

## Section 1. EPP Profile Updates in AIMS

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### 2024 Annual Accreditation Report : Annual Accreditation Report : Section 1. EPP Profile Updates in AIMS

After reviewing and/or updating the Educator Preparation Provider's (EPP's) Users, EPP Details, EPP Programs, and EPP Locations in AIMS 2.0, answer each question to indicate that the information in the system is up-to-date and accurate.

#### 1.1. Update Contact Information in AIMS 2.0:

**1.1.1. I confirm that the EPP has listed the correct contact information for both individuals designated as "EPP Primary" and "EPP Secondary" under the Role section for the EPP.**

To update these users, please click on the "Users" tab at the top of the current page or via the left sidebar, then click the pencil shaped icon to edit that user. Please be sure to update the individuals with the correct contact information and to ensure one individual, usually the EPP Primary role, is selected as the **User Access Manager**.

The individuals identified should be authorized by the EPP to receive time-sensitive CAEP accreditation related communications.

- Agree  
 Disagree

#### 1.2. Update EPP Information in AIMS 2.0:

**Organization Name**

Lewis-Clark State Colleg

**EPP Name**

Division of Teacher Educ

**Carnegie Classification**

Baccalaureate Colleg ▾

**Control of Organization**

Public ▾

**Population Served**

Not Applicable ▾

**Degree of Urbanization**

Rural ▼

**Language of Instruction**

English ▼

**Religious Affiliations**

Undenominational ▼

**Organizational Accreditation**

Northwest Commission or ▼

**Degree Granting**

Yes

No

**Address**

500 8th Avenue

**Address 2**

**City**

Lewiston

**State**

Idaho-ID ▼

**Zip**

83501-2898

**Country**

United States ▼

**Phone**

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208-792-2260

**Website**

www.lcsc.edu	open_in_ne
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**1.2.1. I confirm that the above information displayed from the EPP Details tab (including mailing address, EPP name, Carnegie classification, EPP type, religious affiliation, language of instruction, and institutional accreditation) is up-to-date and accurately reflected in AIMS 2.0. Additionally, I confirm that the EPP Locations tab accurately reflects the EPP’s main campus, as well as any associated branch campuses or auxiliary locations.**

The questions appearing above need to be updated and verified. The rest of the questions noted on your EPP Details tab are read only.

EPP Locations must be updated on the EPP Locations tab, accessible at the top of this page and via the left sidebar on the "My Locations" page. Your **Main Campus**, which should be reflected in the address information above, needs to be added and saved in your EPP Locations tab.

Any additional campuses also offering your EPP’s programs should each be listed in the EPP Locations tab as an **Auxiliary Location**.

- Agree
- Disagree

**1.2.2. I confirm that EPP s licensure area listings [including program name, degree level, licensure level, licensure (program) category, and selected program review option for your CAEP Review] are up-to-date and accurately reflected in AIMS 2.0 for all licensure areas that fall within CAEP s scope of accreditation.**

The listing of programs can be found on the EPP Programs tab, or via the My Programs page on the left sidebar. Please click into each program to ensure all program information is both filled out and accurate.

- Agree
- Disagree

**AR Reviewer Question 1.1 Did the EPP provide updated contacts with at least one EPP Primary and one EPP Secondary Contact?**

- Yes
- No

**AR Reviewer Question 1.2 Did the EPP provide updated EPP Details information including noting all EPP Locations?**

Yes

No

**AR Reviewer Question 1.3 Did the EPP provide updated information for all programs under the EPP Programs section?**

Yes

No

**Section 2. EPP s Program Graduates [Academic Year 2022-2023]**

**2024 Annual Accreditation Report : Annual Accreditation Report :**  
**Section 2. EPP s Program Graduates [Academic Year 2022-2023]**

**2.1. Total number of candidates who graduated from programs that prepared them to work in P-12 settings during Academic Year 2022-2023. Enter a numeric value for each textbox below. Note that some fields will be automatically calculated or prepopulated with last year's data.**

**2.1.1 What is the number of graduates in programs leading to initial teacher certification or licensure?**

For a description of the scope for initial-licensure level and advanced level programs, see Policy II in the [CAEP Accreditation Policies and Procedures](#).

