

# 2023 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

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

### 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 be authorized to receive time-sensitive CAEP-accreditation related communications.]

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 is primarily assigned the role in coordinating accreditation activities. This contact may be carbon copied on communications to the EPP head and should be authorized by the EPP to receive CAEP-accreditation related communications.]

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 at least two distinct contact persons to ensure that automatic communications sent from AIMS are received by the EPP in the event of personnel 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 licensure area listings (including program title, licensure level, degree or certificate level, licensure(program) category, and program review option) are up to date and accurately reflected in AIMS under Program Options, for all licensure areas that fall within CAEP's scope of accreditation; (programs outside of CAEP's scope of accreditation should either be marked as non-CAEP review or archived, as applicable, in AIMS).

Agree Disagree



## Section 2. EPP's Program Graduates [Academic Year 2021-2022]

### 2.1 What is the total number of candidates who graduated from programs that prepared them to work in P-12 settings during Academic Year 2021-2022?

Enter a numeric value for each textbox.

2.1.1 Number of graduates in programs leading to initial teacher certification or licensure<sup>1</sup>

78

2.1.2 Number of graduates 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.)<sup>2</sup>

118

**Total number of program graduates** 196

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<sup>1</sup>In Section 2 of the Annual Report, the EPP will provide the total number of graduates who finished the program and licensing requirements in the academic year specified.

<sup>2</sup> 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 2021-2022 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

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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

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

Change  No Change / Not Applicable

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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

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

Change  No Change / Not Applicable

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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

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## 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 2021-2022.

### 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/education/>

### 4.2. CAEP Accountability Measures (for CHEA Requirements) [2021-2022 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 2021-2022 academic year, are clearly tagged, explained, and available to the public.

[CAEP Accountability Measures \(for CHEA Requirements\) \[2021-2022 Academic Year\]](#)

- **Measure 1 (Initial): Completer<sup>3</sup> 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.)

<sup>3</sup>For the CAEP Accountability Measures, the EPP will share information on the website pertaining to completer data per CAEP's definition of the term completer: "A candidate who successfully satisfied all program requirements of a preparation program at least six months previously and who is employed in a position for which they were prepared for state licensure."

CAEP Accountability Measures (Initial) [LINK]

<https://www.swosu.edu/academics/education/accreditation/index.php>

CAEP Accountability Measures (Advanced) [LINK]

<https://www.swosu.edu/academics/education/accreditation/index.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 had made the following program changes as a result of data analysis for Art Education, English Education, Reading Specialist, and School Psychometry.

#### Art Education

Data analysis of OSAT and PPAT competency areas showed a need for revisions in Instructional Delivery and Analysis of Teaching (regarding connections to Research and Theory) specific to K-12 Visual Art practice. Course, ART 4013-Instructional Practice in Art Education is offered to supplant EDUC 4423 with better aligned practice and study and applicable theories of developmental strategies for the art student. Additionally, ART 3232 Introduction to Art Education and ART 4553 Teachers Course in Art increased course content regarding Art History connections. Furthermore, upcoming 2024 OK VA Standards show a proposed new anchor standard of Media competencies that will inevitably impact data collection/analysis once published.

#### English Education

##### Assessment #1: English Oklahoma Subject Area Test (OSAT)

Assessment #1 includes OSAT scores. After seeing that subcategory IV is our lowest score (Language and Literature), the curriculum map has been revised to make sure the most common titles are being taught throughout the program. We have noticed a rise in these scores. Additionally, the OSAT has been updated over the past couple of years; therefore, the Capstone course integrates OSAT instruction as well.

##### Assessment #2: English Education Course Grade

We are working on program wide assessments to provide evidence of our candidate's mastery of NCTE Teacher Preparation Standards beyond merely course grades. Because the NCTE 2021 are revised standards, we are working to align all required English Education courses with the new standards.

##### Assessment #3: The Conceptual Unit Plan

The Conceptual Unit plan has already been revised to account for the NCTE standards 2021 revision. The program has integrated unit planning in several required courses: The Art of Reading (beginning), Instructional Practices (beginning), Young Adult Literature (emerging), and Capstone (emerging). When candidates take the methods course (advancing), they have demonstrated a significant increase in unit planning proficiencies due to our program changes. In earlier years, candidates scored average on the self-assessment as formative instructional tool and on adaptations in planning a lesson. Based on data and program adjustments, our candidates have shown distinguished proficiencies in both areas.

##### Assessment #4: Teacher Candidate Field Experience Summative Assessment

Recently, our program has adopted the Candidate Preservice Assessment of Student Teaching (CPAST) protocol for assessing students during their student teaching. The CPAST protocol includes the following evaluation criteria: Pedagogy—planning for instruction and assessment, instructional delivery, Disposition, and Professional Relationships. Teacher Candidates are evaluated multiple times throughout their field experience, including in the beginning, in the middle of their experience, and at the end. The summative assessment includes their observations and their completion of the Level IV portfolio criteria. The new CPAST criteria has strengthened our teacher candidate's knowledge and practice of the evaluative criteria. We believe the CPAST protocol streamlines the assessment, giving students a more tangible tool to evaluate themselves as professionals.

