

2022 Annual Accreditation Report

CAEP ID:	10125	AACTE SID:	1360
Institution:	Grambling State University		
Unit:	College of Education		

Section 1. EPP Profile Updates in AIMS

Please review the Educator Preparation Provider's (EPP's) profile in AIMS and update the following information for: Contact Persons, EPP Characteristics, Program Listings. [See the Annual Report Technical Guide for additional guidance.]

1.1 Update Contact Information in AIMS:

1.1.1 I confirm that the EPP has listed and updated the contact information for the individual(s) designated as "EPP Head."

[The individual(s) identified as the EPP head should have authority over the EPP. This contact may receive time-sensitive communications related to the accreditation of the EPP.]

Agree Disagree



1.1.2 I confirm that the EPP has listed and updated the contact information for the individual(s) designated as "CAEP Coordinator".

[The individual(s) identified as the CAEP Coordinator should have a role in coordinating accreditation activities. This contact may be carbon copied on communications to the EPP head.]

Agree Disagree



1.1.3 I confirm that the EPP has provided updated contact information for two distinct people for these roles.

[CAEP requires that EPPs provide information for two distinct contact persons to ensure that automatic communications sent from AIMS are received by the EPP in the event of personal turnover.]

Agree Disagree



1.2 Update EPP Information in AIMS:

1.2.1 *Basic Information* - I confirm that the EPP's basic information (including mailing address and EPP name) are up to date and accurately reflected in AIMS.

[The individual(s) identified as the EPP head should have authority over the EPP. This contact may receive time-sensitive communications related to the accreditation of the EPP.]

Agree Disagree



1.2.2 *EPP Characteristics and Affiliations* - I confirm that the EPP characteristics and affiliations (including Carnegie classification, EPP type, religious affiliation, language of instruction, institutional accreditation, and branch campuses/sites) are up to date and accurately reflected in AIMS

[The individual(s) identified as the CAEP Coordinator should have a role in coordinating accreditation activities. This contact may be carbon copied on communications to the EPP head.]

Agree Disagree



1.2.3 *Program Options* - I confirm that EPP's program listings (including program name, program

review level, certificate level, program category, and program review option) are up to date and accurately reflected in AIMS for all EPP programs that fall within CAEP's scope of accreditation; (programs outside of CAEP's scope of accreditation should be archived and not listed in AIMS).

Agree Disagree



Section 2. EPP's Program Completers [Academic Year 2020-2021]

2.1 How many candidates completed programs that prepared them to work in P-12 settings during Academic Year 2020-2021?

Enter a numeric value for each textbox.

2.1.1 Number of completers in programs leading to initial teacher certification or licensure¹

9

2.1.2 Number of completers in advanced programs or programs leading to a degree, endorsement, or some other credential that prepares the holder to serve in P-12 schools (Do not include those completers counted above.)²

5

Total number of program completers 14

¹ For a description of the scope for Initial and Advanced programs, see Policy II in the [CAEP Accreditation Policies and Procedures](#)

Section 3. Substantive Changes

Please report on any substantive changes that have occurred at the EPP/Institution or Organization, as well as the EPP's current regional accreditation status.

Have any of the following substantive changes occurred at your educator preparation provider or institution/organization during the 2020-2021 academic year?

3.1 Has there been any change in the EPP's legal status, form of control, or ownership?

Change No Change / Not Applicable

3.2 Has the EPP entered a contract with other providers for direct instructional services, including any teach out agreements?

Change No Change / Not Applicable

3.3 Since the last reporting cycle, has the EPP seen a change in state program approval?

Change No Change / Not Applicable

3.4. What is the EPP's current regional accreditation status?

Accreditation Agency:

Status:

Does this represent a change in status from the prior year?

Change No Change / Not Applicable

3.5 Since the last reporting cycle, does the EPP have any other substantive changes to report to CAEP per CAEP's Accreditation Policy?

Change No Change / Not Applicable

Section 4. CAEP Accreditation Details on EPP's Website

Please update the EPP's public facing website to include: 1) the EPP's current CAEP accreditation status with an accurate listing of the EPP's CAEP (NCATE, or TEAC) reviewed programs, and 2) the EPP's data display of the CAEP Accountability Measures for Academic Year 2020-2021.

