

Section 1. EPP Profile Updates in AIMS

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

Northwest Nazarene Uni

EPP Name

College of Education

Carnegie Classification

Master's Colleges & U

Control of Organization

Private not-for-profit

Population Served

Not Applicable

Degree of Urbanization

Suburban ▼

Language of Instruction

English ▼

Religious Affiliations

Church of the Nazare ▼

Organizational Accreditation

Northwest Commission or ▼

Degree Granting

Yes

No

Address

623 University Blvd.

Address 2

City

Nampa

State

Idaho-ID ▼

Zip

83686

Country

United States ▼

Phone

—

208-467-8457

Website

www.nnu.edu	open_in_new
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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]

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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](#).

43

Previous Year Number of initial-licensure level Graduates:

37

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](#).

48

Previous Year Number of advanced level Graduates:

53

Total number of program graduates

91

Previous Year Total Number of Graduates:

86

Change from last year:

Display calculation Difference between last year and this year

5

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

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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

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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://nnu.edu/about/ac> open in new

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.

 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.

 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

Section 5: Areas for Improvement and/or Stipulations

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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

Name	Email	IsActive	Action
Items per page: 10 ▼ 0 of 0 < >			

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

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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.

Measure 6 Continuous Improvement for Phase-In Plans Advanced programs have approved phase-in plans for standards A. 1.1, A. 2.1, A. 3.1, A. 3.3, A. 3.4, A. 4.2, and A. 5.2. The progress we have made will position us to be fully ready for our next review cycle. This document will show the progress and plans for continuous improvement made in advanced programs in the EPP in the year since our site visit (March 2022). Standard A. 1.1: We have 10 key assessments currently identified, validated, and in use across licensure programs. This semester, we re-mapped those to all of the standards to look for gaps in revised standards. We have also created verbiage for communicating about key assessments to all faculty (full-time and adjunct). To that end, we have created communication for each syllabus so students and faculty understand the connections between assessments and standards. Communication about key assessments is being delivered by the Program director to all faculty before the start of each course session. We would like to re-create the Rubric used to assess the Standards portfolio. Currently, it is focused on diversity and technology but needs a bit more weight on the Standards to meet our needs for certification. Here is an example of our collaborative Syllabi work for EDUC 7584: Data Driven Decision Making. Over the current three semesters (Fall 2023, Spring 2024, Summer 2024), the Director of Educational Leadership is ensuring that full time professors and adjunct professors include this in each Syllabi and are using rubrics to assess progress to standards. Program Outcomes met in this Course: Idaho Standards for Building Administrators Standard ISP#10- Continuous School Improvement: The school principal candidate demonstrates knowledge of the use of data to create a continuous school improvement plan to promote the academic success and well-being of all students. CAEP RA 1.1- Applications of data Literacy CAEP RA1.3 Employment of data