

# 2018 EPP Annual Report

<b>CAEP ID:</b>	10618	<b>AACTE SID:</b>	360
<b>Institution:</b>	Southern Nazarene University		
<b>Unit:</b>	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.

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 2016-2017 ?

Enter a numeric value for each textbox.

2.1.1 Number of completers in programs leading to initial teacher certification or licensure<sup>1</sup>

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.)<sup>2</sup>

Total number of program completers 118

<sup>1</sup> For a description of the scope for Initial-Licensure Programs, see Policy 3.01 in the Accreditation Policy Manual

<sup>2</sup> 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 2016-2017 academic year?

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

3.2 Any change in the legal status, form of control, or ownership of the EPP.  
No Change / Not Applicable

3.3 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

3.4 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  
No Change / Not Applicable

3.5 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:

3.6 Change in regional accreditation status

No Change / Not Applicable

3.7 Change in state program approval

No Change / Not Applicable

## 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://sites.google.com/mail.snu.edu/caep-reporting-measures>

**Description of data accessible via link:** CAEP Annual Report Measures - Southern Nazarene University - Educator Preparation Program

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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input 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?

4.2 What has the provider learned from reviewing its Annual Reporting Measures over the past three years?

CAEP Annual Reporting Measures for Initial Programs (\*see note below re: Advanced Program) at Southern Nazarene University are reported/listed on the SNU School of Education homepage. As the EPP constantly updates and reviews data and assessment information, the EPP has learned the following:

1. Data review of various assessments confirms that graduates/completers of our program continue to positively impact P-12 student learning during first year of teaching. Significant supporting information has been gleaned by first year teacher performance on the P-12 Action Research (Pilot) Project initiated in 2017 (Measure 1). Because of the effectiveness and success of this pilot program, first year teacher participation in the P-12 Action Research Project has doubled during this current year (2018).

2. Because of the success of the pilot P-12 Action Research Project, the EPP has determined that graduates/completers of our program have an intentional interest in ongoing research connected to their individual classrooms/learners. They are most interested in gathering data to affirm and/or help them improve P-12 student learning. The P-12 Action Research Project was designed by EPP faculty and during its pilot phase, has been met with enthusiastic participation by our first year teachers. It is

anticipated that data from the Action Research Project will continue to provide effective indicators of positive impact on P-12 learners by our first year teachers. If practical and feasible, the EPP desires to make this a required activity for all its first year teachers that teach in Oklahoma schools.

3. Since the P-12 Action Research Project is designed where our senior candidates assist the participating first year teacher with project logistics, our current candidates learn the system and once they become first year teachers, they are familiar with our the P-12 Action Research Project functions. This concept produces an ongoing process between candidates and graduates and cultivates a collaborative, cooperative partnership.
4. The new Student Perception Surveys (Measure 2), piloted in 2017, were completed by only 3 first year teachers. These surveys were sent out for first year teachers to complete toward the end of the spring semester (2017). Because of the busyness of the end of the school year, first year teachers indicated that they were not able to administer surveys to their learners. The EPP will send these out in the current year (2018) at least 6 weeks before the end of the semester. Sending out these surveys earlier will hopefully encourage more participation by first year teachers.
5. The EPP has determined that it is difficult to maintain and cultivate connections to our alumni, due to mobility, etc. To help with this issue (Measure 3), we have initiated a new 10-year alumni survey that focuses on securing specific information regarding special recognitions, honors, professional growth experiences, and other qualitative determinations that our graduates are continuing to be recognized and are participating in professional growth opportunities. The 10-year alumni survey will be sent out each spring to continue gathering information regarding ongoing professional recognition of is alumni. Response rates for this new survey were encouraging (24% of ALL 10 -year alumni) for its initial application.
6. Disaggregated certification testing data (Measures 6) has shown that our graduates continue positive performance on licensure testing, but that scores on the constructed response sections of certification tests need improvement. The EPP continues to require test preparation sessions for ALL candidates. As a result of these required sessions, scores on these particular sections continue to improve.
7. Although no areas of concern are urgently noted, our candidates still indicate their desire for more information regarding classroom management techniques (Measure 4). It should be noted that through surveys for first year teachers, administrators of these candidates indicate satisfaction with these candidates and their classroom management skills. The EPP continues to develop methods of relaying information regarding effective classroom management to its candidates through coursework, student teaching seminars, and classroom observations/field experiences where candidates are required to report on classroom management specifics.
8. State (OEQA) survey responses (Measure 3) have historically been low in number (by both graduates and administrators) making meaningful data assessment very difficult. The EPP has now developed a system whereby candidates approaching completion are intentionally encouraged to participate in any future data gathering initiatives. This encouragement emphasizes that this information will greatly assist the EPP in future decisions for program improvement.
9. Benchmarks over the past 4 years are available on the CAEP Annual Reporting Measures site. It should be noted that new, pilot assessments are clearly identified where 4 years of data are not yet available.
10. The CAEP Annual Reporting Measures are widely shared on the SNU School of Education homepage, as well as with P-12 Stakeholders/Partners through P-12 Advisory Committee, Bias Review Committee, Assessment Committee, and in the EPP's Annual Public Forum held in April of each year. Prospective students are also advised of the CAEP Annual Reporting Measures information to help provide resources for future college selection decisions.

\*NOTE: Because the EPP was NOT required to report its Advanced Programs in the recent Self-Study (submitted August 2017) for its CAEP site visit in 2018, Advanced Program data/information regarding Measures 3-8 has not yet been posted to the SNU CAEP Annual Reporting Measures page. The EPP plans to add this information to its CAEP Annual Reporting Measures page by August 2018.

## 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 2018 EPP Annual Report.*

I am authorized to complete this report.

Report Preparer's Information

Name:

Position:

Phone:

E-mail: [ttaylor@snu.edu](mailto:ttaylor@snu.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 completer 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