

[View results](#)

Respondent

2

Anonymous

**421:44**

Time to complete

## Oklahoma/CAEP EPP Annual Reports

1. Institution Name: \*

Mid-America Christian University

2. Contact Person's Name (may add up to two names) \*

Glenne Whisenhunt, Esther Rehbein

3. Contact Person's Email Address (may add up to two email addresses) \*

glenne.whisenhunt@macu.edu, esther.rehbein@macu.edu

## 4. Current Approved Programs (Please select all that apply): \*

- ☐ Agriculture
- ☐ Art
- ☐ Biology
- ☐ Business
- ☐ Business & Information Technology
- ☐ Chemistry
- ☐ Cherokee
- ☐ Dance
- ☐ Deaf Education
- ☒ Early Childhood
- ☐ Earth Science
- ☐ Educational Administration - Building Level
- ☐ Educational Administration - District Level
- ☒ Elementary Education
- ☐ Elementary - Initial Masters
- ☐ Elementary Math Specialist
- ☒ English
- ☐ English as a Second Language
- ☐ Family & Consumer Science
- ☐ Library Media Specialist
- ☐ Foreign Language
- ☐ French
- ☐ German
- ☐ Gifted & Talented
- ☐ Health Occupations
- ☐ Instrumental Music
- ☐ Journalism
- ☐ Latin

- ☐ Mandarin
- ☐ Marketing Education
- ☒ Mathematics
- ☐ Middle Level Math
- ☐ Mild-Moderate Disabilities
- ☐ Physical Education/Health/Safety
- ☐ Physical Science
- ☐ Physics
- ☐ Reading Specialist
- ☐ School Counseling
- ☐ School Psychology
- ☐ School Psychometry
- ☐ Science
- ☐ Severe-Profound Disabilities
- ☒ Social Studies
- ☐ Spanish
- ☐ Special Education - Comprehensive
- ☐ Speech Language Pathologist
- ☐ Speech/Drama/Debate
- ☐ Technology Engineering
- ☐ Trade and Industrial Arts
- ☐ Vocal Music

## Completed Programs

Total number of candidates who graduated from programs that prepared them to work in P-12 settings during the academic year 2022-2023. Enter a numeric value for each textbox below.

5. Number of completers in programs leading to initial teacher certification or licensure: \*

6. 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.**) Put N/A if not applicable. \*

7. Total Completers (add responses in questions 5 & 6) \*

## Substantive Changes

Please report on any of the following substantive changes that may have occurred at the EPP or institution/organization during the 2022-2023 academic year.

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

- ☐ Change
- ☒ No Change/Not Applicable

9. Has the EPP entered a contact with other providers for direct instructional services including any teach out agreements? \*

- ☐ Change
- ☒ No Change/Not Applicable

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

- ☐ Change
- ☒ No Change/Not Applicable

11. What is the EPP's current accrediting agency? \*

12. What is the EPP's current regional accreditation status? \*

Status:

- ☒ Accredited
- ☐ Not Accredited

13. Does this represent a change in the status from the prior year? \*

- ☐ Change
- ☒ No Change/Not Applicable

14. Since the last reporting cycle, does the EPP have any other substantive changes to report to OEQA? \*

- ☐ Change
- ☒ No Change/Not Applicable

15. If your EPP has had any substantive changes since the last reporting cycle, please explain. Respond N/A if not applicable. \*

N/A

## State Accreditation details on EPP's Website

Please update the EPP's public-facing website to include: 1) the EPP's current accreditation status with an accurate listing of the EPP's reviewed programs, and 2) the EPP's data display of the CAEP/OEQA Accountability Measures for Academic Year 2022-2023.

### CAEP/OEQA Accountability Measures (for CHEA Requirements)

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.)

16. Provide the 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/>

17. Provide a direct URL link to the EPP's CAEP/OEQA Accountability Measures data for your initial-licensure and advanced level programs. \*

### CAEP/OEQA Accountability Measures (Initial)

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

18. Provide a direct URL link to the EPP's CAEP/OEQA Accountability Measures data for your initial-licensure and advanced level programs. \*

**CAEP/OEQA Accountability Measures (Advanced) If your EPP does not have advanced level programs, please put N/A.**

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

## 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 State Accreditation Site Review. If your EPP does not have any AFIs or stipulations for the standards listed in questions 19-28, please put N/A next to the appropriate ones.

