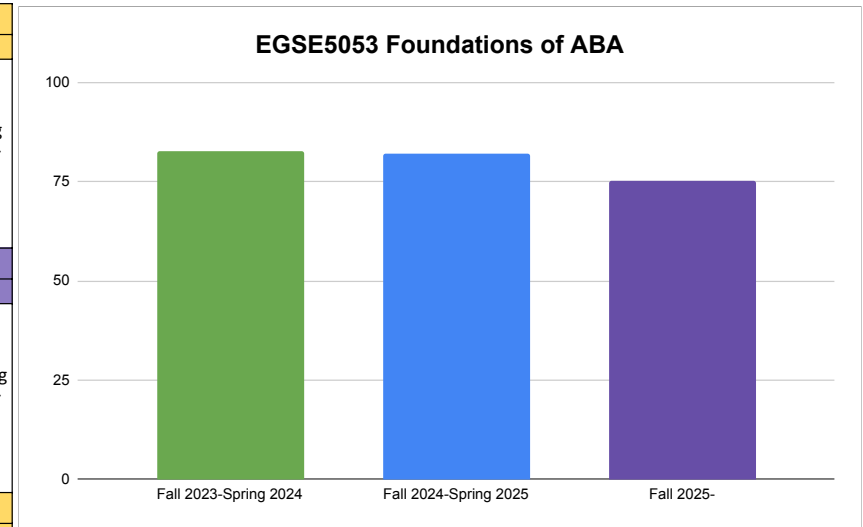


**LIPSCOMB UNIVERSITY**  
**CONTINUOUS IMPROVEMENT REPORT**  
**Applied Behavior Analysis (M.S., Certificate)**

<b>TEAM MEMBERS:</b> Little, Scretchen, Parker Peters	<b>Indicators:</b> Final Exam in EGSE 5053 Foundations of Applied Behavior Analysis [100 points].
<b>Opportunity for Improvement:</b>	<b>Present Level of Performance:</b> Baseline: 2020-2021 performance serves as baseline. 85% mean score
<b>Goal:</b> 75% mean score	

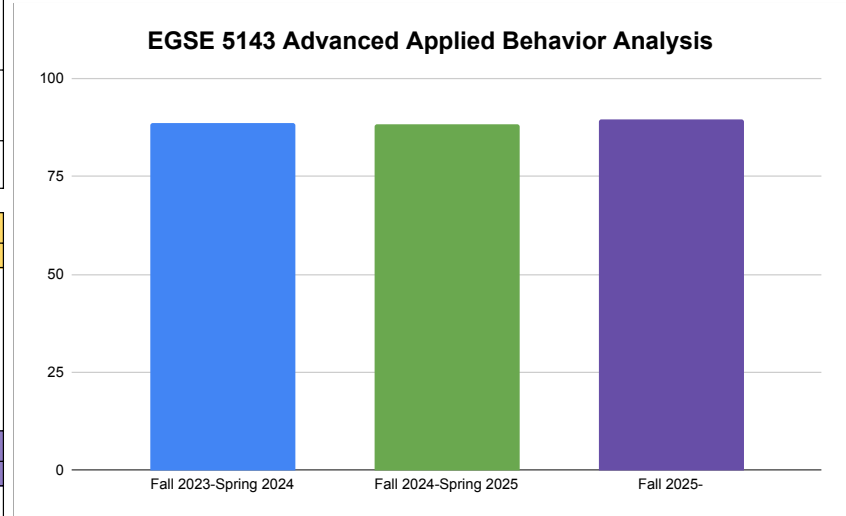
<b>Fall 2023-Spring 2024</b>	
<b>Plan of Action</b>	<b>Measure of Effectiveness</b>
<p><b>Analysis:</b> In this iteration, candidates earned a mean score of 82.5% (desired trend) on the Final Exam, exceeding the goal of 75%.</p> <p><b>Recommendation:</b> Faculty are pleased with student performance and plan to continue to offer formative feedback and review sessions for students to prepare for the final exam.</p>	<p>Candidates earned a mean score of 82.5%, exceeding the goal of 75%. We anticipate continued success for our candidates.</p>
<b>Fall 2024-Spring 2025</b>	
<b>Plan of Action</b>	<b>Measure of Effectiveness</b>
<p><b>Analysis:</b> In this iteration, candidates earned a mean score of 82.27% (desired trend) on the Final Exam, exceeding the goal of 75%.</p> <p><b>Recommendation:</b> Faculty are pleased with student performance and plan to continue to offer formative feedback and review sessions for students to prepare for the final exam.</p>	<p>Candidates earned a mean score of 82.27%, exceeding the goal of 75%. We anticipate continued success for our candidates.</p>
<b>Fall 2025-Spring 2026</b>	
<b>Plan of Action</b>	<b>Measure of Effectiveness</b>



LIPSCOMB UNIVERSITY  
CONTINUOUS IMPROVEMENT REPORT  
Applied Behavior Analysis (M.S., Certificate)

<b>TEAM MEMBERS:</b> Little, Scretchen, Parker Peters	<b>Indicators:</b> Final Exam in EGSE 5143 Advanced Applied Behavior Analysis [100 points].
<b>Opportunity for Improvement:</b>	<b>Present Level of Performance:</b> Baseline: 2020-2021 performance serves as baseline. Spring 2020 92%
<b>Goal:</b> The exam is worth 200 points. Students need 154 points (77%) to pass.	

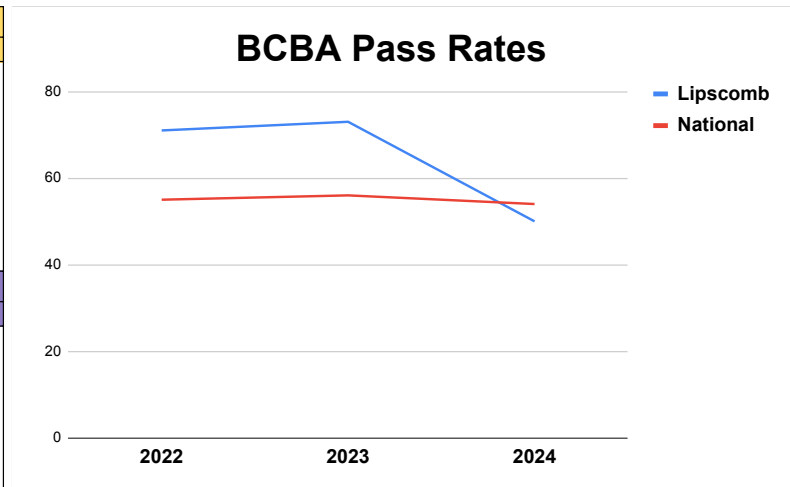
Fall 2023-Spring 2024	
Plan of Action	Measure of Effectiveness
<p><b>Analysis:</b> Faculty were pleased that candidates earned a mean score above 90%, far exceeding the threshold goal of 77%.</p> <p><b>Recommendation:</b> Faculty will continue to offer practice test sessions and feedback for students on their missed items.</p>	<p>Students are earning scores above the goal of 77% consistently. We expect continued success for our candidates.</p>
Fall 2024-Spring 2025	
Plan of Action	Measure of Effectiveness
<p><b>Analysis:</b> Faculty were pleased that candidates earned a mean score above 90%, far exceeding the threshold goal of 77%.</p> <p><b>Recommendation:</b> Faculty will continue to offer practice test sessions and feedback for students on their missed items.</p>	<p>Students are earning scores above the goal of 77% consistently. We expect continued success for our candidates.</p>
Fall 2025-Spring 2026	
Plan of Action	Measure of Effectiveness



**LIPSCOMB UNIVERSITY  
CONTINUOUS IMPROVEMENT REPORT  
Applied Behavior Analysis (M.S., Certificate)**

<b>TEAM MEMBERS:</b> Little, Scretchen, Parker Peters	<b>Indicators:</b> Behavior Analyst Certification Board (BACB) Pass Rates
<b>Opportunity for Improvement:</b>	<b>Present Level of Performance:</b> BASELINE: 2020 performance serves as baseline. 71% pass rate.
<b>Goal:</b> Pass rate above national average.	

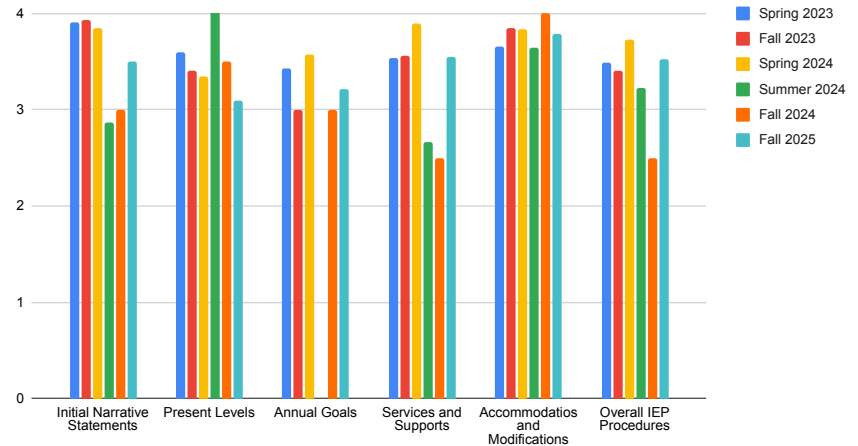
2022	
Plan of Action	Measure of Effectiveness
<p style="text-align: center;">Analysis:</p> <p>The national pass rate for the BACB exam is 55%. Faculty are pleased that the Lipscomb pass rate was 71% in this iteration.</p> <p style="text-align: center;">Recommendation:</p> <p>Faculty are pleased that Lipscomb's pass rate is above the national average but strive for more students to pass the exam. Faculty will continue to offer study sessions and practice tests with feedback.</p>	<p>Lipscomb students pass the BACB exam at a higher rate than the national average. We expect continued success for our candidates.</p>
2023	
Plan of Action	Measure of Effectiveness
<p style="text-align: center;">Analysis:</p> <p>The national pass rate for the BACB exam is 56%. Faculty are pleased that the Lipscomb pass rate was 73% in this iteration.</p> <p style="text-align: center;">Recommendation:</p> <p>Faculty are pleased that Lipscomb's pass rate is above the national average but strive for more students to pass the exam. Faculty will continue to offer study sessions and practice tests with feedback.</p>	<p>Lipscomb students pass the BACB exam at a higher rate than the national average. We expect continued success for our candidates.</p>
2024	
Plan of Action	Measure of Effectiveness
<p style="text-align: center;">Analysis:</p> <p>The national pass rate for the BACB exam is 59%. Lipscomb pass rate was 50% in this iteration.</p> <p style="text-align: center;">Recommendation:</p> <p>Lipscomb's pass rate was slightly below the national average, and Lipscomb faculty will continue to strive for more students to pass the exam. Faculty will continue to offer study sessions and practice tests with feedback.</p>	<p>While Lipscomb's students fell below the national average this year, faculty will continue to evaluate program data and implement strategies to improve performance.</p>



LIPSCOMB UNIVERSITY  
CONTINUOUS IMPROVEMENT REPORT  
Special Education (Advanced)

<p><b>TEAM MEMBERS:</b> Hauptman, Hampton, Parker Peters, Pryor-Graves, Shields</p>	<p><b>Indicators:</b> Individual Education Plan assessed with IEP Rubric in EGSE 5033/6033 Special Education Law.</p>
<p><b>Opportunity for Improvement:</b> Students will develop Individual Education Plans based upon state standards that involve: 1. The use of present levels of performance. 2. Relevant and incremental goals/objectives. 3. Progress monitoring through valid and reliable formative and summative measures.</p>	<p><b>Present Level of Performance:</b> Baseline: 2020 – Annual Goals 4.3/10; Overall IEP 4.3/5.0</p>
<p><b>Goal:</b> Scores of 3.0/4.0 (Proficient) across measured areas.</p>	

