

2015 EPP Annual Report

CAEP ID:	10618	AACTE SID:	360
Institution:	Southern Nazarene University		
Unit:	School 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.

In AIMS, the following information is current and accurate...

	Agree	Disagree
Contact person	<input checked="" type="radio"/>	<input type="radio"/>
EPP characteristics	<input checked="" type="radio"/>	<input type="radio"/>
Program listings	<input checked="" type="radio"/>	<input type="radio"/>

Section 2. Program Completers

How many candidates completed programs that prepared them to work in preschool through grade 12 settings during Academic Year 2013-2014 ?

Enter a numeric value for each textbox.

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

Number of completers in 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 83

Section 3. Substantive Changes

Have any of the following substantive changes occurred at your educator preparation provider or institution/organization during the 2013-2014 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.

2013-2014 School of Education Statistical Data Report:

http://www.snu.edu/Websites/snuokc/images/Education/snu-edu_annual-data-report001.pdf

Section 5. Candidate and Program Measures

For each required measure of program impact, program outcome, or consumer information, evidence must be provided for programs leading to initial teacher certification or licensure. CAEP encourages EPPs to provide information on the optional reporting measures as well.

CAEP's 8 Reporting Measures

- | | |
|---|---|
| 5.1 Impact on P-12 learning and development | 5.5 Indicators of teaching effectiveness |
| 5.2 Results of completer surveys | 5.6 Results of employer surveys, and including retention and employment milestones |
| 5.3 Graduation rates | 5.7 Ability of completers to be hired in education positions for which they have prepared |
| 5.4 Ability of completers to meet licensing (certification) and any additional state requirements | 5.8 Student loan default rates and other consumer information |

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

5.1 Impact on P-12 learning and development. Report information on candidate performance during pre-service and completer performance during in-service for programs leading to an initial teacher certification or licensure.

Which of the following measures of impact on P-12 student learning is the EPP using and planning to use as evidence?

Assessments	Data are available	Data are not available	
		The EPP has a plan to collect data in the next two years.	The EPP does not currently have a plan to collect data within the next two years.
Column 1	Column 2	Column 3	Column 4

5.1.1 Candidate performance during pre-service

Unit and lesson plans	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pre-post tests of student learning	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Videos of candidate instruction	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Candidate reflection	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Surveys of P-12 students on candidate performance	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
State-adopted assessment(s) (specify) OGET, OSAT, OPTE	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
State-designed assessment(s) (specify) OGET, OSAT, OPTE	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
EPP-designed assessment(s) (specify) Growth Portfolio, Elementary/Early Childhood Mathematics Proficiency Test	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (specify) Oklahoma Reading Test	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

5.1.2 Completer performance during in-service

Student achievement and/or learning models (e.g., value-added modeling)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
EPP-designed case study	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Other (specify) Teacher Work Sample	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

5.2 Results of completer surveys. Report information on the satisfaction of completers of programs leading to an initial teacher certification or licensure.

5.2.1. If "Disagree", go to 5.3

	Agree	Disagree
Completer survey results are available to the EPP.	<input checked="" type="radio"/>	<input type="radio"/>

5.2.2 Which of the following descriptions characterize the completer survey(s) available on the preparation of the EPP? (Check all that apply.)

- The completer provides summary ratings of the EPP and its programs.
- The completer provides responses to open-ended questions about the EPP.
- The completer provides a response to questions about their preparation in at least one of the following areas:
 - Content knowledge
 - Instruction and pedagogical content knowledge
 - Teaching diverse P-12 students
 - Teaching P-12 students with diverse needs
 - Classroom management
 - Alignment of teaching with state standards
 - Family and community engagement
 - Assessment of P-12 student learning
 - Other (Specify)

5.2.3 If applicable, after a candidate completes a program, when does the EPP administer its completer surveys? (Check all that apply.)

- At the end of the program
- Between the end of the program and one year after program completion
- Between one and two years after program completion
- Between two and three years after program completion
- Between three and four years after program completion
- More than four years after program completion

5.2.4 Indicate the EPP's access to results of completer surveys and the survey response levels.

Record a response for each row.