##### Assessment #5: Teacher Work Sample

The Teacher Work Sample is designed to help teacher candidates demonstrate the ability to apply theory to actual practice as they plan, manage, instruct, incorporate technology, assess, and reflect upon a unit of study. The Teacher Work Sample data assessments have highlighted a need to help students understand how to design and implement effective assessments. Previously, teacher candidates created assessments after the unit. Now, teacher candidates understand how to begin with the end in mind (UbD method). These changes have taken place in the following courses: Test and Measurements and Teaching in the Secondary English Classroom.

##### Assessment #6: Culturally Relevant Pedagogy (CRP) Project and Professional Development

The CRP project has been revised to meet the needs of the NCTE 2021 standards, which required an overhaul in the assessment tool. Now, the assessment focuses on the Learner and Learning (Standard 1) and Professional Responsibility (Standard 5). Candidates are doing well with keeping the learners' needs and their professional development in perspective. Due to data assessment, these skills are now covered in Foundations of Education (beginning), Young Adult Literature (emerging) and Teaching in the Secondary English Classroom (advancing).

##### Assessment #7: Tricky Teaching

Based on NCTE report feedback, the English Education program separated this assessment from assessment #6. The tricky

teaching assessment allows preservice teachers to plan for instruction and integrate varying instructional strategies to maximize student engagement and diverse student learning needs. The data collected from this assessment has revealed our candidates' weaknesses in introducing new material and using multiple formative assessment strategies; therefore, the English Education program has worked to integrate strategies of introducing new material, as well as including opportunities for preservice teachers to include formative assessments in their pedagogy. Preservice teachers now have more opportunities to engage in teaching: Instructional Strategies course (beginning), Young Adult Literature (emerging), and Teaching in the Secondary English Classroom (advancing).

#### Reading Specialist

The reading specialist program has updated all assessments, curricular materials, and syllabi to align with the 2017 International Literacy Association Standards for Literacy Professionals. Within the process of revising assessments, the program coordinator referred to feedback submitted by candidates in program exit surveys. A key area noted in the feedback indicated the candidates were interested in more field experiences related to the role of the literacy specialist as a literacy coach and coordinator. To address this need, as identified from analysis of exit surveys, the inclusion of a new field experience was included in a key reading course. Candidates in the course are now required to interview an acting reading specialist and Reading Sufficiency Act Coordinator and provide an analysis of the processes utilized by the reading specialist to meet the mandates of the Reading Sufficiency Act, as required by Oklahoma Law. Additionally, the candidates are now required to collaborate with the State Department of Education's Reading Sufficiency Act Coordinator, attending at least one of the state-level meetings for all Oklahoma Reading Sufficiency Act Coordinators in public school districts across the state of Oklahoma. Another program change that resulted from changing expectations from the program SPA, International Literacy Association, includes the generation of a new assessment with a specific emphasis on diversity and inclusion. Key aspects inherent in this assessment include processes for guiding the candidates in self-reflection to identify underlying biases that may influence instructional choices and interactions with students, colleagues, families, and the community. Additionally, the updated standards are reflected in the new diversity assessment as candidates track, record, and reflect on lessons and interactions in the classroom which demonstrate a value of diversity and exude the candidates' ability to incorporate instruction which recognizes and celebrates the unique characteristics of our diverse society. A final change to the program has been to remove the requirement of a culminating portfolio. The portfolio was eliminated as it was found to serve mainly as a collecting point for previously completed assessment artifacts and added little evidence of new or continued growth or mastery of the SPA standards. Further program development is set to begin in the summer of 2023 as external stakeholders and program faculty meet to engage in reliability and validity processes for the new, updated, and/or revised program assessments and syllabi.

#### School Psychometry

A change in the Capstone Exam has occurred to mirror the OSAT more closely for psychometry. The written case study section was removed. We recognized that we were already having our candidates complete case studies in multiple courses, including two within the practicum course where they are actually working with the students over several weeks.

### 6.1.2 Optional Comments

#### **A.1.1 Candidate Knowledge, Skills, and Professional Dispositions**

##### **R1.2 Content**

##### **R1.3 Instructional Practice**

**Upload data results or documentation of progress on phase-in/transition plans if applicable (This is optional and for the EPP's records as it prepares for the next CAEP review).**

## 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 Questions: Does the EPP have any questions about CAEP Standards, CAEP sufficiency criteria, or the CAEP accreditation process generally?

Currently, the EPP does not have any questions.

**8.2 Preparer's authorization.** *By checking the box below, I indicate that I am authorized by the EPP to complete the 2023 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

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**Secondary Contact Person for Annual Report Feedback***(Notification of Annual Report Feedback will be sent to the report preparer and the secondary contact person listed to ensure receipt of feedback in the event of EPP turnover.)*

Name: |Ed Klein

Position: |Department Chair

Phone: |(580)774-7154

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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.**

See [CAEP Accreditation Policy](#)

**Acknowledge**