IEP Rubric - EGSE 5033

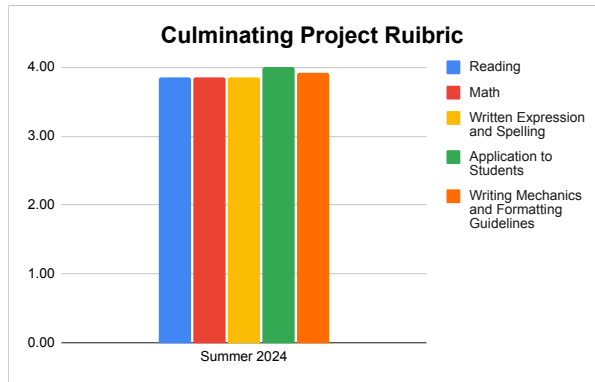


Spring 2023	
Plan of Action	Measure of Effectiveness
<p><b>Analysis:</b> Scores for the target area of Present Levels of Performance increased from 3.44/4.0 to 3.60. All scores, including the target area, are above the 3.0/4.0 Proficient Threshold. There was a decrease in Services and Supports from 3.89 to 3.54; and in Accommodations and Modifications from 3.89 to 3.66.</p> <p><b>Recommendations:</b> Faculty will continue to collect data and monitor performance trends. Faculty will emphasize support and feedback on Present Levels, Annual Goals, Services and Supports, and Overall Procedures.</p>	<p>All component scores are 3.4/4.0 or stronger (above Proficient). We anticipate continued success for our candidates.</p>
Fall 2023	
Plan of Action	Measure of Effectiveness
<p>Analysis of key assignment data showed faculty that performance on the Annual Goals metric is down but not below the goal of 3.0/4.0 (Proficient). The Accommodations and Modifications component score has risen (desired trend) from last semester. All component scores are 3.0/4.0 or stronger. Recommendation: Faculty will provide more, authentic examples of Annual Goals in addition to providing targeted, specific feedback for this component on candidate submissions of the key assignment.</p>	<p>Candidate component scores are 3.0/4.0 or stronger across measured areas. We anticipate continued success for candidates on this key assignment.</p>
Spring 2024	
Plan of Action	Measure of Effectiveness
<p>Analysis of key assignment data showed faculty that all component scores are 3.0/4.0 or stronger. Recommendation: Faculty will continue to provide more, authentic examples of Annual Goals in addition to providing targeted, specific feedback for this component on candidate submissions of the key assignment.</p>	<p>Candidate component scores are 3.0/4.0 or stronger across measured areas. We anticipate continued success for candidates on this key assignment.</p>
Summer 2024	
Plan of Action	Measure of Effectiveness

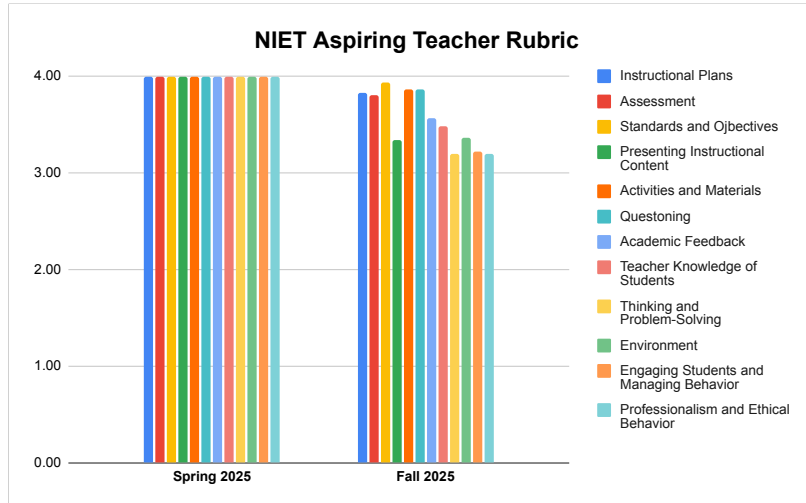
<p>Analysis: Scores dropped in all areas except Present Levels, which showed an increase from 3.35 to 4. Initial Narrative Statements and Services and Supports dropped below 3.0 (proficient).</p> <p>Recommendations: Faculty will continue to collect data and monitor performance trends. Increased instruction will be provided on writing Narrative Statements and determining appropriate Supports/Services. Faculty will provide targeted feedback for all candidates.</p>	<p>Candidate component scores are 3.0/4.0 or stronger across measured areas. We anticipate continued success for candidates on this key assignment.</p>
<b>Fall 2024</b>	
<b>Plan of Action</b>	<b>Measure of Effectiveness</b>
<p>Analysis: Scores decreased across most target areas. Services and Supports and Overall IEP Procedures are below the 3.0 Proficient threshold. All other areas were at or above the threshold.</p> <p>Recommendations: Faculty will continue to collect data and monitor performance trends. Faculty will review instructional practices for all areas of the IEP including identifying new support tools that may be utilized.</p>	<p>Candidate component scores are 3.0/4.0 or stronger across measured areas. We anticipate continued success for candidates on this key assignment.</p>
<b>Spring 2025</b>	
<b>Plan of Action</b>	<b>Measure of Effectiveness</b>
No scores	<p>Candidate component scores are 3.0/4.0 or stronger across measured areas. We anticipate continued success for candidates on this key assignment.</p>
<b>Fall 2025</b>	
<b>Plan of Action</b>	<b>Measure of Effectiveness</b>

**LIPSCOMB UNIVERSITY**  
**CONTINUOUS IMPROVEMENT REPORT**  
**Special Education (Advanced)**

<b>TEAM MEMBERS:</b> Hauptman, Hampton, Parker Peters, Pryor-Graves, Shields	<b>Indicators:</b> The culminating project rubric Lesson Plan assessed in EGSE 5043/6043 Special Education Methods.
<b>Opportunity for Improvement:</b> Students will develop Individual Education Plans based upon state standards that involve: 1. The use of present levels of performance. 2. Relevant and incremental goals/objectives. 3. Progress monitoring through valid and reliable formative and summative measures.	<b>Present Level of Performance:</b> Baseline: 2020 – Annual Goals 4.3/10; Overall IEP 4.3/5.0
<b>Goal:</b>	



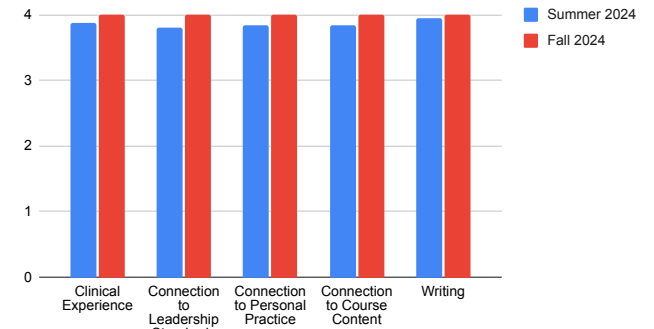
Summer 2024	
Plan of Action	Measure of Effectiveness
All component scores are at 3.5 or higher which is well above the 3.0 Proficiency threshold. Faculty will continue to collect data and monitor performance trends.	Candidate component scores are 3.0/4.0 or stronger across measured areas. We anticipate continued success for candidates on this key assignment.
Spring 2025	
Plan of Action	Measure of Effectiveness
Effectiveness is now being measured by the NIET Aspiring Teacher Rubric. Scores for all assessment areas were 4.0. Faculty will continue to collect data and monitor performance trends.	Candidate component scores are 4.0 across measured areas. We anticipate continued success for candidates on this key assignment.
Fall 2025	
Plan of Action	Measure of Effectiveness
All component scores are at 3.19 or higher which is above the 3.0 Proficiency threshold. Faculty will continue to collect data and monitor performance trends. Specific attention will be paid to the following areas as they show more significant decreases: Presenting Instructional Content, Thinking and Problem-Solving, Engaging Students and Managing Behavior, and Professionalism and Ethical Behavior.	



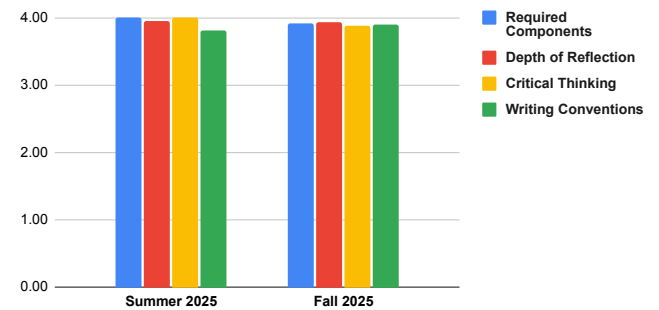
**LIPSCOMB UNIVERSITY  
CONTINUOUS IMPROVEMENT REPORT  
Educational Leadership**

<b>TEAM MEMBERS:</b> Cochran, Fain, Milligan, Forman, Garcia, Parker Peters, Walrond	<b>Indicators:</b> Lipscomb Competency Development Plan and Competency Evidence Form completed in all Organizational Leadership Courses (ORG) and assessed with the Leadership Clinical Experience Reflection Rubric. EG 5563/6563, 5573/6573, and 5583/6583.
<b>Opportunity for Improvement:</b> Students will be able to demonstrate high quality leadership skills based on the Tennessee Instructional Leadership Standards (TILS), ISLLC Standards, and Lipscomb Leadership Competencies	<b>Present Level of Performance:</b> Baseline: 2020 - (Connections to Leadership Standards= 3.7/4.0)
<b>Goal:</b> 100% of students will score Proficient (3) or Exemplary (4) on the Lipscomb Competency Rubric EG 5563/6553, 5573/6573, and 5583/6583. This rubric has a score range of 1 to 4.	
<b>Summer 2024</b>	
<b>Plan of Action</b>	<b>Measure of Effectiveness</b>
Analysis: Scores across all key assignments have dropped slightly across all measured components, though the scores are above 3.0 (Proficient) in all areas. Recommendations: Candidates will continue to submit formative versions of the key assignment in order to receive multiple opportunities for feedback and improvement.	All candidates scores Proficient or higher across all measured components. We expected continued success for candidates.
<b>Fall 2024</b>	
<b>Plan of Action</b>	<b>Measure of Effectiveness</b>
Analysis: Rubric scores indicate an increase in performance in all measured components. Recommendations: Candidates will continue to submit formative versions of the key assignment in order to receive multiple opportunities for feedback and improvement.	All candidate scores were proficient or higher across all measured components. Scores increased across all components from Summer 2024 to Fall 2024.
<b>Spring 2025</b>	
<b>Plan of Action</b>	<b>Measure of Effectiveness</b>
<b>Summer 2025</b>	
<b>Plan of Action</b>	<b>Measure of Effectiveness</b>
<b>Fall 2025</b>	
<b>Plan of Action</b>	<b>Measure of Effectiveness</b>

**Leadership Clinical Experience Reflection Rubric**



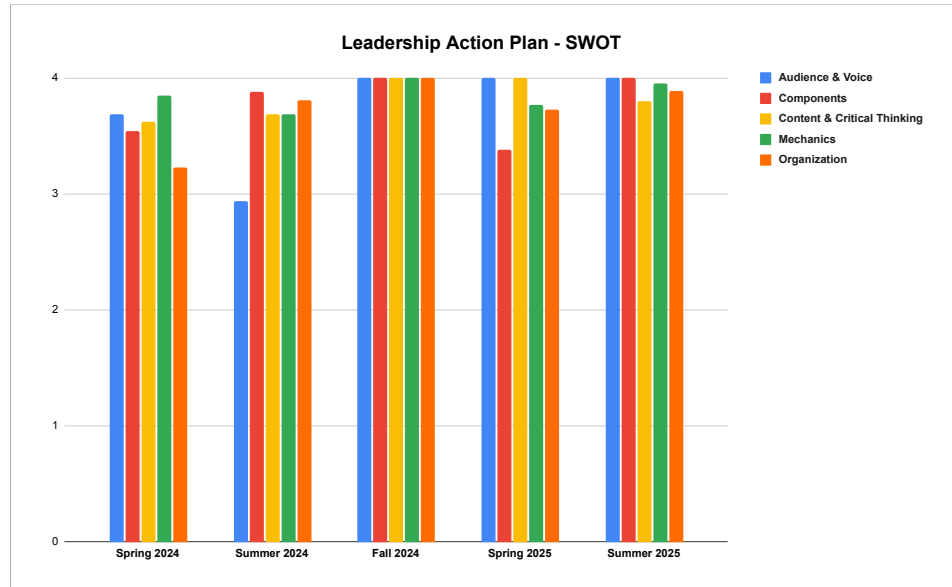
**Leadership Reflection Rubric (2022)**



**LIPSCOMB UNIVERSITY**  
**CONTINUOUS IMPROVEMENT REPORT**  
**Educational Leadership**

<b>TEAM MEMBERS:</b> Cayce, Cochran, Milligan, Forman, Parker Peters, Walrond	<b>Indicators:</b> SWOT analysis paper assessed with Leadership Action Plan Rubric in EG 5253/6253 Organizational Planning and Change
<b>Opportunity for Improvement:</b> Students will be able to identify, evaluate, and promote effective instructional practice.	<b>Present Level of Performance:</b> Baseline: 2020 - (Sentence Fluency = 3.6/4.0) Do we have to set a new baseline for 5253.
<b>Goal:</b> 100% of students will score Proficient (3) or Exemplary (4) on the Writing Rubric in EG 6493 Evaluating Instructional Practice. This rubric has a score range of 1 to 4. Starting in 2022, switch to SWOT Analysis for 5253/6253 Leadership Action Plan Rubric.	

