

2022 Annual Accreditation Report

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

Section 1. EPP Profile Updates in AIMS

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

1.1 Update Contact Information in AIMS:

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

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

Agree Disagree



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

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

Agree Disagree



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

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

Agree Disagree



1.2 Update EPP Information in AIMS:

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

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

Agree Disagree



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

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

Agree Disagree



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

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

Agree Disagree



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

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

Enter a numeric value for each textbox.

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

642

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

421

Total number of program completers 1063

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

Section 3. Substantive Changes

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

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

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

Change No Change / Not Applicable

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

Change No Change / Not Applicable

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

Change No Change / Not Applicable

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

Accreditation Agency:

Higher Learning Commission

Status:

Southwestern Oklahoma State University is accredited by the Higher Learning Commission.

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

Change No Change / Not Applicable

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

Change No Change / Not Applicable

Section 4. CAEP Accreditation Details on EPP's Website

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

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

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

<https://www.swosu.edu/academics/academic-departments/education/>

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

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

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

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

[CAEP Accountability Measures \(Initial\) \[LINK\]](#) <https://www.swosu.edu/academics/academic-departments/education/accreditation.php>

[CAEP Accountability Measures \(Advanced\) \[LINK\]](#) <https://www.swosu.edu/academics/academic-departments/education/accreditation.php>

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

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

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

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

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

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

The EPP continues to collect multiple assessments to evaluate candidate, faculty, and program performance. Data collected comes from both internal and external sources, Teacher Leader Effectiveness (TLE) evaluation system to measure teaching effectiveness, the Administrator Mentor Survey to measure satisfaction of employers and employment milestones, the First Year Teacher (FYT) survey to measure satisfaction of completers, the Certification Examinations for Oklahoma Educators (CEOE) scores to determine the ability of completers to meet licensing and state requirements among other EPP assessments and measures. In addition, the EPP collects and analyzes graduation, hiring, and student default rates to monitor candidate progress and achievement. For the 2020-2021 academic year, graduation rates for initial programs were 95.77% for initial programs and 92.14% for advanced programs. 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%.

Due to a low passing percentage in OSAT scores in the last academic year, the EPP developed a standardized lesson plan to address unit areas in need of improvement as well as program specific needs. The EPP's overall pass rate for the OSAT significantly increased from 56.3% to 72%. The OGET and the OPTE passing rates increased or had a slight change for the 2020-2021 academic year. Two tables, one for academic year 2020-2021 and the other for 2019-2020 are included as an attachment (CEOE Pass Rates for 2019-2021) below. The tables include the EPP's passing rate as well as the state's passing rate. It is the EPP's goal to reach or surpass the state passing percentage. In addition, SWOSU Oklahoma Aspiring Educators Association has been providing information regarding the Oklahoma Education Association OSAT and OGET Target Support Program taught by college faculty in Oklahoma. Many candidates have received free instructional support for the OSAT Early Childhood, Elementary, Special Education Mild/Moderate, Mathematics, and OGET Math and Applied Writing Skills.

Additional initial program changes include the addition of Practicum in Elementary Education (taken immediately prior to the professional semester) to help candidates prepare for the student teaching semester and familiarize them with PPAT requirements. The EPP also refocused Practicum in Early Childhood and Special Education to include PPAT preparation. Note: Since the OPTE was replaced with PPAT, the EPP piloted PPAT implementation with Spring 2022 candidates prior to its full launch in Fall 2022. The EPP has also added a Practicum in Science Education to address the limited field experiences directly associated with pedagogy.

Based on the evaluation of 2020-2021 assessment results for the M.Ed. program in School Psychometry, it appeared that advanced candidates did not fully understand response to intervention and curriculum-based assessment. Therefore, the EPP continues to utilize EDPSY 5563: Special Diagnostic Methods as a course to provide a more solid foundation of special education standards and curriculum-based assessments. The EPP embedded, within this course, a field-based experience where candidates are required to complete a specific curriculum-based assessment in the basic skill areas of reading and math. Once a baseline is established, candidates work with the PK-12 students and monitor the progress toward the goal for at least four weeks in order to provide an effective assessment of the impact on student learning. Additional training is provided to students in an attempt to increase understanding. This has been a very rewarding assignment as many candidates are able to make significant progress with the students they are working with over the course of one semester.

The EPP's M.Ed. program in School Psychometry is experiencing an increase in enrollment. Currently, the EPP has added sections of classes to manage this continual growth in School Counseling, School Psychometry, Community Counseling, LPC, and School Psychology and seeking to hire a new faculty member. The table (Growth of Graduate Programs) attached below notes this gradual increase beginning in Fall 2013.

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

Yes No

6.1.3 Optional Comments



A.1.1 Candidate Knowledge, Skills, and Professional Dispositions

A.1.2 Provider Responsibilities

A.2.1 Partnerships for Clinical Preparation

A.2.2 Clinical Experiences
A.5.1 Quality and Strategic Evaluation
A.5.4 Continuous Improvement
R1.1 The Learner and Learning
R1.2 Content
R1.3 Instructional Practice
R1.4 Professional Responsibility
R3.2 Monitoring and Supporting Candidate Progression
R3.3 Competency at Completion
R5.1 Quality Assurance System
R5.2 Data Quality
R5.4 Continuous Improvement
x.1 Diversity

Upload data results or documentation of data-driven changes.

 **CEOE_Pass_Rates_for_20192021.pdf**
 **Growth_of_Graduate_Programs.pdf**

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

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

8.1.1 What semester is your next accreditation visit?
Spring 2027

8.1.2 Does the EPP have any questions about CAEP Standards, CAEP sufficiency criteria, or the CAEP accreditation process generally?
No questions at this time

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

I am authorized to complete this report.

Report Preparer's Information

Name: Veronica Aguinaga

Position: Accreditation Assessment Coordinator

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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.

Acknowledge