



**OKLAHOMA STATE REPORT 2024**  
Reporting on Academic Year of September 1, 2022 – August 31, 2023

**218:10-5-4. Standards for Oklahoma Educator Preparation Programs**

*(d) Annual Report. Each Oklahoma educator preparation unit shall submit an annual report to the OEQA. This report will satisfy the requirements for the CEQA, State Regents for Higher Education, State Department of Education, and CAEP/ACTE.*

As your team reflects on the following topics, provide data and examples from the **2022-2023** academic year to support your responses. Some questions may not apply to your institution. Upload the report to the [accreditation database](#) by April 30, 2024. Please submit the CAEP 2024 Annual Report with this state report.

- 1. Changes in the Implementation of Standards:** Describe changes in the standards outlined in the Institution Plan as a result of local and statewide evaluations/assessments, public hearings, or other reasons.

The EPP continues to use the CAEP standards as a program evaluation instrument. Within the traditional program, the EPP continues to use the 10 InTASC standards and candidates demonstrate mastery of these standards while matriculating through the program. Advanced candidates continue to demonstrate their proficiencies in content and leadership by mastering the National Educational Leadership Preparation (NELP) standards as they matriculate through the graduate program.

- 2. Progress in Addressing Stipulations/Areas for Improvement:** Describe the progress made in addressing the stipulations/areas for improvement, if any, identified by the most recent site accreditation review team.

The OKWU EPP went through the CAEP site visit accreditation review during the 2022-2023 academic year with the visit occurring in Spring of 2023. Instead of including the Areas for Improvement (AFI) from 2021-2022, the EPP is including the AFIs from the CAEP site visit and progress toward addressing these as an appendix at the end of this report.

- 3. Supply and Demand:** Describe the efforts made to address supply and demand issues.

The OKWU EPP introduces students to the concept of supply and demand in their first education course, EDUC1302, Called to Teach. The nature of the course allows them to solidify their calling into education. Part of that conversation allows them to reflect on their strengths and weaknesses and analyze results from a strengths assessment. In that course, students examine specific data related to job openings in the state of Oklahoma

and in the nation. As candidates matriculate through the program, the concept of supply and demand is addressed in subsequent courses.

OKWU EPP candidates again examine the data during EDUC4812, Professional Learning and Leadership. This course is taken concurrently with their final clinical practice, Student Teaching. In this course, candidates examine the most recent supply and demand data for the state of Oklahoma and the nation.

EPP candidates are required to attend an educational forum focused on advocacy and action once per year.

- 4. Program Changes:** List any program changes that have occurred in the program as a result of data analysis.

The EPP has made a few programmatic improvements based on feedback from the CAEP site visit team, stakeholder communication, and candidate results. Specifics of those changes are listed in the Progress section of the table in Appendix A.

- 5. Technology Resources:** Report on resources devoted to technology.

The OKWU EPP has a line item in their budget for their e-portfolio purchases and has authority to purchase other instructional technology. The EPP currently has 7 iPads, an iPad charging cart, 6 computers with Promethean technology, and 10 Chromebooks. All of this technology is housed within the EPP. No restrictions are on the EPP regarding instructional technology other than to stay within budget parameters.

Additionally, the university has an IT budget designated for instructional technology. The three classrooms used by EPP faculty are equipped with instructional technology (projectors, a SmartBoard, laptop, WiFi capabilities, etc. EPP faculty also have distance learning technology (ZOOM, Brightspace) to assist with instruction. The technology utilized by faculty and students in education courses is the same technology used in partner schools and districts. EPP faculty participate in a minimum of one technology training each academic year.

- 6. Faculty Professional Development:** Summarize the professional development that focused on unit faculty members' ability to model effective teaching styles such as inquiry, group discussion, and collaborative learning.

OKWU EPP faculty are evaluated annually on their professional development involvement. OKWU has a specific budget dedicated to faculty development, and all EPP faculty have access to funds annually. In the 2022-2023 academic year, EPP faculty focused on preparation for the CAEP report. EPP faculty attended CAEP training sessions for completion of the CAEP report. Additionally, EPP faculty participated in training focused on AI and its possible use as an instructional tool in the classroom. The EPP continued discussion and development of their assessment practices to include data pulled from the LMS.

