2023 Annual Accreditation Report

CAEP ID:	12127	**AACTE SID:**	400
Institution:	Black Hills State University		
Unit:	School of Education		

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[1]	126
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.)[2]	10
Total number of program graduates	136

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[1] 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.

[2] 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**

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**

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

○ **Change** ◉ **No Change / Not Applicable**

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

Accreditation Agency:

HLC - HIgher Learning Commission

Status:

Accredited

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

○ **Change** ◉ **No Change / Not Applicable**

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**

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 EPPs 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.bhsu.edu/Academics/The-Colleges/College-of-Education-and-Behavioral-Sciences/School-of-Education/Accreditation#tab_1-standardsreports

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[3] 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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[3]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://www.bhsu.edu/Academics/The-Colleges/College-of-Education-and-Behavioral-Sciences/School-of-Education/Accreditation#tab_1-standardsreports

CAEP Accountability Measures (Advanced) [LINK] https://www.bhsu.edu/Academics/The-Colleges/College-of-Education-and-Behavioral-Sciences/School-of-Education/Accreditation#tab_1-standardsreports

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) 5 Provider Quality Assurance and Continuous Improvement

The EPP did not provide sufficient information regarding validity and reliability. (component 5.2)

In 2018, the EPP received accreditation with no stipulations, yet one area for improvement as noted. The EPP-created surveys for Professional Dispositions and Employer/Alumni Satisfaction surveys were noted as each lacking sufficient validity (reliability was established). The former requirement of validity for surveys has been updated to require meeting CAEP Sufficiency Standards. The EPP has documented alignment of each survey with the CAEP Sufficiency Standards. The EPP is finalizing Lawshe's revised correlation coefficient analysis for additional support for each instrument.

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.

Advanced Program:
Black Hills State University has one advanced program, MEd - K-12 Reading Specialist. The program met all standards with no stipulation nor AFIs. Pertinent to the EPP's phase-in plan Master of Education in Reading program faculty continue with the process of implementing analytical rubrics to track candidate progress as set forth in A.1.1. In addition to redesigning our admissions prompt, we set out to, 1. Determine performance criteria; 2. Set performance levels; 3. Write measurable performance descriptors; 4. Solicit feedback from outside reviewers; 5. Provide training for advanced program faculty; and, 6. Use student samples to determine inter-rater reliability.
During Spring Semester 2022, advanced program faculty completed steps 1-4 of this plan by identifying performance criteria (critical thinking, innovation, elements of writing, and diversity), determining performance levels, and crafting measurable distinctions for each level. These rubrics were sent to outside reviewers, who analyzed them for content and construct validity. By Fall Semester 2022, the rubrics had been formally adopted and implemented into the admissions process.
During Fall Semester 2022, advanced program faculty (MSCI and M.Ed. Reading) began collecting candidate application essays in order to provide training regarding scoring protocols. Our set of sample essays thus far has not been large enough to support statistical analysis, including measures of interrater reliability. Of three submitted essays, two were of a quality that signaled program readiness, while one submission showed insufficient attention to the essay requirements to be considered for the program.
Although only the MEd is required to meet accreditation, all master's programs are aligned with an CAEP expectations to ensure appropriate continuous improvement.

Initial Level Programs:
This EPP is developing a Math-Computer Science Emphasis in collaboration with SD School of Mines and Technology. SDSMT offers the appropriate variety of computer content coursework while BHSU has previous demonstrated excellence with Math education and Math-Science Composite Education for both content and pedagogy. This collaboration is in response to the South Dakota need for technology teachers including robotics, programming, and general applications. The program will be overseen by the EPP.
The EPP has been collecting data and revising the EPP-created surveys across time per the EPP Transition Plans: Professional Dispositions Assessments, Surveys, both employer and completer, and Final Appraisal. All surveys have been updated and aligned with CAEP Sufficiency Standards. Final Lawshe, revised, are being double checked for accuracy. Additionally, the Field Experience Office is updating all materials and processes to meet SDDOE changes to process.
Purchase of a data management system specific to accreditation has been stymied with system-wide contract requirements and IT staffing losses. The EPP has set aside the funding with minimal cost shared on to the teacher candidates. We are working with our VP and legal to achieve a contract and the management system. This system would take the current burden off of individuals - the EPP tracks, manages, reports, and assesses according to quality assurance, but it is exceptionally time-consuming for individuals rather than technology.
As is occurring across the country, our EPP is experiencing a dip in enrollment across our ELED, ECE/SPED, and liberal arts secondary programs related to social sciences and English Language Arts. Wonderfully, our math and science have held steady or increased by 1 or 2 candidates. Our recruitment and retention committee is working on additional supports for secondary programs, creating additional recruitment resources, and has actively engaged in Educator's Rising, The EPP held the State level Educator's Rising conference as well as a Fall Expo for more local schools. Standards are held for admission, transition points, and exit.
The EPP has noted a rise in the need for supporting clinical interns with a Plan of Assistance this academic year. Over the past 5 years 1 or 2 were needed during an academic year, with this year fully 5 have been put in place with the possibility of an additional 2. It is noted that in each case, the PoA if focused on relational interactions with the clinical intern and the clinical educator. This is very concerning and will be investigated for underlying reasons; in only 1 or 2 cases was there a noted indication of the impending concern. The EPP will determine if faculty/early clinical educators are 'missing' or not documenting or if the concerns arise during the year-long clinical experience. The EPP has lost positions and faculty are covering additional courses and service work and we need to determine if there is any correlation with time and documenting etc.
Scholarships continue to be a strength for our EPP. Relationships with alumni, regional districts, and individuals or entities are at the epicenter of this success. We have ???

6.1.2 Optional Comments

A.1.1 Candidate Knowledge, Skills, and Professional Dispositions

A.1.1 Candidate Knowledge, Skills, and Professional Dispositions
A.4.1 Satisfaction of Employers
A.4.1 Satisfaction of Employers
A.4.2 Satisfaction of Completers
A.5.2 Quality and Strategic Evaluation
A.5.3 Continuous Improvement
R1.4 Professional Responsibility
R3.1 Recruitment
R3.2 Monitoring and Supporting Candidate Progression
R4.2 Satisfaction of Employers
R4.3 Satisfaction of Completers
R5.2 Data Quality
R5.3 Stakeholder Involvement
x.4 Previous AFI / Weaknesses

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?
What is the best/clearest method to document meeting sufficiency criteria for surveys and EPP created measures for a self-study? Would providing a column to aligned to the expectation with explanation/note to tagged evidence be appropriate. We understand this is not 'dictated', but thoughts for best practice would be appreciated.

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:	Betsy Silva
Position:	Dean for the College of Education and Behavioral Sciences
Phone:	605.642.6551/605.645.6673 cell
E-mail:	Betsy.Silva@BHSU.edu

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:	Faye LaDuke-Pelster
Position:	Chair for the School of Education
Phone:	605.642.6627
E-mail:	Faye.LaDuke@BHSU.edu

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**