E Lesson Plan Assessment Report PEDG 4370 Unit Assessment Plan Research Paper Classroom Management Lesson Plan and Template PEDG 3352 5E Lesson Plan Assessment Report PEDG 4370 Unit Assessment Plan Research Paper Classroom Management Lesson Plan and Template</p> | <p>Course assignments may not provide a robust analysis. Although these assignments are preparing candidates for planning instruction and managing classrooms, there is less rigor in actual practice and/or information from cooperating teachers and/or principals who hire candidates.</p> | |
| <p>The following data sources were added to this report:</p> <p>Disposition of candidates in their Clinical Teaching Semesters filled out by their cooperating teacher.</p> <p>Clinical Teacher Exit Surveys</p> | <p>Dispositional ratings of candidates by their cooperating teachers provide valuable information about gaps in the program that need to be addressed.</p> <p>Likewise, exit surveys from completers provide valuable information about the program and areas that may need to be</p> | |

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| | <p>Candidates who have graduated from the program and have completed their first year as a teacher of record should be viewed as well-prepared. However, sufficiently prepared is acceptable.</p> | |
| <p>Dispositions Assessment *** See Chart Below</p> | <p>Candidates who are in clinical teaching are expected to be on target across 18 dispositions.</p> <p>Target (3), Developing (2), and Below Expectation (1). For the 2022-2023 year, a total of 11,208 scores were provided for 218 candidates.</p> | |

Efforts:

The current challenge in our program is state testing procedures. Students have been getting caught in a cycle where they fail a