

2017 EPP Annual Report

CAEP ID:	10575	AACTE SID:	3545
Institution:	Northwestern Oklahoma State University		
Unit:	Division of Education		

Section 1. AIMS 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"/>

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 2015-2016 ?

Enter a numeric value for each textbox.

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

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.)

Total number of program completers 63

**2.2 Indicate whether the EPP is currently offering a program or programs leading to initial teacher certification or licensure.*

Yes, a program or programs leading to initial teacher certification is currently being offered.

Section 3. Substantive Changes

Have any of the following substantive changes occurred at your educator preparation provider or institution/organization during the 2015-2016 academic year?

3.1 Changes in the published mission or objectives of the institution/organization or the EPP
No Change / Not Applicable

3.2 The addition of programs of study at a degree or credential level different from those that were offered when most recently accredited
No Change / Not Applicable

3.3 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
No Change / Not Applicable

3.4 A contract with other providers for direct instructional services, including any teach-out agreements
No Change / Not Applicable

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

3.5 Change in regional accreditation status
No Change / Not Applicable

3.6 Change in state program approval
No Change / Not Applicable

Section 4. Display of candidate performance data.

Provide a link that demonstrates candidate performance data are public-friendly and prominently displayed on the school, college, or department of education homepage.

The Teacher Education Assessment Management System annual report provides summary program data with analysis and recommendations for improvement.:

<http://www.nwsu.edu/Websites/NWOSU/images/Academics/Education/TEAMS%20Final%20Report.pdf>

Section 6. 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.

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

1. Professional education faculty are not actively engaged in scholarly work that is appropriate for the mission of the unit and the institution.	(ITP)	(ADV)
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In 2015-2016 all faculty members who comprise the Teacher Education Faculty attended state and/or national conferences. The same group of faculty completed four hundred and twenty hours working with P-12 students in school settings. Ten faculty were presenters at twelve local, state, and national venues. Examples of the presentations include "Classroom Management for P-12 Teachers", a workshop offered for P-12 school districts for the purpose of providing strategies for entry level teachers and teachers who are going through the alternative certification process. One of the presenters for this workshop was asked by the Oklahoma State Department of Education to complete a series of videos on classroom management to be posted on the department's website as a resource for teachers. The videos will be available in fall, 2016. Other presentations by faculty include "Team Based Learning", "Teaching of Mathematics & Educational Practices: Current Trends in Education", and "Mixed Messages".

Faculty participated in course equivalency projects as invited by the Oklahoma State Regents for Higher Education. Others participated in a review of testing framework sponsored by the Certification Examinations for Oklahoma Educators. A faculty member's article was published in the Oklahoma Association of Teacher Educators journal, a state peer reviewed journal. Five faculty were in process with research as part of doctoral studies, two of whom completed their research in summer, 2016. These faculty are preparing to present their research at conferences and for peer reviewed journals. Partnering with stakeholders for professional development opportunities is a focus of the faculty. The teacher education faculty are viewed by P-12 stakeholders as an excellent resource for schools and are providing opportunities for faculty to be engaged in scholarly work that is consistent with the mission of the unit and the institution.

Section 7. Accreditation Pathway

Selected Improvement. Summarize progress on the Selected Improvement plan for the standard(s) or component(s) selected.

The EPP has chosen component 5.3 for selected improvement. This component was chosen along with the subsequent development of the Selected Improvement Plan as a result of the provider's determination it was not "regularly and systematically" assessing goals and tracking results over time to make changes "to improve program elements and processes" (CAEP Standard 5.3). The Teacher Education Assessment Management System (TEAMS) committee, a group comprised of EPP personnel and stakeholders, has been reviewing program data and making recommendations for changes on a yearly basis. However, the EPP concluded this process was not sufficient for program improvement grounded in evidence and research. An in-depth analysis revealed the EPP had data, but not all of the data could be used to ascertain trends and program changes. Additionally, it was determined there are areas in which data were not collected but needed in order to draw conclusions about program quality.

A procedure was needed to establish and monitor validity and reliability for EPP created assessments and increase participation of stakeholders in the process. These factors served as a framework for the development of the Selected Improvement Plan (SIP). The goal of the SIP is to systematically assess the programs and make program improvements based upon data that are relevant, pertinent, and valid. The plan includes the establishment of an Assessment Review Board (ARB) comprised of P-12 stakeholders and teacher education faculty (TEF) who would oversee EPP-created assessments for validity and reliability. The Teacher Education Assessment Management System (TEAMS) would continue to analyze program data and make recommendations for changes. This committee would expand its data analysis sessions to multiple times throughout the academic year.

The EPP instituted a new electronic data collection system in summer, 2016, to disseminate data in a more accurate, consistent manner. The system was designed to enable the EPP to improve its ability to disaggregate data by licensure area, campus, and other pertinent demographic information. The system will be fully implemented, meaning all initial level and advanced level candidates will be integrated, by summer, 2018. Full implementation will allow the EPP to track candidates over time, in a coherent system.

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 2017

EPP Annual Report.

I am authorized to complete this report.

Report Preparer's Information

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I understand that all the information that is provided to CAEP from EPPs seeking initial accreditation, going forward 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.