<b>Professor</b>	<b>2022-2023 Professional Development</b>
Secondary Director	Online course creation, curriculum writing, faculty training
Elementary Director	“Really Great Reading” training, faculty training
P-12, P.E. Director	Online instruction, faculty training
Dean	Continued Doctoral work; CAEP training sessions, faculty training

7. **Public School Direct Contact:** All full-time teacher education faculty members directly involved in the teacher education process, including all administrators of teacher education programs, are required to serve in a state accredited public school for at least ten (10) clock hours per school year in direct contact with meaningful and relevant responsibilities related to their respective teacher education fields.

In a table format, report the number of hours all full-time teacher education faculty members spent in meaningful contact with P12 students.

<b>Professor</b>	<b>Site</b>	<b>2022-2023 Task/Work</b>	<b>Hours</b>
Secondary Director	Central Middle School; Madison Middle School; Bartlesville High School;	Local youth group volunteer; Teacher/student assistance at local secondary sites	25+
Elementary Director	Dewey Public Schools; Bartlesville Public Schools	1 <sup>st</sup> year teacher support, School Psychologist, Reading to elementary students; Literacy Fair judge	25+
P-12, P.E. Director	Bartlesville High School	Volunteered for band concessions; volunteered for high school baseball tournament,	10 <sup>+</sup>

		proctored AP exams	
Dean	Wayside Elementary School, Central Middle School; Bartlesville High School;	Assistant Basketball coach at Bartlesville High School Child-care task force with community leaders Volunteer for Elementary School and High School special events	25+

**8. Graduate Students:** Report on the number of graduate students admitted conditionally and the success rates.

Per the OKWU Graduate Catalog (2022-2023), “Students possessing a baccalaureate degree may be admitted on probation with prescribed deficiencies when undergraduate GPA falls between 2.50 and 2.99 on a 4.0 scale, assuming all other admission criteria is met.

Students possessing previous graduate work may be admitted on probation with prescribed deficiencies when the graduate GPA falls between 2.50 and 2.99 on a 4.0 scale, assuming all other admission criteria is met. Students on probationary status will not be allowed to proceed beyond the first term unless the student achieves a term GPA of 3.0. For more information about Academic Probation or Suspension, please see the Student Academic Progress section of this catalog” (p. 13).

During the 2022-2023 academic year, two graduate students were admitted conditionally. One student was suspended during the 22-23 year based on course GPA. One student met the GPA requirements to continue in the graduate program and is currently enrolled.

**9. Reading Instruction:** Report on the results of the assessment of teaching skills in the area of reading instruction as administered to candidates in elementary, early childhood education, and special education programs.

The EPP elementary education program prioritizes integrating the science of reading, emphasizing the five essential components: phonological awareness, phonics, reading fluency, vocabulary, and comprehension. Through a comprehensive curriculum, teacher candidates learn to effectively teach each component, ensuring students develop strong literacy skills. Our program includes five core courses: 1) Foundations of Reading, 2) Primary Literacy Methods and Practicum, 3) Intermediate Literacy Methods and Practicum, 4) Corrective Reading, and 5) Children's Literature. By mastering these courses, future teachers are equipped with the knowledge and skills necessary to empower students to become proficient readers.

Evidence of mastery in the area of reading instruction is portrayed in the EPP OSAT results. Over the last three years, EPP completers have had a 100% pass rate on the Elementary Education Subtest 1 and a 92% pass rate on the Elementary Education Subtest 2. Due to the small  $n$  of test-takers, the numerical value that results in the 92% pass rate is only 1 completer. The EPP is encouraged that the program content effectively prepares completers in the area of reading instruction.

**10. Alternative Placement Program:** State the procedures in place for advising alternative placement candidates and indicate the number of alternative candidates advised for the school year.

