AC 2024 – 2025 Assessment

PREP-Alternate Certification (019), (020), (021)

Division: Gallaspy College of Education and Human

Development Department: School of Education

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Northwestern Mission. Northwestern State University is a responsive, student-oriented institution committed to acquiring, creating, and disseminating knowledge through innovative teaching, research, and service. With its certificate, undergraduate, and graduate programs, Northwestern State University prepares its increasingly diverse student population to contribute to an inclusive global community with a steadfast dedication to improving our region, state, and nation.

Gallaspy College of Education and Human Development Mission. The Gallaspy Family College of Education and Human Development is committed to working collaboratively to acquire, create, and disseminate knowledge to Northwestern students through transformational, high-impact experiential learning practices, research, and service.

Through the School of Education and Departments of Health and Human Performance, Military Science, Psychology, and Social Work, the College produces knowledgeable, inspired, and innovative graduates ready for lifelong learning who contribute to the communities in which they reside and the professions they serve. Additionally, the GCEHD is dedicated to the communities served by the Marie Shaw Dunn Child Development Center, NSU Elementary Laboratory School, NSU Middle Laboratory School, and the NSU Child and Family Network to assist children and their families related to learning and development.

School of Education Mission. The School of Education offers exemplary programs that prepare candidates for career success in a variety of professional roles and settings. As caring, competent, reflective practitioners, our graduates become positive models in their communities and organizations. This mission is fulfilled through academic programs based on theory, research, and best practice. Further, all graduates learn to value and work with diverse populations and to incorporate technologies that enrich learning and professional endeavors.

PREP Program Mission Statement. The mission of the Northwestern State University alternate certification programs in Elementary, Middle, and Secondary Education is to prepare educators with the knowledge, skills, and dispositions necessary to be effective in their respective classrooms while earning teacher certification. These programs prepare educators who are currently in the field to meet the diverse needs of students across various settings, while documenting and assessing student growth over time in alignment with state standards. Upon completion of the programs, which meet state accreditation requirements, candidates are equipped to successfully meet the many demands of the teaching profession at all grade levels.

AC 2024 – 2025 Assessment

Methodology:

The assessment process for this program includes:

1. Data from assessments provide results on candidate knowledge, skills, and dispositions as appropriate for professional education programs.

2. Content and key assessments in each program/course are aligned with the respective professional preparation/application standards, and candidates apply the standards in all their coursework.

3. Data from assessment tools are collected and returned to the program coordinator.

4. The program coordinator analyzes the data to determine student learning and whether students have met measurable outcomes and discusses the results with program faculty.

5. Annually, program faculty and stakeholders review data to make data driven, curricular decisions.

6. The program coordinator, in consultation with program faculty and other relevant stakeholders, proposes needed changes to measurable outcomes, assessment tools for the next assessment period, and the curricula and overall program.

Student Learning Outcomes:

SLO 1: Demonstrate discipline-specific content knowledge.

Course Map: Portal II: Prior to Acceptance into Internship II (Praxis PLT)

Departmental Student Learning Goal	Program Student Learning Outcome
Demonstrate discipline-specific content knowledge. (Praxis PLT: Principles of Learning & Teaching Elementary (5622), Middle (5623), Secondary (5624))	100% of candidates will meet proficiency (minimum score of Elementary (160), Middle (160), Secondary (157)) on Praxis PLT: Principles of Learning & Teaching Elementary (5622), Middle (5623), Secondary (5624).

Measure 1.1. (Direct—Knowledge)

SLO 1 is assessed through PRAXIS Principles of Learning & Teaching (PLT) for the respective certification grade bands. The PRAXIS assessments are published by ETS and are nationally normed. Proficiency is measured by scoring at least the minimum qualifying score set forth by the State of Louisiana for teacher certification requirements.

Quality of the assessment/evidence is assured because (1) the State of Louisiana requires the

tests and (2) the tests are nationally normed.