4.1. EPP's current CAEP (NCATE/TEAC) Accreditation Status & Reviewed Programs

4.1 Provider shares a direct link to the EPP's website where information relevant to the EPP's current accreditation status is provided along with an accurate list of programs included during the most recent CAEP (NCATE or TEAC) accreditation review.

<https://www.gram.edu/academics/majors/education/instruction/caep/accreditation.php>

4.2. CAEP Accountability Measures (for CHEA Requirements) [2020-2021 Academic Year]

Provider shares a direct link to its website where the EPP's display of data for the CAEP Accountability Measures, as gathered during the 2020-2021 academic year, are clearly tagged, explained, and available to the public.

[CAEP Accountability Measures \(for CHEA Requirements\) \[2020-2021 Academic Year\]](#)

- **Measure 1 (Initial): Completer effectiveness. (R4.1)** Data must address: (a) completer impact in contributing to P-12 student-learning growth **AND** (b) completer effectiveness in applying professional knowledge, skills, and dispositions.
- **Measure 2 (Initial and Advanced): Satisfaction of employers and stakeholder involvement. (R4.2|R5.3| RA4.1)**
Data provided should be collected on employers' satisfaction with program completers.
- **Measure 3 (Initial and Advanced): Candidate competency at completion. (R3.3)**
Data provided should relate to measures the EPP is using to determine if candidates are meeting program expectations and ready to be recommended for licensure. (E.g.: EPP's Title II report, data that reflect the ability of EPP candidates to meet licensing and state requirements or other measures the EPP uses to determine candidate competency at completion.)
- **Measure 4 (Initial and Advanced): Ability of completers to be hired** (in positions for which they have prepared.)

[CAEP Accountability Measures \(Initial\) \[LINK\]](#)

<https://www.gram.edu/academics/majors/education/instruction/caep/initial.php>

[CAEP Accountability Measures \(Advanced\) \[LINK\]](#)

<https://www.gram.edu/academics/majors/education/instruction/caep/advanced.php>

Section 5. Areas for Improvement, Weaknesses, and/or Stipulations

Summarize EPP activities and the outcomes of those activities as they relate to correcting the areas cited in the last Accreditation Action/Decision Report. The EPP will continue to report its action and progress on addressing its AFI(s), weaknesses and/or stipulations until the EPP's next CAEP Accreditation Site Review.

NCATE: Areas for Improvement related to Standard 1 cited as a result of the last CAEP review:

1. Multiple years of data are not available for analysis. (ITP) (ADV)

The C.A.R.E. (Centralized Advisement Referral and Evaluation) center assists students throughout their teacher education program. Students are advised by the CARE center during their Freshman and Sophomore years and mentored for all four years to increase retention rates. Students are required to have at least three advisee reports in which their progression is discussed including the following: grade point averages, scholarships, Praxis I and II, admission to the college and degree programs, ACT/SAT scores, deficiencies that should be cleared, accountability courses, tutoring, the praxis lab, education clubs and organizations, as well as the importance of setting goals and working to complete them early. By providing these resources to teacher education candidates the objective is to increase awareness of program requirements, encourage performance improvement, acknowledge any questions or concerns, and assist students with their goal of graduation.

The Grambling State University Alice Brown Smith PRAXIS Laboratory is available to all Education majors. The lab administers Edmentum retired PRAXIS exams for the students to practice before attempting the actual PRAXIS exams. These tests are simulated and the results are evaluated to determine where the student may need additional help. Workshops are also offered according to the individual student reports generated through Edmentum.

Trend data from completer and employer surveys, observation and performance evaluations, and COMPASS scores will be used to inform decisions to make curricular changes and update the curriculum map to address instructional areas that need improvement.

Section 6. EPP's Continuous Improvement & Progress on (advanced level) Phase-in Plans and (initial-level) Transition Plans

Please share any continuous improvement initiatives at the EPP, AND (if applicable) provide CAEP with an update on the EPP's progress on its advanced level phase-in plans and/or initial level transition plans.

