

2012 Part C of the AACTE / NCATE Annual Report

Institutional Information

NCATE ID:	10621	AACTE SID:	4385
Institution:	Southwestern Oklahoma State University		
Unit:	Department of Education		

Section I. Program Completer

How many candidates completed programs that prepared them to work in preschool through grade 12 settings in the 2011-2012 academic year (September 1, 2011-August 31, 2012) ?

228

Include candidates who

- completed a program that made them eligible for a teaching license,
- are licensed teachers who completed a graduate program, and
- completed a program to work as a school administrator, school psychologist, school library media specialist, reading specialist, and other specialties in schools.

Include the candidates who have completed a bachelor's, post-bachelor's, master's, specialist, or doctoral program. Programs may or may not be tied to a state license or credential.

Section II. Display of Candidate Performance Data

Where is candidate performance data displayed on your institution's website?
accreditation web page:

<http://www.swosu.edu/education/accreditation.asp>

Section III. Substantive Changes

Have any of the following substantive changes occurred at your institution or unit during the 2011-2012 academic year?

1. Addition or removal of a preparation program at any level (e.g., a master degree).

No Change / Not Applicable

2. Changes in program delivery from traditional to distance learning programs in which more than 50 percent of the courses are not delivered face-to face.

No Change / Not Applicable

3. Change in control of institution. Please indicate any changes in control or ownership of the institution such as a merger with another institution, separation from an institution, purchase of an institution, etc.

No Change / Not Applicable

4. Increased in program offerings for education professionals at off-campus sites both within and outside the United States.

No Change / Not Applicable

5. Significant changes as the result of a natural disaster or other unforeseen circumstances.

No Change / Not Applicable

6. Significant change (25 percent increase or decrease) in Delivery of a program in whole or in significant part by a non-profit or for-profit partner

No Change / Not Applicable

7. Significant change (25 percent increase or decrease) in Budget

No Change / Not Applicable

8. Significant change (25 percent increase or decrease) in Candidate enrollment

No Change / Not Applicable

9. Significant change (25 percent increase or decrease) in Size of the full-time faculty

No Change / Not Applicable

Section IV. Areas for Improvement

Summarize activities, assessments and outcomes toward correcting AFI (s) cited in the last Accreditation Action Report, if applicable.

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

1.	Candidates in the Secondary Principal program do not achieve the state pass rate on the licensing exam.	(ADV)
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The Secondary Principal subject area test pass rate has improved since 2006. The pass rate for the Principal's Common Core (also required for Secondary Principal certification) is over 90% for the past 2 years. The pass rate for the Elementary Principal subject area test is also over 90%. If the Secondary Principal and Common Core pass rates are averaged, the pass rate is over 80%.

Areas for Improvement related to Standard 2 cited as a result of the last NCATE review:

1.	Data for some programs are not systematically collected, summarized, or analyzed by the unit or shared to improve program quality, or unit operations.	(ITP)	(ADV)
2.	The unit does not coordinate information technologies to maintain its assessment system.	(ITP)	(ADV)

The unit has collaborated with the university's Office of Assessment to electronically collect and analyze data from student teacher summative evaluations, the Culminating Performance Assessment (teacher work sample). This data is provided by university faculty and PK-12 cooperating teachers. The Assessment Office also collects data from student teacher evaluation of cooperating teachers and follow-up surveys of M. Ed completers. The NCATE Coordinator maintains a web page with relevant information that faculty can access to make informed decisions on program improvement. It includes data such as certification exam scores, Culminating Performance Assessment scores, portfolio scores, student teacher evaluations and follow-up survey results from graduates and administrators (who supervise student teachers) for the past three years. Program report writers for each individual SPA are able to easily access the data, summarize it, and analyze it for program improvement. Monthly certification exam score reports are emailed to program coordinators by the NCATE Coordinator. The Unit continues to use the Educational Benchmarking Inc. exit survey for student teachers each semester. This data is returned to the Unit in electronic format that allows the data to be manipulated as needed. Data is reviewed and analyzed each year during a teacher education faculty meeting. School Counseling and Psychometry candidates began using TaskStream electronic portfolios in Spring 2013.

Areas for Improvement related to Standard 4 cited as a result of the last NCATE review:

1.	Candidates have limited opportunities to interact with faculty from ethnically diverse groups.	(ITP)	(ADV)
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Dr. Randy Barnett is our only ethnic minority (Native American) faculty member. Since he teaches all sections of Education Psychology (required of all candidates), he is able to interact with all candidates. The University advertises faculty vacancies in national publications. Faculty and administrative vacancies are forwarded to numerous colleges and universities. However, the number of minority applicants remains small. . During 2010-11, minorities accounted for 15% of the applicants for teaching/administrative positions at the University. The Unit invites several minority guest speakers each semester to compensate for the lack of ethnic diversity in our EDU faculty. These minority guest speakers are public school teachers and administrators from our service area. To ensure all candidates have the opportunity to interact with these guest speakers, they will be scheduled for all sections of Foundations of Education and Media and Technology courses required for all candidates.

