

2023 Annual Accreditation Report

CAEP ID: 12103

Institution: University of South Dakota

Unit: School of Education

AACTE SID: 4270

Section 1. EPP Profile Updates in AIMS

Please review the Educator Preparation Provider's (EPP's) profile in AIMS and update the following information for: Contact Persons, EPP Characteristics, Program Listings. [See the Annual Report Technical Guide for additional guidance.]

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 have authority over the EPP. This contact may receive time-sensitive communications related to the accreditation of the EPP.]

Agree

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 should have a role in coordinating accreditation activities. This contact may be carbon copied on communications to the EPP head.]

Agree

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 two distinct contact persons to ensure that automatic communications sent from AIMS are received by the EPP in the event of personal turnover.]

Agree

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

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

1.2.3 *Program Options* - I confirm that EPP's program listings (including program name, program

review level, certificate level, program category, and program review option) are up to date and accurately reflected in AIMS for all EPP programs that fall within CAEP's scope of accreditation; (programs outside of CAEP's scope of accreditation should be archived and not listed in AIMS).

Agree

Section 2. EPP's Program Completers [Academic Year 2020-2021]

2.1 How many candidates completed programs that prepared them to work in P-12 settings during Academic Year 2020-2021?

Enter a numeric value for each textbox.

2.1.1 Number of completers in programs leading to initial teacher certification or licensure¹ 130

2.1.2 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.)² 93

Total number of program completers 223

¹ 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 2020-2021 academic year?

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

No Change / Not Applicable

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

No Change / Not Applicable

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

No Change / Not Applicable

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

CAEP

Status: **Full Accreditation**

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

Change

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

No Change

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 2020-2021.

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.usd.edu/Academics/Colleges-and-Schools/school-of-education/Accreditation>

4.2. CAEP 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 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 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 Accountability Measures (Initial) [LINK] <https://www.usd.edu/Academics/Colleges-and-Schools/school-of-education/Accreditation>

CAEP Accountability Measures (Advanced) [LINK] <https://www.usd.edu/Academics/Colleges-and-Schools/school-of-education/Accreditation>

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

None

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.

Initial licensure programs in Teacher Residency and Education (TRE) reviewed key assessment data in fall 2021 and discovered that some elementary majors were struggling to meet the cut score on the social studies portion (5004) of the Praxis 5001 content test. EPP students- both male and female subgroups have lower average scores than the state and national averages. The EPP female population's average is lower than the male population's and when a 2 sample T test is done on the data, it shows that the difference between the male and female group means are statistically significant. The EPP sees potential to effect results for all groups to perform better on the social studies 5004, but monitor if the female group scores increase as a subgroup. Initial plans are to make a curricular revision (approved 2023) students will enroll in a world history course. The EPP also is revising the ELED 162 course to be more aligned with the exam topics. Impact of these changes will not be seen immediately due to the fact that changes will happen with incoming 2023 fall freshmen and they will take Praxis 5004 at the end of their sophomore or into their junior year. Earliest results will be seen in fall 2025.

For the advanced programs, school psychology faculty have used data to track how COVID modifications in field experiences impacted candidates' performance in the field. It was noted that candidates who had modified COVID experiences scored significantly lower in demonstrating knowledge of school organization and operations (NASP 2.5) than candidates the following year who had traditional practicum experiences. Another change in the program for 2021-22 was that all candidates exceeded expectations for role and function of a school psychologist in practicum. Faculty hypothesize this is due to explicit instruction in Principles and practices of School Psychology course, as well as opportunities to practice in practicum and will monitor to see if there is a pattern. Also in practicum, faculty noticed that all candidates met criteria, but the lowest scores were in crisis prevention and response. Faculty have implemented PREPaRE training and will monitor results over time. Communication skills in the professional dispositions assessment have improved from 2021-22 and faculty hypothesize that moving consultation to the first semester of study may have had an impact on scores.

Educational Leadership received feedback from external stakeholders from the employer satisfaction surveys indicating that candidates need more capacity to support students with mental health or emotional health issues. The division will invite Dr. Helbig from school psychology to spring program meetings to discuss SEL and how to best prepare leaders in this area.

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

Yes

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.

8.1.1 What semester is your next accreditation visit? Fall 2026

8.1.2 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 2022 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: Robin Wiebers

Position: Associate Dean

Phone: 605 658 6608

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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. **Acknowledge**