Survey administered by	No access to data	Access to data	Number of completers surveyed	Number of responses received
EPP	<input type="radio"/>	<input checked="" type="radio"/>	28	28
Individual program	<input type="radio"/>	<input checked="" type="radio"/>	28	28
Institution or organization	<input type="radio"/>	<input checked="" type="radio"/>	28	28
State	<input type="radio"/>	<input checked="" type="radio"/>	8	8
Other (specify)	<input checked="" type="radio"/>	<input type="radio"/>		

5.2.5 The EPP can demonstrate that the completer survey is...

	Agree	Disagree
Reliable (produces consistent results about completer satisfaction)	<input checked="" type="radio"/>	<input type="radio"/>
Valid (can make an appropriate inference about completer satisfaction)	<input checked="" type="radio"/>	<input type="radio"/>
A measure with a representative sample (demonstrates typical completer responses)	<input checked="" type="radio"/>	<input type="radio"/>
Inclusive of stakeholder interests	<input checked="" type="radio"/>	<input type="radio"/>
A measure that produces actionable results (provides specific guidance to the EPP for continuous improvement)	<input checked="" type="radio"/>	<input type="radio"/>

5.2.6 The EPP can demonstrate that it has made modifications in its preparation

based on completer survey results.



5.3 Graduation rates. Report information on enrollment and candidate progress in programs leading to an initial teacher certification or licensure, as of September 1, 2014.

Enter a numeric value for each textbox.

	Academic year a candidate was first enrolled				
	AY 2013-2014	AY 2012-2013	AY 2011-2012	AY 2010-2011	AY 2009-2010
Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
First Time Enrollment. The number of candidates who enrolled for the first time, during a specified academic year.					
Number of candidates who were enrolled for the first time in a program leading to an initial teacher certification or licensure	37	39	33	36	32
Progress in AY 2013-2014. The number of candidates/completers who were recommended for initial teacher certification or licensure during AY 2013-2014. List candidates according to the academic year they were first enrolled.					
Number of candidates who were recommended for a initial teacher certification or licensure during AY 2013-2014	0	6	14	7	1
<i>Example: If 15 candidates were recommended an initial teacher certification in AY 2013-2014, the numbers across the row should sum to 15 (2+10+0+2+1).</i>	2 <i>Two candidates (who first enrolled in AY 2013-2014) were recommended for an initial teacher certification.</i>	10 <i>10 candidates (who first enrolled in AY 2012-2013) were recommended for an initial teacher certification.</i>	0 <i>Zero candidates (who first enrolled in AY 2011-2012) were recommended for an initial teacher certification.</i>	2 <i>Two candidates (who first enrolled in AY 2010-2011) were recommended for an initial teacher certification.</i>	1 <i>One candidates (who first enrolled in AY 2009-2010) were recommended for an initial teacher certification.</i>
Number of candidates/completers who were not recommended for an initial teacher certification or licensure...					
Continued in a program					
Been counseled out of a program					
Withdrawn from a program					

5.4 Ability of completers to meet licensing (certification) and any additional state requirements. Report information on candidate performance on state licensure tests for initial teacher certification or licensure.

5.4.1 Assessment Pass Rates reported to Title II

	Number taking test	Average scaled score* (This value should be between 0-1.)	Number passing test	Pass rate (%)	Statewide average pass rate (%)
All program completers, 2012-2013	26	0.83	23	88	97
All program completers, 2011-2012	25	0.81	22	88	98

5.4.2 The EPP can demonstrate that the licensure or certification test results are...

	Agree	Disagree
Representative (demonstrates typical candidate or completer performance)	<input checked="" type="radio"/>	<input type="radio"/>
Actionable (provides specific guidance for continuous improvement)	<input checked="" type="radio"/>	<input type="radio"/>

5.4.3 The EPP can demonstrate that it has made modifications in its preparation based on certification test results. Agree Disagree

5.5 Indicators of teaching effectiveness. Report information on the availability of measures of teaching effectiveness during in-service for completers of programs leading to an initial teacher certification or licensure

For which of the following measures of teaching effectiveness does the EPP have data or plan to collect data?

Record a response for each assessment (row).

Assessments	Data are available	Data are not available	
		The EPP has a plan to collect data in the next two years.	The EPP does not currently have a plan to collect data within the next two years.
Column 1	Column 2	Column 3	Column 4

Completer performance during in-service

Surveys of P-12 students on completer performance	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
School district-level teacher evaluation	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Employer observations	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Employer surveys	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
EPP-designed case study	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Other (specify)	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

5.6 Results of employer surveys, including retention and employment milestones. Report information on the availability of employer satisfaction data for completers employed by school districts.