OKWU does not have an alternative placement program, but the EPP does offer assistance to those interested in pursuing an alternative certificate in Oklahoma. The EPP encourages interested parties to follow the application process from the OKSDE. The EPP advised approximately five potential alternative candidates for the 22-23 school year.

Additionally, the EPP offers two advanced courses, which are state approved, in classroom management and instructional strategies to aid students who are pursuing an alternative certificate: EDU5523, Advanced Organizational Behavior and Classroom Management and EDU5513, Leadership for Curriculum Development. Both courses are offered online.

EPP faculty work with our largest partner school district, Bartlesville Public Schools, to train teachers who are currently teaching with an alternative or emergency placement. Training includes PPAT instruction, classroom management, and pedagogical strategies. EPP faculty also work with P-12 teachers on a one-on-one basis. EPP faculty have worked with P-12 teachers in their classrooms and outside of school hours.

**11. Input from Stakeholders:** State the procedure used to inform the public regarding the institution's teacher education program and the manner through which public input is solicited and received.

As an accredited member of the Higher Learning Commission (HLC), OKWU adheres to their requirements for transparency and student outcomes. Currently, the EPP utilizes the [www.okwu.edu](http://www.okwu.edu) web page to inform the public. Feedback from the public is solicited through the web page and the accessibility of the EPP administration and faculty.

The dean and faculty maintain strong working relationships with area administrators, and when there are concerns, they do not hesitate to reach out.

The EPP posts their CAEP Annual Measures on the OKWU Disclosures website and is working to develop a more user-friendly version of the data and analysis.

## Appendix A: Progress in Areas for Improvement

Standard R1	
AFI	Progress
<p>The EPP provided limited evidence or transition plan that candidates apply critical concepts and principles of learner development, learning differences, and creating safe and supportive learning environments to work with diverse P-12 students and their families. (component R1.1)</p> <p><b>Rationale:</b> The EPP provided articulation of the processes used with their program and interview evidence supported that the EPP has an astute awareness of how to provide quality learning and preparation experiences for their candidates. However, the EPP demonstrated an unclear understanding for presenting compelling evidence that provided clarity to support that candidates application of critical concepts and principles associated with standard component R.1.1.</p>	<p>The EPP reviewed and discussed in regular meetings the CAEP definition of quality evidence for Standard R1.1. Possible sources of EPP evidence that already exist within the program would meet this standard. That evidence includes, but is not limited to, candidate created lesson plans and unit plans (Instructional Impact Unit), student case study, and clinical experience assessments.</p>

Standard RA.1	
AFI	Progress
<p>The EPP provided limited evidence of disaggregated data with subsequent analysis for all advanced programs (component RA1.2)</p> <p><b>Rationale:</b> The EPP provided articulation of the processes used within their program and interview evidence supported the EPP's working processes provided quality learning and preparation experiences for their candidates. However, the EPP failed to provide quality evidence with clarity that compelling demonstrated their case for meeting this standard component.</p>	<p>The M. Ed Director along with the previous M. Ed Director (current Provost) discussed the CAEP definition of quality evidence. Possible sources of EPP evidence that already exist within the program would meet this standard. Evidence includes, but is not limited to, the Action Research Project, School Communication Plan, and multiple internship activities that demonstrate candidate's ability to work with diverse P-12 students and their families.</p>

Standard R2	
AFI	Progress
<p>The EPP provided limited evidence of how partners co-construct mutually beneficial P-12 school and community arrangements for clinical preparation and share responsibility for continuous improvement of candidate preparation.(component R2.1)</p> <p><b>Rationale:</b> The EPP provided limited evidence</p>	<p>The EPP has created a process chart that documents the collaboration with partner schools. Additional collaboration tools were implemented in 2023-2024 including mentor and candidate program and clinical experience evaluation surveys. Data from these surveys will be discussed at EPP meetings to drive program</p>