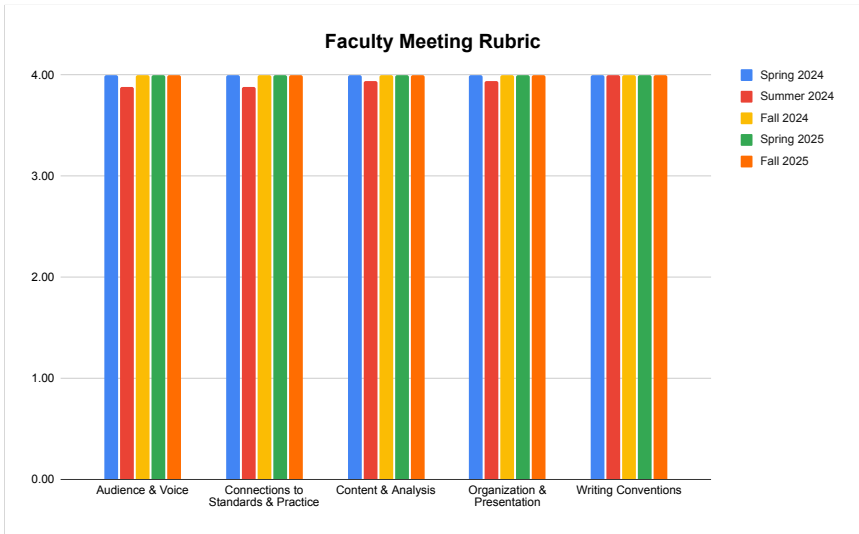
Spring 2024	
Plan of Action	Measure of Effectiveness
Analysis: Upon analysis, faculty were pleased to see all components means well above the 3.0/4.0 goal.  Recommendation: No changes at this time. Faculty will continue to collect data and observe trends.	All candidates earned 4.0/4.0 across measured components. We expect continued success for candidates on the key assignment.
Summer 2024	
Plan of Action	Measure of Effectiveness
Analysis: Upon analysis, faculty were pleased to see all components means well above the 3.0/4.0 goal with the exception of audience and voice.  Recommendation: Faculty will continue to collect data and observe trends and include additional feedback regarding audience and voice on all assignments.	Audience and Voice scores were below proficiency. All other components scored at the proficiency level or higher.
Fall 2024	
Plan of Action	Measure of Effectiveness
Analysis: Upon analysis, faculty were pleased to see all components means well above proficiency at the 4.0 goal.  Recommendation: No changes at this time. Faculty will continue to collect data and observe trends.	All candidates earned 4.0/4.0 across measured components. We expect continued success for candidates on the key assignment.
Spring 2025	
Plan of Action	Measure of Effectiveness
Summer 2025	
Plan of Action	Measure of Effectiveness



**LIPSCOMB UNIVERSITY**  
**CONTINUOUS IMPROVEMENT REPORT**  
**Educational Leadership**

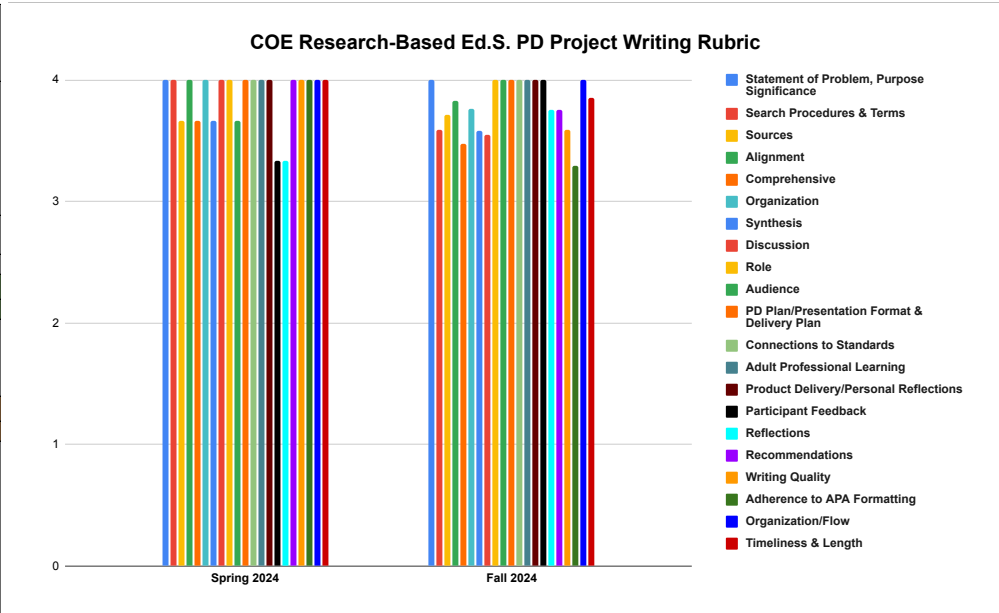
<b>TEAM MEMBERS:</b> Cayce, Cochran, Fain, Milligan, Forman, Garcia, Parker Peters, Walrond	<b>Indicators:</b> Students will successfully complete the TVAAS Assessment Modules in EG 5483/6483 Instructional Leadership; switch to <b>Faculty Meeting Presentation</b> rubric in Fall 2022.
<b>Opportunity for Improvement:</b> Students will be able to analyze a school's achievement and value-added data to determine strengths and weaknesses and create a plan for action.	<b>Present Level of Performance:</b> Baseline: 2020 - (100% Successfully Completed); Fall 2022 Candidates earned scores above Proficient (3.0) across components.
<b>Goal:</b> 100% of students will successfully complete the TVAAS Assessment Modules in EG 6483 Instructional Leadership. This module rubric has a score range of 1 to 4.; Earn proficient 3.0/4.0 mean score on Faculty Meeting Presentation rubric components.	

Spring 2024	
Plan of Action	Measure of Effectiveness
Analysis: Rubric scores indicate proficiency at the highest level in all components. Recommendation: Candidates will continue submit the key assignment as indicated in the course syllabus.	All candidates scores exceed expectations across all measured components. We expected continued success for candidates.
Summer 2024	
Plan of Action	Measure of Effectiveness
Analysis: Rubric scores indicate a decrease in proficiency across all components. Recommendation: Candidates will continue to submit the key assignment as indicated in the course syllabus and use feedback from aligned assignments to support performance.	All candidate scores were proficient across all measured components but fell below the previous semester's scores.
Fall 2024	
Plan of Action	Measure of Effectiveness
Analysis: Rubric scores indicate a increase in proficiency across all components. Recommendation: Candidates will continue to submit the key assignment as indicated in the course syllabus and use feedback from aligned assignments to support performance.	All candiate scores were proficient or higher across all measured components. This was an increase from the previous semester.
Spring 2025	
Plan of Action	Measure of Effectiveness
Fall 2025	
Plan of Action	Measure of Effectiveness



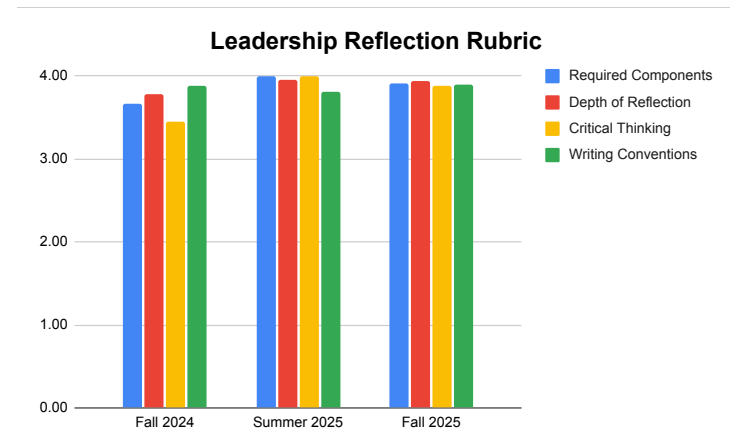
**LIPSCOMB UNIVERSITY**  
**CONTINUOUS IMPROVEMENT REPORT**  
**Ed.S. Core**

<b>TEAM MEMBERS:</b> Boyd, Cayce, Cochran, Fain, Milligan, Forman, Mofield, Parker Peters, Walrond	<b>Indicators:</b> Education Specialist Project assessed with Writing Rubric in EG 6913 Education Specialist Capstone II; Fall 2022 New Research Paper Rubric
<b>Opportunity for Improvement:</b> Students will use the appropriate technology tools to create a professional learning product in their chosen specialty area, conduct the project, present the project with authentic group participants (teachers, principals, parents, coaches, etc.) and collect and reflect on authentic feedback.	<b>Present Level of Performance:</b> Baseline: 2020 - (Ideas Score = 4.0; Conventions = 3.0); Fall 2021: Writing Quality 3.65/4.0, APA 3.4, Organization/Flow 3.7, Timeliness & Length 3.8
<b>Goal:</b>	
<b>Spring 2024</b>	
<b>Plan of Action</b>	<b>Measure of Effectiveness</b>
Analysis: All scores are above 3.0/4.0 (Proficient) and many rose (desired trend). Recommendation: Faculty will continue to provide specific scaffolding to support candidates to provide participant feedback.	Candidate scores across all components were above 3.0/4.0 (goal). We anticipate continued success for our candidates.
<b>Fall 2024</b>	
<b>Plan of Action</b>	<b>Measure of Effectiveness</b>
The Ed.S. sequence was redesigned in Sp24 as part of the redesign, the rubric was changed to the Artifact Presentation Rubric. Implement and collect baseline data. Analysis: Baseline Means Fall 2024: (Component 1 Data Literacy = 3.56, Component 2 Use/ Understanding of Research = 3.6, Component 3 Data Analysis/ Evidence Inclusive Env. = 3.6, Leading/ Participating Collaboration = 3.78, Application of Technology = 3.72, Application of Prof. Dispositions = 3.89). *See rubric for full component names and descriptions. All candidate scores are 2.7 or higher (proficient is 2.6); 11% proficient (2.6-3.0), 17% highly proficient (3.1-3.5), 72% exemplary (3.6-4.0).	Mean candidate scores across all components were above 3.5/4. Continued success is anticipated.
<b>Fall 2025</b>	
<b>Plan of Action</b>	<b>Measure of Effectiveness</b>
The Ed.S. sequence was moved to a completely asynchronous offering in Su25/Fa25. Analysis: (Component 1 Data Literacy = 2.8, Component 2 Use/ Understanding of Research = 3, Component 3 Data Analysis/ Evidence Inclusive Env. = 3, Leading/ Participating Collaboration = 3.2, Application of Technology = 3, Application of Prof. Dispositions = 3.5). *See rubric for full component names and descriptions. All candidate scores are 2.6 or higher (proficient is 2.6); 38% proficient (2.6-3.0), 54% highly proficient (3.1-3.5), 7% exemplary (3.6-4.0). Recommendation: Add additional support for asynchronous offering.	Mean candidate scores across all components were proficient or better (2.8-3.2). Continued success is anticipated with increases across all components, with additional support added to the asynchronous offering for Sp25.



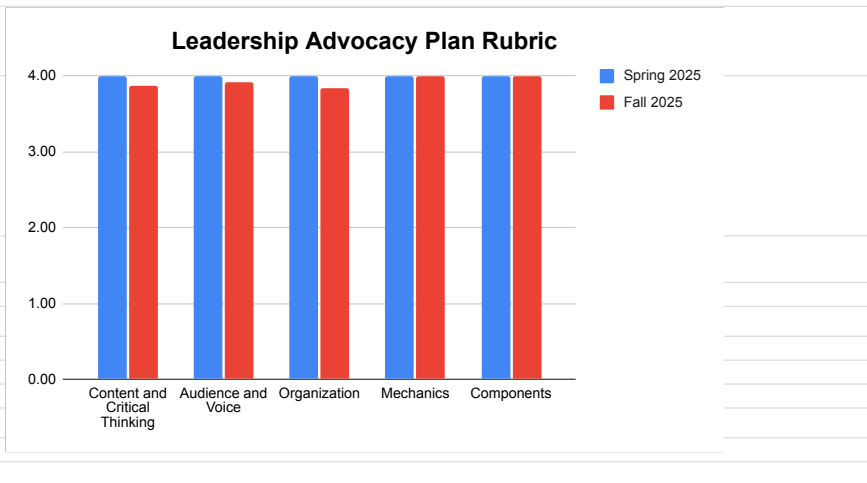
**LIPSCOMB UNIVERSITY  
CONTINUOUS IMPROVEMENT REPORT  
Ed.S. Core**

<b>TEAM MEMBERS:</b> Boyd, Cayce, Cochran, Fain, Milligan, Forman, Mofield, Parker Peters, Walrond	<b>Indicators:</b> Argumentative Essay - District Board Policy Reflection assessed with Leadership Reflection Rubric in EG 6423 Leading with Character
<b>Opportunity for Improvement:</b> Students will use the appropriate technology tools to create a professional learning product in their chosen specialty area, conduct the project, present the project with authentic group participants (teachers, principals, parents, coaches, etc.) and collect and reflect on authentic feedback.	<b>Present Level of Performance:</b> Baseline: 2020 - (Ideas Score = 4.0; Conventions = 3.0); Fall 2021: Writing Quality 3.65/4.0, APA 3.4, Organization/Flow 3.7, Timeliness & Length 3.8
<b>Goal:</b>	
<b>Fall 2024</b>	
<b>Plan of Action</b>	<b>Measure of Effectiveness</b>
<b>Summer 2025</b>	
<b>Plan of Action</b>	<b>Measure of Effectiveness</b>
<b>Fall 2025</b>	
<b>Plan of Action</b>	<b>Measure of Effectiveness</b>