Areas for Improvement related to Standard 6 cited as a result of the last NCATE review:

1.	The unit does not effectively govern, manage and coordinate all of its programs or operations.	(ITP)	(ADV)
2.	Excessive faculty workloads impact the unit's ability to consistently engage in best professional practice.	(ITP)	(ADV)

According to the Offsite BOE Report dated November 13, 2012, this AFI has been corrected from the last visit. The rationale: based on documents and the current organizational structure, the TEC is now governing and managing the unit programs. During the 2011-12 academic year, the average undergraduate education faculty load was 15 hours per semester. Graduate faculty load was higher but a new graduate faculty member has been hired for the 2012-13 school year. Faculty load reports include intercession courses (taught outside spring and fall semesters). Education faculty workloads are comparable to faculty loads in other academic departments. Faculty members are regularly in classrooms (both for student teacher supervision and graduate internship supervision) and have an annual budget to attend professional development in order to promote best professional practice. Additionally, all faculty members are engaged in research and service activities. This AFI was removed during the recent

Section V: Continuous Improvement Pathway

1. Check the standard your unit has selected to move toward target level for your next onsite visit.

€ Std. 1

€ Std. 2

ⓑ Std. 3

€ Std. 4

€ Std. 5

€ Std. 6

2. Summarize progress toward target level performance on the standard(s) selected.

At the initial level, all programs require candidates to complete a minimum of 60 hours of field experience prior to student teaching. This begins in the Foundations of Education course with 30 hours of field experience, of which 10 hours must be in a diverse setting, which is defined by either 40 percent ethnicity other than Caucasian or 50 percent or more students qualifying for free/reduced meals. The remainders of the field experience hours are completed through other required coursework, such as methods courses and Principles of Teaching. All but one program (Music) exceeds the 60 hour minimum, with the largest number of hours documented at 198 hours (Early Childhood). At the initial level, the placement process begins with candidates submitting online applications for field experiences, which are received by the coordinator of field experiences. He uses this information to communicate with area schools to identify potential placements, based on criteria that have been established by the unit for approved schools and cooperating teachers. District administrators consider requests and confirm placements for their teachers. Student teaching consists of 13 weeks of full-time field experience supervised by a cooperating teacher. Cooperating teachers (CT) are required to have at least three years of teaching experience and not be in their first year of teaching at a specific school. They must also hold a teaching certificate in the endorsement area of the placement. To ensure that cooperating teachers are prepared for their role in the student teaching process, a cooperating teacher handbook is available to provide new mentors with information and strategies related to the experience. A cooperating teacher seminar is also held each year to meet with teachers and orient them on the process of student teaching and the expectations of the CT role. Cooperating teachers are required to formally complete formative and summative assessments for teacher candidates throughout the student teaching process, in collaboration with the university supervisor, and provide ongoing feedback to the candidate. The final student teaching evaluation is completed jointly by the cooperating teacher and the university supervisor.



Advanced candidates must successfully complete an internship/practicum under the supervision of a PK-12 mentor. This field experience ranges from 107 hours for reading specialist to 150 hours for school counseling/psychometry to 200 hours for educational administration candidates. All programs have developed a handbook which describes in detail the placement process. Advanced candidates receive formative and summative evaluations during their field experience by their PK-12 mentor and university supervisor.

3. Summarize data to demonstrate that the unit continues to meet Standard 2: Assessment System and Unit Evaluation in the area of unit operations. Submit sample data/evidence/exhibits, one or two samples.

The Unit also collects a significant amount of data to evaluate faculty and program performance. Course/Instructor evaluations are completed by candidates in every course each semester. This data is collected and tabulated by the University Assessment Center and returned to Associate Deans and department chairs for dissemination to individual faculty. Course/instructor evaluations for unit faculty are consistently higher than the mean scores of the university as a whole. University policy also requires annual evaluations for non-tenured faculty and periodic evaluation of tenured faculty.

The most compelling data on faculty, program and unit performance comes from the EBI Teacher Education Student Assessment Benchmarking Project. The Unit has several years of data from this project which provides a systematic, comprehensive, and confidential comparison of SWOSU students' perceptions and satisfaction to those of students at other participating schools. Southwestern is one of 50 institutions in the nation to participate. Fourteen factors are evaluated by the survey which is comprised of 70 questions. Factor analysis is used to derive the factors or constructs. Cronbach's Alpha is then used to determine the reliability and internal consistency of each factor with an Alpha of 0.5 considered acceptable. Alpha's for these factors range from .74 to .94 which indicates very high reliability and consistency. The 14 factors analyzed by the EBI Assessment are: 1) Quality of Instruction, 2) Learning Theories, Teaching Pedagogy/Techniques, 3) Research Methods, Professional Development, Societal Implications; 4) Aspects of Student Development (candidate ability to plan lessons, enhance student intellectual/social development, manage behavior, motivate); 5) Classroom Equity and Diversity, 6) Management of Education Constituencies (candidate ability to collaborate with parents/colleagues); 7) Assessment of Student Learning; 8) Satisfaction with Faculty and Courses, 9) Administration Services (quality of advisement, course availability); 10) Support Services (availability of library and technology); 11) Fellow Students in Program; 12) Student Teaching Experience; 13) Career Services and 14) Overall Program Effectiveness. SWOSU scores are consistently among the highest when compared to other smaller regional universities that participate in EBI (summary attached). EBI and exit survey data from student teachers also indicated that a significant number of candidates wanted more preparation in classroom management. A one day seminar on classroom management is now offered to candidates each semester before they begin their daily student teaching assignments. The seminar uses experienced teachers and a case study approach to enhance the classroom management skills of candidates.

A copy of the unit evaluation system is also attached which outlines the assessments/transition points, timeline for data collection, and how its used to improve operations.

Exhibits that support the narrative:  EBI Executive Summary 2011-12  Unit Assessment System chart

Report Preparer's Information

Name: Dr. Ray Read

Phone: 580.774.3235

E-mail: ray.read@swosu.edu