<p>that primarily consisted of emails and correspondence to partner sites. The evidence did not demonstrate the systematic process in which the EPP and the Partner Schools collaborate.</p>	<p>improvement.</p> <p>The EPP has reestablished the Education Advisory Council consisting of local area school administration. The introductory meeting was held April 2024 and the aim was to establish the purpose and objectives of the committee. Discussion included CAEP report results, alumni highlights, and an opportunity for specific stakeholder feedback and input. Feedback topics included but were not limited to:</p> <ul style="list-style-type: none"> <li>• Current issues facing education – how OKWU can address these issues</li> <li>• Current state of collaboration and how to develop more ways to collaborate</li> <li>• Preparedness of program completers and opportunities for improvement</li> </ul> <p>The next meeting will be held Fall 2024.</p>
<p>The EPP provided limited evidence of how partners co-select, prepare, evaluate, and support high-quality clinical educators, both provider- and school-based, who demonstrate a positive impact on candidates' development and diverse P-12 student learning and development. (component R2.2)</p> <p><b>Rationale:</b> The EPP provided limited evidence that primarily consisted of emails and correspondence to partner sites. The evidence did not demonstrate the systematic process in which the EPP and the Partner Schools collaborate.</p>	<p>The EPP has created a process chart that documents the collaboration with partner schools. Additional collaboration tools were implemented in 2023-2024 including mentor and candidate program and clinical experience evaluation surveys. Data from these surveys will be discussed at EPP meetings to drive program improvement.</p> <p>The EPP has reestablished the Education Advisory Council consisting of local area school administration. The introductory meeting was held April 2024 and the aim was to establish the purpose and objectives of the committee. Discussion included CAEP report results, alumni highlights, and an opportunity for specific stakeholder feedback and input. Feedback topics included but were not limited to:</p> <ul style="list-style-type: none"> <li>• Current issues facing education – how OKWU can address these issues</li> <li>• Current state of collaboration and how to develop more ways to collaborate</li> <li>• Preparedness of program completers and opportunities for improvement</li> </ul> <p>The next meeting will be held Fall 2024.</p>

Standard R3	
AFI	Progress

<p>The EPP provided limited evidence of systematic goals and progress for recruitment of high quality candidates from a broad range of backgrounds and diverse populations that align with their mission and address local, state, regional, or national needs for hard-to-staff schools and shortage fields. (component R3.1)</p> <p><b>Rationale:</b> Provider does not identify goals and progress toward goals of recruitment of high-quality candidates. While some baseline demographic data is present and overarching goals were mentioned during site-visit interviews, the EPP does not provide a systematic way to describe what the goals are, the strategies to achieve those goals, and/or the measures to ensure the effectiveness of the strategies in place.</p>	<p>The EPP has worked with the Admissions Office and an outside vendor to discuss recruitment strategies. Based on student survey results, faculty engagement during campus tours was listed as an important factor in choosing a school. Due to this, EPP faculty has made a strategic decision to contact prospective students beforehand and meet with students during their campus tours with the goal of increasing EPP enrollment.</p> <p>The EPP examined enrollment data from the past three academic years in December meeting. Strategies to improve enrollment included, but were not limited to, Further discussion is scheduled for May EPP meeting.</p>
<p>The EPP provided limited evidence that they ensure candidates possess academic competency to teach effectively with positive impacts on diverse P-12 student learning and development. (component R3.3)</p> <p><b>Rationale:</b> While the EPP uses measures to assess competency, there is minimal evidence provided on the addendum and during site visit interviews on how a candidate's impact on diverse P-12 student learning is directly assessed. The EPP presented limited evidence of the use of systematic data for continuous improvement. This component allows for a transition plan but one was not provided.</p>	<p>The EPP regularly examines state assessment data. For last academic year (22-23), EPP candidates had a 100% pass rate on the Oklahoma Subject Area Tests (OSAT) and a 100% pass rate on the Praxis Performance Assessment for Teachers (PPAT).</p> <p>At the annual end of year EPP data analysis day, the EPP is scheduled to examine clinical experience evaluation data results and key assessment results connected with candidate's impact on diverse P-12 student learning. This and other data will allow EPP discussion for continuous improvement.</p>

