

# 2007 Part C of the AACTE Annual Report

## Section 1 - Institutional Information

<b>NCATE ID:</b>	10621	<b>AACTE SID:</b>	4385
<b>Institution:</b>	Southwestern Oklahoma State University		
<b>Unit:</b>	Department of Education	<b>Deadline to Submit Final Version of Part C:</b>	01/16/2008
<b>Next Accreditation Visit:</b>	S13	<b>Last Accreditation Visit:</b>	F06

## Section 2 - Individual Contact Information

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<b>CEO Name:</b>	Dr. John M. Hays		
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## Section 3 - Completer

The total number of candidates who completed education programs within NCATE's scope (initial & advanced) during the 2006-2007 academic year?

106

Please enter numeric data only. (Include the number of candidates who have completed programs that prepared them to work in preschool through grade 12 settings in the 2006-2007 academic year. They should include all candidates who completed a program that made them eligible for a teaching license. It also includes licensed teachers who completed a graduate program and candidates who completed a program to work as a school administrator, school psychologist, school library media specialist, school psychologist, reading specialist, and other specialties in schools. These include the candidates who have completed a bachelor's, post-bachelor's, master's, specialist, or doctoral program. The programs are not tied to a state license.)

## Section 4. Substantive Changes

Describe any of the following substantive changes that have occurred at your institution or unit during the past year:

1. A change in the name of the unit or institution.
2. The status of the institution (e.g., campuses merged, campuses separated, etc.).
3. Changes in key personnel, particularly the unit head, NCATE coordinator, or university/college president.
4. The addition and/or removal of programs.
5. The addition or removal of a level of preparation (e.g., addition of a master's degree or doctoral program).
6. Changes in program delivery, particularly when traditionally delivered programs become distance learning programs. (NCATE defines distance learning programs as programs in which more than 50 percent of the courses are not delivered face-to-face.)
7. Significant changes in physical facilities.
8. Significant changes resulting from unforeseen conditions such as natural disasters or health calamities.

Dr. Dennis Gentry was hired as Education Department Chair in June, 2007. Doctor Gentry has 16 years of experience as a teacher and administrator in the Oklahoma public schools and earned his doctorate in school administration from Oklahoma University. He replaced Dr. Karen Travis upon her retirement as department chair. Two other faculty members resigned in 2007 to take positions at other universities. Two initial level programs will be discontinued at the end of the 2007-08 academic year due to low enrollment. These are technology education and art education. One advanced level program, school psychology, will be discontinued at the end of the current academic year due to the inability to hire sufficient doctoral faculty to meet SPA requirements. We are currently trying to reactivate our reading specialist program and have received approval from OK State

Regents for Higher Education. We are now seeking SPA (International Reading Association) approval.

## Section 5. Conceptual Framework(s)

The conceptual framework(s) establishes the shared vision for a unit's efforts in preparing educators to work effectively in P-12 schools. It provides direction for programs, courses, teaching, candidate performance, scholarship, service, and unit accountability. The conceptual framework(s) is knowledge-based, articulated, shared, coherent, consistent with the unit and/or institutional mission, and continuously evaluated.

Please indicate evaluations of and changes made to the unit's conceptual framework (if any) during this year:

No changes.

## Section 6. Candidate Performance

Standard 1. Candidate Knowledge, Skills, and Dispositions

Candidates preparing to work in schools as teachers or other professional school personnel know and demonstrate the content, pedagogical, and professional knowledge, skills, and dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.

Two programs that were not Nationally Recognized have received full or conditional recognition during the last year. Our History education program received National Recognition and Special Education received conditional recognition. Other programs not Nationally Recognized are submitting revised program reports by February 01, 2008 .

**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)

**Please indicate how the unit has addressed these Areas for Improvement (Optional).**

The pass rate on the secondary principal OSAT (OK Subject Area Test) during the past year has improved slightly but still remains below 80%. HOWEVER , IT IS IMPORTANT TO NOTE OUR RATE REMAINS ABOVE THE STATE AVERAGE PASS RATE OF 47% FROM SEPT. 2006 THROUGH JUNE 2007. Candidates must also pass the Principal Common Core OSAT for which our students had a nearly 80% pass rate during that time period. The Unit plans to purchase commercially produced study guides and sample questions for the secondary principal OSAT. These will be made available to candidates upon request in an effort to improve our pass rate for this exam .

Standard 2. Assessment System and Unit Evaluation

The unit has an assessment system that collects and analyzes data on the applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the unit and its programs.

Please describe the unit's plans for and progress in meeting this standard.

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)

Please indicate how the unit has addressed these Areas for Improvement (Optional).

