

2016 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 2014-2015 ?

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 55

***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 2014-2015 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

Data demonstrate not all initial level candidates were receiving instruction in the use of educational technology and assessments. Courses in both areas were added to ensure all initial level candidates are proficient in those two areas.

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 data with analysis and recommendations for improvements.:

http://www.nwosu.edu/Websites/NWOSU/images/Academics/Education/TEAMSAnnual_Report.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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Professional education faculty in the unit attended 33 state and national conferences in 2014-2015 to improve knowledge and practice in their applicable content area. Professional education faculty were selected to participate in meetings/workshops in which their area of expertise was integral to the purpose of the meeting. As an example, two professional education faculty served on a statewide course equivalency meeting in early childhood education coordinated by the Oklahoma State Regents for Higher Education. Another example is a faculty member served on a state wide committee to determine the cut scores for the revised elementary education Oklahoma Subject Area Test. Five faculty are actively engaged in research, one of whom presented the results at the American Educational Studies Association. There were two faculty presentations at state wide conferences. Professional education faculty devoted 484 hours to P-12 schools in teaching, curriculum adjudication, and multiple other activities. One faculty member completed a doctorate with three more scheduled to complete a terminal degree in 2015-2016. While the aforementioned items indicate progress has been made in professional education faculty engagement in scholarly work, the unit is working to expand the breadth and depth of scholarly activities for 2015-2016. Examples of this include faculty conducting professional development workshops for teachers in P-12 schools, particularly those going through the alternative certification route, in areas such as classroom management and procedures, special education, and lesson planning. Faculty will collaborate with the Oklahoma State Department of Education to offer these workshops to teachers throughout the state. Completion of research projects, submission of articles to peer reviewed journals, and conference presentations are additional scholarly opportunities for professional education faculty to pursue in 2015-2016.

Section 7. Accreditation Pathway

Continuous Improvement. *Summarize progress toward target level performance on the standard(s) selected.*

Standard 2: The unit's mission is to use current state of the art methods to empower professional educators to work in the P-12 schools the institution serves. A key component to fulfilling the mission is the use of multiple measures to ensure the unit's completers are effective. The unit will be implementing a new data system through which multiple measures can be incorporated, thus providing the unit with data that are succinct, timely, and relevant. The new system will enable the unit to provide feedback to stakeholders in an efficient yet comprehensive way so program improvement decisions can be made based upon valid, pertinent data. Moving to the new system is requiring the unit to first analyze current assessments for their validity, reliability and effectiveness in building a culture of evidence. The initial review has resulted in new signature assessments, stronger alignment of assessments with standards, and curriculum changes. Incorporating each of these will occur in the 2015-2016 academic year. Subsequent data analysis by the unit of the new assessments and curriculum changes to determine their effectiveness and needed areas of improvement will be determined by the members of the Teacher Education Assessment Management System (TEAMS) committee and shared with stakeholders. The unit will implement the new data system in the 2016-2017 academic year. The TEAMS committee continues to drive the system of analysis of data and subsequent recommendations for improvement at the initial and advanced levels. The recommendations are shared with the professional education faculty in meetings and with other stakeholders through the unit's website. The TEAMS committee also analyzes changes made from the previous year to determine their effectiveness. The membership of the committee is comprised of stakeholders including community leaders and administrators from partner P-12 schools. The TEAMS committee and all professional education faculty continually review points of data to determine reliability, validity and value to the overall assessment system. A system for formally receiving and responding to candidate complaints continues to exist through the Chair, Division of Education.

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 2016 EPP Annual Report.*

I am authorized to complete this report.

Report Preparer's Information

Name: Christee L. Jenlink

Position: Chair, Division of Education

Phone: 580-327-8450

E-mail: cljenlink@nwsu.edu

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.