Standard RA.3	
AFI	Progress
<p>The EPP provided limited evidence of setting and monitoring measurable recruitment goals to increase high-quality advanced program candidates from a broad range of backgrounds to accomplish their mission. (component RA3.1)</p> <p><b>Rationale:</b> The EPP does not identify goals and progress toward goals of the recruitment of high-quality advanced candidates from a broad range of diverse backgrounds and diverse populations. While some goals and strategies were discussed during on-site interviews, the EPP does not provide systematic goals or the</p>	<p>The M. Ed Director met with the Executive Director of Admissions and the Admissions team to set a specific student goal for the upcoming academic year. One of the discussed strategies to assist in reaching the goal included revision of the M. Ed program to include an opportunity for more faculty engagement. A weekly video session is being added to the M. Ed program in the Summer of 24 to increase faculty and cohort collaboration. This change is being communicated in person and via digital communication to potential candidates. This programmatic change was made due to</p>



<p>monitoring/evaluation of progress toward goals. Descriptions of strategies and actions to achieve goals were not in place.</p>	<p>graduate student feedback. Progress toward this goal will be evaluated after the start of the next M. Ed cohort.</p>
<p>The EPP provided minimal evidence that demonstrates an advanced completer's competency at completion to facilitate learning with positive impact on student learning. (component RA3.4)</p> <p><b>Rationale:</b> The EPP provided measures of competency, but the measures did not clearly evaluate the impact on student learning. A phase in plan was not presented to determine how measuring impact on student learning will be remedied.</p>	<p>Advanced candidates demonstrate their proficiencies in academic competency by mastering the National Educational Leadership Preparation (NELP) standards as they matriculate through the program. Candidates develop an Action Research Project, a program-long assessment that relates to the needs of a specific school district and assists in meeting an identified need. Candidates must use data from their site or mentor to determine the strengths and weaknesses of the program, school, or area. The Action Project is a required artifact that students will implement in stages throughout the program, culminating in the presentation of findings in the final Internship course. Reemphasis on the Action Project's connection to student learning has been communicated to program faculty. Proficiency is assessed and evident in the Action Project through the rubrics in the different stages of project development. The EPP has demonstrated that most advanced candidates score at or above the acceptable range on the NELP standards assessments.</p> <p>Completer pass rate on the OSAT over the last three academic years is at 89%, well above the state average. Due to the small <i>n</i> of the program and test takers, this actually amounts to only 1 completer that did not pass. The EPP is encouraged that the program content effectively prepares completers to impact students, parents, and communities.</p>

Standard R4	
AFI	Progress
<p>The EPP presented limited evidence to demonstrate that program completers effectively contribute to P-12 student-learning growth and apply in P-12 classrooms the professional knowledge, skills, and dispositions that the preparation experiences were designed to achieve. The EPP did not include a rationale for the data elements provided. (component R4.1)</p> <p><b>Rationale:</b> The EPP provided a transition plan but did not include at least one cycle of previous</p>	<p>The EPP did not receive responses from the initial pilot survey, which was why data could not be reported. However, the EPP received 4 responses from undergraduate program completers in the Spring of 23. Of those 4 participants, 2 were elementary education, 1 secondary social studies, and 1 secondary math. All 4 completers submitted data for this task.</p> <p>Overall data results indicated the following:</p>