The NCATE coordinator annually distributes a form requesting faculty to review and analyze its assessment data for the past

year in an effort to identify positive or negative trends. If negative trends are evident, then faculty are asked what steps are planned to reverse the trends with an estimated timeline. The University is currently in the process of converting from the Blackboard electronic learning management platform to Desire2Learn. Implementation was scheduled for F07 but has been postponed until SP 08. It is our goal to implement an electronic portfolio component using the Desire2Learn platform. The electronic portfolio version will allow us to aggregate data more efficiently. Aggregated data will allow to make more informed decisions leading to program improvement. During this transition, the Unit continues to maintain numerous accreditation documents and data bases on our web site (<http://www.swosu.edu/education/accreditation.asp>) in an effort to make this information as accessible as possible to our faculty and other stakeholders. This information is updated on a regular basis by our NCATE coordinator so the most current data is always available for review. Assessment data for some graduate level education programs (not leading to advanced certification) was not summarized and reported for the Board of Examiners site visit in Nov. 2006 due to a misunderstanding of reporting requirements and the small number of students in these programs. The Unit now collects and analyzes data for candidates in these graduate programs even though they do not lead to advanced certification. .

### Section 7. Unit capacity

#### Standard 3. Field Experiences and Clinical Practice.

The unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school personnel develop and demonstrate the knowledge, skills, and dispositions necessary to help all students learn. Please indicate any significant evaluations, changes and/or improvements related to Standard 3 that occurred in your unit this year:

The Cooperating Teaching Advisory Committee, comprised of 8 public school teachers/administrators, meets each semester to provide valuable input to our Director of Field Experiences.

Areas for Improvement related to Standard 3 cited as a result of the last NCATE review:

[Redacted]

Please indicate how the unit has addressed these Areas for Improvement (Optional).

[Redacted]

#### Standard 4. Diversity

The unit designs, implements, and evaluates curriculum and experiences for candidates to acquire and apply the knowledge, skills, and dispositions necessary to help all students learn. These experiences include working with diverse higher education and school faculty, diverse candidates, and diverse students in P-12 schools. Please indicate any significant evaluations, changes and/or improvements related to Standard 4 that occurred in your unit this year:

[Redacted]

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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Please indicate how the unit has addressed these Areas for Improvement (Optional).

The University continues in its efforts to attract faculty from diverse minority groups. This is very difficult since we are a relatively small, rural regional university serving a predominantly white, Caucasian student population (85%). The number of minority applicants for faculty positions remains low. Although three new full-time education faculty members were hired during 2007, there was only 1 minority applicant. In an effort to compensate for the small percentage of ethnically diverse faculty, the unit utilizes a significant number of minority guest speakers. During 2007, our student teacher candidates interacted with the following guest speakers: Casta Thomas ( black) from Chickasha Public Schools, Linda Brown (Black) from OKC Public Schools, Shannon Freeman ( Native American), Personnel Director for OKC Public Schools, Gloria Byrne (black) OKC Public Schools, and Arthur Houston (black), Principal, OKC Public Schools. Each semester, ALL student teachers spend an entire day visiting at least two schools with highly diverse student populations. Our candidates listen to presentations from a number of ethnically diverse teachers and administrators (listed above) as well as observe in the classrooms.

Standard 5. Faculty Qualifications, Performance, and Development.

Faculty are qualified and model best professional practices in scholarship, service, and teaching, including the assessment of their own effectiveness as related to candidate performance. They also collaborate with colleagues in the disciplines and schools. The unit systematically evaluates faculty performance and facilitates professional development.

Please indicate any significant evaluations, changes and/or improvements related to Standard 5 that occurred in your unit this year:

A significant change in policy regarding student teacher supervision was adopted during the fall semester of 2007. For those University faculty who lack public school teaching experience, a system of dual supervision has been implemented. This means that student teachers who are assigned a university faculty supervisor without public school teaching experience will also be assigned a university faculty supervisor that has public school teaching certification and experience. This policy will ensure that our candidates are supervised by only the most qualified faculty members.

In response to a concern expressed by state BOE members, a Professional Development committee has been created and includes a representative from the public schools. A professional goal setting form was developed and has been completed by all full-time faculty. The P. D. committee reviewed and approved goals for each faculty member for the 2007-08 academic year. All faculty members completed more than the minimum ten hours of service in the public schools during the past year. Most of these service hours involved presentations to and collaboration with public school teachers/administrators.