39

**Previous Year Number of initial-licensure level Graduates:**

43

**2.1.2 What is the number of graduates in advanced programs or programs leading to a degree, endorsement, or some other credential that prepares the holder to serve in P-12 schools? Please do not include those completers counted above.**

For a description of the scope for initial-licensure level and advanced level programs, see Policy II in the [CAEP Accreditation Policies and Procedures](#).

0

**Previous Year Number of advanced level Graduates:**

0

**Total number of program graduates**

39

**Previous Year Total Number of Graduates:**

43

**Change from last year:**

Display calculation Difference between last year and this year

-4

**AR Reviewer Question 2. Comparing the EPP s reported completer numbers from this year to last year, has the EPP changed fee brackets with CAEP? [No EPP action is required, unless the EPP finds the reported numbers to be in error.]**

Fee Brackets based on completer numbers:

1. 0-50
2. 51-150
3. 151-300
4. 301-500
5. 501-1000
6. 1000+
7. International

Yes

No

### Section 3. Substantive Changes

2024 Annual Accreditation Report : Annual Accreditation Report : Section 3. Substantive Changes

**Please report on any of the following substantive changes that may have occurred at your Educator Preparation Provider (EPP) or institution/organization since the submission of the prior year s Annual**

**Accreditation Report.**

**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 institution s current regional accreditation status?**

**3.4.1. Institutional Accreditation Agency:**

Northwest Commission or ▼

**3.4.2. Institutional Accreditation Status:**

Accredited/Accreditation F ▼

**3.4.3. 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?**

Please see Policy V.4.01 of the [CAEP Accreditation Policies and Procedures](#) document for CAEP's definition of substantive changes.

- Change
- No Change / Not Applicable

**AR Reviewer Question 3. Please provide feedback on the EPP's substantive changes, if any. Type "None" if no substantive changes were identified.**

None.

#### Section 4. CAEP Accreditation Details on EPP s Website

**2024 Annual Accreditation Report : Annual Accreditation Report :**  
**Section 4. CAEP Accreditation Details on EPP s Website**

**Please update the EPP s public-facing website to include:**

4.1) the EPP s current CAEP accreditation status with an accurate listing of the EPP s CAEP (NCATE/TEAC) reviewed programs, and

4.2) the EPP's data display of the CAEP Accountability Measures for Academic Year 2022-2023

#### **4.1. EPP s current CAEP (NCATE/TEAC) Accreditation Status & Reviewed Programs**

**In the box below, please provide a direct URL link to the EPP's website where information on its current CAEP accreditation status and a list of CAEP-reviewed programs can be found.**

<https://www.lcsc.edu/ed> open\_in\_ne

#### **4.2. CAEP Accountability Measures [2022-2023 Academic Year]**

Please provide a direct URL link to the EPP's website where the CAEP Accountability Measures data display is made available to the public. The EPP's data display must include data relevant to the Four Measures listed below.

##### **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).**

Data provided may come from various sources, including state or EPP collected data related to completers' employment in teaching positions for which they were prepared.

**4.2.1. URL Link for EPP's Data Display of CAEP Accountability Measures - Initial-Licensure Level**

In the box below, please provide a direct URL link to the EPP's CAEP Accountability Measures data for your initial-licensure level programs.

<https://www.lcsc.edu/ed> openw\_in\_ne

**4.2.2. URL Link for EPP's Data Display of CAEP Accountability Measures - Advanced Level**

In the box below, please provide a direct URL link to the EPP's CAEP Accountability Measures data for your advanced level programs. If it is the same as the initial-licensure level link, repeat the link here.

If the same as the initial-licensure level link, please provide the link in this box again.