19. Standard R1: Content and Pedagogical Knowledge \*

N/A

20. Standard R2: Clinical Partnerships and Practice \*

N/A

21. Standard R3: Candidate Recruitment, Progression, and Support \*

The EPP received an AFI in Standard 3 Component, 3.6.providing evidence documenting candidates' understanding of the profession's expectations, including codes of ethics, professional standards of practice, and relevant laws and policies.  
The EPP created an assessment to evaluate the candidate's understanding of the abovementioned information. The assessment is given after candidates have completed two 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 two requirement. Seven students were assessed in the 2022/2023 school year, and all were successful.

22. Standard R4: Program Impact \*

N/A

23. Standard R5: Quality Assurance System and Continuous Improvement \*

N/A

24. Standard RA51: Content and Pedagogical Knowledge \*

N/A

25. Standard RA52: Clinical Partnerships and Practice \*

N/A

## 26. Standard RA53: Candidate Quality and Selectivity \*

N/A

## 27. Standard RA54: Satisfaction with Preparation \*

N/A

## 28. Standard RA55: Quality Assurance System and Continuous Improvement \*

N/A

29. **EPP's Continuous Improvement & Progress on Phase-in Plans and Transition Plans:**

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 of which your EPP is proud. Focus on one to two major efforts the EPP made and the relationship among data examined, changes, and studying the results of those changes. \*

Candidates are evaluated using the Candidate Preservice Assessment of Student Teachers (CPAST) during their student teaching. This instrument was created and offered by Ohio State University for our use at no charge. The only requirement is that we share our data with their EPP. Candidates, mentor teachers, and university supervisors are assessed for interrater reliability before using the evaluation tool in the student teaching semester. Candidates have been successful in their student teaching by scoring an average of 2.61 out of 3.0 in Pedagogy, i.e., Planning for Instruction and Assessment, Instructional Delivery, and Analysis of Teaching. Candidates also scored an average of 2.88 in Dispositions, i.e., Personal Commitment and Behaviors, Professional Relationships, Critical Thinking and Reflective Practice. Candidates also set goals for improving their teaching at the midpoint evaluation and the end of their first year of teaching. This instrument has been a valuable addition to our STE assessment system, providing clearer rationales for evaluation and supporting our student teachers in planning and implementing thorough lessons and assessments aligned to our state standards and a proprietary instrument aligned to InTASC and CAEP Standards. Teacher Candidate's Praxis Performance Assessment for Teachers (PPAT) scores were 100%. OSAT pass rates increased from an average of 70.4% in 2021/2022.

Our graduates are also assessed in their first year of teaching regarding their impact on P12 learning. Different assessments determine their impact based on grade level and district protocols. Data for our first-year teachers in 2022/2023 was not available to show student impact on their first year of teaching. Data is still being requested and will hopefully be collected and analyzed in the future. First-year teachers are also evaluated annually using the Marzano and Teacher Leader Effectiveness Model (TLE) in the domains of Classroom Management, Instructional Effectiveness, and Professional Growth and Continuous improvement. At the writing of this report, the data from these evaluations is not available from the Oklahoma State Department of Education.

Graduates and administrators evaluate the EPP's impact on their year of teaching through OEQA Resident First Year Surveys. Our EPP also supports our graduates through their first year of teaching by visiting and working with them six times over the school year in various ways. We also have their administrators and graduates evaluate how our EPP prepared them for their teaching careers. The OEQA First Year Teacher Surveys data was unavailable for the 2022-2023 school year. The MACU First Year Teacher Survey averaged 3.7 from the Graduate Survey and 2.9 from the Administrator Survey. The number of graduates in our programs is small, but as an EPP, we aim to graduate highly effective teachers from our programs.

Our EPP has also created a different delivery system to complete our elementary education coursework through a fully online offering. This platform allows non-traditional potential teacher candidates to earn this degree through a traditional pathway. Each candidate who takes courses online must complete their field experience and student teaching semester on ground in PK12 schools. So far, this offering has recruited 20+ candidates.

## Feedback for OEQA (optional)

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

30. **[OPTIONAL]** Does the EPP have any questions about CAEP/OEQA Standards, CAEP sufficiency criteria, or the CAEP/OEQA accreditation process generally?

No

## Report Preparer's Authorization

Report Preparer's Information:

31. Name: \*

Vickie Hinkle

32. Position: \*

Director of the School of Teacher Education

33. Phone: \*

405-703-8239

34. Email: \*

vickie.hinkle@macu.edu

35. **Preparer's authorization.** I indicate that I am authorized by the EPP to complete the 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.

☒ YES

☐ NO