Section 1. EPP Profile Updates in AIMS

2025 Annual Accreditation Report : **Annual Accreditation Report** : **Section 1. EPP Profile Updates in AIMS**

After reviewing and updating the Educator Preparation Provider's (EPP's) information in AIMS 2.0, ensure the following sections are accurate and up-to-date:

1. **EPP Details:** Verify and update the EPP details including mailing address, EPP name, Carnegie classification, EPP type, religious affiliation, language of instruction, and institutional accreditation.
2. **Users:** Review the list of AIMS 2.0 users associated with your EPP. Ensure all users are accurate and have the correct roles. To update users, click on the "Users" tab at the top of the page or the left sidebar, then click the Edit button to edit that user.
3. **EPP Programs:** Confirm that the list of programs offered by your EPP is accurate. Update including program name, degree level, licensure level, program/specialty area name, and selected program review as necessary. 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 complete and accurate.
4. **EPP Locations:** Check the accuracy of your EPP s location information, ensuring that the Main campus is listed. Branch or Auxiliary campuses may be added if applicable. EPP Locations must be updated on the EPP Locations tab, accessible at the top of the page or via the left sidebar on the "My Locations" page.

After completing these updates, answer each of the corresponding questions below to confirm that all information is current and correct.

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.

◉ Agree

◯ Disagree

1.2. I confirm that the information displayed in 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.

◉ Agree

◯ Disagree

1.3. 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.

◉ 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?

- ◯ No
- ⦿ Yes

Section 2. EPP s Program Graduates [Academic Year 2023-2024]

2025 Annual Accreditation Report : Annual Accreditation Report :
Section 2. EPP s Program Graduates [Academic Year 2023-2024]

2.1. Total number of candidates who graduated from programs that prepared them to work in P-12 settings during Academic Year 2023-2024. 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 .

> 36

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 .

39

Previous Year Number of advanced level Graduates:

48

Total number of program graduates

75.00

Previous Year Total Number of Graduates:

91.00

AR Reviewer Question 2.1. 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

2025 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 3.1. Please provide feedback on the EPP's substantive changes, if any. Type**

"None" if no substantive changes were identified.

Insert text here ...

Section 4. CAEP Accreditation Details on EPP s Website

2025 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:

1. the EPP's current CAEP accreditation status with an accurate listing of the EPP's CAEP reviewed programs, and
2. the EPP's reported data for each of the required CAEP Accountability Measures for the 2023-2024 Academic Year.

4.1. URL Link for EPP s current CAEP Accreditation Status & Reviewed Programs

In the box below, please provide the direct URL link to the EPP's public facing webpage where its current CAEP accreditation status and a list of CAEP-reviewed programs are available.

https://nnu.edu/about/ac open_in_ne

4.2. CAEP Accountability Measures [2023-2024 Academic Year]

EPPs are required to provide data addressing the four CAEP Accountability Measures. These data must be collected or reported for the 2023-2024 Academic Year (September 1, 2023 August 31, 2024) and be relevant to the requirements outlined below. Data should be clearly labeled to each of the four CAEP Accountability Measures and made publicly available with explanations that are easily understood by a general audience.

- **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 the direct URL link to the EPP's public facing webpage where data for the required CAEP Accountability Measures for initial -licensure level programs are available. If the EPP does not offer initial-licensure level programs, then please leave this box blank.

> https://nnu.edu/academ open_in_ne

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

In the box below, please provide the direct URL link to the EPP's public facing webpage where data for the required CAEP Accountability Measures for advanced level programs are available. If the link is the same as for the initial -licensure level, please provide it again in this box. If the EPP does not offer advanced-level programs, then please leave this box blank.

> https://nnu.edu/academ open_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 2023-2024 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

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 the edit button next to each AFI/stipulation to edit the AFI/stipulation. Once there, please provide narrative in the "2025 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 5.1. 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

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.

> The 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 Advanced Programs department has transitioned to a new Department Chair. As a result of this transition, some of the Phase-in plans are being modified.

Standard A. 1.1: In 2021-2022, the EPP identified 10 key assessments currently and re-mapped those to the revised standards to look for potential gaps in the curricula. Every adjunct and full-time faculty member was required to update their course syllabi to reflect this work. During this current reporting year, insurance measures were put into place for monitoring updated syllabi. In addition, the team has worked with the EPP's tech department to gather student progress on standards. All standards have been uploaded in the EPP's learning management system and placed in the appropriate courses. Faculty are assessing students on these standards in their courses.

Next Steps:
-Identifying and filling gaps in curricula and key assessments
-Validating additional rubrics
-Gathering descriptive statistics disaggregated by race, ethnicity, and gender for identified key assessments
-Establish a data collection system for each cycle.

Standard A. 2.1: Professor Gilbert is continuing to work on consistent content for supervision data collection. She has created new forms for internship visits to collect data from supervisors. Since Professor Gilbert started working at NNU, there have been three supervision cycles. In those cycles, she is determining the best content for each visit to ensure value to both our clinical partners, the candidate, and the university.

Next Steps:
-Clinical Partnerships Needs Assessment for training or improvement as suggested by the Stakeholder Council
-Establishing interrater reliability on Forms and Content for candidate supervisory cycles
-Determining consistent and efficient ways to gather disposition data, clinical supervision data, and standards evidence data for disaggregation and program improvement.

Standard A. 3.1: The University is transitioning to a new ERP and that process is going well but taking longer than anticipated when this phase-in plan was written. Luckily, we have plenty of time to gather cycles of data.

As we consider diverse candidates, we 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 keep us from attracting diverse candidates.

Next Steps:
-Look at baseline data from SLATE and Anthology, when fully implemented, regarding gender, race, and ethnicity of those who inquire about our programs, apply to programs, and are accepted into programs.
-Using data from multiple sources, determine questions for a possible focus group of diverse stakeholders.
-Identify participants and conduct focus groups.

Standard A. 3. 3: We have gathered data for the four phases of candidacy and are developing a plan to analyze the data.

Phase 1: Pre-Admission
-Teaching Certification
-Entering GPA
-Recommendations assessment score
-Writing sample assessment score

Phase 2: Coursework
-Mid-Point GPA
-Academic Probation (if applicable)
-Academic artifacts (see A. 1.1)

Phase 3: Internship
-Supervision Visit data---in progress (see A. 2. 1)

Phase 4: Licensure
-Final GPA
-Portfolio (see A.1.1)

Standard A. 3.4: A data collection system has been developed. Standards are tagged to key assessments in Canvas, our LMS, and faculty are measuring these standards in their courses.

Next Steps:
-Data collection system for gathering EPP and Clinical Supervisor Disposition data for candidates
-Disaggregate data by gender/ethnicity/race

Standard A. 4.2: The plan for this standard has been modified this year with the new Department Chair. A quantitative survey has been developed and is being examined through the validation process. Once validated, the survey will be disseminated in the Summer and Fall of 2025. Plans for data analysis and data storage are being developed.

Standard A. 5. 2: This standard is the umbrella for all other standards. Because we are still in the process of collecting data and using previously validated assessments in early cycles of data collection, there are not a lot of changes in the Advanced Phase-in plan 5.2. We have regular department accreditation meetings where faculty 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 identified Phase-in plans.

AR Reviewer Question 6.1. 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

2025 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?

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

This is listed for informational purposes only. If you notice an issue with this information, please reach out to CAEP staff.

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.

Insert text here ...

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