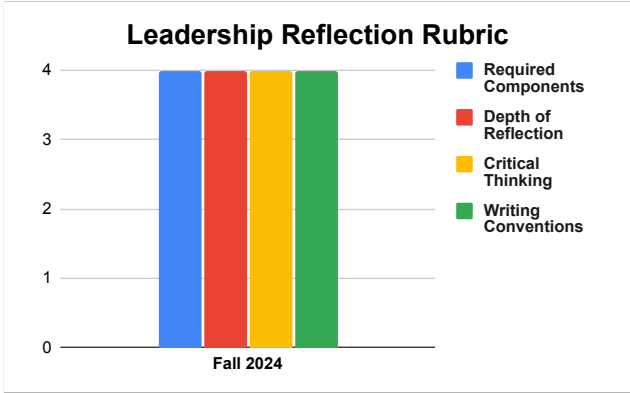
**LIPSCOMB UNIVERSITY**  
**CONTINUOUS IMPROVEMENT REPORT**  
**Graduate Advanced Program**

<b>TEAM MEMBERS:</b> Boyd, Cayce, Cochran, Fain, Milligan, Forman, Mofield, Parker Peters, Walrond	<b>Indicators:</b> Advocacy Plan assessed with Leadership Leadership Advocacy Plan Rubric in EG 6013 Systems Thinking
<b>Opportunity for Improvement:</b> Students will use the appropriate technology tools to create a professional learning product in their chosen specialty area, conduct the project, present the project with authentic group participants (teachers, principals, parents, coaches, etc.) and collect and reflect on authentic feedback.	<b>Present Level of Performance:</b> Baseline: 2020 - (Ideas Score = 4.0; Conventions = 3.0); Fall 2021: Writing Quality 3.65/4.0, APA 3.4, Organization/Flow 3.7, Timeliness & Length 3.8
<b>Goal:</b>	
<b>Spring 2025</b>	
<b>Plan of Action</b>	<b>Measure of Effectiveness</b>
<b>Fall 2025</b>	
<b>Plan of Action</b>	<b>Measure of Effectiveness</b>



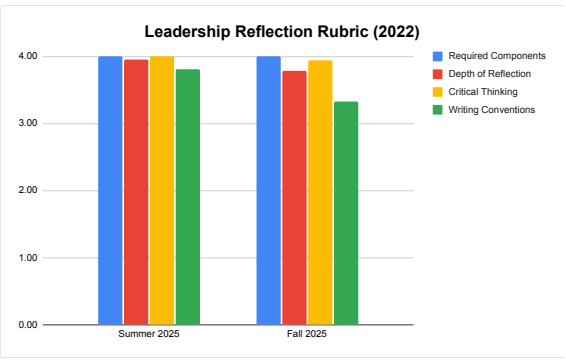
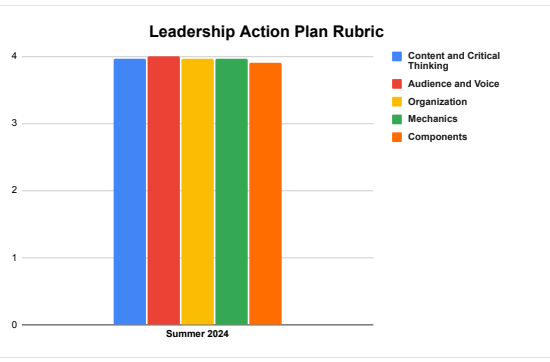
**LIPSCOMB UNIVERSITY  
CONTINUOUS IMPROVEMENT REPORT  
Graduate Advanced Program**

<b>TEAM MEMBERS:</b> Boyd, Cayce, Cochran, Fain, Milligan, Forman, Mofield, Parker Peters, Walrond	<b>Indicators:</b> Student Observation assessed with Leadership Reflection Rubric in EG 6353 The Student Experience.
<b>Opportunity for Improvement:</b> Students will use the appropriate technology tools to create a professional learning product in their chosen specialty area, conduct the project, present the project with authentic group participants (teachers, principals, parents, coaches, etc.) and collect and reflect on authentic feedback.	<b>Present Level of Performance:</b> Baseline: 2020 - (Ideas Score = 4.0; Conventions = 3.0); Fall 2021: Writing Quality 3.65/4.0, APA 3.4, Organization/Flow 3.7, Timeliness & Length 3.8
<b>Goal:</b>	
<b>Fall 2024</b>	
<b>Plan of Action</b>	<b>Measure of Effectiveness</b>



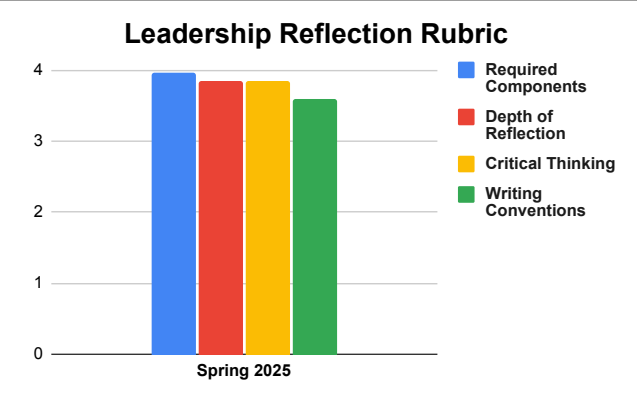
**LIPSCOMB UNIVERSITY  
CONTINUOUS IMPROVEMENT REPORT  
Graduate Advanced Program**

<b>TEAM MEMBERS:</b> Boyd, Cayce, Cochran, Fain, Milligan, Forman, Mofield, Parker Peters, Walrond	<b>Indicators:</b> Part 1: Team Map and Paper; Part 2: Presentation assessed with Leadership Action Plan Rubric in EG 6533 Cross Functional Teaming.
<b>Opportunity for Improvement:</b> Students will use the appropriate technology tools to create a professional learning product in their chosen specialty area, conduct the project, present the project with authentic group participants (teachers, principals, parents, coaches, etc.) and collect and reflect on authentic feedback.	<b>Present Level of Performance:</b> Baseline: 2020 - (Ideas Score = 4.0; Conventions = 3.0); Fall 2021: Writing Quality 3.65/4.0, APA 3.4, Organization/Flow 3.7, Timeliness & Length 3.8
<b>Goal:</b>	
<b>Summer 2024</b>	
Plan of Action	Measure of Effectiveness
<b>Summer 2025</b>	
Plan of Action	Measure of Effectiveness
<b>Fall 2025</b>	
Plan of Action	Measure of Effectiveness



**LIPSCOMB UNIVERSITY  
CONTINUOUS IMPROVEMENT REPORT  
Graduate Advanced Program**

<b>TEAM MEMBERS:</b>	<b>Indicators:</b> Ethical Dilemma Analysis assessed with Leadership Reflection Rubric in EG 6313 Strategic Innovation.
<b>Opportunity for Improvement:</b> Students will use the appropriate technology tools to create a professional learning product in their chosen specialty area, conduct the project, present the project with authentic group participants (teachers, principals, parents, coaches, etc.) and collect and reflect on authentic feedback.	<b>Present Level of Performance:</b>
<b>Goal:</b>	
<b>Spring 2025</b>	
<b>Plan of Action</b>	<b>Measure of Effectiveness</b>

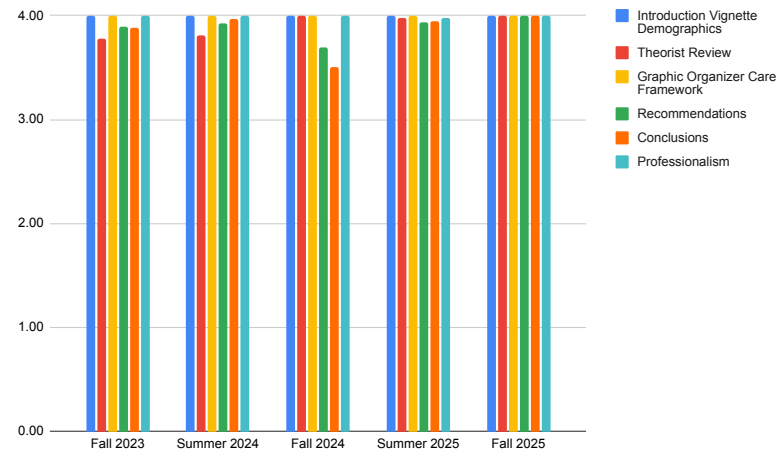


LIPSCOMB UNIVERSITY  
CONTINUOUS IMPROVEMENT REPORT  
English Language Learning

<b>TEAM MEMBERS:</b> Fain, Milligan, Nie, Parker Peters	<b>Indicators:</b> Family Engagement Plan assessed with Writing Rubric in EGEL 5053/6053 Culture & Collaboration in the ELL Classroom.
<b>Opportunity for Improvement:</b> Students will be able to develop a Family Engagement Plan for families of EL students of diverse educational, cultural, and social background, including students with special education needs.	<b>Present Level of Performance:</b> Baseline: 2020 – Theorists; Recommendations 3.8/4.0 (rubric metric change to 1-4).
<b>Goal:</b> 100% of students will score Proficient (3) or Exemplary (4) on the Writing Rubric in EGEL 6053 Culture & Collaboration in the ELL Classroom. This rubric has a score range of 1 to 4.	

Fall 2023	
Plan of Action	Measure of Effectiveness
<p><b>Analysis:</b> Candidates earned scores of 3.8/4.0 on all measured components. Faculty are pleased with strong candidate performance.</p> <p><b>Recommendation:</b> Faculty will continue to offer multiple opportunities for formative feedback to support candidate success.</p>	Candidates' component scores were 3.8/4.0 or stronger on all measured components. We anticipate continued success for candidates.
Summer 2024	
Plan of Action	Measure of Effectiveness
Fall 2024	
Plan of Action	Measure of Effectiveness
Summer 2025	
Plan of Action	Measure of Effectiveness
Fall 2025	
Plan of Action	Measure of Effectiveness

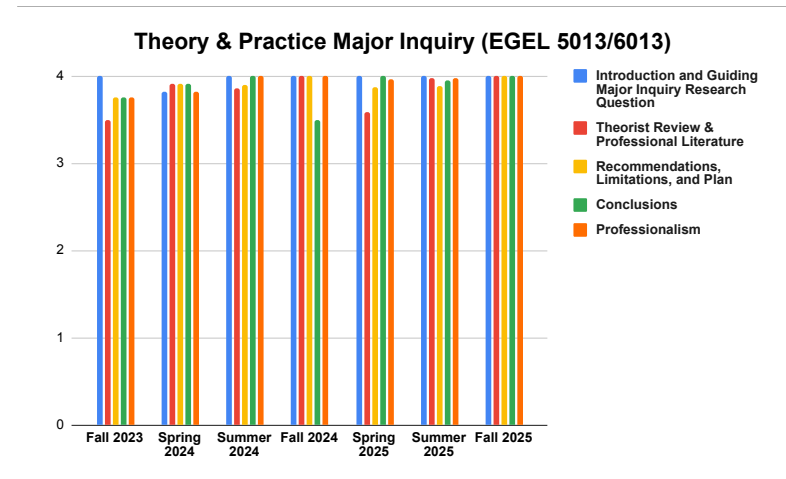
Family & Community Engagement & Action Plan Rubric (2022)



LIPSCOMB UNIVERSITY  
CONTINUOUS IMPROVEMENT REPORT  
English Language Learning

<b>TEAM MEMBERS:</b> Fain, Milligan, Forman, Parker Peters	<b>Indicators:</b> Major Inquiry Project assessed with Writing Rubric in EGEL 5013/6013 Theory & Practice in Second Language Acquisition
<b>Opportunity for Improvement:</b> Students will be able to complete a case study to analyze the needs of an EL child, including diagnosis of language learning needs and recommendations for instructional interventions.	<b>Present Level of Performance:</b> Baseline: 2020 – Theories; Recommendations = 3.8/4.0
<b>Goal:</b> 100% of students will score Proficient (3) or Exemplary (4). This rubric has a score range of 1 to 4.	

