2023 Annual Accreditation Report

CAEP ID:	10456	AACTE SID:	5165
Institution:	Northern Kentucky University		
Unit:	College 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 <u>initial</u> teacher certification or licensure[1]

159

2.1.2 Number of graduates 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]

106

Total number of program graduates 265

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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:

SACS

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.nku.edu/academics/coe/about/collegeaccreditation1.html

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.nku.edu/academics/coe/about/collegeaccreditation1.html

CAEP Accountability Measures (Advanced) [LINK]
https://www.nku.edu/academics/coe/about/collegeaccreditation1.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.

In spring of each academic year, representatives from each of our accredited programs come together after analysis of relevant program assessment data (Praxis score reports, disposition survey data, lesson observation data, etc.) in our annual Quality Assurance Data Day to share strengths and identify areas for growth. We look for common themes, and determine areas for improvement that we want to focus on in the upcoming year. Last spring, after noting inconsistencies in lesson observation scores among university clinical educators and PK-12 clinical educations it was determined that we needed to revise our lesson observation form. Other concerns noted that the lesson evaluation form was quite long and cumbersome and did not specifically incorporate high-leverage instructional practices. It was felt
that the incorporation of this framework would remind candidates to utilize these specific practices, thereby enhancing P-12 learning. To this end, a committee was developed in the 2022-2023 academic year to look at our current form and begin the process of either revising that form or creating a completely new one. The committee began by critically reviewing the current form and then proceeded to review forms other EPPs are using, before determining we should develop a new form of our own. Input on what elements the form should contain was sought during our annual advisory council meetings. A new form which will take a more holistic approach is currently being drafted and will be finalized during the fall semester. It will then be piloted in the spring of 2024.
Another area of identified for improvement was a need for a systematic way to collect data, specifically for our advanced programs. We have used an electronic portfolio called Foliotek for several years to house and collect data for our undergraduate students; however, we did not have a similar method of collecting relevant data for students in our advanced programs. Up until this point, a hodgepodge of data- some of it relevant and some of it not- had been collected on paper and was determined to not be particularly useful. As a result, it was recommended that the EPP begin using Foliotek for our graduate programs as well, We are currently in the design stages of deciding what data should be collected- especially any data that can run across all programs- as well as how it will be captured in the electronic portfolio so that it can be sorted and used to identify potential growth areas in the advanced programs. Our goal is to have this in place by early 2024.
As with many EPP programs across the nation, enrollment -particularly at the undergraduate level- is of high concern. It continues to fall. For example, since 2019 we have seen a steady decline in the numbers for incoming first-year students in the fall semester: 2019- 932; 2020- 837; 2021- 757; 2022- 667. Current projections for fall 2023 show another potential decline in numbers at this point. As a result, we have implemented numerous recruitment initiatives during this current academic year. We recognize that we need to look beyond the traditional 18 year old student if we are to move our numbers in a positive direction. To this end, we are taking advantage of a new Kentucky regulation that allows EPPs to offer their current teacher certification programs to paraeducators in the school in a way that allows them to get their bachelor's degree and teacher certification in an expedited time frame (3 years as opposed to 4) while they maintain their current employment. This means looking at how we offer our courses differently. It will also allow us to think creatively about what our field experiences look like for these students. If we can attract enough students for a cohort, we are hoping to start this Option 9 program in summer of 2024. This will be a creative way to meet the needs of our community partners and boost our enrollment. We are hoping to identify other opportunities for growth as well in the coming year.
Another area of focus for us this year was determining the best way to collect data related to completer effectiveness and satisfaction, as well as data related to employer satisfaction. A point person was identified to guide this work around standard 4, and a plan was created and implemented to collect survey data from completers and employers. We began using these surveys in the fall of 2022 and continued them in the spring of 2024. In addition, a schedule was developed for us to do case studies with graduates from each of our programs, which will allow us to collect case study data from all programs over the course of a 3-year rotation. These were successfully implemented with three of our program during the current year (IECE, elementary, and middle grades math). Next year, we will complete case studies on three additional programs (Health/PE, secondary social studies, and MAT), and so forth.

6.1.2 Optional Comments

We are also particularly proud of our newly revised Mission and Vision for the College of Education. This document (attached) was created through a collaborative process involving representatives from various stakeholder groups (students, staff, faculty, alumni, administration, community partners). It identifies our fundamental purpose for existence to be "preparing skilled and adaptable educators and leaders who effectively promote the learning of all students and positively impact their schools and communities." It further highlights the important partnerships we seek with our various stakeholder groups and reflects our commitment to create a welcoming and inclusive college. This shared mission and vision document will be used to guide all decisions pertinent to our college going forward.

A.4.1 Satisfaction of Employers

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A.4.2 Satisfaction of Completers
A.5.3 Continuous Improvement
R1.3 Instructional Practice
R3.1 Recruitment
R4.1 Completer Effectiveness
R4.2 Satisfaction of Employers
R4.3 Satisfaction of Completers
R5.1 Quality Assurance System
R5.3 Stakeholder Involvement
R5.4 Continuous Improvement

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).

📎 **FINAL_2023_NKU_College_of_Education_Mission_and_Vision.pdf**

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?
No

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:	Ginger Blackwell
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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:	Ginni Fair
Position:	Dean
Phone:	(859) 572- 6066
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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.

See CAEP Accreditation Policy

☑ **Acknowledge**