

2018 EPP Annual Report

CAEP ID:	10456	AACTE SID:	5165
Institution:	Northern Kentucky University		
Unit:	College of Education and Human Services		

Section 1. AIMS Profile

After reviewing and/or updating the Educator Preparation Provider's (EPP's) profile in AIMS, check the box to indicate that the information available is accurate.

1.1 In AIMS, the following information is current and accurate...

	Agree	Disagree
1.1.1 Contact person	<input checked="" type="radio"/>	<input type="radio"/>
1.1.2 EPP characteristics	<input checked="" type="radio"/>	<input type="radio"/>
1.1.3 Program listings	<input checked="" type="radio"/>	<input type="radio"/>

Section 2. Program Completers

2.1 How many candidates completed programs that prepared them to work in preschool through grade 12 settings during Academic Year 2016-2017 ?

Enter a numeric value for each textbox.

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

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

Total number of program completers 310

¹ For a description of the scope for Initial-Licensure Programs, see Policy 3.01 in the Accreditation Policy Manual

² For a description of the scope for Advanced-Level Programs, see Policy 3.02 in the Accreditation Policy Manual

Section 3. Substantive Changes

Have any of the following substantive changes occurred at your educator preparation provider or institution/organization during the 2016-2017 academic year?

3.1 Changes in the established mission or objectives of the institution/organization or the EPP
No Change / Not Applicable

3.2 Any change in the legal status, form of control, or ownership of the EPP.
No Change / Not Applicable

3.3 The addition of programs of study at a degree or credential level different from those that were offered when most recently accredited
No Change / Not Applicable

3.4 The addition of courses or programs that represent a significant departure, in terms of either content or delivery, from those that were offered when most recently accredited
No Change / Not Applicable

3.5 A contract with other providers for direct instructional services, including any teach-out agreements
No Change / Not Applicable

Any change that means the EPP no longer satisfies accreditation standards or requirements:

3.6 Change in regional accreditation status

No Change / Not Applicable

3.7 Change in state program approval

No Change / Not Applicable

Section 4. Display of Annual Reporting Measures.

Annual Reporting Measures (CAEP Component 5.4 A.5.4)	
Impact Measures (CAEP Standard 4)	Outcome Measures
1. Impact on P-12 learning and development (Component 4.1)	5. Graduation Rates (initial & advanced levels)
2. Indicators of teaching effectiveness (Component 4.2)	6. Ability of completers to meet licensing (certification) and any additional state requirements; Title II (initial & advanced levels)
3. Satisfaction of employers and employment milestones (Component 4.3 A.4.1)	7. Ability of completers to be hired in education positions for which they have prepared (initial & advanced levels)
4. Satisfaction of completers (Component 4.4 A.4.2)	8. Student loan default rates and other consumer information (initial & advanced levels)

4.1 Provide a link or links that demonstrate data relevant to each of the Annual Reporting Measures are public-friendly and prominently displayed on the educator preparation provider's website.

1

Link: <https://inside.nku.edu/coehs/collegeaccreditation/dashboard.html>

Description of data accessible via link: This is the data dashboard for all of the EPP programs.

Tag the Annual Reporting Measure(s) represented in the link above to the appropriate preparation level(s) (initial and/or advanced, as offered by the EPP) and corresponding measure number.

Level \ Annual Reporting Measure	1.	2.	3.	4.	5.	6.	7.	8.
Initial-Licensure Programs	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Advanced-Level Programs			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

2

Link: <https://inside.nku.edu/coehs/collegeaccreditation/caep.html>

Description of data accessible via link: This is the 2018 CAEP Accreditation website that displays CAEP reports and evidence files.

Tag the Annual Reporting Measure(s) represented in the link above to the appropriate preparation level(s) (initial and/or advanced, as offered by the EPP) and corresponding measure number.

Level \ Annual Reporting Measure	1.	2.	3.	4.	5.	6.	7.	8.
Initial-Licensure Programs	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Advanced-Level Programs			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4.2 Summarize data and trends from the data linked above, reflecting on the prompts below.

What has the provider learned from reviewing its Annual Reporting Measures over the past three years?

Discuss any emerging, long-term, expected, or unexpected trends? Discuss any programmatic/provider-wide changes being planned as a result of these data?

Are benchmarks available for comparison?

Are measures widely shared? How? With whom?

Current data indicate the following about the EPP: 1. program completers are successful teachers who are positively impacting P-

12 student learning and development through their first 3 years of teaching; 2. program completers are meeting the Kentucky teaching performance standards; 3. employers are satisfied with the quality of EPP program completers; 4. program completers are satisfied with the quality of EPP program; 5. close to a 100% graduation rate once candidates have been admitted to an education program; 6. a large percentage of program completers apply for teacher certification; 7. the student loan default rate for education candidates is lower than the institution student loan default rate.