Application to clinical experiences (internship) requires a passing PRAXIS score; therefore, for candidates to be successful, they must achieve a score that is at least as high as the State required scores of:

PLT	Minimum Score
Elementary	160
Middle	160
Secondary	157

Finding. AC 2024 – 2025 the target was **met.**

Analysis.

In AC 2023 – 2024, the target was **met.** 100% (n=10) of candidates achieved proficiency (minimum score on PLT of Elementary (160), Middle (160), Secondary (157)) on Praxis PLT: Principles of Learning & Teaching Elementary (5622), Middle (5623), Secondary (5624).

Based on the information gathered from an analysis of the AC 2023 – 2024 data, program faculty made the following changes in AC 2024-2025 to drive the cycle of continuous improvement. Faculty provided enhanced support through a newly established educational lab, offering targeted resources to help candidates prepare for the PLT exam. This support was complemented by access to online materials, PRAXIS preparation seminars, and the use of 240 Tutoring. Additionally, partnerships with the Natchitoches Parish Library granted candidates access to Learning Express, a valuable platform for PRAXIS test preparation. These combined efforts were designed to strengthen candidate learning and improve their readiness and performance on certification exams. These changes helped to improve candidates' ability to demonstrate knowledge of developmentally appropriate practices relating to elementary, middle and secondary education; thereby continuing to push the cycle of improvement forward.

As a result of these changes, in AC 2024 – 2025 the target was **met.** These changes had a direct impact on the student's ability to achieve proficiency (minimum score on PLT of Elementary (160), Middle (160), Secondary (157)) on Praxis PLT: Principles of Learning & Teaching Elementary (5622), Middle (5623), Secondary (5624).

100% (n=11) of candidates achieved proficiency on the PLT exam 2024-2025.

Decision.

In AC 2024 – 2025, the target was **met.**

Based on the analysis of the AC 2024-2025 results, the faculty will implement the following changes in AC 2025-2026 to drive the cycle of improvement. Program faculty will implement

aligning coursework with PRAXIS content, incorporating test-style questions, and offering structured preparation through workshops and platforms like 240 Tutoring. They will also provide access to practice exams, diagnostics, and personalized study plans. Additional support through faculty mentoring, academic labs, and campus resources like writing centers and libraries will further enhance student readiness and performance.

These changes will improve candidates' ability to demonstrate discipline-specific content knowledge, thereby continuing to push the cycle of improvement forward.

SLO 2: Apply discipline-specific content knowledge in professional practice.

Course Map: Portal IV: Internship II – EDUC 5611, EDUC 5621, EDUC 5631, Internship In Teaching

Departmental Student Learning Goal	Program Student Learning Outcome
Apply discipline-specific content knowledge in professional practice. (Teacher Candidate Observation Form)	85% of candidates will meet proficiency (minimum of 3.0) on the Teacher Candidate Observation Form.

Measure 2.1. (Direct—Knowledge, Skills, and Dispositions)

SLO 2 is assessed through the use of the Teacher Candidate Observation Form. The adopted, state-mandated form is the Louisiana Educators Rubric (LER), which was implemented in Fall 2024. Moving forward, the state of Louisiana has mandated that all EPPs implement the Louisiana Aspiring Educators Rubric (LAER).

Validity and Reliability was established for the Louisiana Educator Rubric (LER) in 2025. A panel of 8 P-12 clinicians viewed a model teaching vignette and conducted independent evaluations of the teaching performance using this tool. The Content Validity Ratio (CVR) was calculated using the Lawshe (1975) method to assess content validity. The CVR mean = .956 with CVR(Critical), 8) = .75 and no single item below critical value of .75. The Intra-class Correlation Coefficient (ICC) by Fisher (1954) was used as a measure of inter-rater reliability with respect to the Lawshe method ratings. The ICC = .87. ICC of .75-1.00 reflects "excellent" inter-rater agreement.

