2021 EPP Annual Report

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

Section 1. EPP Profile

After reviewing and/or updating the Educator Preparation Provider's (EPP's) profile in AIMS, check the box to indicate that the information available is accurate.

1.1 In AIMS, the following information is current and accurate...

	Agree	Disagree
1.1.1 Contact person	◉	○
1.1.2 EPP characteristics	◉	○
1.1.3 Program listings	◉	○

1.2 [For EPPs seeking Continuing CAEP Accreditation]. Please provide a link to your webpage that demonstrates accurate representation of your Initial-Licensure Level and/or Advanced-Level programs as reviewed and accredited by CAEP (NCATE or TEAC).

https://www.swosu.edu/academics/academic-departments/education/index.php

Section 2. Program Completers

2.1 How many candidates completed programs that prepared them to work in preschool through grade 12 settings during Academic Year 2019-2020 ?

Enter a numeric value for each textbox.

2.1.1 Number of completers in programs leading to initial teacher certification or licensure[1]

`120`

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

`173`

Total number of program completers 293

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[1] For a description of the scope for Initial-Licensure Programs, see Policy 3.01 in the Accreditation Policy Manual

[2] For a description of the scope for Advanced-Level Programs, see Policy 3.02 in the Accreditation Policy Manual

Section 3. Substantive Changes

Have any of the following substantive changes occurred at your educator preparation provider or institution/organization during the 2019-2020 academic year?

3.1 Changes in the established mission or objectives of the institution/organization or the EPP

3.2 Any change in the legal status, form of control, or ownership of the EPP.

3.3 The addition of programs of study at a degree or credential level different from those that were offered when most recently accredited

3.4 The addition of courses or programs that represent a significant departure, in terms of either content or delivery, from those that were offered when most recently accredited

3.5 A contract with other providers for direct instructional services, including any teach-out agreements

Any change that means the EPP no longer satisfies accreditation standards or requirements:

3.6 Change in regional accreditation status

3.7 Change in state program approval

Science Education is currently approved with conditions. The EPP will be submitting a response to conditions by March 15, 2023 to OEQA.

Section 4. Display of Annual Reporting Measures.

Annual Reporting Measures (CAEP Component 5.4 | A.5.4)	
Impact Measures (CAEP Standard 4)	Outcome Measures
1. Impact on P-12 learning and development (Component 4.1)	5. Graduation Rates (initial & advanced levels)
2. Indicators of teaching effectiveness (Component 4.2)	6. Ability of completers to meet licensing (certification) and any additional state requirements; Title II (initial & advanced levels)
3. Satisfaction of employers and employment milestones (Component 4.3 | A.4.1)	7. Ability of completers to be hired in education positions for which they have prepared (initial & advanced levels)
4. Satisfaction of completers (Component 4.4 | A.4.2)	8. Student loan default rates and other consumer information (initial & advanced levels)

4.1 Provide a link or links that demonstrate data relevant to each of the Annual Reporting Measures are public-friendly and prominently displayed on the educator preparation provider's website.

> 1
>
> **Link:** https://www.swosu.edu/academics/academic-departments/education/accreditation.php
>
> **Description of data accessible via link:** SPAs for programs offered at SWOSU, CAEP 8 Outcome Measures, CAEP Annual Reports, OEQA Annual Reports, EPP & University Data, and SWOSU Resource Links
>
> Tag the Annual Reporting Measure(s) represented in the link above to the appropriate preparation level(s) (initial and/or advanced, as offered by the EPP) and corresponding measure number.
>
> | Level \ Annual Reporting Measure | 1. | 2. | 3. | 4. | 5. | 6. | 7. | 8. |
> |---|---|---|---|---|---|---|---|---|
> | Initial-Licensure Programs | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ |
> | Advanced-Level Programs | | | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ |

4.2 Summarize data and trends from the data linked above, reflecting on the prompts below.

> *What has the provider learned from reviewing its Annual Reporting Measures over the past three years?*
>> *Discuss any emerging, long-term, expected, or unexpected trends? Discuss any programmatic/provider-wide changes being planned as a result of these data?*
>> *Are benchmarks available for comparison?*
>> *Are measures widely shared? How? With whom?*

