

# 2023 Annual Accreditation Report

CAEP ID:	10148	AACTE SID:	3550
Institution:	Northwestern State University of Louisiana		
Unit:	Gallaspy College of Education and Human Development		

## 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 initial teacher certification or licensure<sup>1</sup>

118

2.1.2 Number of graduates 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.)<sup>2</sup>

100

**Total number of program graduates** 218

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<sup>1</sup>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.

<sup>2</sup> 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

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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

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

Change  No Change / Not Applicable

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

Accreditation Agency:

SACSCOC

Status:

Accredited

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

Change  No Change / Not Applicable

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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

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## 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 EPP's 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.nsula.edu/institutionaleffectiveness/>

### 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<sup>3</sup> 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.)

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<sup>3</sup>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://regents.la.gov/data-publications/>

CAEP Accountability Measures (Advanced) [LINK] <https://regents.la.gov/data-publications/>

## 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.

**CAEP: Areas for Improvement (ITP)** 2 Clinical Partnerships and Practice

**There is limited evidence to demonstrate that the EPP has a systematic plan to document that all clinical educators have completed professional development. (Component 2.2).**

During AY 2019-2020, the EPP continued to move forward in developing and implementing the systematic plan to provide continuous professional development for all clinical educators. This plan is outlined below as training continues to occur each semester to date. A general meeting of all clinical educators, mentor teachers and university supervisors is held at the beginning of the fall and spring semesters. Using the evaluation tool and observational data, calibration exercises are completed to ensure consistency of scoring and feedback expectations. Additional trainings are held to provide continuous professional development for mentor teachers working in partner districts with Central Louisiana Instructional Program (CLIP) as needed. The EPP is a key partner in the CLIP Program and The Orchard Foundation, the education arm of the Rapides Foundation. Participants who complete the program receive a Master of Arts in Teaching degree and a professional teaching license, then teach middle school math or science in a high needs school. resources and training materials were provided to all mentors.

The Director of Clinical Practice and Partnership annually reviews the roles and responsibilities of clinical educators, mentors and university supervisors and provides updates on state and program policies during the training sessions. During AY 2021-2022, all protocols and procedures were revisited to ensure alignment with the Class Measures Rubric. Class Measures is used by the LDOE to provide EPP's with a performance profile focused on improving teaching, raising the standard of student learning, and improving student outcomes. Clinical educators, university supervisors and mentor teachers, are trained each semester on the electronic portfolio system used to record and store candidate artifacts for documenting assessment data including P-12 learning impact data by Dr. Sanson. Dr. Sanson continues to provide a TaskStream refresher for documenting assessment data each semester. Attendance rosters and emails are gathered as proof of attendance for all training activities. Qualitative data was collected and analyzed to provide the EPP with information on the training and to improve the quality of the professional development. The EPP's Class Measures onsite review was conducted in AY21-22 and earned a score of 3 (Proficient/Good) on a scale of 1 to 4.

**CAEP: Areas for Improvement (ITP)** 5 Provider Quality Assurance and Continuous Improvement

**The EPP provided limited evidence of formal diverse stakeholder involvement related to program evaluation and changes for improvement. (Component 5.5)**

The Teacher Education Advisory Council met in fall and spring of AY 2020-21 to analyze and provide feedback for data. Their suggestions were shared with program faculty and coordinators. The EPP has developed processes to formally involve diverse stakeholders and to seek input from these stakeholders when evaluating programs and making decisions to improve programs. A stakeholder survey was developed during the Spring 2022 semester and will be utilized beginning AY 2022-23 as an additional method to gather systematic data for improvement from our stakeholders. Program faculty is involved in a review and analysis of program data continuously in the fall and spring in preparation for the drafting of annual assessment reports. The EPP uses both quantitative and qualitative data. A review of data quality and has well-established processes for performance review and action steps based on that review and has broad involvement of faculty, program coordinators, external partners, clinical educators, and members of the TEAC at all levels of each program to monitor and improve processes. The EPP's quality assurance system includes systematic and regular attention to the quality of program coursework and faculty teaching, considering their impact on relevant program outcomes and to the ability of all candidates to impact P-12 learning outcomes. The EPP's quality assurance measures embrace the

building and sustaining a culture of continuous improvement that directly engages multiple stakeholders. Multiple sources of information are used to monitor the performance of individual candidates, cohorts of candidates, and cohorts of recent completers. This information leads directly to action steps to improve the program as well as follow up monitoring to assess the impact on P-12 students and both completer and employer satisfaction. Collaboration among the EPP and TEAC is critical to the success of the continuous improvement process. Council meetings were scheduled for Spring and Summer 2021 to inform continuous improvement efforts beginning fall 2021. Results of stakeholder surveys are presented to School of Education faculty and staff at the annual "Data Day" held in May. Recommendations by stakeholders are presented to School of Education faculty and staff in program planning for upcoming academic year.