The Louisiana Educator Rubric (LER) brings a comprehensive focus on four key domains: instruction, planning, environment, and professionalism. Each domain is further broken down into indicators and descriptors that clearly define effective teaching. Performance definitions are provided at levels 5 (Exemplary), 3 (Proficient), and 1 (Unsatisfactory). Observers can score performance at levels 2 or 4 based on evidence and their professional judgment. Assessed indicators include: standards and objectives; motivating students; presenting instructional

content; lesson structure and pacing; activities and materials; questioning; academic feedback; grouping students; teacher content knowledge; teacher knowledge of students; thinking; problem-solving; instructional plans; student work; assessment; expectations; engaging students and managing behavior; environment; respectful conditions; growing and developing professionally; reflecting on teaching; school improvement; and school responsibilities.

Finding. AC 2024 – 2025 the target was **met.**

Analysis.

In AC 2023 – 2024, the target was **not met**. 59% (n=27) of candidates achieved proficiency (minimum of 3.0) on the Teacher Candidate Observation Form.

Based on the information gathered from an analysis of the AC 2023 – 2024 data, program faculty made the following changes to drive the cycle of continuous improvement. Teacher candidates demonstrated a weakness in the area of Grouping Students, with a mean score of 2.895. In response, faculty provided targeted instruction focused on aligning assessments with standards and objectives to ensure that content mastery was accurately measured and instructional groupings were purposeful and effective. These changes helped to improve candidates' ability better use data to drive instruction, ultimately improving their ability to ensure mastery of the content by their students; thereby continuing to push the cycle of improvement forward.

As a result of these changes, in AC 2024 – 2025 the target was **met.** These changes had a direct impact on the student's ability to achieve proficiency (minimum of 3.0) on the Teacher Candidate Observation Form.

85.7% (n=21) of candidates achieved proficiency (minimum of 3.0) on the Teacher Candidate Observation Form in 2024-2025.

Decision.

In AC 2024 – 2025, the target was **met.**

Based on the analysis of the AC 2024-2025 results, the faculty will implement the following changes in AC 2025-2026 to drive the cycle of improvement. Based on their latest performance, candidates scored lowest on Student Work and Thinking. Program faculty will implement strategies that emphasize active student engagement and visible thinking during instruction. This includes modeling techniques that prompt higher-order questioning, encouraging student-led discussions, and integrating strategies like think-pair-share and written reflections. Additionally, faculty can incorporate video analysis of effective teaching, guide candidates in designing tasks that require critical thinking, and provide feedback on observed classroom interactions to strengthen candidates' ability to elicit and assess student thinking during observations.

AC 2024 – 2025 Assessment

These changes will improve candidates' ability to apply discipline-specific content knowledge in professional practice, thereby continuing to push the cycle of improvement forward.

SLO 3: Model professional behaviors and characteristics.

Course Map: Portal III: Internship I – EDUC 5610, EDUC 5620, EDUC 5630 Internship in Teaching

Departmental Student Learning Goal	Program Student Learning Outcome
Model professional behaviors and characteristics. (Dispositional Evaluation)	85% of candidates will meet proficiency (minimum of 3.0) on the Dispositional Evaluation.

Measure 3.1. (Direct—Dispositions)

SLO 3 is assessed through an electronic Professional Disposition Evaluation tool. The tool was implemented in the 2022-2023 AY and re-evaluated after first-year implementation. The Louisiana CAEP Consortium has drafted an updated dispositional evaluation tool to be piloted in the 2025-2026 AY.

Content Validity was re-established for the Dispositional Evaluation in 2025. A panel of EPP faculty members form initial and advanced programs, as well as programs not associated with CAEP accreditation conducted an independent critique using the 2021 CAEP workbook. Construct validity was established by 1) aligning items to constructs, 2) avoiding bias and ambiguous language, and 3) stating items in actionable terms. The Data Quality was determined to be sufficient, with all items being sufficient according to CAEP criteria for EPP-created surveys.