The EPP continues to collect multiple assessments to evaluate candidate, faculty, and program performance. Data collected comes from both internal and external sources, including STAR Reading to measure program completer impact on P-12 learning and development (4.1), the Teacher Leader Effectiveness (TLE) evaluation system to measure teaching effectiveness (4.2), the Administrator Mentor Survey to measure satisfaction of employers and employment milestones(4.3/A.4.1), the First Year Teacher (FYT) survey to measure satisfaction of completers (4.4/A.4.2),and the Certification Examinations for Oklahoma Educators (CEOE) scores to determine the ability of completers to meet licensing and state requirements. In addition, the EPP collects and analyzes graduation, hiring, and student default rates to monitor candidate progress and achievement. Graduation rates for initial and advanced programs range between 90-100%. Due to the extreme and continuing teacher shortage in the state of Oklahoma, the ability of initial and advanced completers to be hired in education positions for which they are prepared continues to be 100%.

For academic year 2018-2019, performance on Star Reading indicated that our identified completer had a positive impact (+26) on student learning growth as measured by the STAR Reading indicator. The EPP began the initial partnership with a local public school in 2018. Due to COVID-19, the EPP was not able to obtain data for 2019-2020 and 2020-2021.

The TLE data for the last three years demonstrates that our program completers have an effective impact on P-12 student learning and development as our mean scores are between 3.0-3.5. The TLE Rubric uses the following scale: 1 – ineffective, 2 – needs improvement, 3 – effective, 4 – highly effective, and 5 – superior. The TLE measures five domains: Classroom Management, Instructional Effectiveness, Professional Growth and Improvement, Interpersonal Skills, and Leadership.

The Administrative Mentor Survey addresses program completer preparedness and overall satisfaction with the EPP. Strengths continue to be exhibited in the areas of creating positive social climates and encouraging learning, as well as seeking ongoing professional development. Almost all items were rated in the top three performance levels which indicates some level of strength in each. Areas of concern would include items (15) Understanding and using a variety of instructional strategies, and (14) Planning instruction to support every student. Within all programs, we are continuing to implement requirements for students to observe, discuss, and create activities using multiple instructional strategies. These efforts are supported with theory-based courses such as EDPSY 3653 Educational Psychology where connections are made to developmental levels, learning theories, learning styles, and multiple intelligence theory. It is concerning, still, that there seems to be discrepancy between the perceptions of first year teachers and their mentors. In order to specifically address this discrepancy, we are working to revise and better align formative and summative assessment tools used during student teaching with common evaluative instruments (TLE framework as legislated in Oklahoma) used in public schools.

FYT results for the last three years indicate that InTASC Standard 1 (understanding how learners grow and develop, and that patterns of learning vary individually), and InTASC Standard 6 (using multiple measures of assessment to engage learners) are strengths for our program completers. Identified areas for improvement are "use of technology to manage student and assessment data" (related to InTASC 3), and "seek appropriate leadership roles and opportunities to advance the profession" (InTASC 4). In response to InTASC 3, we are exploring opportunities for students to have teacher-level access to mock learning management systems to apply student performance tracking. The EPP is also utilizing case studies within multiple courses which require students to extract relevant data from tables and narratives for the purpose of identifying and applying appropriate intervention strategies for individualized student support. Specific to InTASC 3, EPP provides multiple opportunities for students to engage with professional and service organizations such as the Hispanic American Leadership Organization (HALO) and Oklahoma Aspiring Educators Association (OAEA) in an effort to normalize service and advancement of the profession for young candidates while providing practical experience of leadership opportunities existing at all levels.

The EPP's overall pass rate for all three tests (OGET, OSAT, & OPTE) ranges between 80-83%. The EPP recognized that the OSAT data for Early Childhood was an area of concern. In 2019, the EPP hired an Early Childhood specialist to address this concern and begin implementing course changes to meet the OSAT competencies. Since academic year 2016-2017, the EPP has experienced a 27% increase in enrollment for Early Childhood Education. The EPP expects enrollment to increase as our Early Childhood specialist is also the Program Coordinator. The EPP was granted release time within load for program coordinators for each accredited program in Spring 2020.

