Council for the Accreditation of Educator Preparation

2023 EPP Annual Accreditation Report (Annual Report)

Technical Guide

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Introduction

The Annual Accreditation Report (Annual Report) process, is used to monitor and evaluate an educator preparation provider's (EPP) continued compliance with CAEP Standards. The annual monitoring and evaluation expectations of accredited EPPs are periodically revisited, as appropriate, to meet the requirements of CAEP policy, recognition guidelines of the Council for Higher Education Accreditation (CHEA), and federal accreditor recognition requirements. The Annual Report requires, at a minimum:

a) The total number of graduates who finished the program and licensing requirements in a specified academic year to monitor overall growth of the EPP;
b) Report substantive changes that may affect an EPP's accreditation status or eligibility.
c) Key data and indicators, including but not limited to, fiscal information and measures of candidates' effectiveness and impact on P-12 student learning; and
d) Information demonstrating that the EPP is correcting or has corrected any conditions leading to the identification of Areas for Improvement and Stipulations from prior accreditation decisions;

Every year, by the end of January, CAEP releases annual report templates for EPPs and notifies them. The report is due no later than 90 days after the EPP receives access to the template.

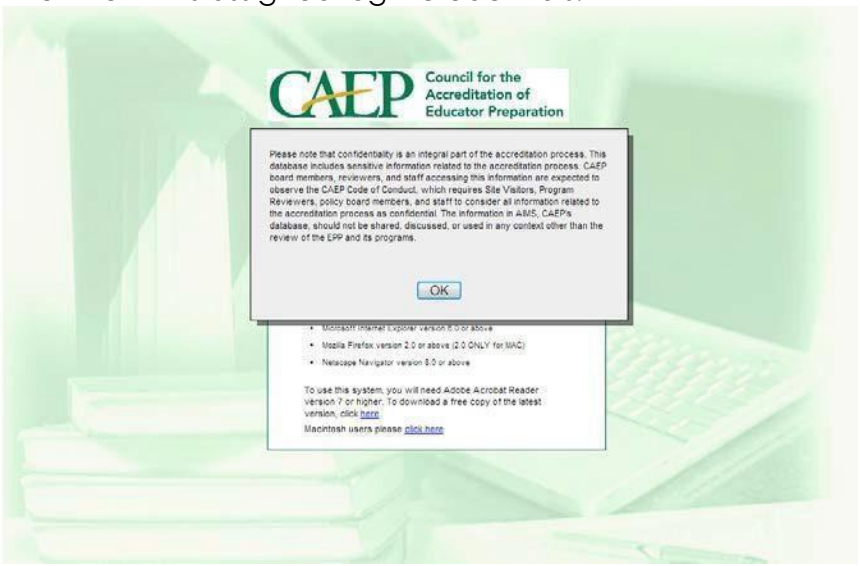
An EPP's Annual Report is reviewed and evaluated by CAEP staff and feedback is provided on a rolling, first-come first-served basis. Upon receiving feedback, an EPP must take timely action to respond to any deficiency identified (if applicable) in the feedback report and provide any additional information requested. Any deficiency identified as serious will be given a 30-days timeline for response. Evidence of an EPP's correction of any deficiency not identified as serious may be included in the EPP's next annual report. Responses may be sent to CAEP staff at eppannuareport@caepnet.org.

Neither the lack of any Annual Report deficiencies nor an EPP's correction of Annual Report deficiencies are to be considered an assurance that an EPP is prepared or on track to successfully demonstrating compliance with CAEP Standards. An Evaluation Team assigned to review the EPP and the Accreditation Council may consider an EPP's Annual Reports as evidence in making any accreditation decision or in instituting a Warning Action.

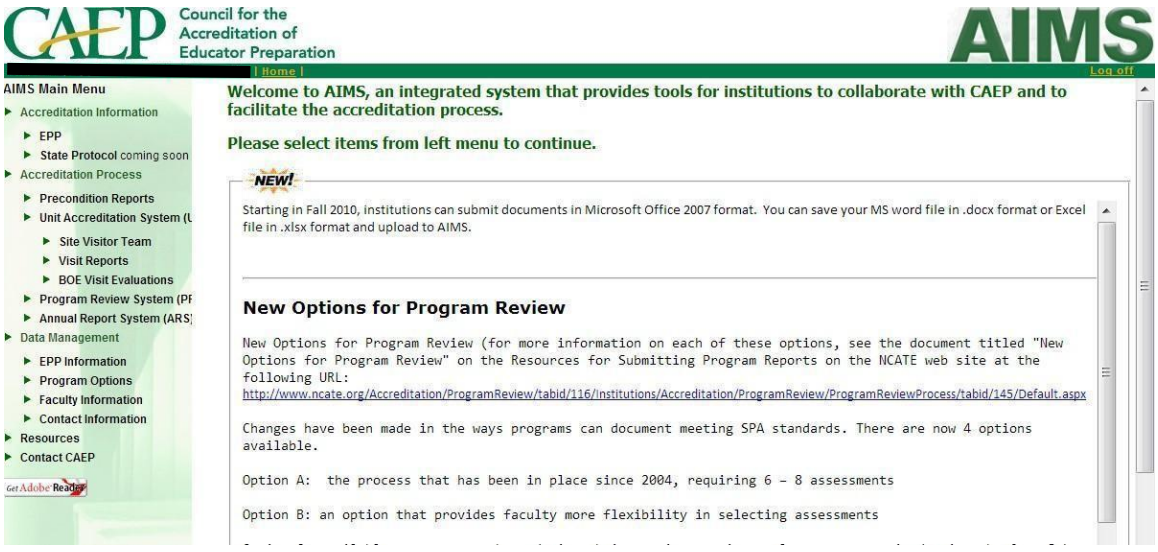
Part I. Accreditation Information Management System (AIMS)

Logging into AIMS

1. Go to the AIMS homepage at http://aims.caepnet.org
2. Enter the EPP's assigned login credentials.



The home screen is shown below.



