

2020 EPP Annual Report

CAEP ID:	10575	AACTE SID:	3545
Institution:	Northwestern Oklahoma State University		
Unit:	Division 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 33

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 20

Total number of program completers 53

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

- 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.nwosu.edu/school-of-education/education>

Description of data accessible via link: The CAEP 8 Annual Measures is a summary of the annual measures that is available for public view on the EPP's web site.

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

2

Link: <https://www.nwosu.edu/school-of-education/education>

Description of data accessible via link: The annual Title II report is posted on the EPP's web site. Within the report are data for addressing the ability of completers to meet licensing requirements for certification by content area at the initial and advanced levels. This is supplemental consumer information to the CAEP 8 Annual 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advanced-Level Programs			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3

Link: <https://www.nwosu.edu/school-of-education/education>

Description of data accessible via link: The CAEP Annual Report is available for public review on the EPP's web site. The eight annual measures are a part of this report and serves as a secondary resource for this information

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

4

Link: <https://www.nwosu.edu/school-of-education/education>

Description of data accessible via link:

The Teacher Education Assessment and Management System (TEAMS) committee report is a review of key data by members of a committee that includes stakeholders representing P-12 schools, career tech, and business. The data analyzed include that found within the eight annual measures plus recommendations for changes based upon the analysis. Availability of this report serves as a secondary resource for the eight annual measures. At the time of the submission of this report, the TEAMS Committee has not been able to meet to review data and make recommendations for any changes to the Teacher Education Committee due to the pandemic situation. Also, as per the 2019 Self-Study Report and Addendum, the TEAMS Committee is undergoing changes to align with the changes in the EPP's Quality Assurance System. A revised TEAMS Committee Handbook will be ready for approval by the TEAMS Committee in 2020-2021 with subsequent submission to the Teacher Education Committee for approval. Data for 2018-2019 will be reviewed then.

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

The EPP's Quality Assurance System changes as outlined in the CAEP Annual Report submitted in 2019 continues. Assessments have been refined to provide a more precise, analytical QAS inclusive of data pertinent to components of the eight annual measures. Key assessments have been identified and the first application of those assessments began in spring 2019 at the initial and advanced levels. The changes in key assessments at the initial and advanced levels are in response to the EPP's self-study during which areas in need of strengthening, including aspects of the eight annual measures, were identified and plans written to address them. The implementation of those plans began in fall 2018 and spring 2019. The Teacher Education Management Assessment System (TEAMS) committee annually reviews data from the key assessments, initial and advanced, and makes recommendations for programmatic changes to the Teacher Education Committee. The guidelines for the TEAMS committee are under revision to reflect the changes that have been made in the QAS.

For the purpose of the eight annual measures, Component 4.1 and 4.2 have been identified as strengths for the EPP. The first year teacher survey data shows completers of initial level programs feel prepared for the classroom. Seventy-eight percent to 95% of first year teachers completing the survey agree or strongly agree with each statement regarding being prepared to teach. Qualitative data shows that classroom management is the area in which completers feel they need more preparation followed by reading instruction and working with exceptionalities. The EPP requires extensive coursework, including two courses in classroom management, in each of the three areas, but the data from the survey indicate the need for strengthening. The first year teacher survey completed by administrators and mentors shows they rated "Agree" and "Strongly Agree" for each statement pertaining to first year teachers with the exception of one respondent who indicated "Disagree" for completer preparation in assessment. One hundred percent of the respondents "Agree" or "Strongly Agree" that the program effectively prepared completers to have a positive impact on P-12 student learning and development. Additional data regarding a positive impact on learners are available from the mentoring program the EPP established with first year teachers. This program consists of completers in their first year of teaching working with a faculty member from the EPP as a "mentor" for the first year. The data from benchmark testing for each participant in the mentoring program is provided to the EPP from the applicable school district/site. The benchmark data from the mentoring program in 2018-2019 show the average gain in math benchmark testing (elementary and secondary) is 6 (RIT score). The average gain in science (elementary only) is 4.5 (RIT score). The data show completers who participated in the mentoring program had a positive impact on P-12 learning. Improvement needs to be made in the program as there is a small number of first year teachers participating. This is the second year of the program and the EPP continues to receive institutional support of the

program through granting graduate tuition waivers for participants. It is the goal of the EPP to continue the mentoring program with an increased number of participants across content areas to receive data from which programmatic decisions can be made as it pertains to impact on P-12 learning. Annual reporting measures for components A.4.1, A.4.2, A.4.3, and A.4.4 are becoming incrementally stronger at the advanced level. As per the EPP's plan to address a weakness submitted as part of its self-study in 2019, employer and completers are being assessed by conducting focus groups followed by a formal survey. Initial focus groups data show employers and completers are very satisfied with the advanced programs leading to certification. Employers state milestones are demonstrated by advanced completers' ability to maintain their positions as school counselors, principals, and reading specialists after being placed in those positions. This is an accomplishment employers state is occurring with the EPP's advanced program completers. A survey of employers and completers is being developed and will provide quantitative data pertinent to A.4.1, A.4.2, A.4.3, and A.4.4.

Graduation rates have risen slightly at both the initial and advanced level. There were 33 completers in 2018-2019 at the initial level compared to 30 the previous year. There were 20 completers at the advanced level compared to 10 the previous year. The EPP has aggressive recruitment plans at the initial and advanced levels and is continuing to follow those plans to increase the number of candidates in both programs. The EPP has determined the retention of candidates is as critical as the recruitment of candidates. Providing on-going advisement and support services are the essential tools the EPP has identified to improve the retention rate, particularly at the initial level as that is the level at which the retention rate is a concern.

Data for annual measure #8 show that the EPP's pass rate for the Oklahoma General Education Test (OGET) is 74.4% compared to 79.1% statewide. Passing of the OGET is a program admission requirement for initial level candidates. Because this test is an assessment of a candidate's knowledge in general education, feedback of the OGET pass rate is provided to the institution's general education committee for the purpose of discussion and subsequent changes to better align the institution's general education coursework with the OGET competencies. Also, candidates are provided study materials and help sessions prior to taking the OGET. The overall pass rate for initial and advanced candidates for Oklahoma Subject Area Tests (OSAT) is 80.3%. Initial level candidates are required to pass a test related to pedagogy for licensure, the Oklahoma Professional Teacher Examination (OPTE). The pass rate for the EPP on that exam is 94.1%. The institution's library has purchased test preparation materials for initial and advanced candidates to use at no cost. These include materials for the OGET, all OSAT's, and the OPTE. There were 33 completers in 2018-2019 at the initial level. Twenty-six of those have secured teaching positions. Of the 20 completers at the advanced level, the number of those who have secured positions for which they were prepared is approximately 10. The tracking of completers continues to be difficult especially at the advanced level. Self-reporting is the primary means by which the EPP monitors the ability of completers to be hired in education positions for which they have been prepared. As per the plan the EPP has instituted, completers of advanced programs are providing multiple communication points by which they can be contacted by the EPP to determine if they have been hired in positions for which the advanced programs prepared them. This plan was initiated in spring 2019. An EPP Facebook page and Twitter account are tools to assist in the recruitment of candidates and to communicate with completers, initial and advanced, regarding their ability to be placed in positions.

The student loan default rates are provided to the institution in aggregate form. That is, the default rate for initial and advanced candidates is not disaggregated by program. The institution's latest verified default rate is 10.1.

All annual measures are available for public viewing on the EPP's web site along with the TEAMS Report; the CAEP Annual Report; the Title II Report. Because the EPP is a public, state supported institution the web site is available for public viewing at any time.

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: Christee L. Jenlink

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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.

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 completion 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