The Professional Disposition Scale informs candidates' professional responsibility, integrity, enthusiasm, communication, and reflection. Each domain entails three to six statements that confirm the degree to which candidates demonstrate each characteristic. Evaluators can rate candidates a 1 (strongly disagree), 2 (disagree), 3 (agree) or 4 (strongly agree).

Finding. AC 2024 – 2025 the target was **met.**

Analysis.

In AC 2023 – 2024, the target was **met.** 100% of candidates achieved proficiency (minimum of 3.0) on the Dispositional Evaluation.

Based on the information gathered from an analysis of the AC 2023 – 2024 data, program faculty

made the following changes to drive the cycle of continuous improvement. The weakness indicated was "maintains emotional control" (mean 3.833). Faculty drove improvement by implementing additional resources and targeted instruction focused on aligning assessments with content to enhance student outcomes. However, based on feedback from mentor teachers and school administrators, the existing instrument was found to lack relevance to observable attributes in the field. As a result, faculty decided to adopt the newly developed Disposition instrument created by the Louisiana CAEP Consortium, pending current validity and reliability testing. These changes helped to improve candidates' ability to model behaviors and characteristics that are professional and ethical, thereby enabling them to communicate effectively with all stakeholders; thereby continuing to push the cycle of improvement forward.

As a result of these changes, in AC 2024 – 2025, the target was **met**. These changes had a direct impact on the student's ability to achieve proficiency (minimum of 3.0) on the Dispositional Evaluation.

95% (n=20) of candidates achieved proficiency (minimum of 3.0) on the Dispositional Evaluation in 2024-2025.

Decision.

In AC 2024 – 2025, the target was **met**.

Based on the analysis of the AC 2024-2025 results, the faculty will implement the following changes in AC 2025-2026 to drive the cycle of improvement. Based on their latest performance, candidates scored lowest on *The student arrives to class on time* and *The student completes assignments and other course responsibilities*. Program faculty will implement clear expectations and consistent routines to improve student punctuality and responsibility. This includes providing detailed course calendars, regular reminders, and structured deadlines to help students manage their time effectively. Additionally, incorporating accountability measures such as participation points, reflective check-ins, and early intervention for missed assignments will encourage students to arrive on time and complete their coursework consistently.

These changes will improve candidates' ability to model professional behaviors and characteristics, thereby continuing to push the cycle of improvement forward.

SLO 4 Demonstrate creative thinking that yields engaging ideas, processes, materials, and experiences appropriate for discipline.

Course Map: EDUC 5411, EDUC 5421, and EDUC 5431 Elementary, Middle and Secondary Internship in Teaching**.**

AC 2024 – 2025 Assessment

SLO 4 is assessed through the standards and objective domain on the intern's final evaluation.

Departmental Student Learning Goal	Program Student Learning Outcome
Demonstrate creative thinking that yields engaging ideas, processes, materials, and experiences appropriate for the discipline. *(Lesson Plan execution)*	85% Candidates will design and implement developmentally appropriate lesson plans that reflect research on best practices of the respective curriculum with a minimum 3.0 score.

Departmental Student Learning Goal Program Student Learning Outcome Demonstrate creative thinking that yields engaging ideas, processes, materials, and experiences appropriate for the discipline. (Lesson Plan execution)

Candidates will design and implement developmentally appropriate lesson plans that reflect research on best practices in Elementary, Middle and Secondary Education. The Assessment for Lesson Plan Implementation addresses the Louisiana State Standards and interns' ability to execute best teaching practices as reflected on the lesson plan. This assessment requires interns to successfully execute the planned elements of the lesson on which their performance evaluations are based as measured by the Standards and Objectives domain of the NIET Evaluation Rubric. Interns demonstrate competency of written lesson plan design in EDUC 5650 and EDUC 5670 through course assignments prior to the internship. However, this lesson plan assessment measures the intern's ability to effectively execute the components as planned. Target for this assessment is that 85% of the candidates score a 3.0 on the Standards and Objectives Domain of the NIET Evaluation Rubric. 6 Assessment Cycle 2023 – 2024

Finding: Target was met.