5.6.1 If "Disagree", go to 5.7

	Agree	Disagree
Employer survey results are available to the EPP.	<input checked="" type="radio"/>	<input type="radio"/>

5.6.2 Which of the following descriptions characterize the employer survey(s) available?

(Check all that apply.)

- The employer provides overall summary ratings of the completer.
- The employer provides responses to open-ended questions about the completer.
- The employer provides a response to questions about the completer's preparation in at least one of the following areas:
 - Collaboration with school-based colleagues and staff
 - Alignment of teaching with state standards
 - Family and community engagement
 - Content/subject matter
 - Instructional and pedagogical content knowledge
 - Development of a safe learning environment
 - Assessment of P-12 student learning
 - Teaching P-12 students with diverse needs
 - Teaching diverse P-12 students
 - Other (Specify)

5.6.3 Indicate the access the EPP has to results from employer surveys and their response levels. (Check all that apply.)

Record a response for each row.

Survey administered by	No access to data	Access to data	Number of completers surveyed	Number of responses received
EPP	<input checked="" type="radio"/>	<input type="radio"/>		
Institution or Organization	<input checked="" type="radio"/>	<input type="radio"/>		
School District	<input checked="" type="radio"/>	<input type="radio"/>		
State	<input type="radio"/>	<input checked="" type="radio"/>	13	13
Accreditation agency	<input type="radio"/>	<input checked="" type="radio"/>	13	13
Other (specify)	<input checked="" type="radio"/>	<input type="radio"/>		

5.6.4 The EPP can demonstrate that the employer survey is...

	Agree	Disagree
Reliable (produces consistent results about employer satisfaction)	<input checked="" type="radio"/>	<input type="radio"/>
Valid (can make an appropriate inference about employer satisfaction)	<input checked="" type="radio"/>	<input type="radio"/>
A measure with a representative sample (demonstrates typical employer responses)	<input type="radio"/>	<input checked="" type="radio"/>
Inclusive of stakeholder interests	<input checked="" type="radio"/>	<input type="radio"/>
A measure that produces actionable results (provides specific guidance to the EPP for continuous improvement)	<input checked="" type="radio"/>	<input type="radio"/>

5.6.5 The EPP can demonstrate that it has made modifications in its preparation based on employer survey results. Agree Disagree

5.7 Ability of completers to be hired in education positions for which they have prepared. Report on the availability of employment information for completers of programs leading to an initial teacher licensure or certification, as of September 1, 2013.

	Agree	Disagree

The EPP has attempted to collect data on the employment status of completers.



5.7.2 What strategies have the EPP used to collect data? (Check all that apply.)

- Completer survey
- Employer survey
- Institutional or organizational department (e.g., Alumni Office) (specify)
Office of Alumni Affairs
- Collaboration with other EPPs
- Collaboration with school districts
- Collaboration with state education departments
- Contracted a consultant or organization
- Other (specify)
Oklahoma Teacher Induction Program

5.7.3 What challenges have the EPP encountered when collecting data? (Check all that apply.)

- Low response rates
- Inaccurate reporting of employment status
- Maintaining current candidate records
- Privacy issues
- Insufficient resources
- Other (specify)

5.7.4 If "Disagree", then go to 5.8

The EPP has access to information on the employment status of completers Agree Disagree

5.7.5 The EPP has access to information on the employment status of completers from which of the following sources? (Check all that apply.)

- Self-report from the completer
- Third party:
 - School district
 - State department (specify)
Oklahoma State Department of Education
- Other (specify)

5.7.6 Based on the EPP's available information, complete the chart below on the employment status of candidates who completed their program in Academic Year 2013-2014.

Year of program completion	Total number of completers	Number of completers with each employment status					
		Employed in a position for which they were prepared	Employed in an education position outside of their preparation	Enrolled in higher education	Employed outside of the education field	Not employed	Employment status unknown
Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8
AY 2013-2014	28	18	2	1	6	1	0

Example: If 60 candidates completed their

program in AY 2013-2014, the numbers across the row should sum to 60 (17+9+8+4+2+20)

60 17 9 0 4 2 20

5.8 Student loan default rates and other consumer information. Report consumer information for the educator preparation provider.

Indicate which of the following categories of consumer information the EPP has access to and publicly displays on its website. (Check all that apply.)

Record a response for each row.

