2022 Annual Accreditation Report

CAEP ID:	14843	AACTE SID:	
Institution:	Caldwell University		
Unit:	Professional Education Unit		

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 <u>initial</u> teacher certification or licensure[1]

`40`

2.1.2 Number of completers in <u>advanced</u> 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]

`83`

Total number of program completers 123

---

[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:

CAEP

Status:

Current

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 EPPs 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.caldwell.edu/academics/academic-departments/school-of-education/accreditation-and-performance-review/caep-annual-report/

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.caldwell.edu/wp-content/uploads/2022/04/2021-EPP-Annual-Report.pdf

CAEP Accountability Measures (Advanced) [LINK] https://www.caldwell.edu/wp-content/uploads/2021/08/2021-ANNUAL-REPORTING-MEASURES.pdf

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.

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.

CAEP Standard 5. The Caldwell University School of Education continues to evaluate the effectiveness of its teacher preparation program. The EPP has considered some innovations to its Masters in Special Education degree. One of those changes included exploring virtual options for some of the in-person classes. Discussion has ensued about hybrid or asynchronous classes after the EPP received information from the Hanover Report that was shared during a Graduate studies meeting. The EPP is working with faculty to discuss possible courses that could be piloted in this format. Further discussions will include infusing early adolescent needs into special education coursework before any programmatic changes are sought.
The second initiative the EPP is addressing concerns the reopening of the Caldwell University Literacy Center. The Literacy Center, which opened its doors in 2009, serviced local students with on-site reading and writing support. Certified teachers pursuing graduate degrees in the Masters in Literacy Instruction program tutored students with reading difficulties throughout the year, three times a week in 45 minute sessions. The center closed in early 2020 when COVID-19 prevented classes from being held on campus. To date the EPP has inventoried the curriculum lab's resources and created a list of new supplies needed. In addition, the EPP has created a needs assessment to be sent out to local school districts to help determine which ages/grades are most interested in tutoring services to close learning gaps as a result of COVID. The Literacy Center is striving for a soft opening in late June after new curricular resources arrive and graduate students are placed for field experience.
Thirdly, the EPP is in talks of investigating the possibility of a physical education major as a part of an existing major on campus known as Exercise Science. The School of Education has fielded questions at open houses, numerous emails, and phone calls over the last year from potential students inquiring about a physical education major and certification. The EPP does not currently have a physical education major, but with the multiple requests and expanded athletic opportunities on campus, it may be something the EPP could consider. In addition, a physical education major may address diversity and gender balance concerns in the School of Education.

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

A.5.3 Continuous Improvement

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?
December 2027

8.1.2 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 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: Juliann Meletta

Position: Assistant Professor

Phone: 973.618.3629

E-mail: jmeletta@caldwell.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.

☑ **Acknowledge**