

2018 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 2016-2017 ?

Enter a numeric value for each textbox.

2.1.1 Number of completers in programs leading to <u>initial</u> teacher certification or licensure ¹	123
2.1.2 Number of completers 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	47

Total number of program completers 170

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 2016-2017 academic year?

- 3.1 Changes in the established mission or objectives of the institution/organization or the EPP
No Change / Not Applicable
- 3.2 Any change in the legal status, form of control, or ownership of the EPP.
No Change / Not Applicable
- 3.3 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
- 3.4 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
No Change / Not Applicable
- 3.5 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:

3.6 Change in regional accreditation status

No Change / Not Applicable

3.7 Change in state program approval

No Change / Not Applicable

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: <http://msubillings.edu/coe/accreditation.htm>

Description of data accessible via link: This site contains all of our CAEP Reports, our AACTE reports, and our Title II reports. Note that we are currently in progress of adjusting our site to include the most recent Self-Study Report, which will provide more specific information on Reporting Measures #3, #4, #5, and #7.

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"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Advanced-Level Programs			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2

Link: <https://www.collegefactual.com/colleges/montana-state-university-billings/student-life/>

Description of data accessible via link: This site, although not on our College's page, provides information relevant to Reporting Measure #8. In the future, we could consider linking to this site from our College's site, if CAEP suggests doing so.

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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Advanced-Level Programs			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input 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?

During the past three reporting years, the EPP was in the process of self-study. During the academic year 2016-17 covered in this annual report, the EPP prepared its self-study document in Fall 2016; during Spring 2017, the EPP held a joint site visit for CAEP and the Montana Board of Public Education with the Office of Public Instruction as the administrator for the MT Board of Public Education.

As reported in the recent self-study, the impact measures listed in CAEP Standard 4 are being jointly addressed at the state level across EPPs throughout the state of Montana by way of a committee comprising deans, faculty, and staff from across the state. As this state-led process yields data, more and more specific information will be able to be found on the EPP's web site, as per our phase-in plans admitted into evidence and accepted by CAEP during our site review.

Regarding annual reporting outcome measures 4.1 and 4.2, the EPP, in a collaborative approach led by the Montana Council of Deans of Education, will employ a case study approach as described in the EPPs self-study report and as explained more fully in the EPP's Standard 4 Program Impact Phase-In Plan (AIMS SSR Evidence #6.2). In a special note to the review team (AIMS SSR Evidence #6.1), the EPP described how its case study approach has been developed collaboratively with the Montana Council of Deans of Education, which has been developing a state-wide plan to address Standard 4. The Standard 4 Phase-In Plan requires state-wide development of an observation tool that is aligned to the Charlotte Danielson Framework for Teaching upon which the Montana Educator Appraisal System (EPAS) is based. Both EPAS and the Danielson Framework align to the InTASC Standards upon which the MSUB COE conceptual framework is based.

Regarding annual reporting outcomes measures 4.3 and 4.4, The Montana Office of Public Instruction is currently providing all Montana EPPs with milestone data for its graduates. Several key pieces of evidence are located in databases maintained by the state, and the person responsible for maintaining and mining these databases has been working with EPPs across Montana in order to provide them with placement and employment data for the purposes of administering the state-created employer and graduation surveys. Given that these data are now arriving, the EPP will be able to benchmark with other EPPs across the state as well as share data with local P12 Partners.

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?





Please see the attached Quality Assurance System document, which describes the system in detail. Also, please see the companion document attached, known as the Quality Assurance System Annual Report. The QAS document describes the process of continuous improvement and the logistics for making sure this process is sustainable, and the QAS Annual Report describes the data themselves. Given that this CAEP Annual Report asks for a report on AY 2016-17, the documents from those years are the ones attached. Next year, the EPP at MSUB will also include the minutes of the meetings that have been held during the current AY 2017-18, which will provide proof that we are following our QAS. Note that each fall, the EPP holds an annual faculty retreat which is focused specifically on reporting on the past year's goals and creating goals for the upcoming year for each of the four CAEP Committees that the EPP uses to enact its QAS. Note that the QAS is all-encompassing, and it therefore covers all CAEP Standards-- not only Standard 5.

