

2016 EPP Annual Report

CAEP ID:	10033	AACTE SID:	1030
Institution:	Montana State University-Billings		
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 2014-2015 ?

Enter a numeric value for each textbox.

2.1.1 Number of completers in programs leading to initial teacher certification or licensure

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.)

Total number of program completers 196

***2.2 Indicate whether the EPP is currently offering a program or programs leading to initial teacher certification or licensure.**

Yes, a program or programs leading to initial teacher certification is currently being offered.

Section 3. Substantive Changes

Have any of the following substantive changes occurred at your educator preparation provider or institution/organization during the 2014-2015 academic year?

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

3.2 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

3.3 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

3.4 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:

3.5 Change in regional accreditation status
No Change / Not Applicable

3.6 Change in state program approval
No Change / Not Applicable

Section 4. Display of candidate performance data.

Provide a link that demonstrates candidate performance data are public-friendly and prominently displayed on the school, college, or department of education homepage.

CAEP, Title II, and AACTE Reports are all on our COE home page (bottom-right):

<https://www.msubillings.edu/coe/>

Section 6. 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 7. Accreditation Pathway

Continuous Improvement. *Summarize progress toward target level performance on the standard(s) selected.*

In 2013-14, we changed from the TI pathway to the SI pathway. So, in 2014-15, much of our work was spent on this transition between pathways. We established one committee for each CAEP standard, and all full time faculty (whether tenure-track or not) were highly engaged in committee work throughout the 2014-15 year. During that year, we began with a kick-off faculty retreat; part of the focus was on our assessment system and dividing-up committee work. We developed four goals as a College: (1) Pursue the TI pathway; (2) Establish a transition to the new Tk20 assessment software platform; (3) Continue faculty succession through mentoring leadership in new faculty; and (4) Pursue accreditation. For Goal (1), as mentioned, we spent the year transitioning to the SI pathway. For Goal (2), we purchased Tk20 and encountered numerous difficulties in its implementation; complicating this, we accepted the resignation of both the Tk20 Coordinator and the Assessment/Accreditation Coordinator during the 2014-15 year. (They both relocated to other cities because their spouses' employment changed.) For Goal (3), our faculty success was improved through a mentorship of new faculty, including advancing new faculty professional development and articulating increased responsibilities for new faculty. For Goal (4), committee meetings were held regularly throughout the year, with all faculty participating in some way. Our efforts mainly focused on outlining duties for the impending self-study process. By the end of the year (during the summer of 2015), we were able to hire a new Assessment/Accreditation Coordinator, who is a full-time, tenure-track faculty member with a 50% teaching load. Next year, we will focus-in on the selection of a standard or theme for "selected improvement" and begin our planning for improvements.

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 2016 EPP Annual Report.*

I am authorized to complete this report.

Report Preparer's Information

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I understand that all the information that is provided to CAEP from EPPs seeking initial accreditation, going forward 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.