**CAEP: Areas for Improvement (ADV)** 5 Provider Quality Assurance and Continuous Improvement

**The EPP provided limited evidence that their quality assurance system consists of multiple measures that can monitor candidate progress, completer achievements, and provider operational effectiveness. (Component A.5.1)**

Candidate progress is monitored closely by the advisor and program coordinator in each program. Completer achievements are shared via social media. SLLA data, internship performance data, comprehensive exams and major papers are used to gauge operational effectiveness. As a group we have met to being the process of strengthening this component.

**CAEP: Areas for Improvement (ADV)**

5 Provider Quality Assurance and Continuous Improvement

**The EPP provided limited evidence or a plan that the quality assurance system relies on relevant, verifiable, representative, cumulative, and actionable measures, and produces empirical evidence that interpretations of data are valid and consistent. (Component A.5.2)**

We have developed a Key Assessment document that will be added to on our annual Data Day. Because of the wide and varied nature of all of our advanced programs, there will be variations in types of assessments (performance eval. rubrics, exams, portfolios, etc.), but all assessments are used to both track progress and show mastery in each program and it's competencies. As a group we have met to being the process of strengthening this component.

**CAEP: Areas for Improvement (ADV)**

5 Provider Quality Assurance and Continuous Improvement

**The EPP provided limited evidence that advanced program completer outcomes are summarized, externally benchmarked, analyzed, shared widely, and acted upon in decision-making related to programs, resource allocation, and future direction. (Component A.5.4)**

Our programs are aligned with the state requirements for each certification area. Each candidate, upon completion and employment will be evaluated by their LEAs. Graduation from and matriculation through the programs is closely tracked by program coordinators. Students are only considered completers if they have met state licensure requirements in their areas.

**CAEP: Areas for Improvement (ADV)**

5 Provider Quality Assurance and Continuous Improvement

**The EPP provided limited evidence to assure that appropriate stakeholders, including alumni, employers, practitioners, school and community partners, and others defined by the provider, are involved in program evaluation, improvement, and identification of models of excellence. (Component A.5.5)**

The Teacher Education Advisory Council was revamped to include representatives from all of of these areas. We are working on creating more meaningful ways to disseminate and disaggregate data in such a way that all stakeholders have meaningful input.

## 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 EPP 's program faculty along with members of the TEAC, clinical educators, mentor teachers and university supervisors reviewed data collected on candidate performance and their impact on P-12 learning. A consistent pattern of weakness was noted in the students' ability to effectively implement classroom management. It was also noted that students have difficulty implementing appropriate lessons in their first semester of residency due to lack of content method experiences and classroom management coursework before residency. To strengthen students' abilities to plan effectively, the lesson plan template was revised to include additional resources in the form of hyperlinks for each component of the plan. Curriculum remapping is currently underway to ensure that students have the opportunity to take classroom management and acquire content methods experience before they enter residency. Previous data from AY 2020-21 indicated that assessment was a weakness within candidate performance of interns and residents. To address this deficit, a new requirement was added to the lesson plan template in which candidates must have an ABCD objective with a success criteria, data from pre and post tests indicating the number of students mastering the daily objective, and remediation plans in place in cases where less than 80% of their students met the objective.

#### 6.1.2 Optional Comments

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- A.2.1 Partnerships for Clinical Preparation**
- A.2.2 Clinical Experiences**
- A.3.1 Admission of Diverse Candidates Who Meet Employment Needs**
- 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**
- R5.1 Quality Assurance System**
- R5.2 Data Quality**
- R5.3 Stakeholder Involvement**
- R5.4 Continuous Improvement**

**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?

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**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: Dr. Katrina Woolsey Jordan

Position: Director< NSU SOE

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**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: Dr. Amy Craig

Position: Assessment & Accreditation Coordinator

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**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**