Department of Education faculty meetings are held on a regular basis and include faculty from other academic programs on campus. Dr. Gentry, our new department chair, is making a concerted effort to increase the level of collaboration among faculty across campus. Significant collaboration between Education faculty and Arts and Sciences faculty include: 1) participation in Teacher Education Council and Admission/Retention Committee meetings, 2) jointly interviewing candidates for admission to teacher education and student teacher exit interviews, 3) making student teacher placements, 4) joint training to develop and evaluate candidate portfolios and the Culminating Performance Assessment for student teachers, 5) joint grant efforts, 6) co-teaching some courses and 7) joint participation in Education faculty meetings.

The Cooperating Teacher Advisory Council meets once each semester. This council is comprised of eight public school teachers and administrators who provide our faculty with valuable input on procedures used to provide field experiences for our candidates at the initial and advanced levels. Two other programs, Special Education and Early Childhood, have advisory councils that meet each semester and provide valuable feedback to our faculty. Teachers and administrators from the public schools collaborate with unit faculty each semester to interview teacher education candidates and serve as guest speakers.

Three faculty members who do not hold doctoral degrees completed course work to earn terminal degrees. Only one of the three full-time education faculty hired in 2007 does not have a doctoral degree. The faculty member is contractually obligated to make progress each academic year toward earning a doctoral degree and failure to do so would be grounds for non-renewal.

Many unit faculty have made efforts to increase their level of scholarly activity. During 2007, faculty members made presentations at regional conferences, collaborated on successful grant applications, attended four national conferences (National Council of Teachers of English, National Association of Elementary School Principals, etc.) and served on numerous university committees. Several Education faculty members have also been involved in providing professional development programs to public school teachers and administrators in our service area. Numerous faculty development opportunities such as grant writing and teaching critical thinking were provided on campus during 2007. Travel funds continue to be available for faculty to attend professional development programs and conferences off campus. The reading faculty maintains professional memberships in International Reading Association and National Council of Teachers of English, as well as state and local professional reading organizations. All faculty maintain membership in professional organizations related to their programs.

Areas for Improvement related to Standard 5 cited as a result of the last NCATE review:

[Redacted area]

Please indicate how the unit has addressed these Areas for Improvement (Optional).

[Redacted area]

Standard 6. Unit Governance and Resources.

The unit has the leadership, authority, budget, personnel, facilities, and resources, including information technology resources, for the preparation of candidates to meet professional, state, and institutional standards.

Please indicate any significant evaluations, changes and/or improvements related to Standard 6 that occurred in your unit this year.

[Redacted area]

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 (ITP) (ADV)

	operations.		
2.	Excessive faculty workloads impact the unit's ability to consistently engage in best professional practice.	(ITP)	(ADV)

Please indicate how the unit has addressed these Areas for Improvement (Optional).

Faculty workloads remain high but not excessive. THE AVERAGE FULL-TIME EDUCATION FACULTY LOAD FOR THE SPRING AND FALL SEMESTERS OF 2007 WAS 30 HOURS. This is comparable to other academic units across campus and is consistent with the academic load policy found in the University's faculty handbook. Faculty may request an additional three-hour reduction for scholarly activities. The teaching load for graduate faculty is somewhat higher because each course counts as four (instead of three) hours of teaching load. No faculty member teaches more than five courses per semester which equates to fifteen hours of undergraduate teaching load. The Unit continues to hire adjunct faculty whenever possible in an effort to reduce excessive teaching loads. We have made progress in our efforts to equalize the advisement load of faculty members. The advisement load for graduate and undergraduate faculty is much more equitable than it was a year ago. All faculty members with at least one year of experience are assigned candidates for advisement. Faculty do not typically meet with all their advisees each semester once their program of study is approved (requirement for admission to teacher education). At this point, most candidates go online themselves to enroll without advisor assistance. The average number of undergraduate advisees has been reduced to 32 for each faculty member. This is significantly fewer than the average of 48 noted in the BOE report. Discussions with the Dean and Associate Dean have resulted in policy changes that demonstrate the unit's ability to effectively govern and manage our programs. Previously, methods courses in the content areas (math, science, etc.) were NOT always taught by faculty with public school teaching experience. A new policy requires all methods courses to be taught by faculty that have public school teaching certification and/or experience. Another change in policy effective in the fall of 2007 was the requirement for dual supervision of some student teachers (mentioned above in Standard 5) to ensure each student teacher has at least one University faculty supervisor with public school teaching experience. The management and governance of programs that prepare candidates to teach in the secondary school content areas (English, math, science, etc.) are shared between the Department of Education and other academic departments in the College of Arts and Sciences. Dr. Gentry, Education Department chair, works collaboratively with department chairs outside of education to maintain the quality of our teacher preparation programs. All full-time education faculty documented participation in at least six hours of professional development opportunities and more than 10 hours of public school service during 2007.

If you have another comments, use the space below:

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