If your EPP does not have advanced level programs, then please leave this box blank.

N/A openw\_in\_ne

**AR Reviewer Question 4.1. Did the EPP provide a weblink that displays its current accreditation status and an accurate list of programs included during the most recent CAEP (NCATE/TEAC) accreditation review?**

- Yes
- No

**AR Reviewer Question 4.2. Did the EPP provide a direct weblink to its website where the EPP's display of data for the CAEP Accountability Measures is available to the public?**

- Yes
- No



**AR Reviewer Question 4.3. Are the CAEP Accountability Measures clearly identified and tagged? (Includes header identifying the CAEP Accountability Measures and sub-headings/tags to each of the four measures as defined by CAEP)**

- Yes  
 No

**AR Reviewer Question 4.4. Do the data, tagged to each of the four CAEP Accountability Measures, appear to be collected using appropriate data collection instruments/procedures for the relevant CAEP Component?**

- Yes  
 No

**AR Reviewer Question 4.5. Does the data for the CAEP Accountability Measures reflect data collected in the 2022-2023 Academic Year? (\*If data are currently unavailable, does the EPP provide a placeholder statement that details why data are unavailable, and an expected timeline for when updated data will be shared?)**

- Yes  
 No

**AR Reviewer Question 4.6. Has the EPP shared and explained the relevance of each of its data measures in a way that can be easily understood by the public?**

- Yes  
 No

**AR Reviewer Question 4.7. Has data been disaggregated and shared at the program level? Did the EPP separate its Initial Level Program data and Advanced Level Program data for the CAEP Accountability Measures? [\*Relevant to EPPs that receive/will receive CAEP accreditation at both the initial and advanced level.]**

- Yes  
 No

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**Section 5: Areas for Improvement and/or Stipulations**

**2024 Annual Accreditation Report : Annual Accreditation Report :**

**Section 5: Areas for Improvement 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) and/or stipulations until the EPP's next CAEP Accreditation Site Review.**

To write your summary, please click on the pencil icon next to each AFI/stipulation to edit the AFI/stipulation. Once there, please provide narrative in the "2024 Annual Accreditation Report Summary/Narrative and Supporting Documents" box at the bottom of the page.

If you do not have any AFIs or stipulations listed, please mark this section complete.

**AR Reviewer Question 5. Has the EPP summarized its activities and the outcomes of those activities as they relate to correcting the area cited in the last Accreditation Action/Decision Report? [As a reminder: 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.]**

- Yes
- No

**AFI/STIPULATION**

Standard	Component	Type	Status
Standard 1. Content and Pedagogical Knowledge	1.5 Provider Responsibilities	AFI	Open
Standard 4. Program Impact	4.2 Indicators of Teaching Effectiveness	AFI	Open
Standard 4. Program Impact	4.1 Impact on P-12 Student Learning and Development	AFI	Open

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**Section 6. EPP's Continuous Improvement & Progress on (advanced level) Phase-in Plans and (initial-licensure level) Transition Plans**

**2024 Annual Accreditation Report : Annual Accreditation Report :**

**Section 6. EPP s Continuous Improvement & Progress on (advanced level) Phase-in Plans and (initial-licensure 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, progress with any Transition Plans (initial-licensure level) and/or Phase-in Plans (advanced level), and studying the results of those changes.