Benchmarks are available for comparison and are stated in various evidence documents on the CAEP Accreditation website listed above.

A wide variety of appropriate stakeholders including candidates, alumni, employers, practitioners, and school and community partners are involved in program evaluation, improvement, and identification of models of excellence. For example, at the program level of the continuous improvement cycle, program advisory committees, comprised of P-12 clinical educators, administrators, program completers, and current candidates meet with program faculty 1-2 times a year as part of the ongoing decision-making process required for program monitoring and evaluation.

In addition to program level stakeholder involvement, the Teacher Education Committee (TEC) meets monthly as a part of the ongoing EPP-wide decision-making processes. The TEC, comprised of internal and external stakeholders of P-12 clinical educators and university clinical educators, including College of Arts and Sciences faculty and administrators, reviews data and inputs from programs, and makes decisions that impact the entire system. The TEC is also the final EPP decision-making body on all program curriculum items. Additionally, P-12 clinical educators complete a survey at the end of each semester giving feedback on how candidates perform on each standard and the strengths and challenges of the programs that prepared teacher candidates.

At the end of the academic year, program representatives serve on the Quality Assurance Committee (QAC) to review and discuss the data from each program. Each program develops a Quality Assurance Report which is then reviewed by the QAC during its annual meeting. Based on the most current data, the QAC discusses findings across programs, and makes recommendations for program changes, with the ultimate goal of developing candidates who will positively impact P-12 students.

An example of diverse stakeholder involvement in EPP decision-making was developing and validating three main EPP-wide assessment rubrics (dispositions, lesson plan, and lesson implementation). The lesson plan and implementation evaluation rubrics were developed by a group of P-12 and university clinical educators during summer 2015. Once developed, they were piloted during the 2015-16 academic year. During fall 2015 the new rubrics were also reviewed by various stakeholders, using the Lawshe method, to determine content validity. During summer 2016 the piloted lesson plan and implementation rubrics were reviewed again by a group of P-12 and university clinical educators. The group provided feedback and made changes to many of the components and evaluation statements on the rubrics. The revised rubrics were then implemented during the fall semester of the 2016-17 academic year. During the same semester the revised lesson plan and implementation rubrics were reviewed by PK-12 clinical educators and university clinical educators to determine content validity using the Lawshe method.

The EPP continues to monitor program and EPP-wide data through its Quality Assurance System. Changes planned for the 2018-19 academic year are to review and revise the technology rubric, the reflection rubric, and the teacher work sample rubric, aligning each of them to the Kentucky Teacher Performance Standards and InTASC standards. In addition, the EPP will develop and finalize the key assessments used in each of the advanced programs.

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

Waived

Section 6. Continuous Improvement

Waived

Section 8: Preparer's Authorization

Preparer's authorization. *By checking the box below, I indicate that I am authorized by the EPP to complete the 2018 EPP Annual Report.*

I am authorized to complete this report.

Report Preparer's Information

Name: Carol Ryan

Position: 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.

CAEP Accreditation Policy

Policy 6.01 Annual Report

An EPP must submit an Annual Report to maintain accreditation or accreditation-eligibility. The report is opened for data entry each year in January. EPPs are given 90 days from the date of system availability to complete the report.

CAEP is required to collect and apply the data from the Annual Report to:

1. Monitor whether the EPP continues to meet the CAEP Standards between site visits.
2. Review and analyze stipulations and any AFIs submitted with evidence that they were addressed.
3. Monitor reports of substantive changes.
4. Collect headcount completion data, including for distance learning programs.
5. Monitor how the EPP publicly reports candidate performance data and other consumer information on its website.

CAEP accreditation staff conduct annual analysis of AFIs and/or stipulations and the decisions of the Accreditation Council to assess consistency.

Failure to submit an Annual Report will result in referral to the Accreditation Council for review. Adverse action may result.

Policy 8.05 Misleading or Incorrect Statements

The EPP is responsible for the adequacy and accuracy of all information submitted by the EPP for accreditation purposes, including program reviews, self-study reports, formative feedback reports and addendums and site visit report responses, and information made available to prospective candidates and the public. In particular, information displayed by the EPP pertaining to its accreditation and Title II decision, term, consumer information, or candidate performance (e.g., standardized test results, job placement rates, and licensing examination rates) must be accurate and current.

When CAEP becomes aware that an accredited EPP has misrepresented any action taken by CAEP with respect to the EPP and/or its accreditation, or uses accreditation reports or materials in a false or misleading manner, the EPP will be contacted and directed to issue a corrective communication. Failure to correct misleading or inaccurate statements can lead to adverse action.

Acknowledge