<p>data or at least one cycle of pilot data aligned with revised components. The EPP did not include a rationale for the data elements provided.</p>	<ul style="list-style-type: none"> <li>• Elementary math students demonstrated an increase of overall math scores of 13% with a 60% increase in overall proficiency</li> <li>• Elementary students demonstrated an overall proficiency with 84% of student being on level in reading and 79% being on level in math</li> <li>• 100% of secondary math students demonstrated mastery on a locally created quarterly summative assessment</li> <li>• Elementary math students were more proficient in computations and algebraic thinking and less proficient in measurement and data analysis</li> <li>• Elementary reading students were more proficient in reading comprehension and less proficient in text fluency</li> </ul> <p>This data provides specific areas of emphasis for our education programs based on real P-12 student results. Overall, the OKWU EPP program completers demonstrated proficiency in their ability to deliver effective instruction that resulted in student learning and growth. The qualitative data in these responses also demonstrated that program completers are able to analyze student data efficiently and effectively. The EPP will continue to this annual process to allow for programmatic improvement.</p>
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Standard RA.4	
AFI	Progress
<p>The EPP presented limited evidence to demonstrate that employers are satisfied with the completers' preparation for their assigned responsibilities. (component RA4.1)</p> <p><b>Rationale:</b> The EPP provided a Phase-in plan but did not provide detailed progress and future plans or schedule for completion. Within the phase-in plan, the EPP appears to continue to have difficulty discerning between a candidate about to graduate from a program completer (that completed the program at least six months previously) and employed in a position for which they were prepared.</p>	<p>The EPP has reestablished the Education Advisory Council consisting of local area school administration. The introductory meeting was held April 2024 and the aim was to establish the purpose and objectives of the committee. Discussion included CAEP report results, alumni highlights, and an opportunity for specific stakeholder feedback and input. Feedback topics included but were not limited to:</p> <ul style="list-style-type: none"> <li>• Current issues facing education – how OKWU can address these issues</li> <li>• Current state of collaboration and how to develop more ways to collaborate</li> <li>• Preparedness of program completers and opportunities for improvement</li> </ul> <p>The next meeting will be held Fall 2024.</p>

	<p>An Advanced Program Completer Employer Satisfaction Survey and an Advanced Program Completer Perceptions Survey has been created to provide evidence of employer and program completer satisfaction. This survey has been disseminated and the EPP is waiting on data results. Discussion on this feedback will be held before the new cohort start date of July 24.</p>
<p>The EPP presented limited evidence to demonstrate that program completers perceive their preparation as relevant to the responsibilities they confront on the job, and their preparation was effective. (component RA4.2)</p> <p><b>Rationale:</b> The EPP provided a Phase-in plan but did not provide detailed plans or schedule for completion with correct representative response. Within the phase-in plan, the EPP appears to continue to have difficulty discerning between a candidate about to graduate from a program completer (that completed the program at least six months previously) and employed in a position for which they were prepared.</p>	<p>An Advanced Program Completer Employer Satisfaction Survey and an Advanced Program Completer Perceptions Survey has been created to provide evidence of employer and program completer satisfaction. This survey has been disseminated and the EPP is waiting on data results. Discussion on this feedback will be held before the new cohort start date of July 24.</p>

Standard R5	
AFI	Progress
<p>The EPP provides limited evidence that it maintains a functioning and sustainable quality assurance system that consists of valid data to support evidence-based continuous improvement. (component R5.1)</p> <p><b>Rationale:</b> The EPP identifies measures and describes processes it has used to develop a quality assurance system, however, did not provide evidence of the stated data points. There is limited evidence the EPP has a system that functions to provide data that enables quality control and continuous improvement. It is unclear how data are systematically reported and used in decision making, and how outcomes of those decisions inform operational effectiveness of the EPP.</p>	<p>The EPP collects a wealth of data for program improvement including candidates grades and key assessment performance, state certification results, stakeholder feedback, and many other data points. The EPP has established formal Data Days in the Fall and Spring semester to examine and analyze these results. The first data day took place in December of 23 where key assessment results were reviewed. Out of this discussion, it was determined that the Physical Education methods courses needed updating to better align with the content of the Elementary and other Secondary methods courses. Physical Education student teachers were not as prepared as their student teaching counterparts. Updates to these methods courses include the introduction of the Instructional Impact Unit, which prepares students in the areas of lesson plan creation, data team cycle, and formative and summative assessments. A spring data will take place in May with continued and further discussion of candidate and program data points.</p>