We began a systematic evaluation of all courses taught for education majors across the curriculum and mapped out the standards that are addressed in the courses based on the revised and new Idaho Core Teaching Standards for initial certification in Idaho. This audit prompted several actions for the EPP: A review of the content for the courses that all our education candidates take, a review of the vertical alignment of content and standards in certification areas, a review of content area classes taught by our colleagues for vertical alignment and assessment, and further discussion about the rationale behind the courses we teach and the alignment to standards for certification. After review of our data, it was discovered that our candidates in secondary areas only have five (5) courses that are taught in common, and that meeting the needs of all the assessment for teacher certification in these courses would be possible, but more problematic than desired. We also discovered that one of the areas that our secondary candidates struggled with, lesson design, was likely due to the sequence of courses taken as well as the way that lesson planning was divided amongst all courses rather than taught directly and purposefully in one place. To address these issues, a recommended sequencing was planned and shared with advisors to assist the candidates plan for success by taking the courses in a sequence which would scaffold for better content fluidity. Additionally, a two (2) credit course on lesson planning was piloted during the year, and candidates performance on planning and instruction was improved through application in coursework. We have proposed to implement this additional course into the required plan of study. The vertical alignment of content and standards in certification areas led the EPP to restructure the course descriptions and content for the major and minor in special education. Due to changes in the standards and outcomes over several years, as well as the change in faculty who teach these courses, the outcomes were muddled and several topics were addressed in multiple courses, while other topics were briefly taught. One example is that special education law was only covered in the overview to special education and reinforced during internship with no assessment of the standard. Another example is that the courses for individualized instruction and individualized motivation both had the same outcomes and general assignments. These course objectives were separated and realigned with the intent of the courses. The assessment coordinator met with the content area specialists to discuss the classes taught by our colleagues for vertical alignment and assessment. During the initial meetings a review of the standards addressed as well as assessments currently used were discussed. One of the changes to the Idaho standards was that we were no longer responsible for over a hundred indicators across the 10 standards, but rather we became responsible for the overarching standards themselves, along with an addition of three new standards. This change was discussed with the content area specialists, and they were encouraged to look for existing assessments that could focus not only on the standards needing to be addressed (standard 4. Content knowledge, and standard 5. application of content mainly), but also to look for places in the curriculum where candidate growth in either of these standards could also be measured. This task is still ongoing; however, several content areas have assigned assessment specialists to help them to stay on top of this task and not leave it to the assessment coordinator in education, as they felt that they could interpret the content data with a lens specific to their respective fields of study. Further discussion about the rationale behind the courses we teach and the alignment to standards for certification has occurred in addition to the special education and planning for instruction discussed previously. One of the discussions was centered around enrollment as well as the state-level expectation that all majors be as close to 120 credits as possible. This discussion also centered around the delivery methodology of courses offered. Our secondary content areas are looking at ways to realign the courses, reduce the number of electives to further align the courses, and purposefully plan curriculum outcomes to assist candidates in preparation for the State content assessments (PRAXIS). Our content specialists also now understand that the degree pathways for educators are not the same as those who are majoring in the subject area with an add-on certification, which seems to be how they were initially designed, but are now undergoing a redesign with full intent of delivery to educate content specialist teachers.

**AR Reviewer Question 6. Has the EPP shared its continuous improvement initiatives, AND (if applicable) provided CAEP with an update regarding the EPP's progress on its advanced level phase-in plans and/or initial level transition plans?**

- Yes  
 No

**Section 7: Feedback for CAEP & Report Preparer's Authorization**

**2024 Annual Accreditation Report : Annual Accreditation Report :**  
**Section 7: Feedback for CAEP & Report Preparer's Authorization**

**7.1. [OPTIONAL] Does the EPP have any questions about CAEP Standards, CAEP sufficiency criteria, or the CAEP accreditation process generally?**

Not at this time.

**7.2. Preparer's authorization. By checking the box below, I indicate that I am authorized by the EPP to complete the 2024 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.

**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 Policies and Procedures](#).

Acknowledge

**Semester of EPP s next CAEP Site Review**

**Next Visit Date [Semester] - Initial-Licensure Level**

Fall

**Next Visit Date [Year] - Initial-Licensure Level**

2027

**AR Reviewer Question 7.1. If the EPP asked any questions, please respond to the questions below.**

N/A

**AR Reviewer Question 7.2. The EPP report preparer indicated that they were authorized by the EPP to complete the 2024 EPP Annual Report and that the details provided in this report and linked webpages were up to date and accurate at the time of submission.**

Yes

No