

2023 Annual Accreditation Report

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

Section 1. EPP Profile Updates in AIMS

After reviewing and/or updating the Educator Preparation Provider's (EPP's) profile in AIMS, check the box to indicate that the information in the system is up-to-date and accurate.

1.1 Update Contact Information in AIMS:

1.1.1 I confirm that the EPP has listed and updated the contact information for the individual(s) designated as "EPP Head."

[The individual(s) identified as the EPP head should be authorized to receive time-sensitive CAEP-accreditation related communications.]

Agree Disagree

1.1.2 I confirm that the EPP has listed and updated the contact information for the individual(s) designated as "CAEP Coordinator".

[The individual(s) identified as the CAEP Coordinator is primarily assigned the role in coordinating accreditation activities. This contact may be carbon copied on communications to the EPP head and should be authorized by the EPP to receive CAEP-accreditation related communications.]

Agree Disagree

1.1.3 I confirm that the EPP has provided updated contact information for two distinct people for these roles.

[CAEP requires that EPPs provide information for at least two distinct contact persons to ensure that automatic communications sent from AIMS are received by the EPP in the event of personnel turnover.]

Agree Disagree

1.2 Update EPP Information in AIMS:

1.2.1 *Basic Information* - I confirm that the EPP's basic information (including mailing address and EPP name) are up to date and accurately reflected in AIMS.

[The individual(s) identified as the EPP head should have authority over the EPP. This contact may receive time-sensitive communications related to the accreditation of the EPP.]

Agree Disagree

1.2.2 *EPP Characteristics and Affiliations* - I confirm that the EPP characteristics and affiliations (including Carnegie classification, EPP type, religious affiliation, language of instruction, institutional accreditation, and branch campuses/sites) are up to date and accurately reflected in AIMS

[The individual(s) identified as the CAEP Coordinator should have a role in coordinating accreditation activities. This contact may be carbon copied on communications to the EPP head.]

Agree Disagree

1.2.3 *Program Options* - I confirm that EPP's licensure area listings (including program title, licensure level, degree or certificate level, licensure(program) category, and program review option) are up to date and accurately reflected in AIMS under Program Options, for all licensure areas that fall within CAEP's scope of accreditation; (programs outside of CAEP's scope of accreditation should either be marked as non-CAEP review or archived, as applicable, in AIMS).

Agree Disagree



Section 2. EPP's Program Graduates [Academic Year 2021-2022]

2.1 What is the total number of candidates who graduated from programs that prepared them to work in P-12 settings during Academic Year 2021-2022?

Enter a numeric value for each textbox.

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

7

2.1.2 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 (Do not include those completers counted above.)²

4

Total number of program graduates 11

¹In Section 2 of the Annual Report, the EPP will provide the total number of graduates who finished the program and licensing requirements in the academic year specified.

² For a description of the scope for Initial and Advanced programs, see Policy II in the [CAEP Accreditation Policies and Procedures](#)

Section 3. Substantive Changes

Please report on any substantive changes that have occurred at the EPP/Institution or Organization, as well as the EPP's current regional accreditation status.

Have any of the following substantive changes occurred at your educator preparation provider or institution/organization during the 2021-2022 academic year?

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 EPP's current regional accreditation status?

Accreditation Agency:

SACSSOC-Southern Association of Colleges and Schools

Status:

Full Accreditation

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](#)?

Change No Change / Not Applicable

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 (NCATE, or TEAC) reviewed programs, and 2) the EPP's data display of the CAEP Accountability Measures for Academic Year 2021-2022.

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

4.1 Provider shares a direct link to the EPP's website where information relevant to the EPP's current accreditation status is provided along with an accurate list of programs included during the most recent CAEP (NCATE or TEAC) accreditation review.

<https://www.kysu.edu/academics/college-ac/school-of-ehdcs/program-accreditation.php>

4.2. CAEP Accountability Measures (for CHEA Requirements) [2021-2022 Academic Year]

Provider shares a direct link to its website where the EPP's display of data for the CAEP Accountability Measures, as gathered during the 2021-2022 academic year, are clearly tagged, explained, and available to the public.

[CAEP Accountability Measures \(for CHEA Requirements\) \[2021-2022 Academic Year\]](#)

- **Measure 1 (Initial): Completer³ 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.)

³For the CAEP Accountability Measures, the EPP will share information on the website pertaining to completer data per CAEP's definition of the term completer: "A candidate who successfully satisfied all program requirements of a preparation program at least six months previously and who is employed in a position for which they were prepared for state licensure."

