

2018 EPP Annual Report

CAEP ID:	19651	AACTE SID:	15380
Institution:	Angelo State University		
Unit:	College 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 licensure¹

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

Total number of program completers 392

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 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://www.angelo.edu/dept/ceducation/caep-annual-report-data/>

Description of data accessible via link: Annual Report 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 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"/>

4.2 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 data continues to show a long term turn down in the number of candidates seeking to become teachers. This is especially true of candidates seeking to become secondary teachers. One change that has begun is that the mathematics department is proposing a math degree focused for teachers with a built in second field preparation. This has been accepted on campus and the final preparation is underway so that the degree can be offered as soon as possible. The early childhood to sixth grade program department has devised several recruiting strategies and is deciding in what way to approach high school students who may have thought of becoming teachers. We continue to be a part of the Center for Research, Evaluation, and Advancement (CREATE) which provides the initial preparation program state level data about numbers, retention, and demand that are used to assess the need and help focus recruiting. We continue to buy data from CREATE that allows us to look at certification at the advanced level and the initial level and the ISD at which the individual works with the role at the work site. This allows us to look at advancement within the ten year period, attrition, and the type of institution that employed the individual.

We interact with area ISD HR personnel, principals, superintendents, and teachers annually. From these interactions, we collect impact data about the certified teachers who are graduates of our programs. In addition to this, the state education agency requires each candidate to complete a survey about the preparation program. This data is used by the preparation programs to identify any trends that may be addresses. Principals are required to evaluate candidates and complete a survey for first, second, and third year teachers. This information provides additional information.

The College conducts 3 data days each year. The fall semester focuses on the outcomes from the previous year and establishes goals for the coming year. The data day at the end of the fall semester focuses on published assessment data from the previous year and looks at ways programs may need to change. The data day at the end of the spring semester focuses on the completion of the academic year and what trends might need follow up. All data is published on the College website. A data book is produced annually that is shared with the different program and focuses on demographic data, production data, and accountability data. State level data used in accreditation is published at the Texas Education Agency website.

Section 5. 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.

Section 6. Continuous Improvement

CAEP Standard 5

The provider maintains a quality assurance system comprised of valid data from multiple measures, including evidence of candidates' and completers' positive impact on P-12 student learning and development. The provider supports continuous improvement that is sustained and evidence-based, and that evaluates the effectiveness of its completers. The provider uses the results of inquiry and data collection to establish priorities, enhance program elements and capacity, and test innovations to improve completers' impact on P-12 student learning and development.

CAEP Standard 5, Component 5.3

The provider regularly and systematically assesses performance against its goals and relevant standards, tracks results over time, tests innovations and the effects of selection criteria on subsequent progress and completion, and uses results to improve program elements and processes.

6.1 Summarize any data-driven EPP-wide or programmatic modifications, innovations, or changes planned, worked on, or completed in the last academic year. This is an opportunity to share targeted continuous improvement efforts your EPP is proud of. Focus on one to three major efforts the EPP made and the relationship among data examined, changes, and studying the results of those changes.

- Describe how the EPP regularly and systematically assessed its performance against its goals or the CAEP standards.
- What innovations or changes did the EPP implement as a result of that review?
- How are progress and results tracked? How will the EPP know the degree to which changes are improvements?

The following questions were created from the March 2016 handbook for initial-level programs sufficiency criteria for standard 5, component 5.3 and may be helpful in cataloguing continuous improvement.

- What quality assurance system data did the provider review?
- What patterns across preparation programs (both strengths and weaknesses) did the provider identify?
- How did the provider use data/evidence for continuous improvement?
- How did the provider test innovations?
- What specific examples show that changes and program modifications can be linked back to evidence/data?
- How did the provider document explicit investigation of selection criteria used for Standard 3 in relation to candidate progress and completion?
- How did the provider document that data-driven changes are ongoing and based on systematic assessment of performance, and/or that innovations result in overall positive trends of improvement for EPPs, their candidates, and P-12 students?