Consumer information	No Access to data	Access to data	Publicly displayed data
3-year student loan default rate	<input checked="" type="radio"/>	<input type="radio"/>	
Average cost of attendance	<input checked="" type="radio"/>	<input type="radio"/>	
Average beginning salary of a program completer	<input checked="" type="radio"/>	<input type="radio"/>	
Placement patterns of completers	<input checked="" type="radio"/>	<input type="radio"/>	
Other (specify)	<input checked="" type="radio"/>	<input type="radio"/>	

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 4 cited as a result of the last NCATE review:

- | | | |
|---|--------------|--------------|
| 1. The unit does not ensure that all candidates have the opportunity to work with faculty from diverse groups. | (ITP) | (ADV) |
|---|--------------|--------------|

SNU Teacher Education program coursework, programs and field experiences/clinical practice are intentionally designed and constructed to expose candidates to faculty from diverse groups. As candidates are assigned to field experiences/clinical practice, they are intentionally assigned to diverse schools and are also specifically connected to mentor and supervising teachers from diverse groups within these schools. These assignments are recorded and tracked for each candidate. During this past year, an Early Childhood faculty position in the School of Education was posted. This position was advertised nationally and was also specifically communicated to several individuals representing areas of diversity. While no one representing a diverse group inquired and/or applied for this position, our program continues to seek opportunities to recruit diverse faculty candidates. Additionally, the Teacher Education program has diverse groups represented on its stakeholder and advisory committees.

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

- | | | |
|---|--------------|--------------|
| 1. The unit lacks sufficient evidence that professional education faculty members are actively engaged in scholarship. | (ITP) | (ADV) |
|---|--------------|--------------|

Embedded in the SNU Criteria for Advancement in Faculty Rank is the Rank Advancement Portfolio, based on the Boyer Model, demonstrating the specific aspects of Transmission, Discovery, Application and Integration. Documentation demonstrating these four areas are required for inclusion in the portfolio before rank advancement will be considered. The Professional Development Committee reviews individual applicant portfolios in order to make decisions regarding faculty rank advancements. This committee also continues to revise/reevaluate the portfolio process for validity in the rank advancement process. One member of the Teacher Education faculty was recently granted rank advancement and the primary assessment tool utilized to assess rank advancement for this individual was the Rank Advancement Portfolio. The SNU Faculty Scholarship Support Grant continues to provide funding for the pursuit of scholarship opportunities that benefit both the institution and the individual faculty member.

Section 7. Accreditation Pathway

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

As a result of data review regarding diversity aspects and issues, the SNU School of Education has designed additional assessments in the area of diversity. A Candidate Disposition survey has been designed that assesses individual candidate dispositions for teaching, including candidate perceptions of diversity aspects and issues. This survey will be used to develop a rubric for assessing dispositions that will become a part of the formal Teacher Education Admission Interview process. A Cultural Diversity Self-Assessment is also administered to candidates during each semester during the designated campus wide Assessment Day. This self-assessment assists the candidate in determining perceptions, as well as possible biases, preconceived ideas and misconceptions regarding diversity issues. Additionally, a new Growth Portfolio assessment, the Diversity Awareness Essay, is now required to be submitted by each candidate during their student teaching (clinical practice) experience. This two part essay is designed to assist the candidate in observing, analyzing and reporting their perceptions regarding two separate aspects related to diversity issues in schools; 1) how individual students representing diverse areas needs are being met and how inclusion is being addressed in the individual classroom, and 2) how multiculturalism and diverse populations needs are being addressed overall in the school. The essay will also include information regarding how the individual candidate critiques and assesses strategies observed in their clinical practice experience. This essay will be written in narrative form and will also include statistical information regarding diversity represented in the classroom and in the school. This essay will be scored and included in the Growth Portfolio as an additional assessment of individual candidate diversity awareness. Candidates will be apprised of their individual scores on the Diversity Awareness Essay and this information will assist the candidate in determining strategies for addressing diversity issues in their own future classrooms. Additionally, The SNU Teacher Education program has formed partnerships with surrounding schools with significant diverse populations to provide tutoring, individual student assistance and other valuable support for students from diverse groups, as well as support for classroom teachers and schools with significant diverse populations. Formal and informal assessments of these diversity experiences are continuing to be developed for candidate reflection, individual disposition assessment and strategic pedagogical improvement. Additionally, the Teacher Education Bias Review Committee, with membership representing diverse groups, continues to annually review and critique all curriculum, programs and policies in the SNU School of Education, focusing on assuring that all aspects of the teacher education program are fair, consistent, clearly communicated and free from bias.

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 2015 EPP Annual Report.*

I am authorized to complete this report.

Report Preparer's Information

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