Analysis:

In AC 2023-2024, the target was not met. Based on information gathered from analysis of the AC 2023-2024 data, faculty implemented the following in AC 2024 – 2025. Faculty increased instruction in the areas of Performance-based Lesson Planning. Candidates/Interns were scored on lesson planning with the use of the performance evaluation rubric. These changes allowed faculty to better identify and improve the candidates' ability to effectively plan and execute lessons to ensure student mastery of standards and objectives, thereby continuing to push the cycle of improvement forward. Faculty also added additional instructional materials and resources in AC 2024-2025 to support contextual factors and student learning adaptations and higher order thinking. Additionally, interns/candidates were given additional instruction in the areas of executing the lesson plan and measuring the implementation and effectiveness of planning through student outcomes of the lesson. These changes resulted in more in-depth and targeted instruction in this area of need in an effort to drive the cycle of improvement.

Decision:

In AC 2024-2025, the target **was met.** 92% of students scored 3.0 or higher on the Standards and Objectives domain which is reflective of the candidate's ability to implement and effectively execute

the lesson plan. Based on information gathered from analysis of the AC 2024-2025 data, faculty will implement the following in AC 2025 – 2026. Faculty will increase instruction in the areas of Performance-based Lesson Planning and implement these practices in additional courses prior to internship. Candidates/Interns will be scored on lesson planning with the use of the performance evaluation rubric. These changes will allow faculty to better identify and improve the candidates' ability to effectively plan and execute lessons to ensure student mastery of standards and objectives, thereby continuing to push the cycle of improvement forward

SLO 5: Make responsible decisions and problem-solve, using data to inform actions.

Course Map: Portal IV: Internship II- EDUC 5611, EDUC 5621, EDUC 5631

Departmental Student Learning Goal	Program Student Learning Outcome
Make responsible decisions and problem-solve, using data to inform actions. (Student Learning Impact)	85% of candidates will meet proficiency (minimum 3.0) on Student Learning Impact.

Measure 5.1. (Direct—Knowledge and Skills)

SLO 5 is assessed through a student impact assessment (reflection) in Residency II or Internship II. The candidate must demonstrate the ability to effectively impact student learning and make data-informed decisions for continuous student improvement through measuring proficiency from pre- to post-assessment when planning and executing (teaching) a lesson.

Validity and Reliability was established for the Teacher Candidate Observation Assessment in 2025. A panel of 8 EPP faculty each conducted independent rubric-based evaluations of anonymous work samples submitted by candidates from various initial teacher preparation programs. The Content Validity Ratio (CVR) was calculated using the Lawshe (1975) method to assess content validity. The CVR mean = 1.00 with CVR(Critical), 8) = .75 and no single item below critical value of .75. The Intra-class Correlation Coefficient (ICC) by Fisher (1954) was used as a measure of inter-rater reliability with respect to the Lawshe method ratings. The ICC = 1.00. ICC of .75-1.00 reflects "excellent" inter-rater agreement.

The Student Learning Impact evaluates candidates on the following criteria: setting measurable assessment criteria; setting appropriate assessment format criteria; preparing instructional assignments or activities; disaggregation and analysis of formative data; concluding analysis of formative data; student learning targets (outcomes); student learning targets (analysis); student learning targets (interventions); and reflective practice. Candidates can score 4 (exemplary), 3 (proficient), 2 (needs improvement), or 1 (unsatisfactory) on each component.

Finding. AC 2024 – 2025 the target was **met.**

AC 2024 – 2025 Assessment

Analysis.

In AC 2023 – 2024, the target was **met.** 96.5% of candidates achieved proficiency (minimum 3.0) on Student Learning Impact.

