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COMPLETE

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Page 1: Oklahoma/CAEP 2022 EPP Annual Report

Q1

Institution Name:

Mid-America Christian University

Q2

OEQA has the following Information current and accurate.....

Contact persons	Agree
Program listings	Agree

Page 2: Section 2. Program Completers

Q3

2.1 How many candidates completed programs that prepared them to work in preschool through grade 12 settings during Academic Year 2020-2021? Enter a numeric value for each textbox.

Number of completers in programs leading to initial teacher certification or licensure	15
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.)	12
Total number of program completers	27

Page 3: Section 3. Substantive Changes

Q4 **No Change/Not Applicable**

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

Q5

No Change

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

Q6

No Change/Not Applicable

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

Q7

What is the EPP's current regional accreditation status?

Accrediting Agency

Office of Educational Quality and Accountability

Status

Full Accreditation

Q8

No

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

Q9

No Change/Not Applicable

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

Page 4: Section 4. CAEP Accreditation Details on EPP's Website

Q10

4.1. EPP's current OEQA 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 State accreditation review.

<https://www.macu.edu/consumer-info>

Q11

4.2. CAEP/OEQA Accountability Measures (for CHEA Requirements) [2020-2021 Academic Year] Provider shares a direct link to its website where the EPP's display of data for the CAEP/OEQA Accountability Measures, as gathered during the 2020-2021 academic year, are clearly tagged, explained, and available to the public. CAEP/OEQA Accountability Measures (for CHEA Requirements) [2020-2021 Academic Year] Measure 1 (Initial): Completer 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.)

CAEP/OEQA Accountability Measures (Initial) [LINK]

<https://www.macu.edu/uploads/files/about-macu/consumer-info/2021-report-of-8-annual-assessment-measures-for-oeqa.docx.pdf>

CAEP/OEQA Accountability Measures (Advanced) [LINK]

<https://www.macu.edu/uploads/files/about-macu/consumer-info/2021-report-of-8-annual-assessment-measures-for-oeqa.docx.pdf>

Page 5: Section 5. Areas for Improvement, Weaknesses, and/or Stipulations

Q12

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 State Accreditation Site Review.

The EPP received an AFI in the Standard 3 Component 3.6. providing evidence documenting candidates understanding the expectations of the profession, including codes of ethics, professional standards of practice and relevant laws and policies. The EPP created an assessment to evaluate the candidates understanding of the above mentioned information. The assessment is given after candidates have completed 2 professional education courses that address this information, Educational Foundations and Students with Exceptionalities. Candidates are required to pass this assessment with 70% accuracy or better as a checkpoint 2 requirement.

Page 6: Section 6. EPP's Continuous Improvement & Progress on Phase-in Plans and Transition Plans

Q13

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.

Our teacher candidates scores on the Praxis Performance Assessment for Teachers continue to score over and above the state cut score of 38 with an average score of 44.

In partnerships with school districts where our graduates are employed, data is shared of their impact on Pk12 student learning from their first year of teaching. STAR test data in reading showed that students taught by our first year teachers averaged a grade equivalent growth of 8 months from pre to post assessment. First Year Teachers as also assessed using the Teacher Leader Effectiveness model. The EPP's first year teachers scored a mean of 4.05 out of 5 as an overall score on this instrument. The highest scores of were in the areas of Professional Development (4.0), Professional Accountability (4.0), Student Relations (4.0) and Interpersonal Relationships with students and peers(3.9) The lowest scores were in the areas of Closure (3.2), Standards (3.4) and Classroom Management (3.3).

First Year Teacher Evaluation scores First Year Teacher Surveys showed graduates in 2020 overall felt their teacher preparation program prepared them for teaching with an overall average of 3.0. Areas where they felt they needed more instruction were in working with students with exceptionalities, technology in the classroom and working with families. Mentor surveys from administrators and mentor teachers were very satisfied with the first year teachers preparation with an overall score of 3.5. Areas they felt the programs could be strengthened were in classroom management, student engagement and differentiated instruction. More technology has been implemented in coursework over the last couple of years throughout the EPP to strengthen this area. Use of Near Pod, Pear Deck, Google Jamboard, and Google sites among others have been used in instructional strategies and methods courses. Classroom management has also been more of a focus in the initial instructional strategies courses focusing on a classroom action plan for teacher candidates. Future areas such as student engagement and parent communication will be addressed.

Q14**Yes**

6.1.2 Would the provider be willing to share highlights, new initiatives, assessments, research, scholarship, or other activities during an OEQA Conference or in other OEQA Communications?

Page 7: Section 7: Legacy Transition to CAEP/OEQA Standards

Q15**No Identified gaps**

7.1 Assess and identify gaps (if any) in the EPP's evidence relating to the CAEP standards and the progress made on addressing those gaps. This is an opportunity to share the EPP's assessment of its evidence.

Q16**Respondent skipped this question**

If there are identified gaps, please summarize the gaps and any steps planned or taken toward the gap(s) to be fully prepared by your accreditation site visit in the text box below and list the standard or component to which the text applies.

Q17

Respondent skipped this question

Tag the standard(s) or component(s) to which the text applies.

Q18

Yes

I certify to the best of my knowledge that the EPP continues to meet legacy NCATE/OEQA Standards as applicable.

Q19

Respondent skipped this question

If no, please describe any changes that mean that the EPP does not continue to meet legacy NCATE Standards, as applicable.

Page 8: Section 8: Feedback for OEQA & Report Preparer's Authorization

Q20

8.1.1 What semester is your next accreditation visit?'

Fall 2027

Q21

8.1.2 Does the EPP have any questions about CAEP/OEQA Standards, CAEP sufficiency criteria, or the CAEP/OEQA accreditation process generally?

no

Q22

Report Preparer's Information:

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Q23

By checking the boxes below, I indicate that I understand and agree with the below statement. "I understand that all the information that is provided to OEQA from EPPs seeking initial accreditation, going through accreditation, or having completed the accreditation process is considered the property of OEQA and may be used for training, research, and data review. OEQA reserves the right to compile and issue data, in aggregate, derived from accreditation documents."

I understand and agree with the statement above.,

I am authorized to complete this report.