<p>The EPP provides limited evidence of internal and external stakeholder involvement in program design, evaluation, and continuous improvement processes. (component R5.3)</p> <p><b>Rationale:</b> While informal feedback and communication and anecdotes were noted through interviews, evidence provided on stakeholder involvement is limited to descriptions with only minimal mention of specific input and limited explanation of how it is used in continuous improvement. No recent contribution from Advisory Council members was evidenced in the documents provided nor were any members available for the Site Visit interviews.</p>	<p>The EPP has reestablished the Education Advisory Council consisting of local area school administration. The introductory meeting was held April 2024 and the aim was to establish the purpose and objectives of the committee. Discussion included CAEP report results, alumni highlights, and an opportunity for specific stakeholder feedback and input. Feedback topics included but were not limited to:</p> <ul style="list-style-type: none"> <li>• Current issues facing education – how OKWU can address these issues</li> <li>• Current state of collaboration and how to develop more ways to collaborate</li> <li>• Preparedness of program completers and opportunities for improvement</li> </ul> <p>Analysis of these meeting minutes will be discussed in Spring 24 to look for areas of programmatic improvement.</p> <p>The next meeting will be held Fall 2024.</p>
<p>The EPP provides limited evidence of regular, systematic, and continuous assessment of its performance against goals or that results are tracked over time in partnership with stakeholders (component R5.4)</p> <p><b>Rationale:</b> There is limited documentation of conclusions and/or interpretations of EPP data for systematic decision-making and programmatic improvement</p>	<p>The EPP collects a wealth of data for program improvement including candidates grades and key assessment performance, state certification results, stakeholder feedback, and many other data points. The EPP has established formal Data Days in the Fall and Spring semester to examine and analyze these results. The first data day took place in December of 23 where key assessment results were reviewed. Out of this discussion, it was determined that the Physical Education methods courses needed updating to better align with the content of the Elementary and other Secondary methods courses. Physical Education student teachers were not as prepared as their student teaching counterparts. Updates to these methods courses include the introduction of the Instructional Impact Unit, which prepares students in the areas of lesson plan creation, data team cycle, and formative and summative assessments. A spring data will take place in May with continued and further discussion of candidate and program data points.</p>

Standard R5	
Stipulation	Progress

<p>The EPP provides insufficient evidence it uses reliable, verifiable, representative, cumulative, and actionable measures to ensure interpretations of data are valid and consistent. (component R5.2)</p> <p><b>Rationale:</b> The EPP's evidence that assessments/instruments meet sufficiency criteria is provided for administration, purpose, content, and scoring; however, criteria of validity and reliability were not met. There was no interpretation or conclusions offered for R1-R4 to verify outcomes of EPP assessments.</p>	<p>EPP faculty virtually attended Spring 2024 CAEPCON sessions. One of the sessions was centered on Quality Assurance and Continuous Improvement.</p> <p>In Spring 24, the EPP created a panel of education experts with a wide range of backgrounds to review EPP assessments and analyze their validity. This review has been sent to the education panel and the EPP is waiting on results. Data will be discussed in Summer of 24. To re-establish the reliability of key assessment rubrics, the EPP will undergo the inter-rater reliability process for key assessments in Spring/Summer of 24. Results of this process will be discussed and analyzed. The overall EPP goal for validity and reliability is to review every three years unless there have been substantive changes to the assessments or instructors.</p>
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Standard RA.5	
AFI	Progress
<p>The EPP provides limited evidence that it maintains a quality assurance system that consists of valid data from multiple measures and supports evidence-based continuous improvement. (component RA5.1)</p> <p><b>Rationale:</b> The EPP has not identified multiple measures to document operational effectiveness or quality assurance for the Advanced program. No processes are described. There is limited evidence the EPP has a system that functions to provide data that enables quality control and continuous improvement. It is unclear how data enter the system, how data are systematically reported and used in decision making, and how outcomes of those decisions inform operational effectiveness or programmatic improvement.</p>	<p>The EPP collects a wealth of data for program improvement including candidates grades and key assessment performance, state certification results, stakeholder feedback, and many other data points. The systems used to collect data for the advanced program are the same as the traditional program data collection systems. The EPP has established a formal Data Day for the graduate program for the Spring 24 semester to examine and analyze these results. The M. Ed Director along with graduate faculty will examine and analyze this data to measure effectiveness and possible program improvement before the new cohort begins in July 2024.</p>
<p>The EPP provides limited evidence it uses relevant, verifiable, representative, cumulative, and actionable measures to ensure interpretations of data are valid and consistent. (component RA5.2)</p> <p><b>Rationale:</b> The EPP provided limited evidence regarding validity and reliability procedures and no reference to assessments/instruments or sufficiency criteria. Nor is any data provided or</p>	<p>In Spring 24, the EPP created a panel of education experts with a wide range of backgrounds to review EPP assessments and analyze their validity. This review has been sent to the education panel and the EPP is waiting on results. Data will be discussed in Summer of 24. To re-establish the reliability of key assessment rubrics, the EPP has started to undergo the inter-rater reliability process for key assessments.</p>