Based on the information gathered from an analysis of the AC 2023 – 2024 data, program faculty made the following changes in AC 2024-2025 to drive the cycle of continuous improvement. Faculty placed additional emphasis on ensuring that candidates developed a strong understanding of how to analyze progress toward student learning targets through the use of formative assessments. This focus helped candidates more effectively use data to inform instruction and support student growth. These changes helped to improve candidates' ability to demonstrate effective data analysis and identify and analyze the whole class, sub- groups, and individual students; thereby continuing to push the cycle of improvement forward.

As a result of these changes, in AC 2024 – 2025 the target was **met**. These changes had a direct impact on the student's ability to achieve proficiency (minimum 3.0) on Student Learning Impact.

100% (n=21) of candidates achieved proficiency (minimum 3.0) on Student Learning Impact in 2024-2025.

Decision.

In AC 2024 – 2025, the target was **met.**

Based on the analysis of the AC 2024-2025 results, the faculty will implement the following changes in AC 2025-2026 to drive the cycle of improvement. Based on their latest performance, candidates scored lowest on *Analysis of Formative Data-Learning Gaps*. Program faculty will implement hands-on data analysis activities into coursework. This includes the use of real or simulated student work samples to practice interpreting assessment results, identifying trends, and planning targeted instructional responses. Additionally, faculty will provide structured templates and guided practice to help candidates effectively document learning gaps and propose data-driven interventions within their Student Learning Impact Assessments.

These changes will improve candidates' ability to make responsible decisions and problem-solve, using data to inform actions, thereby continuing to push the cycle of improvement forward.

Comprehensive Summary of Key Evidence of Seeking Improvement Based on Analysis of Results.

Program faculty made several decisions after examining the results of 2023-2024 data analysis which resulted in improved learning and program improvement for AC 2024- 2025.

- SLO 1 – Based on the analysis of the 2023 -2024 data, program faculty made the following changes to build upon students' learning experience and to drive the cycle of continuous

improvement in 2024-2025. Faculty enhanced candidate support through the creation of an educational lab and expanded access to PLT preparation resources, including online materials, PRAXIS seminars, 240 Tutoring, and Learning Express through the Natchitoches Parish Library. These efforts improved candidates' readiness for certification exams and their understanding of developmentally appropriate practices across elementary, middle, and secondary education. As a result, in AC 2024–2025, the target was met, with students achieving the required minimum scores on the Praxis PLT exams.

- SLO 2 – Based on the analysis of the 2023 -2024 data, program faculty made the following changes to build upon students' learning experience and to drive the cycle of continuous improvement in 2024-2025. To support continuous improvement, program faculty addressed a noted weakness in the area of Grouping Students, where candidates earned a mean score of 2.895. Faculty implemented targeted instruction on aligning assessments with standards and objectives to ensure accurate measurement of content mastery and the effective use of instructional groupings. These efforts improved candidates' ability to use data to inform instruction and support student learning. As a result, in AC 2024–2025, the target was met, with candidates achieving a minimum score of 3.0 on the Teacher Candidate Observation Form.

- SLO 3 – Based on the analysis of the 2023 -2024 data, program faculty made the following changes to build upon students' learning experience and to drive the cycle of continuous improvement in 2024-2025. To support continuous improvement, program faculty addressed the identified weakness in the area of "maintains emotional control" (mean score 3.833). Faculty implemented additional resources and targeted instruction focused on aligning assessments with content to enhance student outcomes. Based on feedback from mentor teachers and administrators, the existing evaluation instrument was deemed insufficient for capturing observable professional behaviors. In response, faculty adopted the newly developed Disposition instrument from the Louisiana CAEP Consortium, pending validation. As a result, in AC 2024–2025, the target was met, and candidates demonstrated proficiency (minimum score of 3.0) on the Dispositional Evaluation, reflecting improved professional and ethical behavior.

- SLO 4 – Based on the analysis of the 2023 -2024 data, program faculty made the following changes to build upon students' learning experience and to drive the cycle of continuous improvement in 2024-2025. Faculty enhanced instruction in performance-based lesson planning to strengthen candidates' instructional design skills. Candidates and interns were assessed using performance-based rubric to ensure lesson plans aligned with rigorous, practice-focused standards. These efforts improved candidates' ability to plan and implement effective instruction for student mastery. As a result, in AC 2024–2025, the target was met, with candidates achieving the required proficiency (minimum score of 3.0) on the Lesson Plan.