analysis and evidence to develop supportive, diverse, equitable, and inclusive school environments; Idaho Standards for Director of Special Education Standard ISP#10- Continuous School Improvement: The special education director candidate demonstrates knowledge of the use of data to create a continuous school improvement plan to promote the academic success and well-being of each student. CAEP RA 1.1- Applications of data Literacy CAEP RA1.3 Employment of data analysis and evidence to develop supportive, diverse, equitable, and inclusive school environments; Idaho Standards for Superintendents Standard ISS#8- Continuous Improvement The superintendent candidate engages in a process of continuous improvement to ensure student success. CAEP RA 1.1- Applications of data Literacy CAEP RA1.3 Employment of data analysis and evidence to develop supportive, diverse, equitable, and inclusive school environments; Standards for CII, Teacher Leader, and Organizational Leadership Continuous School Improvement: The candidate demonstrates knowledge of the use of data to create a continuous school improvement plan to promote the academic success and well-being of all students. CAEP RA 1.1- Applications of data Literacy CAEP RA1.3 Employment of data analysis and evidence to develop supportive, diverse, equitable, and inclusive school environments; Course Goals Assessment Goal 1 ISP 10 A-K ISS 8 CAEP RA1.1 and RA1.3 Key Assessment for Program: Continuous School Improvement Plan Goal 2 ISP 10I ISS 8 CAEP RA1.1 and RA1.3 Student Learning Data Inventory Goal 3 ISP 10.E ISS 8 CAEP RA1.1 and RA1.3 A Personal Philosophy of Leadership: Using Data to Guide Practice Goal 4 ISP 10K ISS 8 CAEP RA1.1 and RA1.3 Measuring a Program or Process In addition, during this past year, we have worked with NNU Center for Teaching and Learning to embed standards into individual courses in Canvas. As part of continuous improvement, we have determined Canvas is an effective tool for assessing students, and with the embedded outcomes, we can export the data for those assessments for program review. It is our intention to export that initial data at the end of this semester (May 2024). With this in mind, we have discontinued the use of Portfolium in Advanced programs as we believe we can track data effectively in Canvas. Next Steps: " Determine gaps in curricula and key assessments to fill those gaps. " Validate additional rubrics. " Gather descriptive statistics disaggregated by race, ethnicity, gender for identified key assessments as a pilot. " Compare data over multiple cycles. Standard A. 2.1: During Spring 2023 University Supervisors attempted to complete the Graduate Disposition form for each School Leadership candidate completing their first semester of the internship but discovered a lack of procedural consistency and understanding to complete these with integrity. Therefore, during the summer of 2023, the University Supervisors met to develop a system for gaining awareness of the various aspects identified. Using this as our framework, we created a survey with questions from each section of the Disposition to send to first-semester interns before the second internship meeting. We revised our second visit form to include follow-up conversations that allow us to collect data from our Clinical Partners and interns. The initial round of surveys and visit forms took place in November and December of 2023, and data collected proved valuable to all participants. The conversations during the second intern visit were adapted slightly in spring 2024 to include additional input from the Clinical Partners regarding areas like conflict management and change management thought processes. Including the Clinical Partners more intentionally improved the learning relationship and modeled ways for future guidance and feedback. Supervision visits are now consistent between University Supervisors, and visit notes better capture qualitative data. We are finishing our second complete cycle of collecting disposition perceptions from Clinical Partners. Toward the

