2023 Annual Accreditation Report

CAEP ID:	10033	AACTE SID:	1030
Institution:	Montana State University-Billings		
Unit:	College of Education		

Section 1. EPP Profile Updates in AIMS

After reviewing and/or updating the Educator Preparation Provider's (EPP's) profile in AIMS, check the box to indicate that the information in the system is up-to-date and accurate.

1.1 Update Contact Information in AIMS:

1.1.1 I confirm that the EPP has listed and updated the contact information for the individual(s) designated as "EPP Head."

[The individual(s) identified as the EPP head should be authorized to receive time-sensitive CAEP-accreditation related communications.]

Agree Disagree
◉ ○

1.1.2 I confirm that the EPP has listed and updated the contact information for the individual(s) designated as "CAEP Coordinator".

[The individual(s) identified as the CAEP Coordinator is primarily assigned the role in coordinating accreditation activities. This contact may be carbon copied on communications to the EPP head and should be authorized by the EPP to receive CAEP-accreditation related communications.]

Agree Disagree
◉ ○

1.1.3 I confirm that the EPP has provided updated contact information for two distinct people for these roles.

[CAEP requires that EPPs provide information for at least two distinct contact persons to ensure that automatic communications sent from AIMS are received by the EPP in the event of personnel turnover.]

Agree Disagree
◉ ○

1.2 Update EPP Information in AIMS:

1.2.1 *Basic Information* - I confirm that the EPP's basic information (including mailing address and EPP name) are up to date and accurately reflected in AIMS.

[The individual(s) identified as the EPP head should have authority over the EPP. This contact may receive time-sensitive communications related to the accreditation of the EPP.]

Agree Disagree
◉ ○

1.2.2 *EPP Characteristics and Affiliations* - I confirm that the EPP characteristics and affiliations (including Carnegie classification, EPP type, religious affiliation, language of instruction, institutional accreditation, and branch campuses/sites) are up to date and accurately reflected in AIMS

[The individual(s) identified as the CAEP Coordinator should have a role in coordinating accreditation activities. This contact may be carbon copied on communications to the EPP head.]

Agree Disagree
◉ ○

1.2.3 *Program Options* - I confirm that EPP's licensure area listings (including program title, licensure level, degree or certificate level, licensure(program) category, and program review option) are up to date and accurately reflected in AIMS under Program Options, for all licensure areas that fall within CAEP's scope of accreditation; (programs outside of CAEP's scope of accreditation should either be marked as non-CAEP review or archived, as applicable, in AIMS).

Agree Disagree

Section 2. EPP's Program Graduates [Academic Year 2021-2022]

2.1 What is the total number of candidates who graduated from programs that prepared them to work in P-12 settings during Academic Year 2021-2022?

Enter a numeric value for each textbox.

2.1.1 Number of graduates in programs leading to <u>initial</u> teacher certification or licensure[1]

`86`

2.1.2 Number of graduates in <u>advanced</u> 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]

`21`

Total number of program graduates   107

---

[1]In Section 2 of the Annual Report, the EPP will provide the total number of graduates who finished the program and licensing requirements in the academic year specified.

[2] For a description of the scope for Initial and Advanced programs, see Policy II in the CAEP Accreditation Policies and Procedures

Section 3. Substantive Changes

Please report on any substantive changes that have occurred at the EPP/Institution or Organization, as well as the EPP's current regional accreditation status.

Have any of the following substantive changes occurred at your educator preparation provider or institution/organization during the 2021-2022 academic year?

3.1 Has there been any change in the EPP's legal status, form of control, or ownership?

◯ **Change** ⦿ **No Change / Not Applicable**

3.2 Has the EPP entered a contract with other providers for direct instructional services, including any teach out agreements?

◯ **Change** ⦿ **No Change / Not Applicable**

3.3 Since the last reporting cycle, has the EPP seen a change in state program approval?

◯ **Change** ⦿ **No Change / Not Applicable**

3.4. What is the EPP's current regional accreditation status?

Accreditation Agency:

Northwest Commission on Colleges and Universities (NWCCU)

Status:

Fully Accredited

Does this represent a change in status from the prior year?

◯ **Change** ⦿ **No Change / Not Applicable**

3.5 Since the last reporting cycle, does the EPP have any other substantive changes to report to CAEP per CAEP's Accreditation Policy?

◯ **Change** ⦿ **No Change / Not Applicable**

Section 4. CAEP Accreditation Details on EPP's Website

Please update the EPP's public facing website to include: 1) the EPP's current CAEP accreditation status with an accurate listing of the EPP's CAEP (NCATE, or TEAC) reviewed programs, and 2) the EPPs data display of the CAEP Accountability Measures for Academic Year 2021-2022.

4.1. EPP's current CAEP (NCATE/TEAC) Accreditation Status & Reviewed Programs

4.1 Provider shares a direct link to the EPP's website where information relevant to the EPP's current accreditation status is provided along with an accurate list of programs included during the most recent CAEP (NCATE or TEAC) accreditation review.

https://www.msubillings.edu/coe/accreditation.htm

4.2. CAEP Accountability Measures (for CHEA Requirements) [2021-2022 Academic Year]
Provider shares a direct link to its website where the EPP's display of data for the CAEP Accountability Measures, as gathered during the 2021-2022 academic year, are clearly tagged, explained, and available to the public.