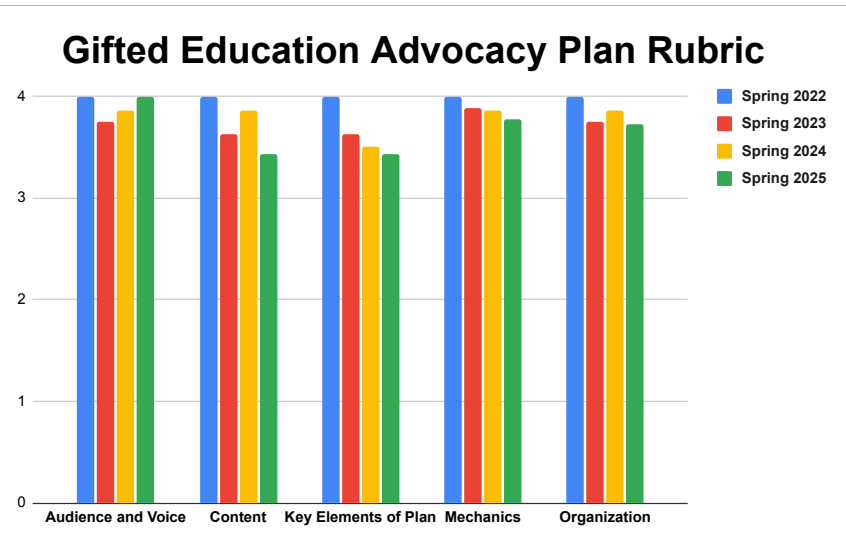
Fall 2023	
Plan of Action	Measure of Effectiveness
<p><b>Analysis:</b> Upon analysis, faculty observed that all component scores continued to be above 3.5/4.0 (goal). Scores are still meeting proficient level or higher.</p> <p><b>Recommendation:</b> Faculty will provide support and feedback specific to candidate needs on formative submissions. Faculty will continue to collect data to track trends.</p>	<p>Candidates maintained a strong performance on all areas of the key assignment. We anticipate continued success on this assignment.</p>
Spring 2024	
Plan of Action	Measure of Effectiveness
<p><b>Analysis:</b> Upon analysis, faculty observed that all component scores continued to be above 3.5/4.0 (goal). Scores are still meeting proficient level or higher.</p> <p><b>Recommendation:</b> Faculty will provide support and feedback specific to candidate needs on formative submissions. Faculty will continue to collect data to track trends.</p>	<p>Candidates maintained a strong performance on all areas of the key assignment. We anticipate continued success on this assignment.</p>
Summer 2024	
Plan of Action	Measure of Effectiveness
Fall 2024	
Plan of Action	Measure of Effectiveness
Spring 2025	
Plan of Action	Measure of Effectiveness
Summer 2025	
Plan of Action	Measure of Effectiveness
Fall 2025	
Plan of Action	Measure of Effectiveness





LIPSCOMB UNIVERSITY  
CONTINUOUS IMPROVEMENT REPORT  
Gifted Education

<p><b>TEAM MEMBERS:</b> Mofield, Parker Peters</p>	<p><b>Indicators:</b> Advocacy Plan assignment assessed with Gifted Education Advocacy Plan rubric Issues assignment rubric in EG 5693 Issues &amp; Advocacy in Gifted Education &amp; Special Populations.</p>
<p><b>Opportunity for Improvement:</b> Students will identify and research a topic in the field of gifted education. They will use at least 3 peer-reviewed sources to learn more about this issue and present it coherently.</p>	<p><b>Present Level of Performance:</b> Baseline – Summer 2020. Issues presentation = 95 points (out of 100; 3.5/4.0)</p>
<p><b>Goal:</b> Mean score of 3.0/4.0 (Proficient) across measured components.</p>	

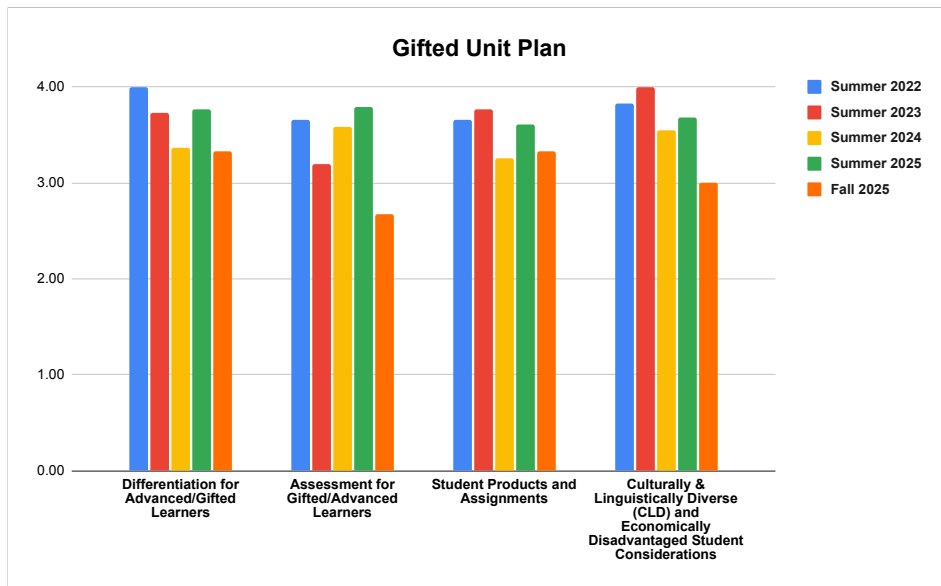


Spring 2022	
Plan of Action	Measure of Effectiveness
<p>Analysis: In this first iteration of the new Advocacy Plan assignment, candidates earned scores of 4.0/4.0 across all rubric components.</p> <p>Recommendation: No changes planned at this time.</p>	<p>Candidates earned scores above Proficient in all components. We anticipate continued success for our candidates.</p>
Spring 2023	
Plan of Action	Measure of Effectiveness
<p>Analysis: Upon analysis, faculty observed each component did decrease from previous semester but all are scores are still strong and above the desired target (above 3.5/4.0 in all measured areas).</p> <p>Recommendation: No changes planned at this time.</p>	<p>Candidates earned scores above Proficient in all components. We anticipate continued success for our candidates.</p>
Spring 2024	
Plan of Action	Measure of Effectiveness
<p>Analysis: Faculty were pleased to observe a consistent increase in component scores (desired trend). All component scores are above 3.0 (Proficient). Recommendation: No changes planned at this time. Supports will continue.</p>	<p>Candidates earned scores above Proficient in all components. We anticipate continued success for our candidates.</p>
Spring 2025	
Plan of Action	Measure of Effectiveness
<p>Analysis: Scores have dropped across components but are still above Proficient (3.0) on average. Faculty will monitor student progress and offer additional feedback to support growth.</p>	<p>Though scores are lower than in previous semesters, candidates earned scores above Proficient in all components. We anticipate continued success for our candidates.</p>

LIPSCOMB UNIVERSITY  
CONTINUOUS IMPROVEMENT REPORT  
Gifted Education

<p><b>TEAM MEMBERS:</b> Mofield, Parker Peters</p>	<p><b>Indicators:</b> Unit Plan assessed with the Gifted Unit Plan program rubric in EG 5673 Curriculum, Planning, and Instruction for Gifted Learners</p>
<p><b>Opportunity for Improvement:</b> Students will create a mini-unit containing multiple lessons for gifted learners using theory and models used from the course. Create materials and lesson plans using differentiation instructional strategies for gifted learners. Candidates will apply principles of evidence-based differentiated and accelerated practices to enhance critical and creative thinking, problem-solving, and performance skills of gifted students.</p>	<p><b>Present Level of Performance:</b> Baseline – Summer 2020. Mini Unit = 95 points (out of 100); 3.5/4.0</p>
<p><b>Goal:</b> Mean score of 3.0/4.0 (Proficient) across measured components.</p>	

Summer 2022	
Plan of Action	Measure of Effectiveness
<p><b>Analysis:</b> Program faculty reviewed candidate performance on the Unit plan key assignment and were pleased that all component mean scores were 3.6/4.0 or stronger, which is above Proficient (3.0).  <b>Recommendation:</b> No changes planned at this time.</p>	<p>All components were 3.6/4.0 or stronger. We expect continued success for candidates.</p>
Summer 2023	
Plan of Action	Measure of Effectiveness
<p><b>Analysis:</b> Program faculty reviewed candidate performance on the Unit plan key assignment and were pleased that all component mean scores were 3.6/4.0 or stronger, which is above Proficient (3.0). However, scores have dropped from the last iteration of this course.  <b>Recommendation:</b> Candidates will be encouraged to submit early versions of the unit plan for feedback to encourage continuous improvement.</p>	<p>All components were 3.2/4.0 or stronger. We expect continued success for candidates.</p>
Summer 2024	
Plan of Action	Measure of Effectiveness

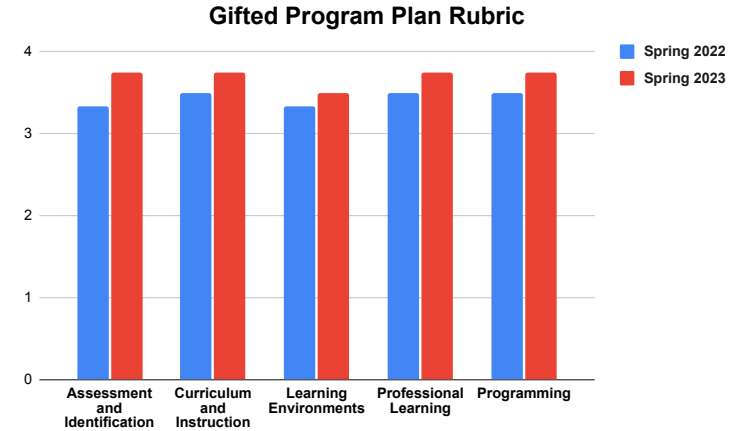


LIPSCOMB UNIVERSITY  
CONTINUOUS IMPROVEMENT REPORT  
Gifted Education

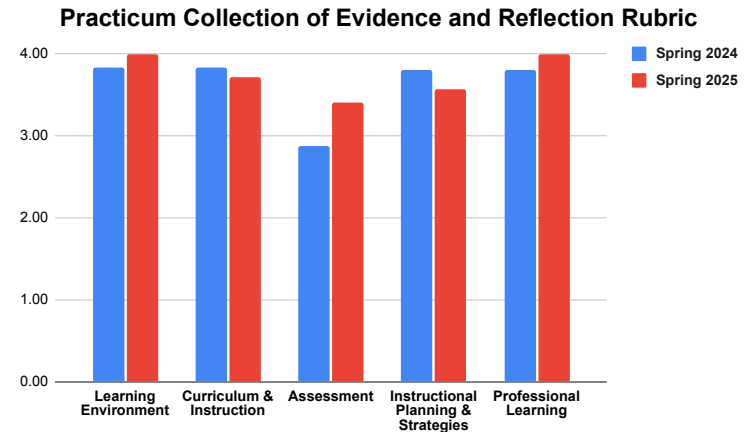
<p>Analysis: Program faculty reviewed candidate performance on the Unit plan key assignment and were pleased that all component mean scores were 3.2/4.0 or stronger, which is above Proficient (3.0). However, scores have dropped from the last iteration of this course, notably in student products.</p> <p>Recommendation: Candidates will be encouraged to submit early versions of the unit plan for feedback to encourage continuous improvement.</p>	
<b>Summer 2025</b>	
<b>Plan of Action</b>	<b>Measure of Effectiveness</b>
<p>Analysis: Program faculty reviewed candidate performance on the Unit plan key assignment and were pleased that all component mean scores were 3.6/4.0 or stronger, which is above Proficient (3.0). Scores improved from the last iteration of the course, likely because students were presented with two options for the unit - modify existing curricula or develop the unit plan. This allowed for more direct application of candidate learning to their teaching context.</p> <p>Recommendation: Candidates will be encouraged to work on segments of their differentiated learning plan or unit throughout the course in assignments, receiving feedback before officially putting ideas into the key assignment</p>	<p>All components were 3.6/4.0 or stronger. We expect continued success for candidates.</p>
<b>Fall 2025</b>	
<b>Plan of Action</b>	<b>Measure of Effectiveness</b>
<p>Analysis: Program faculty reviewed candidate performance on the Unit plan key assignment and were pleased that all component mean scores were 3.0/4.0 or stronger, which is above Proficient (3.0), except for the area of assessment. Scores declined from the last iteration of the course, because the course consisted of only 3 students and one student did not too well on a few components, which skewed the data. One particular student did not have multiple assessments within the unit (did not have self or peer assessments) which resulted in the score of 2.67 in that area</p> <p>Recommendation: Candidates will continue to be encouraged to work on segments of their differentiated learning plan or unit throughout the course in assignments, receiving feedback before officially putting ideas into the key assignment</p>	

## LIPSCOMB UNIVERSITY CONTINUOUS IMPROVEMENT REPORT Gifted Education

<b>TEAM MEMBERS:</b>  Mofield, Parker Peters	<b>Indicators:</b>  Program Plan assessed with the Gifted Unit Plan program rubric in EG 5703 Theory and Practice- In 2024 this was changed to a Practicum Collection of Evidence
<b>Opportunity for Improvement:</b>  Students will create a mini-unit containing multiple lessons for gifted learners using theory and models used from the course. Create materials and lesson plans using differentiation instructional strategies for gifted learners. Candidates will apply principles of evidence-based differentiated and accelerated practices to enhance critical and creative thinking, problem-solving, and performance skills of gifted students.	<b>Present Level of Performance:</b>  Baseline – Summer 2020. Program Plan = 95 points (out of 100); 3.5/4.0
<b>Goal:</b>  Mean score of 3.0/4.0 (Proficient) across measured components.	



