

2019 EPP Annual Report

CAEP ID:	10148	AACTE SID:	3550
Institution:	Northwestern State University of Louisiana		
Unit:	Gallaspy College of Education and Human Development		

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 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	103
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	107

Total number of program completers 210

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

Effective January 1, 2018, a new state partnership agreement mandates that alternate path programs participate in Program Review with Feedback only and that low enrollment programs may elect Program Review with Feedback over SPA review.

Our September 2018 site visit evidence (SSR and Addendum) reflected this transition with the exception of the M.A.T. (initial program in early childhood education, which had already received NAEYC recognition at the time the new mandate took effect.

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.

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Link: <https://education.nsula.edu/accountability/>

Description of data accessible via link: Annual program reports, candidate and completer performance data, survey results, educator workforce reports, consumer information

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"/>							
Advanced-Level Programs			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 following is a synthesis of findings, actions, and plans derived from a meta-analysis of annual program reports prepared for all educator preparation programs. Complete reports, labeled Assessment Cycle Reports at our institution, are linked on our accountability Web page identified in Section 4.1 of this report. For advanced programs, references to meeting certain CAEP requirements reflects the exclusion of advanced programs from the 2018 CAEP Site Visit and preparation for a virtual site visit by 2022 for those programs.

INITIAL PROGRAMS

- Participate in Teacher Education Advisory Council to identify the needs of our stakeholders, students, and community partners and utilize course data to drive curriculum design.
- Continue to offer PRAXIS workshops and partner with the Natchitoches Parish Library to offer access to Learning Express, a source for PRAXIS test preparation to support candidate learning.
- Add additional resources and videos addressing designing coherent instruction, designing student assessment, using questioning and discussion techniques, using assessment in instruction, and demonstrating flexibility and responsiveness to support student learning.
- Add videos and resources relating to professionalism and motivation to education courses to facilitate candidates' professional dispositions and enhance their abilities.
- Add resources relating to higher order thinking, instructional planning and reflecting on practice courses to provide learner

support.

- Continue to increase focus on research writing and on APA format.
- Add data literacy and assessment course to the 2018-2019 curriculum in response to the needs found in analysis of evidence, focused on middle/secondary teaching.

ADVANCED PROGRAMS:

- Continue to enhance preparation for and resources on research writing and on APA format.
- Redesign curricula and assessments in response to CAEP Standard A.1; new SPA standards for educational leadership; and the elimination of SPA standards for educational technology leadership and special education (per 2018 CAEP Partnership Agreement that now classifies this degree as a "general advanced degree" excluded from SPA review).
- Initiate process of examining evidence quality for all key assessments in advanced programs.

The EPP uses completer performance reports (Board of Regents' Data Dashboard and Fact Books) to derive external benchmarks for comparative purposes. More meaningful, though, are program-level and cycle benchmarks by assessment. The Assessment Cycle Reports reflect comparisons of the previous academic year's data cycles to the current year's data cycles for each assessment reported in each program report. While the cycles do not represent the same candidates, the benchmarks do allow faculty to identify changes needed in assessments, test those changes, and reflect upon the results of changes, albeit with different candidates. While imperfect, this process does facilitate meaningful evidence reflection, decision-making, testing, and review.

Annual performance of candidates and completers is shared publicly on the accountability Web page cited in Section 4.1 of this report and at biannual Teacher Education Advisory Council meetings. For candidate performance reports, data are reported in aggregate form given that some n values are quite low. This is done to avoid the opportunity to associate a particular individual with particular scores. Other performance reports are presented on the accountability Web page in the exact forms they are reported by the institution's Office of Institutional Research, the Louisiana Board of Regents, or the Louisiana Department of Education, or the U.S. Department of Education.

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The following is a statement from the Louisiana Board of Regents, and all Louisiana EPPs were requested to include it in their 2019 CAEP Annual Reports. It is unrelated to Section 4.2 but is inserted here because of available characters. The issue identified in this message does not impact the completer numbers reported in Section 2.1 of this report.

Dr. Susannah Craig, the Associate Commissioner for Teacher and Leadership Initiatives at the Louisiana Board of Regents, has informed all EPPs that at the present time, a process does not exist to calculate graduation rates of candidates in graduate programs or candidates in non-degree advanced programs that result in licensure. Therefore, data are not available at the present time. By August of 2019, the Board of Regents will work with EPPs to identify a set of consistent procedures for EPPs across the state to use to calculate graduation rates for advanced programs. During 2019-2020, EPPs will use the new procedures to calculate Graduation Rates for candidates in advanced programs and report these data in the April 2020 CAEP Annual Report.

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 2019 EPP Annual Report.*

I am authorized to complete this report.

Report Preparer's Information

Name:

Position:

Phone:

E-mail:

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.

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**