The following thoughts are derived from the September 2017 handbook for advanced-level programs
How was stakeholders' feedback and input sought and incorporated into the evaluation, research, and decision-making activities?

The EPP's accreditation review occurred in April 2017. Many of the items in the seven year plan of the college have been initiated but data has yet to be analyzed.

The candidate performance on its state-level certification examinations has driven some of the upcoming changes to programs. The standard for accreditation is increasing annually till it reaches 90% in all areas. The Department of Teacher Education has begun to strategize and plan ways to enable candidates to systematically review their preparation prior to testing. First time test takers, if they fail to meet the standards of the examination, will follow a remediation plan involving software, guidance by advisors, and remedial help by faculty content specialists. A new state level examination for certification of principals has required a change in the evaluation of performance in courses along with a new course in academic writing. The new assessment is a completely different way to assess the knowledge and skills of future principals. The state has mandated semester credit hours and degree requirements for the preparation of school counselors. A new degree program has been initiated. Candidate performance and perception of the program are assessed and influence the content and the assessment of candidates during programs.

With release of the new ISTE standards, syllabi are being revamped to assess that all areas are addressed. Feedback from principals shows that there are some uses of software that should be addressed to differentiate between social use and official teacher use of software.

Candidate dispositions are being enhanced. While the College uses the dispositions presented in INTASC rubrics, the faculty identified day to day behavioral interactions that need to be addressed at a more basic level than those presented by the INTASC standards. Those are being revised to be introduced in the next academic year.

All programs have extensive field based programs. For accountability reasons, all courses with field experiences now require each candidate to complete a log, signed by the cooperating teacher, and submitted. These logs are housed in the advising center. Also each cooperating teacher completes an evaluation of the candidates performance during the field experience. The field experience is mandatory and its completion is a gate to passing any course. At the Advanced Level, because of the number of students, an individual was hired to coordinate, place, and evaluate all advanced level practicums. All advanced level programs are working toward a 50/50 program where 50% of the course is mastering the content of the program and the other 50% is mastering the skills necessary for the success of the candidate as a principal, counselor, or superintendent.

The College has 3 data days each year. The days are specifically related to performance objectives set by the state, college, or departments. Data days occur at the beginning of an academic year, at the end of that year, and a midpoint day at the end of the first semester. Each day has a different focus. The midpoint day focuses on the previous academic year external examinations, and the candidate performance. The beginning of the year data day builds on the previous end of year data day and the midpoint data day. The end of the academic year day summarizes that year's events and their impact on the data, and identifies areas of concern.

The CREATE data related to where a candidate is teaching is only now beginning to be used. Campus IT has to work with the raw data received to package it in a form the departments can begin to form research questions about a program.

Each year the college publishes a catalog of data. This data covers demographic data, national and state reports submitted, evaluation data, enrollment data, retention data, survey data, finisher data, to name a few. All data is published on the College of Education Website. The data book also can be found there. In addition to our data, the Texas Education Agency has a public information site where ASU data can be found, additional information can also be found on the Title II website.

Tag the standard(s) or component(s) to which the data or changes apply.

- 1.1 Understanding of InTASC Standards
- 2.3 Partners design high-quality clinical experiences
- 3.3 Monitors attributes and dispositions beyond academic ability
- 4.3 Employer satisfaction
- 4.4 Completer satisfaction
- 5.1 Effective quality assurance system that monitors progress using multiple measures
- 5.3 Results for continuous program improvement are used
- 5.5 Relevant stakeholders are involved in program evaluation
- A.4.1 Satisfaction of Employers
- A.4.2 Satisfaction of Completers
- A.5.3 Continuous Improvement
- A.5.4 Continuous Improvement
- A.5.5 Continuous Improvement
- x.2 Technology

Upload data results or documentation of data-driven changes.

6.2 Would the provider be willing to share highlights, new initiatives, assessments, research, scholarship, or service activities during a CAEP Conference or in other CAEP Communications?

Yes No

6.3 Optional Comments

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: wsklenarik@angelo.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 complete 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