Spring 2022	
Plan of Action	Measure of Effectiveness
<p><b>Analysis:</b> Program faculty reviewed candidate performance on the program plan key assignment and were pleased that all component mean scores were 3.6/4.0 or stronger, which is above Proficient (3.0).</p> <p><b>Recommendation:</b> No changes planned at this time.</p>	<p>All components were 3.6/4.0 or stronger. We expect continued success for candidates.</p>
Spring 2023	
Plan of Action	Measure of Effectiveness
<p><b>Analysis:</b> Program faculty reviewed candidate performance on the Program plan key assignment and were pleased that all component mean scores were 3.6/4.0 or stronger, which is above Proficient (3.0). However, scores have dropped from the last iteration of this course.</p> <p><b>Recommendation:</b> Candidates will be encouraged to submit early versions of the program plan for feedback to encourage continuous improvement.</p>	<p>All components were 3.2/4.0 or stronger. We expect continued success for candidates.</p>
Spring 2024	
Plan of Action	Measure of Effectiveness



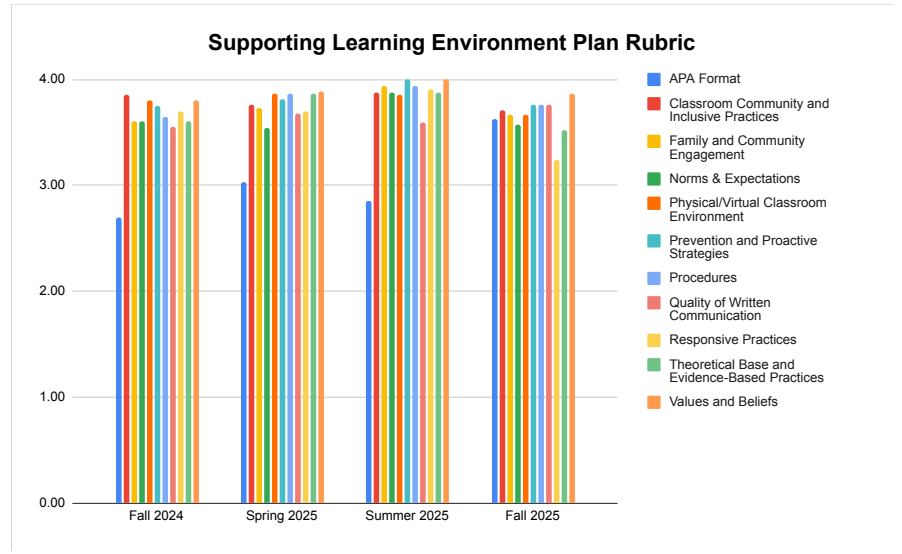
**LIPSCOMB UNIVERSITY  
CONTINUOUS IMPROVEMENT REPORT  
Gifted Education**

<p>Program faculty reviewed candidate performance on the practicum collection of evidence and were pleased that most component mean scores were 3.6/4.0 or stronger, which is above Proficient (3.0). However, the mean for assessment was just below proficient, which necessitated a closer evaluation of student responses.</p> <p>Recommendation: Determine specific areas that students need support in assessment. It was noted that students assessed students but did not often include statements on how the assessments were used to drive further instruction. This expectation has now been made explicit on the practicum entry expectations.</p>	<p>All components were 3.8 or higher except for Assessment. A plan of action was made to address the mean not meeting proficiency.</p>
<b>Spring 2025</b>	
<b>Plan of Action</b>	<b>Measure of Effectiveness</b>
<p>Program faculty reviewed candidate performance on the Program plan key assignment and were pleased that all component mean scores were 3.4/4.0 or stronger, which is above Proficient (3.0). Assessment scores increased from 2024 to the level of proficiency. Candidates are reflecting on how assessment drives differentiation and instruction at a level of proficiency.</p> <p>Recommendation: Faculty will monitor student progress and offer additional feedback to support growth.</p>	<p>All components were 3.4 or higher. The changes made from 2024- 2025 were effective in promoting student growth in the area of assessment.</p>

LIPSCOMB UNIVERSITY  
CONTINUOUS IMPROVEMENT REPORT  
Graduate Initial Licensure

<b>TEAM MEMBERS:</b> Bridges, Cornett, Fain, Garcia, Harper, Hasty, Hauptman, Parker Peters, Pryor-Graves, Simone	<b>Indicators:</b> Classroom Management Plan assessed with Supporting Learning Environment Rubric in EG 5063 Building Classroom Communities.
<b>Opportunity for Improvement:</b> Students will design a classroom management plan which reflects an understanding of diversity, the importance of communication and community collaboration, and recognition of the interdependence of social, cultural, economic, and educational issues.	<b>Present Level of Performance:</b> Baseline: 2020 – Classroom Norms = 3.5; APA Style Score = 3.2
<b>Goal:</b>	

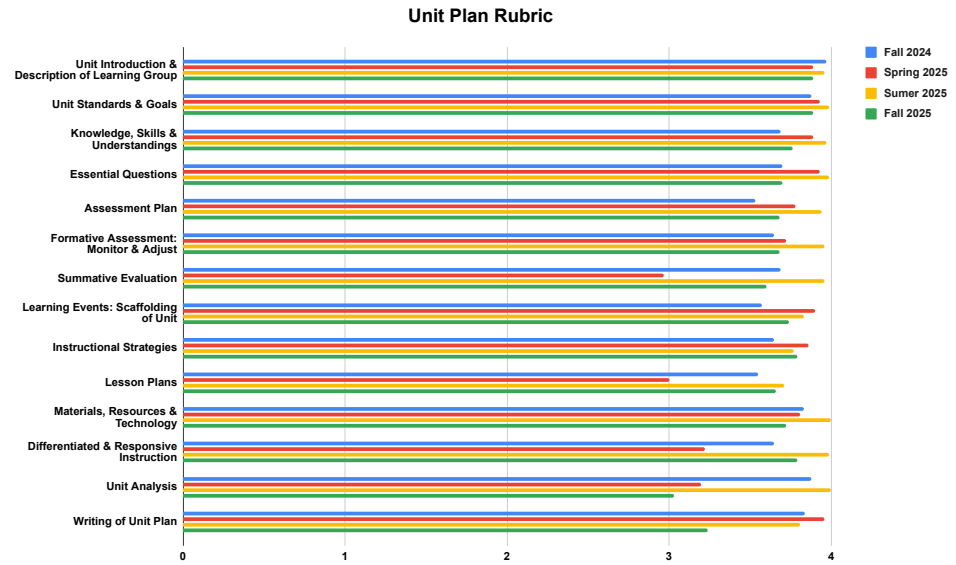
Fall 2024	
Plan of Action	Measure of Effectiveness
Spring 2025	
Plan of Action	Measure of Effectiveness
Summer 2025	
Plan of Action	Measure of Effectiveness
Fall 2025	
Plan of Action	Measure of Effectiveness



LIPSCOMB UNIVERSITY  
CONTINUOUS IMPROVEMENT REPORT  
Graduate Initial Licensure

<b>TEAM MEMBERS:</b> Cornett, Garcia, Hampton, Hauptman, Parker Peters, Pryor-Graves, Shields, Simone	<b>Indicators:</b> Unit Plan assessed with Unit Plan Rubric in EG 5053 Planning, Instruction, & Assessment
<b>Opportunity for Improvement:</b> Students will create unit and lesson plans through an understanding of state standards, research-based teaching strategies, assessments, and data-driven decision making.	<b>Present Level of Performance:</b> Baseline: 2020 – Learning Events = 2.875
<b>Goal:</b>	

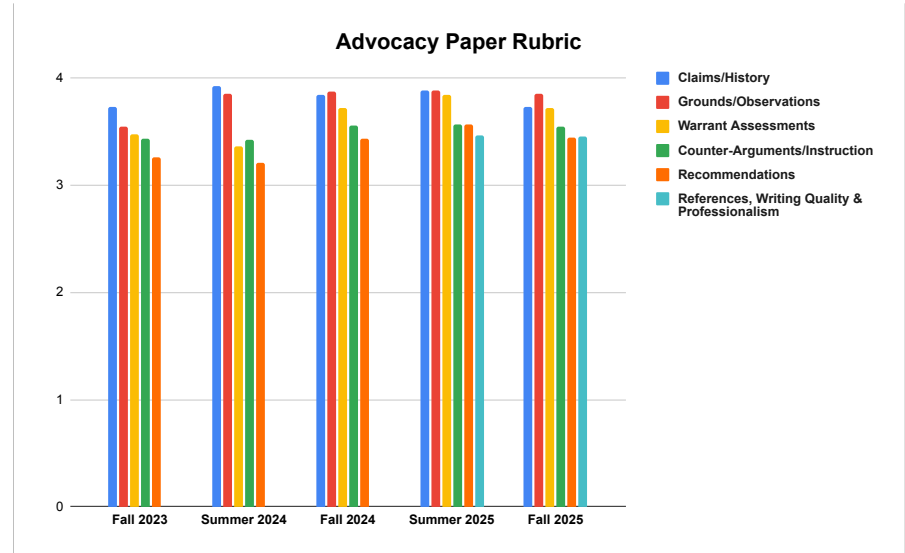
Fall 2024	
Plan of Action	Measure of Effectiveness
Spring 2025	
Plan of Action	Measure of Effectiveness
Summer 2025	
Plan of Action	Measure of Effectiveness
Fall 2025	
Plan of Action	Measure of Effectiveness



LIPSCOMB UNIVERSITY  
CONTINUOUS IMPROVEMENT REPORT  
Graduate Initial Licensure

<p><b>TEAM MEMBERS:</b> Bridges, Garcia, Hampton, Harper, Hauptman, Parker Peters, Pryor Graves, Shields, Simone</p>	<p><b>Indicators:</b> Advocacy Paper assessed with the Advocacy Paper Rubric in EG 5023 Principles of Learning.</p>
<p><b>Opportunity for Improvement:</b> Students will describe their teaching philosophy, including their personal teaching style, the recognition of the importance of Christian/ethical principles, an understanding of diversity (linguistic, social, and economic), their personal strengths, and areas for improvement.</p>	<p><b>Present Level of Performance:</b> Baseline: 2020 Writing Quality 3.7</p>
<p><b>Goal:</b></p>	

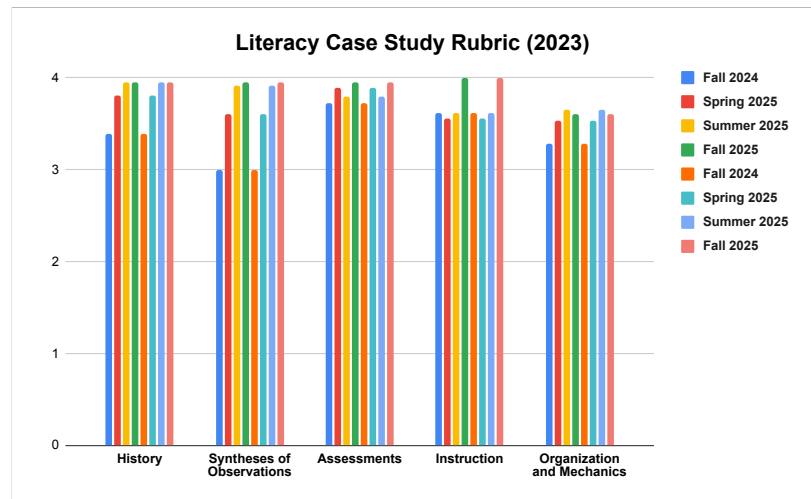
Fall 2023	
Plan of Action	Measure of Effectiveness
Summer 2024	
Plan of Action	Measure of Effectiveness
Fall 2024	
Plan of Action	Measure of Effectiveness
Summer 2025	
Plan of Action	Measure of Effectiveness
Fall 2025	
Plan of Action	Measure of Effectiveness



**LIPSCOMB UNIVERSITY  
CONTINUOUS IMPROVEMENT REPORT  
Graduate Initial Licensure**

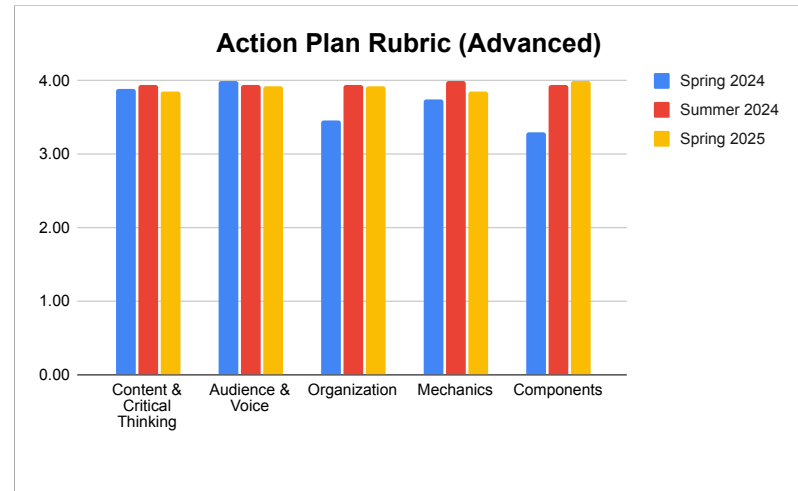
<b>TEAM MEMBERS:</b> Bridges, Cornett, Garcia, Harper, Hasty, Hauptman, Parker Peters, Simone	<b>Indicators:</b> Literacy Case Study Paper assessed with Literacy Case Study Rubric in EG 5803 Literacy Foundations & Standards.
<b>Opportunity for Improvement:</b> Students will provide individualized reading instruction to students through an understanding of comprehensive balanced literacy as a result of research, writing, and lesson planning.	<b>Present Level of Performance:</b> Baseline: 2020 – Instruction 3.6/4.0; Baseline Fall 2021 4.0/4.0; Baseline Spring 2023
<b>Goal:</b>	