CAEP Accountability Measures (for CHEA Requirements) [2021-2022 Academic Year]

- **Measure 1 (Initial): Completer[3] effectiveness. (R4.1)**Data must address: (a) completer impact in contributing to P-12 student-learning growth **AND** (b) completer effectiveness in applying professional knowledge, skills, and dispositions.
- **Measure 2 (Initial and Advanced): Satisfaction of employers and stakeholder involvement. (R4.2|R5.3| RA4.1)**
  Data provided should be collected on employers' satisfaction with program completers.
- **Measure 3 (Initial and Advanced): Candidate competency at completion. (R3.3)**
  Data provided should relate to measures the EPP is using to determine if candidates are meeting program expectations and ready to be recommended for licensure. (E.g.: EPP's Title II report, data that reflect the ability of EPP candidates to meet licensing and state requirements or other measures the EPP uses to determine candidate competency at completion.)
- **Measure 4 (Initial and Advanced): Ability of completers to be hired** (in positions for which they have prepared.)

---

[3]For the CAEP Accountability Measures, the EPP will share information on the website pertaining to completer data per CAEP's definition of the term completer: "A candidate who successfully satisfied all program requirements of a preparation program at least six months previously and who is employed in a position for which they were prepared for state licensure."

CAEP Accountability Measures (Initial) [LINK] https://www.msubillings.edu/coe/accreditation.htm

CAEP Accountability Measures (Advanced) [LINK] https://www.msubillings.edu/coe/accreditation.htm

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. The EPP will continue to report its action and progress on addressing its AFI(s), weaknesses and/or stipulations until the EPP's next CAEP Accreditation Site Review.

Section 6. EPP's Continuous Improvement & Progress on (advanced level) Phase-in Plans and (initial-level) Transition Plans

Please share any continuous improvement initiatives at the EPP, AND (if applicable) provide CAEP with an update on the EPP's progress on its advanced level phase-in plans and/or initial level transition plans.

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 two major efforts the EPP made and the relationship among data examined, changes, and studying the results of those changes.

The MSU Billings Education Preparation Program (EPP) sustained efforts launched previously in several continuous improvement areas. It is important to note that the College of Education has been under Interim Dean leadership for the past two academic years, but the efforts of the faculty related to best practices and data-informed improvement remained strong. Some of the major continuous improvement efforts addressed during this reporting cycle include:
A. Moving all key assessments from paper to electronic formats
B. Organizing an exploratory committee for data management systems. Specifically, we have been researching Tevara as a possible data management system for field experiences and assessments
We formed the Assessment Taskforce in spring 2020 to investigate the implementation of new assessment instruments (moving from the Evidence of Professional Growth instrument to a Teacher Work Sample.) This work was initiated in the spring 2020 semester. The development of the new tools consisted of several rounds of faculty feedback. In fall 2020, the new instruments were presented to the College of Education faculty as well as P-12 partners for feedback, and the College voted to adopt the new tools. We also investigated the validity of the EPP-created assessments through the Lawshe content validity protocol. The tools were piloted with a convenience sample of graduate practicum students in Spring 2021 and then piloted with a stratified sample of undergraduate students in Elementary Junior Field (EDU 353), Reading Junior Field (EDU 355), and Secondary Junior Field (EDU 354) Fall 2021. Full implementation of the new tools across field experiences occurred in Spring 2022. Multiple trainings occurred through Fall 2021 for University Supervisors and all EPP faculty to establish interrater reliability with the new tools. During the final student teaching seminar for Spring 2022, feedback was collected from students concerning their TWS experience and a majority of students reported a positive experience. In Spring 2020, the faculty voted to adopt a new dispositions assessment tool; this tool was first introduced to the Montana Council of Deans of Education group by another EPP in Montana. In Summer 2020, the College of Education collaborated with this EPP in Montana and created a training module for the dispositions tool. During the AY 2021-2022 the College of Education formed a Dispositions Committee. This committee completed two specific tasks:
a. Review legal input on drafted policies and procedures, specifically in reference to the university's policies on suspension and appeals
b. Create an online training for students to take for entrance into our EPP programs and the Reading, Special Education, and School Counseling programs
As a college, we continued our practice of having data retreats to review survey data and lead discussions for future improvement. In Fall 2021, we discussed the MSU Billings Completer Case Study Responses and in Spring 2022, we discussed a recent Montana Education Preparation Provider (MEPP) Completer Survey, approved by the state-wide Montana Council of Deans, and launched in March 2022. These discussions will serve to set a stage for future initiatives related to continuous improvement.

6.1.2 Optional Comments

R5.2 Data Quality

Upload data results or documentation of progress on phase-in/transition plans if applicable (This is optional and for the EPP's records as it prepares for the next CAEP review).

Section 8: Feedback for CAEP & Report Preparer's Authorization

8.1 . [OPTIONAL] Just as CAEP asks EPPs to reflect on their work towards continuous improvement, CAEP endeavors to improve its own practices. To this end, CAEP asks for the following information to identify areas of priority in assisting EPPs.

8.1 Questions: Does the EPP have any questions about CAEP Standards, CAEP sufficiency criteria, or the CAEP accreditation process generally?
No

8.2 Preparer's authorization. *By checking the box below, I indicate that I am authorized by the EPP to complete the 2023 EPP Annual Report, and that the details provided in this report and linked webpages are up to date and accurate at the time of submission..*

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

Report Preparer's Information

Name:	Kari Dahle-Huff
Position:	Department Co-Chair
Phone:	406-657-2317
E-mail:	kari.dahle@msubillings.edu

Secondary Contact Person for Annual Report Feedback*(Notification of Annual Report Feedback will be sent to the report preparer and the secondary contact person listed to ensure receipt of feedback in the event of EPP turnover.)*

Name:	Rachael Waller
Position:	CAEP Coordinator
Phone:	(406) 657-2235
E-mail:	rachael.waller@msubillings.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.

See CAEP Accreditation Policy

☑ **Acknowledge**