6.1 Summarize any data-driven EPP-wide or programmatic modifications, innovations, or changes planned, worked on, or completed in the last academic year.

This is an opportunity to share targeted continuous improvement efforts your EPP is proud of. Focus on one to two major efforts the EPP made and the relationship among data examined, changes, and studying the results of those changes.

The EPP operate with a PK-16+ Council comprised of local education, business and community leaders who represent the key stakeholders in education. These leaders come together monthly on virtual meetings to increase dramatically the success rates among all PK-16+ students, focuses first on identifying systemic levers that can change the ways in which schools and colleges do business and help teachers and faculty members devise and implement effective strategies for improving student academic achievement in every classroom.

Acknowledging our responsibility to address a national shortage of African American male teacher candidates, Grambling State University (GSU) Call Me MiSTER (Mentors Instructing Students Toward Effective Role Models) program mission is to increase the pool of available teachers from a broader more diverse background particularly among the state's lowest performing elementary schools. College student participants have high academic potential, a demonstrated commitment to teach and a servant-leadership orientation.

The MiSTER scholars are largely selected from among under-served, socio-economically disadvantaged and educationally at-risk communities. As graduates, students are expected to have an impact by pursuing their professional careers by serving in critical need schools and communities. Notably, the number of program participants has expanded significantly at Grambling State University over the past several years, which not only increased the number of African American males in the College of Education, but also at the University.

Grambling State University is collaborating with Clemson University to offer a MiSTER cohort at Grambling. At Clemson, the program started in 2000 and it boasts a 100% completion rate of teachers remaining in the field of education. It is expected that a MiSTER who completes the program of study and becomes a certified teacher will assume a teaching position in a public school and teach for the same number of years they receive financial support from the Call Me MiSTER Program.

Prior to Call Me MiSTER Program being launched at GSU, fewer than 15% of the students who completed the bachelor's degree at GSU were black males. In fact, there were five times as many female students earning a teaching degree than male students. Call Me MiSTER Program was initiated at GSU in 2020 with eight young men from the following states: Louisiana, Texas, Nevada, and California. Today we still have eight members with a cumulative GPA of 3.1. Call Me MiSTER students will benefit from financial support through tuition assistance, stipends for books/meals/housing and/or loan forgiveness, as well as an academic support system to ensure their success. Further, the program offers a cohort model for social and cultural support within the College of Education and activities specific to Call Me MiSTER. Other programmatic features include mentorship through Team MiSTER and Black Male Initiative Programs, immediate exposure to a classroom environment during their freshman year, support and preparation for the GSUCE Program Admission Assessment and assistance with job placement.

Diagnostic testing and prescription packets for Praxis I as well as mandatory test registration have been added to the graded assignments in ED 111 and 112 courses. Records show that the number of freshman students who attempt the test has increased.

Since students have been provided with key codes for free Taskstream subscriptions and training sessions and videos on creating an account and enrolling in programs, the number and percentage of Taskstream users and submissions has increased. This improves data collection and analysis processes and helps us to make data-informed decisions for the programs and EPP.

The EPP has a continuous contract with SAGE Group America to prepare Grambling, FYE (First-Year Experience) Education majors, and Call Me Mister Program students to reach the minimum ACT composite score of 22 or SAT combined verbal/critical reading and math score of 1100 or higher.

An ACT composite score of 22 or greater will waive the Pre-Professional Skills Tests in Reading, Writing, & Math (Praxis Core). In addition, a combined "verbal" & "math" score of 1030 or greater on the SAT will waive the Pre-Professional Skills Tests in Reading, Writing, & Math (Praxis I). Sage Group America utilize data-driven student engagement in each lesson and move every willing participating student to the highest level possible. They provide exceptional Customer Focus, professional Presentation skills, thoughtful Problem Solving, and motivational Leadership. Sage Group America has a proven record of assisting students in obtaining a 4 to 10 point increase in ACT scores. Measurable Objectives Increase student program participants ACT Composite Scores Increase the number of Grambling Education students passing the Praxis Core Academic Skills for Educators Tests by ACT by alternative certification.