[CAEP Accountability Measures \(Initial\) \[LINK\]](#) <https://www.kysu.edu/academics/college-ac/school-of-ehdcs/caeps-annual-reporting-measures.php>

[CAEP Accountability Measures \(Advanced\) \[LINK\]](#) <https://www.kysu.edu/academics/college-ac/school-of-ehdcs/public-accountability-measures.php>

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

CAEP: Areas for Improvement (ITP) 5 Provider Quality Assurance and Continuous Improvement

The EPP provided limited evidence that its' quality assurance system relies on relevant, verifiable, representative, cumulative and actionable measures, and produces empirical evidence that interpretations of data are valid and consistent. (Component 5.2)

The School of Education Human Development and Consumer Sciences has already addressed the following areas of improvement (Annual Report 2022 and Annual Report Response), specified within CAEP Standard 5 (5.2).. To continue addressing the areas of improvement, the EPP provided the rubrics indicating how Kentucky Teachers Standards/InTASC Standards align to each of the specific assessment areas on the EDU 202 and Instructional Assessment Rubrics. The Teacher Work Sample (TWS) .The CAO and Dispositions, Values and Behaviors non-proprietary assessments were reviewed by the TEC Committee for validity and aligned to the InTASC standards. They are grouped into four general categories including:

- 1- The Learner and Learning
- 2- Content Knowledge
- 3- Instructional Practice, and
- 4- Professional Responsibilities

The addition and alignment of the InTASC standards to the rubrics, assessments, and survey's provides the EPP with actionable measures that are cumulative, and produces empirical evidence that intercepts data that is valid and consistent. Each of the rubric and assessment changes were discussed with the TEC and SEHDCS committees to provide rationale and meet the minimal standards of CAEP..

CAEP: Areas for Improvement (ITP) 5 Provider Quality Assurance and Continuous Improvement

The EPP provided limited evidence that measures of completer impact, including available outcome data on P-12 student growth, are summarized, externally benchmarked, analyzed, shared widely, and acted upon in decision-making related to programs, resource allocation, and future direction. (Component 5.4)

The School of Education Human Development and Consumer Sciences has already addressed and provided the following response for areas of improvement (Annual Report 2022 and Annual Report Response), specified within CAEP Standard 5 (5.4). The EPP continues to review the website links for annual reporting measures and public accountability. In addition, the EPP reviews the data with the TEC committee and stakeholders for transparency and validity purposes.

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

Please share any continuous improvement initiatives at the EPP, AND (if applicable) provide CAEP with an update on the EPP's progress on its advanced level phase-in plans and/or initial 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, and studying the results of those changes.

Due to low percentages of students passing the Praxis I, and PLT, the EPP has implemented Praxis review opportunities coordinated by the KEA-SP President and executive committee, of which takes place in reserved areas by the school library. In addition, the library ordered Praxis testing resources to further prepare students to pass the exams. The consistent servicing of students through the KEA-SP and library study opportunities, the EPP has seen an increase in students taking and passing the exams. The EPP continues to provide students, Praxis Core and PLT practice opportunities of which occurs in our foundational courses. These courses are taken by students before they are admitted into the EPP by the TEC (Teacher Education Committee). Each course reviews and covers specific content from the Praxis I and PLT. After examining undergraduate student praxis data, the initial implementation of the practice opportunities displayed a steady increase in student performance over the course of two semesters. The graduate students continue to consistently perform well on the Praxis II exam, at a passing rate above 90% on the first attempt. The EPP continues to use online resources to assist students during the preparation phase. The resources are located on the EPP's website, and mentioned/discussed during monthly All Majors Meetings (Student meeting). In addition, the EPP created a model classroom that mirrored current K-12 classrooms, of which includes the latest learning technology to give students a head start on becoming knowledgeable and efficient practioneers of the learning equipment/environment.. The model classrooms has allowed students and instructors to be creative and develop out of the box hands-on projects to engage students on multiple levels with high rigor.. The innovation has allowed students to become creative thinkers with the ability to assess student performance using technological and research based methods. To further assist students the EPP has created a plethora of programming and events to provide students more insight and skills to be effective educators, and community partners.

6.1.2 Optional Comments

The EPP webpage is publicly assessable and all information provided on the webpage is public information. The EPP is currently using the public data to move the EPP forward, and is reviewed by the TEC (Teacher Education Committee) on a semester basis.

- A.1.2 Provider Responsibilities**
- A.3.2 Candidates Demonstrate Academic Achievement and Ability to Complete Preparation Successfully**
- A.4.1 Satisfaction of Employers**
- A.5.3 Continuous Improvement**
- R1.1 The Learner and Learning**
- R1.2 Content**
- R1.3 Instructional Practice**
- R1.4 Professional Responsibility**
- R2.1 Partnerships for Clinical Preparation**
- R2.3 Clinical Experiences**

Upload data results or documentation of progress on phase-in/transition plans if applicable (This is optional and for the EPP's records as it prepares for the next CAEP review).

Section 8: Feedback for CAEP & Report Preparer's Authorization

8.1 . [OPTIONAL] Just as CAEP asks EPPs to reflect on their work towards continuous improvement, CAEP endeavors to improve its own practices. To this end, CAEP asks for the following information to identify areas of priority in assisting EPPs.

8.1 Questions: Does the EPP have any questions about CAEP Standards, CAEP sufficiency criteria, or the CAEP accreditation process generally?

No

8.2 Preparer's authorization. *By checking the box below, I indicate that I am authorized by the EPP to complete the 2023 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.

Report Preparer's Information

Name: Dr. Phillip H. Clay Jr.

Position: Chair of School of Education Human Development & Consumer Sciences

Phone: 5025976041

E-mail: phillip.clay@kysu.edu

Secondary Contact Person for Annual Report Feedback*(Notification of Annual Report Feedback will be sent to the report preparer and the secondary contact person listed to ensure receipt of feedback in the event of EPP turnover.)*

Name: _____

Position: _____

Phone: _____

E-mail: _____

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 Policy](#)

Acknowledge