At the end of each semester, candidate performance data is generated from assessments and gathered by each course instructor. The data is then analyzed by the EPP, Teacher Education Council, and the Teacher Education Advisory Board. Data are used to inform candidate performance and development as well as revision of program assessments and practices as needed. Calibration of rubrics by the EPP is an ongoing process that involves all EPP faculty, Arts and Sciences faculty, and its partners each year. Data findings are shared annually on the institution's website and by semester on the LMS Canvas CAEP Data Collection and CAEP Exhibits.

Departmental meetings are held to discuss changes, weaknesses, strengths, and concerns of the data for overall program improvement. This database is managed by the EPP's Accreditation Coordinator and Coordinator of Field Experiences and Certification. The Accreditation Coordinator and Coordinator of Field Experiences and Certification is also responsible for providing appropriate assessment data annually to designated faculty members, such as program report writers and administrators, in each department. These faculty members along with the Department Chair are assigned the responsibility of reviewing, analyzing, and evaluating assessment data for the program. The Department Chair holds monthly meetings (or as needed) with all faculty members to review and analyze data for recommendations for program improvement.

The Teacher Education Council is comprised of the Education Department Chair and Education faculty members and usually meets several times each year. The council's mission is designed to focus on unit evaluation of procedures, instruments, and evaluation criteria that ensures competence of candidates' knowledge, skills and dispositions and is responsible for data analysis. Copies of agendas and minutes of meetings are available in Canvas CAEP Data Collection.

In addition, the Office of Institutional Research, the University's Assessment Center, and Information Technology Services department also collect data and generate several reports from the university database regarding enrollment, GPA, degrees granted, course/instructor evaluations, etc. as requested by the Accreditation Coordinator, Department Chairs, and other faculty members and administrators. The Assessment Center collects and tabulates data from all student teacher summative evaluations by use of scantron forms. The University Assessment Center also collects and organizes data from course/instructor evaluations each semester and makes the data available to faculty in hard copy and digital format. The Assessment Center collects, analyzes, and reports data from student teacher summative evaluations, the Teacher Work Sample, and follow-up surveys for graduates and administrators. These surveys allow for external sources to provide input to improve program and candidate performance.

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

Waived

Section 6. Continuous Improvement
Waived

Section 8: Preparer's Authorization

Preparer's authorization. *By checking the box below, I indicate that I am authorized by the EPP to complete the 2021 EPP Annual Report.*

☑ **I am authorized to complete this report.**

Report Preparer's Information

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

CAEP Accreditation Policy

Policy 6.01 Annual Report

An EPP must submit an Annual Report to maintain accreditation or accreditation-eligibility. The report is opened for data entry each year in January. EPPs are given 90 days from the date of system availability to complete the report.

CAEP is required to collect and apply the data from the Annual Report to:

1. Monitor whether the EPP continues to meet the CAEP Standards between site reviews.
2. Review and analyze stipulations and any AFIs submitted with evidence that they were addressed.
3. Monitor reports of substantive changes.
4. Collect headcount completer data, including for distance learning programs.
5. Monitor how the EPP publicly reports candidate performance data and other consumer information on its website.

CAEP accreditation staff conduct annual analysis of AFIs and/or stipulations and the decisions of the Accreditation Council to assess consistency.

Failure to submit an Annual Report will result in referral to the Accreditation Council for review. Adverse action may result.

Policy 8.05 Misleading or Incorrect Statements

The EPP is responsible for the adequacy and accuracy of all information submitted by the EPP for accreditation purposes, including program reviews, self-study reports, formative feedback reports and addendums and site review report responses, and information made available to prospective candidates and the public. In particular, information displayed by the EPP pertaining to its accreditation and Title II decision, term, consumer information, or candidate performance (e.g., standardized test results, job placement rates, and licensing examination rates) must be accurate and current.

When CAEP becomes aware that an accredited EPP has misrepresented any action taken by CAEP with respect to the EPP and/or its accreditation, or uses accreditation reports or materials in a false or misleading manner, the EPP will be contacted and directed to issue a corrective communication. Failure to correct misleading or inaccurate statements can lead to adverse action.

☑ **Acknowledge**