In an effort to increase the number of students enrolled in the Master of Arts in Teaching Secondary Education Program and to address the demand for certified teachers; a Social Studies Concentration has been proposed as an additional certification option. Moreover, the concentration can be viewed as a means for addressing the shortage of certified secondary teachers in school districts located throughout the state of Louisiana. The Educator Workforce Overview, postulate that 11% of Social Studies classes in Louisiana are taught by uncertified teachers (2019-2020). This data further supports the need for the MAT Social Studies Concentration. The overarching goal of the MAT Social Studies Concentration is to provide candidates with the content

knowledge and pedagogical skills for providing quality learning outcomes for diverse secondary students. Furthermore, it will augment candidates' foundational knowledge and research skills requisite for pursuing advanced graduate studies. Candidates who graduate from the Master of Arts in Teaching Secondary Education 6 -12 Program with a Social Studies Concentration obtain teacher certification in two disciplines (Special Education Mild Moderate & Social Studies) which augments their qualifications for employability in school districts in Louisiana and throughout the country. It is reasonable to contend that an estimated 100% of the candidates that complete the MAT Social Studies Concentration will be hired as secondary social studies teachers.

6.1.2 Would the provider be willing to share highlights, new initiatives, assessments, research, scholarship, or other activities during a CAEP Conference or in other CAEP Communications?

Yes No

6.1.3 Optional Comments

R3.3 Competency at Completion
R4.1 Completer Effectiveness
R4.2 Satisfaction of Employers
R5.3 Stakeholder Involvement

Upload data results or documentation of data-driven changes.

Section 7: Legacy Transition to CAEP

EPPs transitioning to CAEP Standards from NCATE or TEAC Legacy accreditation should report any gaps in the EPP's current ability to meet CAEP standards, and report on plans to address these gaps prior to the CAEP site visit.

7.1 Assess and identify gaps (if any) in the EPP's evidence relating to the CAEP standards and the progress made on addressing those gaps. This is an opportunity to share the EPP's assessment of its evidence.

If there are no identified gaps, click the box next to "No identified gaps" and proceed to question 7.2.

No identified gaps

If there are identified gaps, please summarize the gaps and any steps planned or taken toward the gap(s) to be prepared by your CAEP site visit in the text box below and tag the standard or component to which the text apply.

Tag the standard(s) or component(s) to which the text applies.

A.5.3 Continuous Improvement
R3.3 Competency at Completion
R4.1 Completer Effectiveness
R4.2 Satisfaction of Employers

7.2.1 I certify to the best of my knowledge that the EPP continues to meet legacy NCATE Standards or TEAC Quality Principles, as applicable.

Yes **No**

7.3 If no, please describe any changes that mean that the EPP does not continue to meet legacy NCATE Standards or TEAC Quality Principles, as applicable.

Section 8: Feedback for CAEP & Report Preparer's Authorization

8.1 . [OPTIONAL] Just as CAEP asks EPPs to reflect on their work towards continuous improvement, CAEP endeavors to improve its own practices. To this end, CAEP asks for the following information to identify areas of priority in assisting EPPs.

8.1.1 What semester is your next accreditation visit?

Fall 2023

8.1.2 Does the EPP have any questions about CAEP Standards, CAEP sufficiency criteria, or the CAEP accreditation process generally?

8.2 Preparer's authorization. *By checking the box below, I indicate that I am authorized by the EPP to complete the 2022 EPP Annual Report, and that the details provided in this report and linked webpages are up to date and accurate at the time of submission..*

I am authorized to complete this report.

Report Preparer's Information

Name: Melanie Monroe

Position: LRC Specialist

Phone: 318-274-3702

E-mail: monroemr@gram.edu

I understand that all the information that is provided to CAEP from EPPs seeking initial accreditation, continuing accreditation or having completed the accreditation process is considered the property of CAEP and may be used for training, research and data review. CAEP reserves the right to compile and issue data derived from accreditation documents.

Acknowledge