

2022 Annual Accreditation Report

CAEP ID:	10719	AACTE SID:	725
Institution:	Clarion University of Pennsylvania		
Unit:	School of Education		

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 78

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 38

Total number of program completers 116

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:

Middle States Commission on Higher Education

Status:

Fully Accredited-- last site visit Spring 2022-- passed on all standards

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

Since the last reporting cycle, the EPP has been approved to move forward as part of an "integration". As of July 1, 2022, Clarion University will be integrated with 2 other CAEP accredited institutions, Edinboro University and California University PA. PASSHE, the state Board of Governors, and Middle States have all approved this change. CAEP leadership has been made aware and the next reporting cycle will be engaged in by the new institution of Pennsylvania Western University (PennWest).

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.clarion.edu/academics/colleges-and-schools/college-of-education-health-and-human-services/school-of-education/accreditation_data.html

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.clarion.edu/academics/colleges-and-schools/college-of-education-health-and-human-services/school-of-education/accreditation_data.html](https://www.clarion.edu/academics/colleges-and-schools/college-of-education-health-and-human-services/school-of-education/accreditation_data.html)

[CAEP Accountability Measures \(Advanced\) \[LINK\] https://www.clarion.edu/academics/colleges-and-schools/college-of-education-health-and-human-services/school-of-education/accreditation_data.html](https://www.clarion.edu/academics/colleges-and-schools/college-of-education-health-and-human-services/school-of-education/accreditation_data.html)

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.

The targeted efforts of this past year have been focused on the "integration" of 3 CAEP accredited institutions into 1. Edinboro, Clarion, and California of PA will become PennWest (PW) as of July 1, 2022 and much of our efforts have been focused on the melding the Units & "synthesizing" the curriculum. It is important to note that the leadership of the PW College of Education has been in contact with leadership from CAEP, including Dr. Koch and Dr. Monaco, and plans have been established for the continuation of full accreditation status for all 3 campuses during the time of transition, as well as for PW moving into the future. The College of Education of PW has already determined its college structure and begun to build its QAS. The Associate Dean for the College will head the accreditation efforts for PW as a member of the Executive Committee (EC) which also includes the Dean and the Executive Director of Clinical Experiences. A College Council, encompassing the EC, department chairs, and programmatic representation will serve to give counsel to the dean where decisions are necessary, and the 5 subcommittees which include Policy & Procedure (including standard 3), Clinical Experiences (including Standard 2), QAS (including standards 4 & 5), Curriculum, and Graduate (including Advanced), are deliberately constituted with a stratification of individuals from across campuses and departments. To date, we have chosen Unit-wide assessments -choosing the most appropriate measures of knowledge, skills and dispositions from amongst the 3 original units, and choosing those instruments where possible with externally established reliability and validity. We are transitioning to 1 assessment platform (Anthology), and have begun to align our policies and procedures germane to CAEP such as dispositions and program admission. The College has merged the Offices of Clinical Experiences under 1 Executive Director as to develop and maintain all pertinent policies and procedures affecting Standard 2. The integration of the campuses will allow for expanded Diversity efforts by all 3 individual institutions, as PW will now be the largest institution on the western side of PA with access to both the Pittsburgh and Erie regions as well as the rest of the route 79 corridor. In addition, the Global Online division of PW will aid in expanding both initial and advanced program reach to audiences outside of PA, which will necessitate a diligent focus by the Unit on developing a new Recruitment Plan, a continued openness to increasing our diversity, and a commitment to maintaining our attention on the ethical use of technology. All initial and advanced programs will maintain approved status through the PA Department of Education, will complete an "assurance" process for meeting all PA guidelines and standards until Major Review of PW is considered necessary.

During this same time as preparing for integration, Clarion has been continuing the good work recognized by the site visit team during its 2020-2021 review. With no AFIs or Stipulations, Clarion has chosen to "stay the course" and maintain all the robust curricular and assessment activities in which our students have historically been engaged. Continuous improvement efforts have focused mainly in the work of integration described above with a few notable exceptions. We continue to build on the Elementary Residency program, expanding to a 2nd school district, as a way to include more candidates in this highly desirable immersion experience lauded by the site review team. Additionally, Clarion has added a Secondary Residency program to its array, partnering with the content specific departments on campus to develop a curriculum allowing for the full-year student teaching experience at the secondary level. A research study is just underway to determine quantitatively what appears to be true anecdotally, and that is the fact that students in the Residency program gain superior skills to their "traditional experience" counterparts with regard to classroom management as well as matriculate with a superior professional disposition. Unit assessments, including both performance and survey data, will be used to substantiate these observations. Further, Clarion has added a totally online post-bac program, to allow for the recruitment of non-traditional students, Both the Residency and Post-bac program additions were efforts aligned with the Recruitment Plan of Standard 3 and are demonstrative of our focus to expand our diversity.

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

Advanced programs will begin with 1 common curriculum in Fall 2022.
Initial programs will begin with 1 common curriculum in Fall 2023.
Common unit and program key assessments will begin in Fall 2022 for both initial and advanced programs.
Presenting on the "integration of 3 units into 1" would be unique and informational-- especially as mergers become a growing trend.
Title II information will be updated as possible. The Title II site does not open until June.

R2.2 Clinical Experiences

A.5.1 Quality and Strategic Evaluation

R1.3 Instructional Practice

R1.4 Professional Responsibility

R2.3 Clinical Experiences

R3.1 Recruitment

R3.2 Monitoring and Supporting Candidate Progression

R5.1 Quality Assurance System

R5.2 Data Quality

R6.4 Infrastructure

x.1 Diversity

x.2 Technology

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?

Spring 2026

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

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: Gwyneth Price

Position: Dean College of Education, Health, and Human Services

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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