

2021 Annual Accreditation Report

CAEP ID:	10174	AACTE SID:	1730
Institution:	Kentucky State University		
Unit:	School of Education		

Section 1. EPP 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...

	Agree	Disagree
1.1.1 Contact person	<input checked="" type="radio"/>	<input type="radio"/>
1.1.2 EPP characteristics	<input checked="" type="radio"/>	<input type="radio"/>
1.1.3 Program listings	<input checked="" type="radio"/>	<input type="radio"/>

1.2 [For EPP seeking Continuing CAEP Accreditation] Please provide a link to your webpage that accurately lists the Initial Licensure programs and/or Advanced Level programs currently offered by the EPP that were reviewed and accredited by CAEP (NCATE or TEAC) during the EPP's last site review.

<https://www.kysu.edu/academics/college-accs/school-of-ehdcs/>

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 2019-2020 ?

Enter a numeric value for each textbox.

2.1.1 Number of completers in programs leading to initial teacher certification or licensure¹ 7

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 1

Total number of program completers 8

¹ For a description of the scope for Initial and Advanced programs, see Policy II 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 2019-2020 academic year?

3.1 Changes in the established mission or objectives of the institution/organization or the EPP

3.2 Any change in the legal status, form of control, or ownership of the EPP.

3.3 The addition of programs of study at a degree or credential level different from those that were offered when most recently accredited

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

3.5 A contract with other providers for direct instructional services, including any teach-out agreements

Any change that means the EPP no longer satisfies accreditation standards or requirements:

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Link: <https://kcews.ky.gov/Reports/Files>

Description of data accessible via link:

Kentucky Center for Education and Workforce Statistics (KCEWS) provides data links that evaluate education and workforce efforts in the Commonwealth. The data driven links describe the multiple aspects of P-20 education in the Commonwealth. The data provided allows policymakers, practitioners, and the general public to make better informed decisions for the citizens of the Commonwealth. The Postsecondary Feedback Reports Profile Public Access Data File Data on Kentucky State University graduates are provided in this Excel spreadsheet, to take a deeper look into what happens to our graduates after they leave college. Each report provides in-depth data about which degrees are pursued, and completed at the university. In addition, the data file provides insight into the average wages of the graduates after graduation, through the specific degrees they possess.

Tag the Annual Reporting Measure(s) represented in the link above to the appropriate preparation level(s) (initial and/or advanced, as offered by the EPP) and corresponding measure number.

Level \ Annual Reporting Measure	1.	2.	3.	4.	5.	6.	7.	8.
Initial-Licensure Programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advanced-Level Programs			<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4

Link: <https://kysu.blackboard.com/ultra/stream>

Description of data accessible via link:

At the end of each semester, students in every KSU course on campus are asked to complete a course evaluation through a survey linked through Blackboard. Course instructors use these evaluations to make productive changes to the delivery of instruction, and designing of task & assessments, which are presented in a quantitative and qualitative format. Moreover, these data formats promote honest feedback that instructors can use to improve the overall performance of the course, and teaching abilities of the instructors. The instructors have immediate access to the course evaluations after grades are posted and published by the Director of Online Learning and the registrar's office. In addition, the course evaluations are one of several measures used in annual faculty, promotion and tenure, and post-tenure evaluations.

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Advanced-Level Programs			<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Link: <https://www.kysu.edu/academics/college-ac/school-of-ehdcs/public-accountability-measures.php>

Description of data accessible via link:

Title II Report requires three annual reports on the quality of teacher preparation. EPP's are to report to state certification agencies the pass rates of their graduates on state certification assessments and other program data. In addition, the EPP is to identify the admission and exit of students into their specific programs.

