

2022 Annual Accreditation Report

CAEP ID:	10366	AACTE SID:	1540
Institution:	University of Idaho		
Unit:	College of Education, Health & Human Sciences		

Section 1. EPP Profile Updates in AIMS

Please review the Educator Preparation Provider's (EPP's) profile in AIMS and update the following information for: Contact Persons, EPP Characteristics, Program Listings. [See the Annual Report Technical Guide for additional guidance.]

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 have authority over the EPP. This contact may receive time-sensitive communications related to the accreditation of the EPP.]

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 should have a role in coordinating accreditation activities. This contact may be carbon copied on communications to the EPP head.]

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 two distinct contact persons to ensure that automatic communications sent from AIMS are received by the EPP in the event of personal 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 program listings (including program name, program

review level, certificate level, program category, and program review option) are up to date and accurately reflected in AIMS for all EPP programs that fall within CAEP's scope of accreditation; (programs outside of CAEP's scope of accreditation should be archived and not listed in AIMS).

Agree Disagree



Section 2. EPP's Program Completers [Academic Year 2020-2021]

2.1 How many candidates completed programs that prepared them to work in P-12 settings during Academic Year 2020-2021?

Enter a numeric value for each textbox.

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

118

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

7

Total number of program completers 125

¹ 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 2020-2021 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:

Northwest Commission on Colleges and Universities

Status:

Reaffirmed

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 2020-2021.

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.uidaho.edu/ed/about/accreditation>

4.2. CAEP Accountability Measures (for CHEA Requirements) [2020-2021 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 2020-2021 academic year, are clearly tagged, explained, and available to the public.

[CAEP Accountability Measures \(for CHEA Requirements\) \[2020-2021 Academic Year\]](#)

- **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.)

CAEP Accountability Measures (Initial) [LINK] <https://www.uidaho.edu/ed/about/accreditation>

CAEP Accountability Measures (Advanced) [LINK] <https://www.uidaho.edu/ed/about/accreditation>

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) 2 Clinical Partnerships and Practice

The EPP does not provide sufficient evidence that criteria for selection of mentor teachers are co-constructed. (component 2.2)

Co-construction of mentor teacher selection criteria: This is a topic of conversation in the Teacher Education Advisory Board (TEAB). The group is currently reviewing survey data from recent intern and practicum candidates to discuss "effective" mentoring and reach a common agreement on mentoring expectations. Once this step is complete, the TEAB will review current expectations for mentor teacher selection and recommend changes for program faculty consideration.

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

The EPP provides limited evidence that it regularly and systematically assesses its performance against its goals and relevant standards, tracks results over time, and uses the result to improve program elements and processes. (component 5.3)

Regular and systematic assessment of performance against goals and relevant standards: The EPP has developed and is in the first cycle of implementing a "Data Calendar" designed to ensure all relevant data are reviewed on at least an annual basis. In this first cycle, the EPP Office of Assessment & Accreditation is adjusting dates for when certain data are collected (e.g., intern candidate surveys evaluating mentors and supervisors, employer surveys evaluating completers, etc.) to ensure data are available for program faculty meetings. For example, the initial calendar identified data from recent completers and employers be reviewed in March. However, the ability to contact survey participants prevents this survey from being distributed until March. Thus, the Data Calendar is being adjusted to make this an April discussion. Similarly, the original Data Calendar indicated a discussion of professional endorsements and contract longevity for employer satisfaction in April. However, these data are available now. Thus, we will move this to March on the Data Calendar for subsequent cycles. The Data Calendar has already become a standard agenda item on initial and advanced program monthly meetings to ensure familiarity and integration.

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.

Continued review of the initial completer satisfaction survey and recent Praxis pass rates have contributed to a currently active discussion to propose two major changes to the Elementary and Secondary programs. First, lower than expected pass rates among candidates in the Elementary Education initial program are driving faculty plans to design and offer ETS Praxis exam preparation sessions that can be embedded into methods coursework or offered as enrichment experiences offered to candidates outside of classtime. Second, the success of addressing classroom management and teacher confidence due to curricular changes in the Elementary Education initial program is contributing to discussion and planning among the Secondary Education initial program faculty. This work should result in the better integration of some state-level standards and offering "beginning" and "advanced" methods courses and aligned clinical experiences for Secondary Education candidates. The EPP has scheduled an Initial Programs Assessment Workshop for May 16-17, 2022 to facilitate the necessary paperwork for these changes. Documentation will be shared ahead of the September 2022 department meeting for discussion, revision, and approval.

6.1.2 Would the provider be willing to share highlights, new initiatives, assessments, research, scholarship, or other activities during a CAEP Conference or in other CAEP Communications?

Yes No

6.1.3 Optional Comments

R1.3 Instructional Practice
R2.3 Clinical Experiences
R4.3 Satisfaction of Completers

Upload data results or documentation of data-driven changes.

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.

8.1.1 What semester is your next accreditation visit?

S26

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

N/A

8.2 Preparer's authorization. *By checking the box below, I indicate that I am authorized by the EPP to complete the 2022 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: Tonia Dousay

Position: Associate Dean

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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.

Acknowledge