Fall 2024	
Plan of Action	Measure of Effectiveness
Summer 2025	
Plan of Action	Measure of Effectiveness
Fall 2025	
Plan of Action	Measure of Effectiveness



LIPSCOMB UNIVERSITY  
CONTINUOUS IMPROVEMENT REPORT  
Master of Education (Advanced Core)

<p><b>TEAM MEMBERS:</b> Fain, Forman, Gilbert, Hasty, Parker Peters</p>	<p><b>Indicators:</b> Parent and Community Communication Plan Executive Summary assessed with Action Plan Rubric in EG 5263 School Community Relations (Formerly Communication &amp; Community); Switched to Action Plan in 2019.</p>
<p><b>Opportunity for Improvement:</b> Students will be able to develop plans for communication and parent-community engagement based on identified needs.</p>	<p><b>Present Level of Performance:</b> Baseline: 2017 - (Conventions Score = 3.8)</p>
<p><b>Goal:</b> Score of 3.0/4.0 (Proficient) across measured components.</p>	

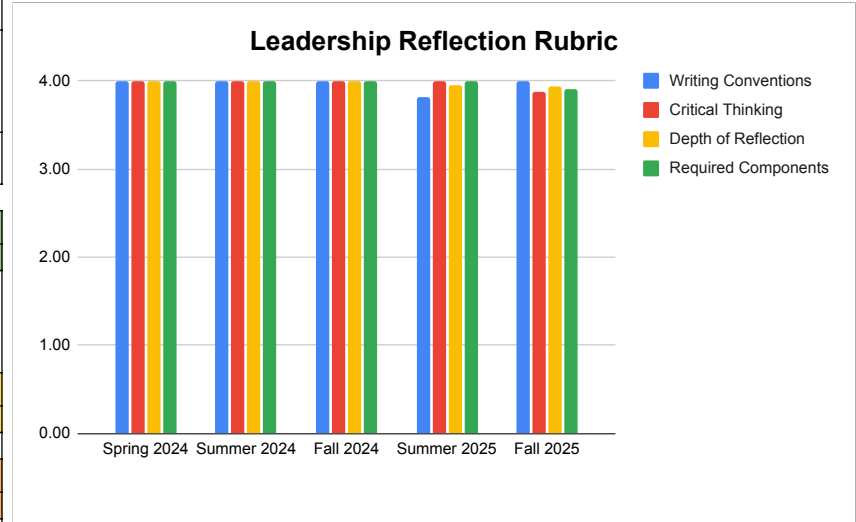


Spring 2024	
Plan of Action	Measure of Effectiveness
<p>Analysis: All component areas received mean scores of 3.0/4.0 or stronger (Proficient, goal). However, Content and Critical Thinking, Mechanics, and Audience and Voice increased. On the other hand, Organization and Components decreased while remaining above 3.0. Recommendation: Faculty will discuss student progress at regular PLCs, noting what has worked in previous terms when selected component scores were stronger.</p>	<p>Component scores continue to be 3.0/4.0 (Proficient). We anticipate an increase in scores.</p>
Summer 2024	
Plan of Action	Measure of Effectiveness
Spring 2025	
Summer 2025	
Plan of Action	Measure of Effectiveness
<p>No scores available in Canvas for Summer 2025</p>	
Fall 2025	
Plan of Action	Measure of Effectiveness
<p>Course not offered in Fall 2025</p>	

LIPSCOMB UNIVERSITY  
CONTINUOUS IMPROVEMENT REPORT  
Master of Education (Advanced Core)

<b>TEAM MEMBERS:</b> Fain, Forman, Hasty, Parker Peters, Sanders	<b>Indicators:</b> EG 5843/6843 The Virtuous Leaders using the Ethical Dilemma Reflection assessed with the Leadership Reflection Rubric.
<b>Opportunity for Improvement:</b> Students will be able to reflect on their own leadership philosophy and style and identify their personal leadership strengths and challenges.	<b>Present Level of Performance:</b> Baseline: 2020 - (3.4/4.0)
<b>Goal:</b> All component scores 3.0/4.0 (Proficient)	

Spring 2024	
Plan of Action	Measure of Effectiveness
Analysis: Faculty were pleased that all component scores remained above proficient. Faculty will continue to meet as a PLC and share ideas to support candidate success.	Candidates continue to perform at proficient level or stronger. We anticipate continued success for our candidates.
Summer 2024	
Plan of Action	Measure of Effectiveness
Fall 2024	
Plan of Action	Measure of Effectiveness
Summer 2025	
Plan of Action	Measure of Effectiveness
Fall 2025	
Plan of Action	Measure of Effectiveness

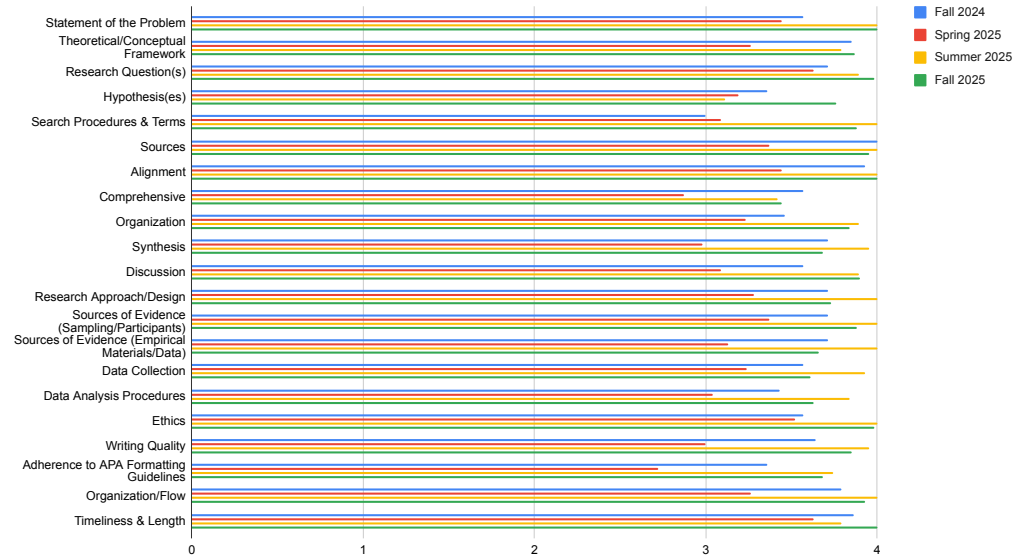


LIPSCOMB UNIVERSITY  
CONTINUOUS IMPROVEMENT REPORT  
Master of Education (Advanced Core)

<b>TEAM MEMBERS:</b> Bridges, Cochran, Fain, Milligan, Forman, Garcia, Hasty, Hauptman, Parker Peters, Simone	<b>Indicators:</b> Action Research Paper assessed with Research Proposal Writing Rubric (M.Ed) in EG 5083 Research in Classroom Practice.
<b>Opportunity for Improvement:</b> Candidates will evaluate student achievement data in combination with appropriate educational research to design and carry out an action research project that will give them the skills needed to create a school or classroom improvement plan.	<b>Present Level of Performance:</b> 2020 (Mean Score 3.0)
<b>Goal:</b>	

Spring 2024	
Plan of Action	Measure of Effectiveness
Analysis: Faculty were pleased that scores were consistent or rose in almost every component this term (desired trend). However, the score for Search Procedures and Terms dropped from last term. Recommendation: Faculty will continue with intentional efforts to support student success in target areas. Intentional feedback will be provided concerning the Search Procedures and Terms section of the research paper.	Scores are at least 3.0/4.0 (Proficient) in each measured area. We anticipate continued success for candidates.
Summer 2024	
Plan of Action	Measure of Effectiveness
Fall 2024	
Plan of Action	Measure of Effectiveness
Summer 2025	
Plan of Action	Measure of Effectiveness
Fall 2025	
Plan of Action	Measure of Effectiveness

Research Proposal Writing Rubric (M.Ed. - 2024)

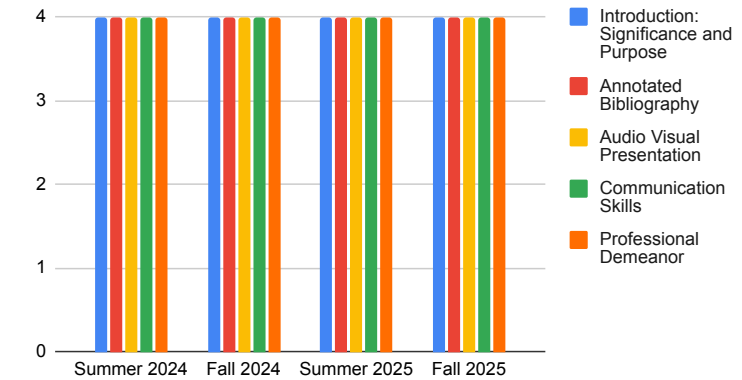


## LIPSCOMB UNIVERSITY CONTINUOUS IMPROVEMENT REPORT School Counseling

<b>TEAM MEMBERS:</b>	<b>Indicators:</b> Powerpoint Presentation assessed in EG 5403 Group Dynamics with the School Counseling Intervention Plan and Presentation Rubric.
<b>Opportunity for Improvement:</b>	<b>Present Level of Performance:</b>
<b>Goal:</b>	

Summer 2024	
Plan of Action	Measure of Effectiveness
<p style="text-align: center;">Analysis:</p> <p>Faculty are pleased that scores across components have maintained the desired 4.0 or stronger on average.</p> <p>Faculty will meet to continue to determine if additional support is needed in areas in the future.</p>	<p>Component scores were met at 4.0 and we anticipate continued increase in scores.</p>
Fall 2024	
Plan of Action	Measure of Effectiveness
<p style="text-align: center;">Analysis:</p> <p>Faculty are pleased that scores across components have maintained the desired 4.0 or stronger on average.</p> <p>No changes are recommended at this time.</p>	<p>Component scores were met at 4.0 and we anticipate continued increase in scores.</p>
Summer 2025	
Plan of Action	Measure of Effectiveness
No changes are recommended at this time.	
Fall 2025	
Plan of Action	Measure of Effectiveness
No changes are recommended at this time.	

**School Counseling Intervention Plan & Presentation Rubric**



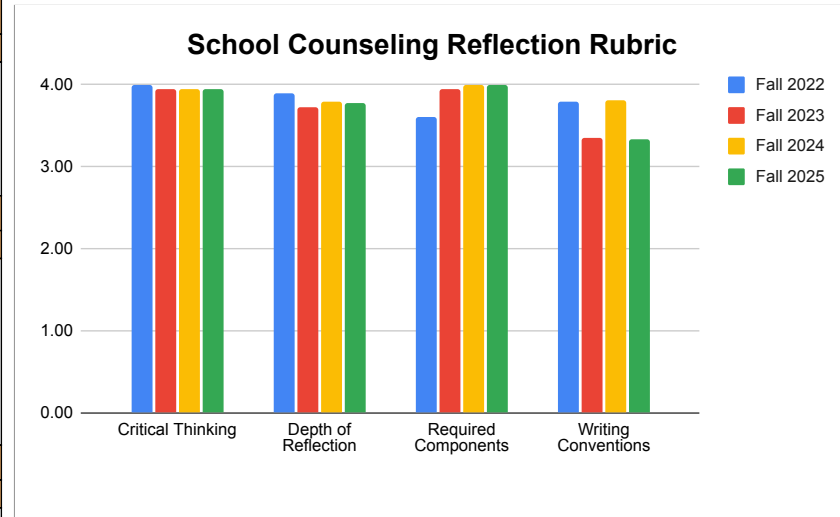
Component scores were met at 4.0 and we anticipate continued rate in scores.

Component scores were met at 4.0 and we anticipate continued rate in scores.

