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...

<table>
<thead>
<tr>
<th></th>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1.1 Contact person</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.1.2 EPP characteristics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.1.3 Program listings</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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 licensure\(^1\) 155

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.)\(^2\) 155

Total number of program completers 310

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\(^1\) 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](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.

<table>
<thead>
<tr>
<th>Level</th>
<th>Annual Reporting Measure</th>
<th>1.</th>
<th>2.</th>
<th>3.</th>
<th>4.</th>
<th>5.</th>
<th>6.</th>
<th>7.</th>
<th>8.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initial-Licensure Programs</td>
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2. Link: [https://inside.nku.edu/coehs/collegeaccreditation/caep.html](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.

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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-
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

<table>
<thead>
<tr>
<th>Name</th>
<th>Carol Ryan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Position</td>
<td>Associate Dean</td>
</tr>
<tr>
<td>Phone</td>
<td>859-572-5152</td>
</tr>
<tr>
<td>E-mail</td>
<td><a href="mailto:ryanc@nku.edu">ryanc@nku.edu</a></td>
</tr>
</tbody>
</table>
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 completer 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