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

- 1.1 Understanding of InTASC Standards
- 1.2 Use of research and evidence to measure students' progress
- 1.3 Application of content and pedagogical knowledge
- 1.4 All P-12 students afforded access to college- and career-ready standards.
- 1.5 Model and apply technology standards
- 2.1 Partners co-construct mutually beneficial P-12 partnerships
- 2.2 Partners co-select, prepare, evaluate, support, and retain high-quality clinical educators
- 2.3 Partners design high-quality clinical experiences
- 3.1 Recruits and supports high-quality and diverse candidate pool
- 3.2 Sets selective admission requirements
- 3.3 Monitors attributes and dispositions beyond academic ability
- 3.4 Creates and monitors candidate progress
- 3.5 Candidate positive impacts on P-12 students
- 3.6 Candidates understand the expectation of the profession
- 4.1 Completer impact on student growth and learning
- 4.2 Completer effectiveness via observations and/or student surveys
- 4.3 Employer satisfaction
- 4.4 Completer satisfaction
- 5.1 Effective quality assurance system that monitors progress using multiple measures
- 5.2 Quality assurance system relies on measures yielding reliable, valid, and actionable data.
- 5.3 Results for continuous program improvement are used
- 5.4 Measures of completer impact are analyzed, shared and used in decision-making
- 5.5 Relevant stakeholders are involved in program evaluation
- A.1.1 Candidate Knowledge, Skills, and Professional Dispositions
- A.1.2 Professional Responsibilities
- A.2.1 Partnerships for Clinical Preparation
- A.2.2 Clinical Experiences
- A.3.1 Admission of Diverse Candidates who Meet Employment Needs
- A.3.2 Candidates Demonstrate Academic Achievement and Ability to Complete Preparation Successfully
- A.3.3 Selectivity during Preparation
- A.3.4 Selection at Completion
- A.4.1 Satisfaction of Employers
- A.4.2 Satisfaction of Completers
- A.5.1 Quality and Strategic Evaluation
- A.5.2 Quality and Strategic Evaluation
- A.5.3 Continuous Improvement
- A.5.4 Continuous Improvement
- A.5.5 Continuous Improvement
- x.1 Diversity
- x.2 Technology
- x.4 Previous AFI / Weaknesses
- x.5 State Standards (if applicable)

Upload data results or documentation of data-driven changes.

-  MSUB_COE_Quality_Assurance_System_Fall_2016.docx
-  Quality_Assurance_System_Annual_Report_Fall_2016.docx
-  Clinical_Practice_and_Partnership_Selected_Improvement_Plan_Fall_2016_Rev_0.docx

-  MSUB_COE_Reliability_and_Validity_Plan.pdf
-  Quality_Selectivity_and_Recruitment_Plan_Revised_Fall_2016.docx
-  Std_4_Plan.pdf
-  Note_to_Reviewers_on_Std_4_Phasein_Plan.docx

6.2 Would the provider be willing to share highlights, new initiatives, assessments, research, scholarship, or service activities during a CAEP Conference or in other CAEP Communications?

☒ Yes ☐ No

6.3 Optional Comments

Note that in addition to the annual faculty retreat focused on accreditation, the EPP also convenes specific assessment and accreditation meetings throughout the academic year; the EPP also convenes sub-committees focused on specific CAEP standards. Finally, note that, beginning in AY 2017-18, all program meeting minutes are now coded so that every topic discussed is mapped to a specific element of a CAEP Standard. Given that this CAEP Annual Report covers AY 2016-17, examples of these minutes will be provided in next year's annual report.

Note that the EPP has included as attachments the phase-in plans that were submitted during its self-study. Updates on those plans will be provided in the next year's annual report.

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 2018 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.

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