Biennial Curriculum & Assessment Report for CAEP Accredited Programs

Purpose: The Biennial Curriculum & Assessment Report for CAEP Accredited Programs is designed to assist academic program faculty organize, reflect upon, and develop meaningful assessments of student learning. The template was adapted from the CAEP Specialized Professional Association (SPA) report template to develop an efficient system for updating assessment data and associated report information. The biennial reports are part of the EPP's larger quality assurance system.

Instructions: CAEP accredited programs are asked to informally review assessment data annually and submit a formal report to the EPP by **September 15th of each EVEN year**. *When SPA reports are due per the re-accreditation cycle (approximately three years before the subsequent CAEP accreditation site visit), the SPA report will be submitted instead of this form.* During odd years, this report template and the Section IV files can be used to document informal notes regarding the annual review of data. In even years, this biennial report should be completed in full per the instructions listed throughout the template.

Once this report and associated files are updated in [insert cloud or collaborative software here], please contact [insert support staff name here]. The files will be bundled and submitted to university's assessment office and Section V and VI will be submitted to the appropriate university/college curriculum and assessment committee for review. The report preparer, department chair, director and/or associate dean will be copied on these email submissions.

1. Date Submitted:

2. Report Preparer's & Program Contact Information:

	Primary Contact	Secondary Contact	Others Involved in Writing Report
Name:			
E-mail:			
Phone Number			

3. Name of institution's program(s) and academic unit:

4. Grade levels for which candidates are being prepared (e.g., K-12, K-6, 7-12):

5. Program Type: ☐ Initial Teacher Preparation   ☐ Advanced   ☐ Other School Personnel

6. Degree or award level
   ☐ Baccalaureate

☐ Post Baccalaureate
☐ Master's
☐ Post Master's
☐ Specialist or C.A.S.
☐ Doctorate
☐ Endorsement only

7. Is this program offered at more than one site?
☐ Yes
☐ No

8. If your answer is "yes" to above question, list the sites at which the program is offered :

9. Title of the state license for which candidates are prepared:

10. State Licensure requirement for national recognition:
NCATE requires 80% of the program completers who have taken the test to pass the applicable state licensure test for the content field, if the state has a testing requirement. Test information and data must be reported in Section III. If such a test is required, did 80% of program completers pass the exam for the previous two academic years?
☐ Yes
☐ No

SECTION I: CONTEXT
Instructions: Section I, Context, Questions 1, 2, 3, and 4, complete **ONLY** if there are any changes or updates; otherwise leave blank

1. Description of any state or institutional policies that may influence the application of standards and/or general description of program and target audience.

2. If applicable, description of the field and clinical experiences required for the program, including the number of hours for early field experiences and the number of hours/weeks for student teaching or internships.

3. Please submit a program of study file that outlines the courses and experiences required for candidates to complete the program. The program of study must include course titles. (This information may be provided as an attachment from the college catalog or as a student advisement sheet.)

4. Faculty Information

Instructions: Please complete the following chart for any new faculty members; make additional copies of the chart if there is more than one new faculty member. Below the chart, list any faculty members who have retired, left the university or are no longer teaching for the program. A complete listing of faculty members can be accessed in the last complete SPA Report (see folder in SharePoint).

Faculty Member Name	
Highest Degree, Field, & University	
Assignment: Indicate the role of the faculty member	
Faculty Rank	
Tenure Track	☐ **Yes**
Scholarship, Leadership in Professional Associations, and Service: List up to 3 major contributions in the past 3 years	
Teaching or other professional experience in P-12 schools	

Faculty members no longer teaching for the program(s):

5. Candidate Information

Instructions: NAU PEP staff will insert the enrollment data into the following table. Enrollment data will be presented beginning with the most recent academic year for which numbers have been tabulated, and will be reported separately for the levels/tracks (e.g., baccalaureate, post-baccalaureate, alternate routes, master's, doctorate) being addressed in this report. Additional tables will be create for each program included in this report.

Program:		
Academic Year	**# of Candidates Enrolled in the Program**	**# of Program Completers**

SECTION II: LIST OF ASSESSMENTS

The Section II Table in the last report submitted to the SPA or OCLDAA is still current. ☐ Yes   ☐ No

[If No, please insert updated Section II Table here.]

SECTION III: RELATIONSHIP OF ASSESSMENTS TO STANDARDS

The Section III Chart in the last report submitted to the SPA or OCLDAA is still current. ☐ Yes   ☐ No

[If No, please insert updated Section III Chart here.]

SECTION IV: EVIDENCE FOR MEETING STANDARDS

For each of the Section IV Assessment files, please update items 1.c. and 1.d. based on the new data inserted in item 2.g. If the assessment, assessment instructions, or assessment rubric has changed, please make the appropriate changes to the file. If the entire assessment instrument changes, remember to update Section II Table and III Chart.

Assessment #1

See [note file name here]

Assessment #2

See [note file name here]

Assessment #3

See [note file name here]

Assessment #4

See [note file name here]

Assessment #5

See [note file name here]

Assessment #6

See [note file name here]

Assessment #7

See [note file name here]

Assessment #8

See [note file name here]

SECTION V: USE OF ASSESSMENT RESULTS TO IMPROVE PROGRAM

Instructions: Present evidence in this section that assessment results have been analyzed and have been or will be used to improve candidate performance and strengthen the program. This description should not link improvements to individual assessments but, rather, it should summarize principal findings from the evidence, the faculty's interpretation of those findings, and changes made in the program as a result. List planned changes in the Action Plan table below.

Describe the steps program faculty members have taken to use information from assessments for improvement of both candidate performance and the program. This information should be organized around (1) content knowledge, (2) pedagogical and professional knowledge and skills, (3) dispositions, (4) effect/focus on student learning, (5) diversity, and/or (6) technology integration.

SECTION VI: MULTI-YEAR CURRICULUM & ASSESSMENT ACTION PLAN

Purpose: To stay on track in achieving and maintaining curriculum and assessment requirements between accreditation reporting periods.

Instructions: Develop a two year action plan for the program(s) addressed through this report identifying curriculum and assessment efforts that you will engage in based on assessment results or other college, university or state factor or strategic goal.

Note: Any planned actions that require curricular review and/or a catalog change should be prioritized and must be submitted to the appropriate committee(s) by the appropriate deadline.

Academic Year	Fall Semester	Spring Semester
2016-17		
2017-18		