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Advanced-Level Programs			<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

6

Link: https://reports.ky.gov/t/CPE/views/KentuckyPostsecondaryEducationInteractiveDataDashboard/Navigation?:showAppBanner=false&:display_count=n&:showVizHome=n&:origin=viz_share_link&:isGuestRedirectFromVizportal=y&:embed=y

(The Council on Postsecondary Education). Similar to graduation and completion rates, this measure captures the overall performance of institutions getting students to the finish line and

Description of data accessible via link: completing their programs of study. The number of degrees awarded is closely related to enrollment. However, the number degrees awarded can be increased by more high school students transitioning to college and by university strategies to improve retention and time to degree. Improved performance on this measure contributes to increased educational attainment, a stronger workforce, and improved opportunity for Kentucky citizens. The CPE data platform provides a snapshot of the diversity within the EPP, and correlates the graduation and retention rates of students within the EPP based on ethnicity and gender.

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Advanced-Level Programs			<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7

Link: https://drive.google.com/file/d/1yoVmcimZlvpmFFY5jTme8Y_WhYnB-IHL/view

Description of data accessible via link: SEHDCS Alumni/Exit Survey via Google Docs- This measure is used to assess our graduates ability to perform the job after graduation, and to measure how the EPP is preparing student graduates to perform on high levels on the job. This survey is given to students during the pre-graduation process. Furthermore, the survey is a requirement for students to graduate from the EPP.

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Advanced-Level Programs			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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Link: <http://cpe.ky.gov/data/reports/studentloanrepaymentreport.pdf>

Description of data accessible via link: The data derived from this website allows the EPP to assess the percentage of students that are defaulting on Financial Aid loans and repayment plans. This information provides the EPP a snapshot into how much scholarship and grant funds are needed to assist students in need.

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Advanced-Level Programs			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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?

In reviewing the Annual Reporting Measures over the last three years, the EPP has learned that eventhough it continues to make strides to enhance the EPP and produce a global learning experience for students, the EPP still has much room for improvement when it comes to teacher effectiveness for all students, retention for all of our students (specifically minority educators), and making sure our students are receiving the appropriate resources and practice opportunities to pass entry and licensure exams. The trends that the EPP has identified are decreasing enrollment in the program, declining student pass rates on the Praxis I and PLT, and the lack of Minority males in the program. To address these trends the EPP has initiated Praxis practice opportunities within our Core courses to prepare our students to pass the exams before they are accepted into the EPP, the EPP has placed a heavy emphasis on recruiting and communicating with future students via attending High School College Fairs, hosting Zoom

conferences with school districts, being intentional with recruiting students in Education Academies, and creating a pipeline of students to the program through our Dual Credit courses. To increase minority student enrollment in the program, we are hosting various online events to recruit and discuss strategies to remove systematic barriers that negatively impact minority students being enrolled and retained in our program. In addition, the EPP is in consistent conversations with the State Educational Department to remove barriers for minorities into the field of education. Furthermore, the EPP has updated the website and program material to provide students and stakeholders access/clarity into what the EPP offers, goals the EPP is seeking to achieve in the efforts of becoming a global education program and identifying the positive aspects that make the EPP unique. The EPP has not met its benchmarks for enrollment and Praxis pass scores, but through direct instruction, providing the appropriate resources, and enhancing recruitment efforts the EPP is forecasting to meet the set benchmarks in the near future. On a positive note, the EPP has met its benchmarks for student GPA, and Graduation, which are examples of the high level of instruction and advising taking place once the students get accepted into the EPP. The trends and data are shared through our Teacher Education Committee (TEC), All Majors Meetings (Students) and SEHD (Faculty Only) meetings. The TEC consists of EPP partners, stakeholders, faculty and student representatives that assist and make decisions on the overall development and operations within the EPP.

