2019 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	◉	○
1.1.2 EPP characteristics	◉	○
1.1.3 Program listings	◉	○

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 2017-2018 ?

Enter a numeric value for each textbox.

2.1.1 Number of completers in programs leading to initial teacher certification or licensure[1] `149`

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] `276`

Total number of program completers 425

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[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 2017-2018 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.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	☑	☑	☑	☑	☑	☑	☑	☑
Advanced-Level Programs			☑	☑	☑	☑	☑	☑

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?*

Long term the number of candidates enrolled in the College continues to decline. At the advanced level we anticipate major declines in two programs. The Texas Education Agency has been approved to initiate two new programs: School Counseling, and Principal. The new school counseling program has increased the number of SCH from 36 to 45, and the degree must be in "counseling." This is a marked change from the past when any master degree would allow the pursuit of the school counseling certificate. When fully implemented, there may be a significant decline in the number of individuals within the program. The new Principal program has no correlation with its past requirements. The new certification requirements will have a different starting point – agreement with the school district that they will support the pursuit of the candidate seeking principal certification. The skill set and data requirements for the program have change significantly. Fewer candidates will find support to pursue this route. The College has 3 data day throughout the year. At each data is reviewed from specific sources. There is an annual data book that can be used for comparison with previous years. All state data reports are published on the college website. State data comparisons for teacher preparation are annually presented in the CREATE data reports. In summary, all data used for accountability, planning, and program development are readily available on the college web site. These resources are available to any and all who wish to view the data. An example, NCTQ recently requested that we provide them with data. All of the data requested was available on the website and negated their request in the freedom of information request.

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?

During the three data days this past year the following data resources were reviewed.

1. CREATE data. A comparison of the production, demographics, certifications produced as compared to need within the region. School district data for all demographic groups, grade level data, alternative certification of teachers data, and other comparisons. This data is used to address the needs of the region based on the school district data.

2. State Testing data. A complete analysis of candidate performance showing areas of success and failure. The ECH to 6th grad program used this data to address low performing areas. A plan was developed and implemented. Some success has been seen a this time with gains in the social studies area. One successful area of performance across time is mathematics preparation. Through monitoring this data throughout the year, candidates can receive additional preparation in needed areas. The December Data day focuses on all the previous year assessment data that didn't become available until September.

3. Annual Principal Evaluation of 1st year teachers – Annual Report from the Texas Education Agency analyzing the principals perceptions of 1st year teachers in areas of teacher preparation. Besides the aggregated data in the report, the College requests the complete data set featuring all the scores of each candidate. The performance by different preparation groups for two years left the College with many questions. The weak candidate category from one year were completely opposite the next year. This is leading to a more compressive understanding of the methodology used in aggregation of the data and analysis. Weak areas are being tracked to the areas of curriculum to determine what may contribute to the perceived negative perception of the principals.

4. Annual evaluation of disposition data – The analysis of the disposition data at the end of the program is analyzed by comparing the perceptions of the candidate, supervising teacher, and

university supervisor. The data supports that candidates are much more perceptive of their behavior at the end of the program with good correlation of the perceptions of all three groups.

The TEA is piloting a new 1st year teacher survey that will be part of the Educator Preparation Accountability System.

5. Evaluation of student teacher by students being taught – Each candidate has the students that they have taught rate them by

characteristics identified of a good teacher. The areas that have the lowest ratings are those associated with interpersonal behavior of the candidate. This information has been reflected back to the preparation program. The program is investigating ways to enhance these elements in the preparation program.

6. Other data used annually:

a. Candidate exit surveys. Overall positive

b. Admission to program. Number accepted vs number rejected by categories, intake interview.

c. Admission to Student Teaching – applicant evaluation.

7. Based on performance data and principal review the Teacher Education Department have develop two modules to enhance candidate knowledge; Special Education, and ELL.

8. Based on feedback from principal and teachers Teacher Education is enhancing and expanding the use of technology in teaching aligned with ISTE standards.

9. A survey of teachers has been completed about the quality of teacher preparation and is being analyzed. A rotating plan to include all districts within 75 miles of the city has been developed with a three year completion cycle.

10. All data and all reports and evaluations of the teacher preparation program are posted to the College website as well as the state has a consumer information page about the teacher preparation program of the college.

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

1.5 Model and apply technology standards
3.4 Creates and monitors candidate progress
3.5 Candidate positive impacts on P-12 students
4.3 Employer satisfaction
4.4 Completer satisfaction
5.3 Results for continuous program improvement are used
5.4 Measures of completer impact are analyzed, shared and used in decision-making
A.1.2 Professional Responsibilities
A.2.2 Clinical Experiences
A.4.1 Satisfaction of Employers
x.1 Diversity
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 s 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 2019 EPP Annual Report.*

☑ **I am authorized to complete this report.**

Report Preparer's Information

Name: Wendy Sklenarik

Position: Director of Educator Support Services

Phone: 325-942-2209

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 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**