- SLO 5 – Based on the analysis of the 2023 -2024 data, program faculty made the following changes to build upon students' learning experience and to drive the cycle of continuous improvement in 2024-2025. Faculty increased emphasis on helping candidates develop a strong understanding of analyzing progress toward student learning targets using formative assessments. This focus enabled candidates to use data more effectively to guide instruction and support student growth. As a result, in AC 2024–2025, the target was met, with candidates demonstrating proficiency (minimum score of 3.0) on the Student Learning Impact assessment, reflecting improved skills in data analysis for whole classes, sub-groups, and individual students.

AC 2024 – 2025 Assessment

Plan of Action for Moving Forward:

Program faculty examined the evidence and results of data analysis from AC 2024-2025 and will take steps to continue to improve candidate learning in AC 2025-2026:

- SLO 1: Based on the analysis of the AC 2024-2025 results, the faculty will implement the following changes in AC 2025-2026 to drive the cycle of improvement. Program faculty will implement aligned coursework with PRAXIS content, integrated test-style questions, and provided structured preparation through workshops and platforms like 240 Tutoring. Candidates also received access to practice exams, diagnostics, personalized study plans, and support from faculty mentoring, academic labs, and campus resources. These efforts improved candidates' ability to demonstrate discipline-specific content knowledge, thereby continuing to push the cycle of improvement forward.

- SLO 2: Based on the analysis of the AC 2024-2025 results, the faculty will implement the following changes in AC 2025-2026 to drive the cycle of improvement. Program faculty will implement strategies that emphasize active student engagement and visible thinking during instruction. This includes modeling techniques that prompt higher-order questioning, encouraging student-led discussions, and integrating strategies like think-pair-share and written reflections. Additionally, faculty will incorporate video analysis of effective teaching, guide candidates in designing tasks that require critical thinking, and provide feedback on observed classroom interactions to strengthen candidates' ability to elicit and assess student thinking during observations. These changes will improve candidates' ability to apply discipline-specific content knowledge in professional practice, thereby continuing to push the cycle of improvement forward.

- SLO 3: Based on the analysis of the AC 2024-2025 results, the faculty will implement the following changes in AC 2025-2026 to drive the cycle of improvement. Program faculty will implement clear expectations and consistent routines to improve student punctuality and responsibility. This includes providing detailed course calendars, regular reminders, and structured deadlines to help students manage their time effectively. Additionally, incorporating accountability measures such as participation points, reflective check-ins, and early intervention for missed assignments will encourage students to arrive on time and complete their coursework consistently. These changes will improve candidates' ability to model professional behaviors and characteristics, thereby continuing to push the cycle of improvement forward

- SLO 4: Based on the analysis of the AC 2024-2025 results, the faculty will implement the following changes in AC 2025-2026 to drive the cycle of improvement. Program faculty will implement hands-on data analysis activities into coursework. This includes the use of real or simulated student work samples to practice interpreting assessment results, identifying trends, and planning targeted instructional responses. These changes will improve candidates' ability to make responsible decisions and problem-solve, using data to inform actions, thereby continuing to push the cycle of improvement forward.

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- SLO 5: Based on the analysis of the AC 2024-2025 results, the faculty will implement the following changes in AC 2025-2026 to drive the cycle of improvement. Program faculty will implement hands-on data analysis activities into coursework. This includes the use of real or simulated student work samples to practice interpreting assessment results, identifying trends, and planning targeted instructional responses. Additionally, faculty will provide structured templates and guided practice to help candidates effectively document learning gaps and propose data-driven interventions within their Student Learning Impact Assessments. These changes will improve candidates' ability to make responsible decisions and problem-solve, using data to inform actions, thereby continuing to push the cycle of improvement forward.