

2020 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	<input checked="" type="radio"/>	<input type="radio"/>
1.1.2 EPP characteristics	<input checked="" type="radio"/>	<input type="radio"/>
1.1.3 Program listings	<input checked="" type="radio"/>	<input type="radio"/>

1.2 [For EPP seeking Continuing CAEP Accreditation¹ applies to CAEP eligible EPPs] Please provide a link to your webpage that demonstrates accurate representation of your Initial Licensure and/or Advanced Level programs as reviewed and accredited by CAEP (NCATE or TEAC).

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 2018-2019 ?

Enter a numeric value for each textbox.

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

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

Total number of program completers 185

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 2018-2019 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

The EPP has added the program Educational Administration - District Level. The EPP submitted an initial program report in September 2019. The program is recognized with condition until 2/1/2022. The EPP plans to submit a response to condition report by September 15, 2020.

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

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/education/caep-8-outcome-measures/caep-8-outcome-measures-a.pdf>

Description of data accessible via link: SWOSU Department of Education Annual Reporting Measures

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	<input checked="" type="checkbox"/>							
Advanced-Level Programs			<input checked="" type="checkbox"/>					

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?

After reviewing the Annual Reporting Measures, the EPP has learned that initial and advanced completers continue to have an effective impact in P-12 schools, as indicated by the Teacher and Leader Effectiveness (TLE), Administrator/Mentor Surveys, and First Year Teacher Surveys. To address the weaker domains in these evaluations, EPP assessments and rubrics have evolved to better assess candidate performance, program effectiveness, and program impact in relation to state, national, and SPA standards. EPP assessments and rubrics have also been reviewed to establish validity and reliability. Assessments and rubrics were calibrated using samples of candidate work during faculty, Teacher Education Council and Teacher Education Advisory Board meetings. Calibration involved multiple raters reviewing and scoring student samples, discussing findings, and making revisions to language, performance indicators, and/or evaluation criteria to ensure internal consistency. With ongoing changes in local, national, and professional standards, the EPP continues its process of calibration to maintain validity and reliability. CAEP standards and new or revised SPA standards guide the continuous revisions of candidates' learning experiences, assessments, and rubrics.

The collection of data from multiple assessments to evaluate candidate, faculty, and program performance continues to be systematic and ongoing. Data collected comes from both internal and external sources, such as Certification Examinations for Oklahoma Educators (CEOE) scores, student teacher evaluations, and the TLE evaluation system. Data for the unit and program improvement is entered into a central database as soon as it becomes available in Canvas, our learning management system, for all faculty members to access and review. 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 Chairs hold 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. In addition, the Office of Institutional Research, the University's Assessment Center, and Information Technology Services department also collect data and generate a number of 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. 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 electronically from student teacher summative evaluations and the Teacher Work Sample. We are planning to make our follow-up surveys for graduates and administrators available online through our new data system. These surveys allow for external sources to provide input to improve program and candidate performance. The EPP understands the importance of multiple data assessment analysis to screen candidates for admission, monitor their progress, and evaluate their competency as well as the unit's. The EPP is cognizant of the importance of analyzing evaluating the unit for continuous program improvement in order to offer a quality teacher education program and produce competent program completers.

At the end of each semester, candidate performance data is also generated from assessments and gathered by each course instructor. The data is then analyzed by the EPP, Teacher Education Council, and 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.

Certification exam results over time indicate completer performance remains at or above required minimums, and at or above state averages. An upward trend in overall OSAT performance across the past three years may be indicative of changes to curriculum alignment within programs as a result of review efforts and the addition of assigned program coordinators for each spa. EPP plans to review candidates' performance across metrics as we emerge from impacts of the COVID-19 pandemic and changes associated with how courses changed in mode of delivery and type of field experiences available.

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 2020 EPP Annual Report.*

I am authorized to complete this report.

Report Preparer's Information

Name: Veronica Aguinaga

Position: Accreditation Assessment Coordinator

Phone: (580)302-2046

E-mail: veronica.aguinaga@swosu.edu

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 visits.
2. Review and analyze stipulations and any AFIs submitted with evidence that they were addressed.
3. Monitor reports of substantive changes.
4. Collect headcount complete 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 visit 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**