2022 Annual Accreditation Report

CAEP ID:	10456	**AACTE SID:**	5165
Institution:	Northern Kentucky University		
Unit:	College of Education		

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

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

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 <u>initial</u> teacher certification or licensure[1]

138

2.1.2 Number of completers in <u>advanced</u> 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]

76

Total number of program completers 214

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[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?

○ **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:

Southern Association of Colleges and Schools

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 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.nku.edu/academics/coe/about/collegeaccreditation.html

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 2020-2021 academic year, are clearly tagged, explained, and available to the public.

CAEP Accountability Measures (for CHEA Requirements) [2020-2021 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.nku.edu/academics/coe/about/collegeaccreditation/dashboard.html

CAEP Accountability Measures (Advanced) [LINK]
https://www.nku.edu/academics/coe/about/collegeaccreditation/dashboard.html

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.

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.

We have made, or are making, many significant improvements in our College. Several of these are in response to feedback we have received from CAEP, as well as from our various stakeholder groups. One change is how we intend to begin posting our CAEP data on our university website. After receiving helpful feedback from a CAEP representative, we are looking at not only what data is being collected, but also how relevant information is posted on our public webpage. In the past the data has been a collection of spreadsheets without the aid of charts/graphs or contextual explanations. Going forward in the next academic year, this will change. It is our intent to display our information in a more user-friendly manner. Less data, but more helpful data, will be posted for public consumption. To this end, we have hired a new staff member who will help design these pages. He has received training, and we are exploring other websites who were recommended as models.
In addition to how the information is displayed, we are also updating many of our data processes and procedures, particularly as they relate to Completer and Employer Satisfaction in Standard 4. We are supporting a faculty member who will update our employer and completer surveys, as well as organize focus groups (see plan below).
Component R4.2/A4.1 – Employer Satisfaction
(initial and advanced)

R4.2: The provider demonstrates employers are satisfied with the completers' preparation for their assigned responsibilities in working with diverse P-12 students and their families.
A4.1: The provider demonstrates that employers are satisfied with the completers' preparation for their assigned responsibilities.

Data source: Focus group of employers that represent the programs within the EPP. Employer Satisfaction Survey data will be used to supplement the focus group data if it is determined the focus groups are not sufficiently representative of the programs within the EPP.

Data collection cycles:

Cycle Completion Year Focus Group
Survey Administered
(if needed) Data to Programs Report to QAC for Dashboard
Survey Pilot Random Apr. 2022 Apr. 2022
Cycle 1 Summer 2020-Spring 2021 Sept/Oct 2022 Oct. 2022 Jan. 2023 Apr. 2023
Cycle 2 Summer 2021-Spring 2022 Sept/Oct 2023 Oct. 2023 Jan. 2024 Apr. 2024
Cycle 3 Summer 2022-Spring 2023 Sept/Oct 2024 Oct. 2024 Jan. 2025 Apr. 2025
Cycle 4 Summer 2023-Spring 2024 Sept/Oct 2025 Oct. 2025 Jan. 2026 Apr. 2026

Data Analysis and Report:
• Aggregated and disaggregated data will be provided to each program in the EPP. Data will be analyzed by each program. The program team will summarize the findings in its annual Quality Assurance Report and share the findings with all programs at the annual Quality Assurance Committee meeting.
• The Standard 4 leader will prepare an annual holistic report for CAEP and the Data Dashboard that represents the findings across all programs for the review cycle.

Component R4.3/A4.2 – Completer Satisfaction
(initial and advanced)

R4.3: The provider demonstrates program completers perceive their preparation as relevant to the responsibilities they encounter on the job, and their preparation was effective.
A4.2: The provider demonstrates that program completers perceive their preparation as relevant to the responsibilities they confront on the job, and their preparation was effective.

Data source: Completer satisfaction survey. Focus groups will be added if survey return rate is below 20% or the data are not sufficiently representative of the programs within the EPP.

Data collection cycles:

Cycle Completion Year Survey Administered Focus Group
(if needed) Data to Programs Report to QAC for Dashboard
Survey Pilot Random April 2022 Apr. 2022

Cycle 1 Summer 2020-Spring 2021 Sept./Oct. 2022 Oct. 2022 Jan. 2023 Apr. 2023
Cycle 2 Summer 2021-Spring 2022 Sept./Oct. 2023 Oct. 2023 Jan. 2024 Apr. 2024
Cycle 3 Summer 2022-Spring 2023 Sept./Oct. 2024 Oct. 2024 Jan. 2025 Apr. 2025
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A second area of focus for us this year has been updating our disposition form and process. A representative committee was formed at the beginning of the current academic year to revise our disposition form and re-think our disposition process. Feedback from stakeholders pointed out that our previous form focused more on areas of professional behaviors as opposed to the true disposition of the teacher candidate. Research was reviewed, sample forms from other universities were examined, and new forms have been created and are scheduled to be piloted in the fall of 2022. One area of particular focus was to ensure candidates have the proper disposition to work with students and colleagues of differing backgrounds.

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　○ No

6.1.3 Optional Comments

Each year, program facilitators develop a Quality Assurance Report that discusses the strengths and areas for growth identified by the EPP assessments, such as the PRAXIS exams, disposition survey, or teacher work sample data. The report is completed and discussed at the annual Quality Assurance Committee "Data Day." This year, the date is scheduled for Friday, April 22. Each program will review and discuss areas for improvement as identified by their review of all data sources. Each program will also describe the impact of any previously initiated changes on teacher candidates and/or the program.

> **A.1.1 Candidate Knowledge, Skills, and Professional Dispositions**
> **A.4.1 Satisfaction of Employers**
> **A.4.2 Satisfaction of Completers**
> **R1.1 The Learner and Learning**
> **R4.2 Satisfaction of Employers**
> **R4.3 Satisfaction of Completers**

Upload data results or documentation of data-driven changes.

📎 **New_Form_Example_2_Revised_32222_AC_meeting_notes.docx**
📎 **CAEP_St._4_plan.docx**

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?

S25

8.1.2 Does the EPP have any questions about CAEP Standards, CAEP sufficiency criteria, or the CAEP accreditation process generally?

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:	Ginger Blackwell
Position:	Interim Associate Dean
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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**