



**SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS**

**Institutional Program Review
Report to the Board of Regents**

Use this form to submit a program review report to the system Chief Academic Officer. Complete this form for all units/programs undergoing an accreditation review, nationally recognized review process, or institutional program review. The report is due 30 days following receipt of the external and internal review reports.

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| UNIVERSITY: | USD |
| DEPARTMENT OR SCHOOL: | School of Education |
| PROGRAM REVIEWED: | All School of Education programs |
| DATE OF REVIEW: | 4/27/2020 |
| TYPE OF REVIEW: | Specialized Program Accreditation Review |

University Approval

To the Board of Regents and the Executive Director: I certify that I have read this report, that I believe it to be accurate, and that it has been evaluated and approved as provided by university policy.



President of the University

6/9/2020
Date

1. Identify the program reviewers and any external accrediting body:

Council for the Accreditation of Educator Preparation (CAEP). The onsite review was held the first week of November 2019.

2. Items A & B should address the following issues: mission centrality, program quality, cost, program productivity, plans for the future, and assessment of progress.

2(A). Describe the strengths and weaknesses identified by the reviewers

CAEP recognized that USD’s School of Education (SOE) ensures that candidates develop a deep understanding of the critical concepts and principles of their discipline and, by completion, can use discipline-specific practices flexibly to advance the learning of all students toward attainment of college- and career-readiness standards.

Strong partnerships with PK-12 schools was highlighted as a strength of the school of education. The partnerships are mutually beneficial to both SOE and the PK-12 districts to impact PK-12 student learning as well as provide critical experiences for SOE students to practice their professional best practices. Stakeholders (graduates and their supervisors) are satisfied with program graduates’ preparation for their professional duties during their first year.

USD's School of Education demonstrated that it purposely recruits quality candidates and supports them through the programs. The provider demonstrates that development of candidate quality is the goal of preparation in all phases of the programs.

Focus on working with diverse populations is a strength of SOE's programs. The CAEP reviewers cited that students participate in a variety of assignments to develop strategies for teaching diverse learners. They also learn critical thinking, problem solving, and reflective practice during course work assignments with respect to working with diverse learners. USD's SOE provides support to PK-12 partners through professional development, and has provided students with learning opportunities by increasing its number of diverse faculty and placing candidates in diverse settings. Curriculum has been impacted through infusion of culturally responsive pedagogy. SOE is focused on recruiting diverse teacher candidates through its development of a pathways program into teacher preparation.

Technology preparation was also highlighted as a strength of the School of Education. During the programs, students learn how to plan lessons that feature technology integration. Course assignments provide candidates with the opportunity to plan, implement, and reflect on their teaching through use of technology.

Standard 5 that relates to a quality assurance data system was found to be unmet for both initial and advanced programs. This was due to many assessment methods that were only sometimes employed or not held to the same standards across all programs. Reviewers stated that there was little documentation that the school published its data and electronically or widely shared data its among stakeholders.

2(B). Briefly summarize the review recommendations

The provider must demonstrate that Standard 5 is met and all stipulations cited have been corrected within two years to continue accreditation.

2(C). Indicate the present and continuous actions to be taken by the college or department to address the issues raised by the review. What outcomes are anticipated as a result of these actions?

The SOE plans to re-establish an annual data retreat. The data that is already being collected in existing systems will be discussed at division and school-wide levels. During the retreat, the faculty members will work in teams to pinpoint any areas within the school's programs that may need improvement or updates, thereby documenting the assurance that candidates' overall progress through programs is satisfactory. This data will now be organized and housed within Nuventive, the university's assessment system, to ensure operational effectiveness.

The following plan was also enacted to establish content validity and reliability of all assessments and their rubrics:

1. Reevaluate assessments (or create if necessary) to align with national standards using rubrics created with at least 4 performance criteria per indicator rating.
2. Establish content validity with each of the different departments focused on their key assessments.
 - Build departmental panels of subject matter experts (K-12 partners)-Fall 2020.
 - Send assessments to panel to rate each of the indicators-Fall 2020.
 - Tabulate results using CVR-January 2021.
3. Create plans to pilot after having met with all divisions.
4. Establish reliability of those assessments with every cycle of data.
5. Review assessments periodically by Assessment Committee.

The SOE assessment coordinator presented a plan to the deans and division chairs, that was approved, to store all aggregated (and disaggregated data by race, ethnicity, gender, first generation students, etc.) data that is being collected and all meeting notes held regarding such data on Nuventive. Goal planning that is currently required by the state will be examined for national standards' alignment. The SOE assessment coordinator will assist faculty in ensuring that course goals and objectives are mapped to course syllabi and spring course grade data.

Finally, the SOE recognizes the need to share data both publicly and with stakeholders, especially when it comes to making critical program decisions for program improvement. The following two items address this issue:

1. There have been many new developments made to the SOE's CAEP Accreditation Report Google site. It directly links from USD's School of Education homepage for both initial and advanced programs. This will help prospective students and incoming faculty and staff know how the school's programs compare to other schools in performance pertaining to CAEP's Annual Reporting Measures. It also allows current students, faculty, and staff the opportunity to take pride in all that is being accomplished.
2. The Assessment Committee is upholding the bylaws by re-enacting the External Advisory Board. This board will be responsible for ensuring all divisions follow the faculty agreed on assessment practices established in the School of Education's assessment handbook and making updates to the handbook when needed. The board will consist of a committee of 2 members from each division plus a maximum of 5 at-large members including a representative of an educational service agency that will meet at least once a year. Results of these meetings will be uploaded into Nuventive to effectively track decision-making and any changes that are implemented. We are currently receiving recommendations from the division chairs.