<p>interpreted for AR1-AR4. A Phase-In Plan for RA5.2 was supplied during the Site Visit that meets some of the sufficiency criteria; no progress steps were indicated.</p>	<p>Results of this process will be discussed and analyzed. One piece of early analysis demonstrates that adjunct faculty need additional training into course content and assessments before beginning to teach a course. The overall EPP goal for validity and reliability is to review every three years unless there have been substantive changes to the assessments or instructors.</p>
<p>The EPP provides inadequate evidence of internal and external stakeholder involvement for the M.Ed. for Advanced Principal Licensure program. (component RA5.3)</p> <p><b>Rationale:</b> While informal feedback and communication was noted through interviews, evidence provided on stakeholder involvement is limited to descriptions with only minimal mention of specific input and limited explanation of how it is used in continuous improvement. No recent contribution from Advisory Council members was evidenced in the documents provided nor were they available for the Site Visit interviews. There is limited remark of how the EPP includes relevant internal and external stakeholders in program design, evaluation or continuous improvement.</p>	<p>The EPP has reestablished the Education Advisory Council consisting of local area school administration. The introductory meeting was held April 2024 and the aim was to establish the purpose and objectives of the committee. Discussion included CAEP report results, alumni highlights, and an opportunity for specific stakeholder feedback and input. Feedback topics included but were not limited to:</p> <ul style="list-style-type: none"> <li>• Current issues facing education – how OKWU can address these issues</li> <li>• Current state of collaboration and how to develop more ways to collaborate</li> <li>• Preparedness of program completers and opportunities for improvement</li> </ul> <p>Analysis of these meeting minutes will be discussed in Spring 24 to look for areas of programmatic improvement.</p> <p>The next meeting will be held Fall 2024.</p> <p>An Advanced Program Completer Employer Satisfaction Survey and an Advanced Program Completer Perceptions Survey has been created to provide evidence of employer and program completer satisfaction. An additional survey is being sent to Graduate Faculty (full-time and adjunct) to provide an opportunity for programmatic feedback and suggestions for improvement. These surveys have been disseminated and the EPP is waiting on data results. Discussion on this feedback will be held before the new cohort start date of July 24.</p>
<p>The EPP provides limited evidence of regular, systematic, and continuous assessment of its performance against goals or that results are tracked over time in partnership with stakeholders. (component RA5.4)</p>	<p>The EPP collects a wealth of data for program improvement including candidates grades and key assessment performance, state certification results, stakeholder feedback, and many other data points. The systems used to collect data for</p>

**Rationale:** The EPP provided limited evidence continuous improvement strategies are used to assess EPP performance and make decisions; verbal examples and anecdotal evidence were provided which do not show that program decisions are directly supported by data from the quality assurance system as the basis for improvement. A Phase-In Plan for RA5.4 was supplied during the Site Visit that meets some of the sufficiency criteria; no progress steps were indicated.

the advanced program are the same as the traditional program data collection systems. The EPP has established a formal Data Day for the graduate program for the Spring 24 semester to examine and analyze these results. The M. Ed Director along with graduate faculty will examine and analyze this data to measure effectiveness and possible program improvement before the new cohort begins in July 2024.

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- Current issues facing education – how OKWU can address these issues
- Current state of collaboration and how to develop more ways to collaborate
- Preparedness of program completers and opportunities for improvement

Analysis of these meeting minutes will be discussed in Spring 24 to look for areas of programmatic improvement.

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