Our EPP program along with other offices on campus such as the Office of Institutional Research, The B.R.E.D.S Office for Enrollment and Scholarship, and Career Services and Professional Development continue to collaborate on a consistent basis to recruit and retain more teaching candidates. Thus, increasing the opportunity for the EPP to fill employment opportunities with EPP partner school districts. Projects such as the Alumni Research Project, Homecoming Alumni Celebration, and the creation of the EPP Advisory Board collected a small amount of data that was used to make adjustments to faculty teaching practice, marketing of the programs, relationship building practices with EPP partners, and the overall leadership of the EPP. The adjustments implemented for program development and growth are; more project based learning in EDU courses, developing culturally responsive teaching practices, Instituting portfolio's of student work, created student centered classroom learning models that mirror the classrooms of today, and implemented the use of various up to date online learning platforms to meet the needs of our students during the Pandemic and beyond, In addition, one of the most important adjustments within the EPP was to redesign the clinical field hours required by students to student teach, which involved providing clarity to field hour opportunities that were consistent throughout the EPP process. Moreover, making additional necessary adjustments to the lesson plan rubric used to assess teacher candidates performance, faculty instructional practices and mirror the requirements/expectations of teachers presently in the classroom. The EPP will continue reviewing instructional practices and the monitoring of student and EPP data for success and growth purposes. After further review of last year's data, we have also made some personnel changes within the EPP to reflect the standard and expectations of the university and program. The personnel changes within the EPP was an effort to shift the culture amongst faculty, staff and students. The EPP maintained the Coordinator of Clinical Placement & Student Teaching, and the Director of Data & Assessment, to continue forming high levels practices that organize and drive the EPP towards meeting its goals and expectations. Furthermore, opening up opportunities for scholarship and research within the EPP. In addition, the EPP Hired two full time faculty members to provide students more course offerings and opportunities to acquire content from different perspectives of methodology. The implementation of Praxis review & practice in our Core courses, along with online learning/practice strategies have increased the percentage of students gaining admittance to student teaching on the undergraduate level, and graduate candidates gaining admittance to the MASPE program. All data measures can be located on the EPP's website and the EPSB website. All data and EPP information is shared with the Teacher Education Council which includes faculty and staff from Kentucky State University, teachers, and administrators from surrounding districts, and current students. In short, all stakeholder have access to each aspect of our program and are able to make suggestions for improvement on any aspect of our program. In addition, to the quarterly meetings with the TEC, the EPP used the insight of a consultant to provide important information on the direction of all programs within the EPP . The intel from the consultant will be used to strategically improve the learning experience of all students.

According to the 2020 data available through the Kentucky Center for Education and Workforce Statistics (KCEWS), 49.4% of the individuals who earned undergraduate degrees in Education from KSU are employed in their fields, after three years; the percentage decreases to 47.5%, after five years; and increases to 50%, after seven years. The statistics on our alumni with graduate degrees in Special Education are more encouraging, with 90% employed as teachers, after three years; 75% after five years; and 68% after seven years. The EPP has placed a heavy emphasis on collaborating with P-12 partners to determine ways to support teachers to continue their careers in education. Although our numbers are small, the efforts of the EPP and our partners have led to a 100% employment rate for the Fall 2019 & 2020 cohort of graduates. We are glad to continue the work of enhancing a program to better support the Commonwealth and nation.

Undergraduate Benchmarks:

1. Admission to SEHD
2. Admission to EPP
3. Admission to Admission to Student Teaching
4. Program Completion
5. Alumni Survey

Graduate Checkpoints:(Initial & Advanced)

1. Admission to MASPE EPP
2. Admission to Clinical Practice
3. Program Completion
4. Alumni Survey

Graduate Checkpoints: (Option 6)

1. Admission to MASPE EPP
2. Program Completion

3. Alumni Survey

Assessments Measured throughout the EPP Process

1. Praxis II
2. Praxis I & Major GPA
3. Dispositions
4. CAO- Candidate Assessment & Objectives
5. Instructional Assessments
6. PLT
7. Teacher Work Samples
8. Literacy Assessment
9. Graduate Exit Survey
10. Student Portfolio's

EPP Graduation to Employment:

- 2015-2016- 11 students graduated, and 8 are listed as employed by EPSB
- 2016-2017- 11 students graduated, and 3 are listed as employed by EPSB
- 2017-2018- 19 students graduated, and 8 are listed as employed by EPSB
- 2018-2019- 6 students graduated, and 3 are listed as employed by EPSB
- 2019-2020- 8 students graduated, and 8 are listed as employed by EPSB

EPP GPA Data of TEP Completers 2016-2020

(Benchmark >3.0)

- 2016-2017- 3.47 Admitted/3.56 Grad
- 2017-2018- 3.65 Admitted/3.70 Grad
- 2018-2019- 3.30 Admitted/3.50 Grad
- 2019-2020- 3.48 Admitted/3.76 Grad

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 2021 EPP Annual Report.*

I am authorized to complete this report.