end of the year-long internship, we send the Disposition form to Clinical Partners to use as a confidential final evaluation for each candidate. During our third visit, we encourage interns to review this document with the Clinical Partner to gain feedback regarding growth areas. Spring of 2024 is our fourth data collection from Clinical Partners. In all, Disposition data is collected four times throughout the EPP: 1 & 2) Student self-perceptions are gathered during the initial orientation course and again during the EDUC 7596 fall semester course; 3) University Supervisors complete an evaluation at the end of the first semester or halfway point; and 4) the Clinical Partner evaluates the candidate at the end of the internship. University Supervisors conduct at least two visits with each candidate during their internship. The best practice and University goal are four visits, twice per semester. We conduct the first and third visits (beginning of each semester) in person at the school site whenever reasonably possible. We conduct the second and fourth visits virtually using Zoom or Google Meets. We use the revised forms to collect information and data during each visit to guide conversations particular to the timing for the student. For example, the first visit is designed to cover all requirements of the internship with a focus on the logging of hours and use of the checklist. The third visit highlights the gathering of professional documents (reference letters) and progress or set up for the end-of-program standards binder. The revised forms provide consistency between University Supervisors and are adjusted based on feedback. During the fourth and final supervisory visit, each intern and Clinical Partner are asked for suggestions for EPP improvement, and adjustments are integrated based on this feedback. For example, because feedback revealed that candidates would benefit from experiencing the standard artifacts before the final semester and portfolio requirements, this has now been added to the spring EDUC7596 course. Students are required to create the necessary folders and write rationale statements for artifacts several times throughout the course. Instructors intentionally identify projects and artifacts for students, based on the standards, to assist them with maintenance and retrieval later. Next Steps: " Revise scale scoring for Disposition form to reflect expected vs distinguished leadership skills, adjusting for 28-point options or an average of seven areas. " Create a digital collection of Disposition ratings for better disaggregation of data based on evaluators and timelines. " Revise grade book for standards portfolios to match the four-point scale of proficiency for each overall standard, using artifacts from all sub-standards. " Sample current data for availability and use and adjust as needed. Standard A. 3.1: The University is transitioning to a new ERP. Though that process taking a bit longer than anticipated, we still have plenty of time to gather cycles of data. As we consider diverse candidates, we have had a suggestion from the Stakeholder Council to hold a focus group with diverse stakeholders to determine if any of our admissions or program policies are keeping us from attracting more candidates. Next Steps: " Look at baseline data from SLATE and Anthology (when it is fully implemented) regarding gender, race, and ethnicity of those who inquire about programs, apply to programs, and are accepted into programs (From Admissions Z Smith for May Data meeting) " Use data from multiple sources to determine questions for a possible focus group of diverse stakeholders. " Identify participants for the focus group and have the focus group. Standard A. 3.3: This standard requires that we gather data through the four phases of candidacy. Currently, we are regularly gathering the following data in each phase: Pre-Admission " Teaching Certification " Entering GPA " Recommendations assessment score " Writing sample assessment score Coursework " Mid-Point GPA " Academic Probation (if applicable) " Academic artifacts (see A. 1.1) Internship " Visit data---in progress (see A. 2. 1) Licensure " Final GPA " Portfolio (see A.1.1) GPA for Completers 2022-23 in Advanced Programs M.Ed Building Administrator (n=11) Start: 3.41 End: 3.89 6 Female 5 Male 11 White 0 Hispanic EDS. Superintendent (n=3) Start: 3.98 End: 3.98 2 Female 1 Male 3 White 0 Hispanic EDS Director of Special Education (n=4) Start: 3.679 End: 3.82 2 Female 2 White EDS Building Administrator (n=23) Start: 3.81 End: 3.92 3 Female 1 Male 4 White 0 Hispanic Overall GPA Hispanic (n=5) Start: 3.6 End: 3.84 All of our GPAs are in the range for good standing in the program. There are not significant differences between race and ethnicity or gender for our candidates. We will soon be able to compare data for all of these points. We still have some assessments to identify, and our largest challenge is efficiently and consistently gathering the data from multiple places. One of the places where we are working to determine efficiency is in mid-point GPA. In our fully advanced program, we have relatively few students who are struggling academically. Because our programs are well supported by faculty, we work individually with students who may be on academic probation. The EPP will determine the necessity of a mid-point GPA as we assess our programs. Next Steps: " Determine best practices in data collection. Standard A. 3.4: Much like other parts of standard 3, data is key in this phase-in plan. IR/Certification data is already in place for the EPP to determine progress in candidates being certified. Each April, that data is included in this annual report in Measure 3. We collect dispositions from candidates both at the start and end of their candidacy. As was stated in Standard 2, we are working on consistency in gathering disposition data from the University Supervisor and Clinical Partners. Next Steps: " Develop a system for gathering data from Canvas. " Develop a system for gathering University Supervisor and Clinical Partner Disposition data for candidates. " Disaggregate data by gender/ethnicity/race. Standard A. 4.2: This phase-in plan is right on schedule as written. We have identified both completers and employers each year, and focus groups are on schedule with those groups regarding the satisfaction with the program of both groups. We will analyze the data for themes after the full cycle completes. Next Steps: " Hold focus groups for completers/employers. o Full list has been generated. o Participants need to be contacted. o Focus Group needs to be scheduled (May 2024). Standard A. 5. 2: This standard is the umbrella for all of the others. Because we are still in the process of collecting data and using previously validated assessments in early cycles of data collection, not many changes are required for advanced phase-in plan 5.2. We have regular accreditation meetings to plan for data collection and better communication between the EPP and personnel. We

are working on the matrix for cycles of data and working through all of the plans. Next Steps: " Finish data gathering matrix. " Gather pilot and early cycle data Plan stakeholder meeting in the fall of 2024.

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

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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?

Insert text here ...

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

Spring ▼

Next Visit Date [Year] - Initial-Licensure Level

2029 ▼

Next Visit Date [Semester] - Advanced Level

Spring ▼

Next Visit Date [Year] - Advanced Level

2029 ▼

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