## LIPSCOMB UNIVERSITY CONTINUOUS IMPROVEMENT REPORT School Counseling

<b>TEAM MEMBERS:</b> Davies, Parker Peters	<b>Indicators:</b> Guidance School Counseling Reflection Paper assessed in EG 5473 Guidance and Counseling.
<b>Opportunity for Improvement:</b> Students will reflect on the personal qualities that a school counselor should possess to successfully engage students in the counseling process.	<b>Present Level of Performance:</b> Baseline – Fall 2022. Guidance School Counseling Reflection Paper Score = 3.3/4.0
<b>Goal:</b>	

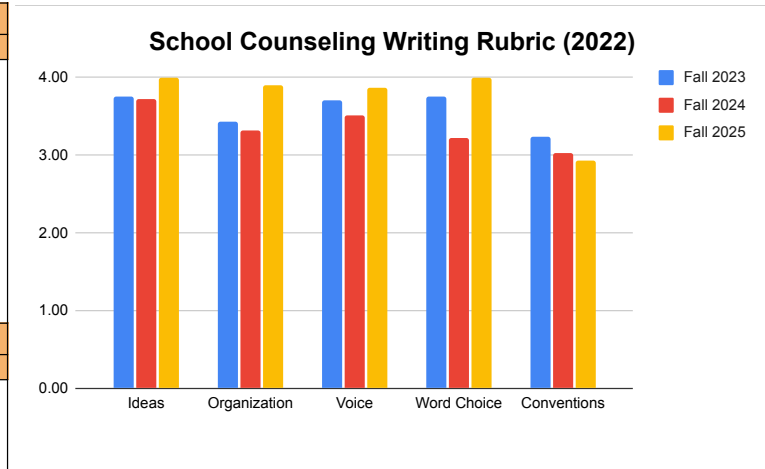
Fall 2022	
Plan of Action	Measure of Effectiveness
<p style="text-align: center;">Analysis:</p> <p>Faculty are pleased that scores across components have risen (desired trend) to 3.6/4.0 or stronger on average.</p> <p style="text-align: center;">Recommendation: No changes planned at this time.</p>	All component scores are 3.6/4.0 or stronger on average. We anticipate continued success for candidates.
Fall 2023	
Plan of Action	Measure of Effectiveness
<p>Upon analysis, faculty noted that all components of the key assignment are 3.0 or stronger (goal). However, writing conventions have dropped from last term and will be an area of focus for future. Recommendations: Intentional feedback on writing conventions will be provided in formative drafts of the assignment to support student growth in this area.</p>	All component scores are 3.6/4.0 or stronger on average. We anticipate continued success for candidates.
Fall 2024	
Plan of Action	Measure of Effectiveness
<p>Reviewing the scores, faculty are noting an increase in scores; feedback to candidates for writing continues to be of benefit.</p>	All component scores are 3.6/4.0 or stronger on average. We anticipate continued success for candidates.
Fall 2025	
Plan of Action	Measure of Effectiveness
<p>he key assignment are 3.0 or stronger (goal). However, writing conventions ha</p>	



LIPSCOMB UNIVERSITY  
CONTINUOUS IMPROVEMENT REPORT  
School Counseling

<p><b>TEAM MEMBERS:</b> Davies, Parker Peters</p>	<p><b>Indicators:</b> Compare and Contrast Elementary and Secondary School Counseling Roles assessed with the School Counseling Writing Rubric in EG 5393 Professional Orientation and Management that was updated in Fall 2022.</p>
<p><b>Opportunity for Improvement:</b> Students will compare and contrast roles of elementary and secondary school counselors.</p>	<p><b>Present Level of Performance:</b> Baseline – Fall 2020. Compare and Contrast Elementary and Secondary School Counseling Roles Score = 90/100 points; 3.0/4.0</p>
<p><b>Goal:</b></p>	

Fall 2022	
Plan of Action	Measure of Effectiveness
<p>Analysis: Faculty began using a new rubric that more closely aligns with ASCA standards and professional expectations of school counselors. In this first iteration, candidates earned scores of 3.0/4.0 to 3.4/4.0 across components.</p> <p>Recommendations: Faculty will review rubric and components with candidates to ensure common understanding of components and will provide more feedback and examples in the area of idea presentation.</p>	<p>Candidates earned scores of 3.0/4.0 or stronger across measures components. We anticipate an increase in scores.</p>
Fall 2023	
Plan of Action	Measure of Effectiveness
<p>Faculty analyzed key assignment data and noticed that scores grew across measured components, remaining above the 3.0 goal (desired trend). Recommendation: Faculty will continue to use the new rubric and provide specific feedback connected to the professional standards addressed in the components of the rubric.</p>	<p>Candidates earned scores of 3.0/4.0 or stronger across measures components. We anticipate an increase in scores.</p>
Fall 2024	
Plan of Action	Measure of Effectiveness
<p>Faculty analyzed key assignment data and noticed scores did decrease in areas of voice, word choice and conventions. Recommendations: Faculty will continue to provided opportunities at the beginning of the term to practice these areas to better prepare the candidate.</p>	<p>Candidates earned scores of 3.0/4.0 or stronger across measures components. We anticipate an increase in scores.</p>
Fall 2025	
Plan of Action	Measure of Effectiveness



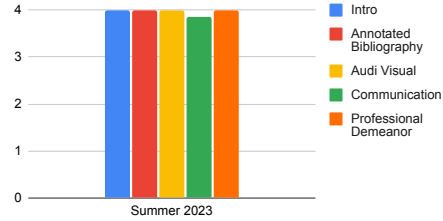
ventions, which fell below 3. While we are pleased to see the increase, we also believe that more We anticipate an increase in writing conventions specifically.

## CONTINUOUS IMPROVEMENT REPORT School Counseling

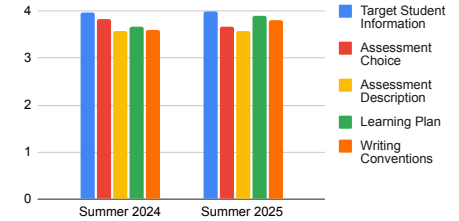
<b>TEAM MEMBERS:</b> Davies, Parker Peters, Whidby	<b>Indicators:</b> Intervention Plan and Presentation assessed in EG 5373 Consultation and Collaboration Summer 2023 switch to EG 5863/6863 School-Based Assessment with the School Based Assessment Case Study Rubric
<b>Opportunity for Improvement:</b> Students will reflect on the personal qualities that a school counselor should possess to successfully engage students in the counseling process.	<b>Present Level of Performance:</b> Baseline – Spring 2022 Intervention Plan and Presentation Rubric Score = 3.3/4.0; Summer 2023 School Based Assessment Case Study Rubric = 3.0/4.0
<b>Goal:</b>	

Summer 2023	
Plan of Action	Measure of Effectiveness
Faculty continue to review the rubric early in the term and reinforce how to meet the objectives.	Areas increased and anticipation of continued success.
Summer 2024	
Plan of Action	Measure of Effectiveness
One section of the course was taken by new candidates who had just enrolled in the school counseling program. These candidates were not versed to APA formatting or understanding data. Therefore, it is recommended that candidates will only take this course after a first year of completion of the school counseling program.	We anticipate an increase in scores due to the plan of action.
Summer 2025	
Plan of Action	Measure of Effectiveness
slight decrease in annotated bibliography. The plan of action is to present the annotated bibliog	We anticipate an increase in the scores due to the plan of action.

School Counseling Intervention Plan and Presentation



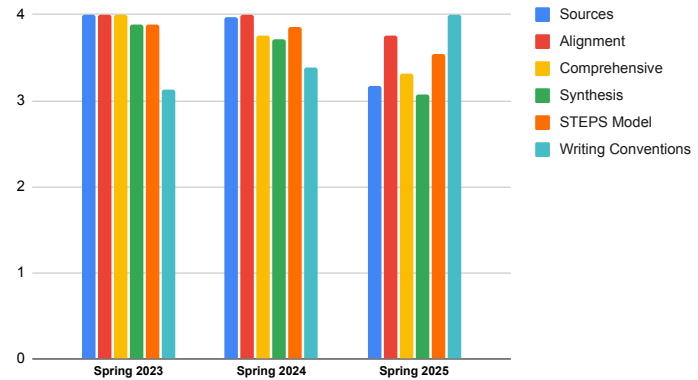
School Based Assessment Case Study Rubric (2022)



LIPSCOMB UNIVERSITY  
CONTINUOUS IMPROVEMENT REPORT  
School Counseling

<b>TEAM MEMBERS:</b> Davies, Parker Peters, Whidby	<b>Indicators:</b> Literature Review and Case Study assessed in EG 5683 Legal and Ethical Practice
<b>Opportunity for Improvement:</b> Students will reflect on the personal qualities that a school counselor should possess to successfully engage students in the counseling process.	<b>Present Level of Performance:</b> Baseline – Spring 2022. Literature Review and Case Study Score = 3.3/4.0
<b>Goal:</b>	

School Counseling Literative Review and Case Study

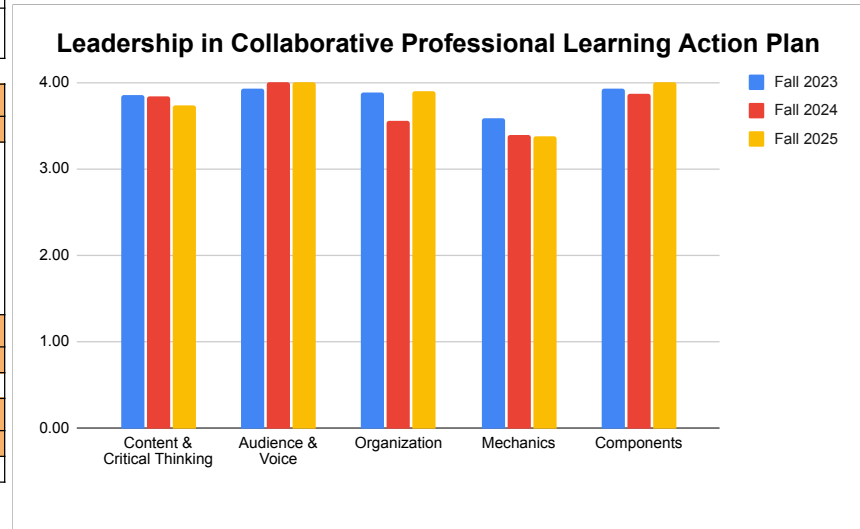


Spring 2023	
Plan of Action	Measure of Effectiveness
<p><b>Analysis:</b> Faculty observed that overall mean was well above proficient at 3.81/4.0. Writing Conventions is lower than other means at 3.13/4.0.</p> <p><b>Recommendation:</b> Faculty will provide supports and specific feedback on Writing Conventions. We will continue to collect data to track trends.</p>	All areas are above Proficient. We anticipate continued success for candidates.
Spring 2024	
Plan of Action	Measure of Effectiveness
<p><b>Analysis:</b> Faculty observed that overall mean was well above proficient at 3.81/4.0. Writing Conventions rose this term (desired trend).</p> <p><b>Recommendation:</b> Faculty will continue to provide supports and specific feedback on Writing Conventions. We will continue to collect data to track trends.</p>	All areas are above Proficient. We anticipate continued success for candidates.
Spring 2025	
Plan of Action	Measure of Effectiveness
ed to rise; synthesis decreased and the plan of action is to extend the course to a full term inste	All areas are above proficient. We anticipate continued success for candidates based upon the action plan.

LIPSCOMB UNIVERSITY  
CONTINUOUS IMPROVEMENT REPORT  
Instructional Coaching

<b>TEAM MEMBERS:</b> Fain, Forman, Garcia, Hasty, Hauptman, Parker Peters	<b>Indicators:</b> Collaborative Professional Learning Action Plan assessed with Action Plan Rubric in EG 5033 Leadership in Collaborative Professional Learning.
<b>Opportunity for Improvement:</b> Students will collaborate with colleagues to create a professional learning plan that is team-based, job-embedded, sustained, and aligned with content standards.	<b>Present Level of Performance:</b> Baseline: 2020 4.0/4.0.
<b>Goal:</b>	

Fall 2023	
Plan of Action	Measure of Effectiveness
Analysis: All component scores continue to be 3.0/4.0 or stronger (Proficient). However, the mean scores for Audience and Voice and Organization have dropped, though still above Proficient. Recommendation: Faculty will continue to provide formative feedback for key assignment submissions and will specifically target Organization and Audience and Voice.	Mean scores across all components are 3.3/4.0 or stronger, which is above the goal. We anticipate continued success for our candidates.
Fall 2024	
Plan of Action	Measure of Effectiveness
Fall 2025	
Plan of Action	Measure of Effectiveness



LIPSCOMB UNIVERSITY  
CONTINUOUS IMPROVEMENT REPORT  
Instructional Coaching

<b>TEAM MEMBERS:</b> Bridges, Fain, Garcia, Hasty, Hauptman, Parker Peters, Parsley, Simone	<b>Indicators:</b> Coaching Implementation Plan assessed with the Writing Rubric in EG 5273 Coaching Models and Practices; Spring 2020 Instructional Coaching Models Action Plan Rubric.
<b>Opportunity for Improvement:</b> Students will demonstrate the coaching skills of active listening, paraphrasing, powerful questioning, reflective feedback.	<b>Present Level of Performance:</b> Baseline - 2020: Conventions Score = 3.5 Ideas Score = 3.57
<b>Goal:</b>	

Fall 2023	
Plan of Action	Measure of Effectiveness
Analysis: Faculty are generally pleased with student performance. All component scores are above 3.0/4.0 (Proficient). However, the scores for Organization, Mechanics, and Components have decreased (though still above 3.0 on average). Recommendation: Faculty will target Organization, Mechanics, and Components in their feedback to candidates on this assignment.	Candidates earned mean scores of 3.6-4.0/4.0 on all measured components. We anticipate continued success for our candidates.
Fall 2024	
Plan of Action	Measure of Effectiveness
Fall 2025	
Plan of Action	Measure of Effectiveness