Report Preparer's Information

Name: Phillip H. Clay

Position: Director of Data & Assessment

Phone: 8593128736

E-mail: phillip.clay@kysu.edu

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 V.3.01 Annual Accreditation Report

The Annual Accreditation Report (Annual Report) process, along with CAEP's review of any complaint against an EPP, is used to monitor and evaluate an EPP's continued compliance with CAEP's Standards. The Annual Accreditation Report requires, at a minimum:

- a. Information demonstrating that the EPP is correcting or has corrected any conditions leading to the identification of Areas for Improvement and Stipulations from prior accreditation decisions;
- b. Key data and indicators, including but not limited to, fiscal information and measures of candidates' effectiveness and impact on P-12 student learning;
- c. Current headcount enrollment data which will be used to monitor overall growth of the EPP; and
- d. Report substantive changes that may affect an EPP's accreditation status or eligibility.

In January of each year, CAEP will notify an EPP with an accreditation status that the Annual Accreditation Report has been opened. Such notification may be dispatched through CAEP's electronic accreditation platform. No later than 90 days after receiving access to the Annual Report template, an EPP must submit a complete Annual Accreditation Report using CAEP's reporting form.

An EPP's Annual Accreditation Report will be reviewed and evaluated by CAEP staff and a team of volunteer Annual Report Reviewers, selected pursuant to Section VI.2, and the EPP Transparency, Accountability, and Improvement Committee of the Accreditation Council.

Following receipt of information from CAEP regarding an Annual Report deficiency, an EPP must take timely action to correct the deficiency in accordance with instructions provided by CAEP staff and, if applicable, provide any additional information requested so that CAEP can adequately monitor the growth of programs at any freestanding EPP experiencing significant enrollment growth. Any deficiency identified as serious must be corrected within a timeline established by CAEP. Evidence of an EPP's correction of any deficiency not identified as serious may be included in the EPP's next annual report.

Neither the lack of any Annual Report deficiencies nor an EPP's correction of Annual Report deficiencies are to be considered an assurance that an EPP is prepared or on track to successfully demonstrating compliance with CAEP Standards.

An Evaluation Team assigned to review the EPP and the Accreditation Council may consider an EPP's Annual Reports as evidence in making any accreditation decision or in instituting a Warning action.

Policy V.3.02 Continued Compliance with Standards

Failure to maintain compliance with all applicable Standards will be considered cause for immediate initiation of an Accreditation Council decision to revoke accreditation by issuing a directive that the EPP bring itself into compliance within a period of time specified by the Accreditation Council. The period of time specified for an EPP to take corrective action and come into compliance will not exceed:

- a. 12 months, if the longest program offered by the EPP is less than 1 year in length;
- b. 18 months, if the longest program offered by the EPP is at least 1 year, but less than 2 years, in length; or
- c. 2 years, if the longest program offered by the EPP is at least 2 years in length.

If the EPP does not bring itself into compliance within the specified period, the Accreditation Council will take immediate Adverse Action unless it, for good cause, extends the period for achieving compliance.

CAEP may consider any concerns raised about an EPP by any nationally recognized accrediting agency as evidence of any EPP's failure to maintain compliance. The CAEP President may request, and the Accreditation Council may consider, a report from any such accreditor that describes the nature of the issues giving rise to concerns.

If the Accreditation Council determines that a Virtual Site Review or On-Site Review is required in order to verify that an EPP has come into compliance, it may require a Special Review and the EPP must undergo the Review within the timeline specified by the Council and remit payment for CAEP's invoice of all costs directly associated with the Review.

 **Acknowledge**