Note: There will be a few edits to the menu, as AIMS is being updated.

Forgot your Login ID or Password

If you do not know the EPP's login ID or password, contact techsupport@caepnet.org.

Accessing the EPP Annual Accreditation Report (Annual Report)

3. After logging into AIMS (see steps 1-2). Click on "Annual Report System (ARS)" on the left side menu.

Reviewing Previous Reports

4. To view past reports, click on the download icon 04/14/2022 under the "Submitted Report" column for the corresponding year.

Year	Draft	Deadline	Submitted Report	Review Report
2022	-	09/29/2022	04/14/2022	
2021	-	11/05/2021	04/30/2021	
2020	-	09/30/2020	04/27/2020	
2019	-	05/31/2019	05/15/2019	
2018	-	05/14/2018	04/27/2018	
2017	-	06/14/2017	04/13/2017	NA
2016	-	06/15/2016	04/15/2016	NA
Total:1/7				

NOTES:
"NA" will appear in the "Submitted Report" column of the 2023 row until your report is submitted for this year.
"NA" will appear in the "Review Report" column of the 2023 row until reviewers have submitted their reports for this year.

Tip

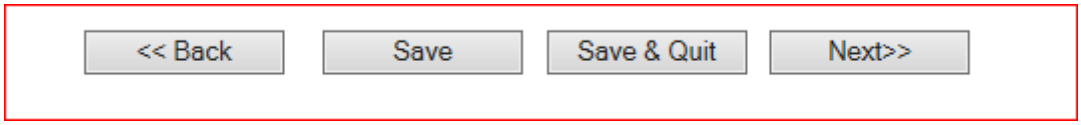
- ✓ ***At any time prior to report submission, you may use the PDF button, under the column titled, "Draft" to view a PDF of the current report displaying any data saved within the template.***

Submitting the 2023 report

5. To view the 2023 report, click on the hyperlinked "2023," under the "Year" column to open the report template.

Year (Click the year below to compile your report)	Draft	Deadline	Submitted Report	Review Report
2023			NA	NA
2022	-	09/29/2022	04/14/2022	
2021	-	11/05/2021	04/30/2021	
2020	-	09/30/2020	04/27/2020	
2019	-	05/31/2019	05/15/2019	

6. Complete the appropriate sections (see the Part II. Data and Report Requirements > Overview of Requirements by Section). For more information on how to complete each section, see Part III. 2022 EPP Annual Report Sections.7. After working on a section of the report, a button at the bottom of the page can be selected to determine how to proceed.



Back- Goes to previous page.
Save- Saves the work completed.
Save & Quit- Saves the work and exits the template.
Next- Goes to the next page.

7. After completing all required sections of the report and going to Section 8, click "Submit." This submits the entered information to CAEP and indicates that the report is complete. **Once the report is submitted, it can no longer be edited.**

If you submit the report before you are ready, or wish to make edits, please contact CAEP Staff at eppannualreport@caepnet.org and the report will be unsubmitted for you.

CAEP will send a confirmation email acknowledging that the EPP has submitted the 2023 EPP Annual Report

Part II. Data and Report Requirements

Timeline

The deadline to submit the report is **April 30, 2023** at 11:59pm EDT.

Data Collection Period

The 2023 EPP Annual Report should include data collected/reported from Academic Year 2021-2022 (September 1, 2021- August 31, 2022).

Overview of Requirements by Section

The table below delineates which sections of the report are applicable to you based on your current accreditation status. Reporting requirements are reduced for EPPs with Applicant or Eligible status and for NCATE and TEAC accredited EPPs with visits in fall 2022 or spring 2023. Only the checked sections should appear for your EPP.

Section Requirements by current Accreditation Status/Cycle				
Section Applies to EPPs:				
Section	Holding applicant or eligible status	Currently accredited by NCATE or TEAC with a CAEP site visit in fall 2022 or spring 2023	Currently accredited by CAEP	Currently accredited by NCATE or TEAC with a CAEP site visit fall 2023 or after
Section 1. AIMS Profile Updates in AIMS	✓	✓	✓	✓
Section 2. EPP's Program Completers	✓	✓	✓	✓
Section 3. Substantive Changes		✓	✓	✓
Section 4. CAEP Accreditation Details on EPP's Website		✓	✓	✓
Section 5. Areas for Improvement, Weaknesses, and/or Stipulations			✓	✓
Section 6. EPP's Continuous Improvement & Progress on (advanced level) Phase-in Plans and (initial level) Transition Plans			✓	✓
Section 7. Legacy Transition to CAEP				✓
Section 8. Feedback for CAEP & Report Preparer's Authorization	✓	✓	✓	✓

Getting Started

After reviewing the appropriate sections appearing in the Annual Report template for the EPP in a given year, the EPP should update the following information in AIMS, as needed: Contact Persons, EPP Characteristics, Program Listings.

Contact Persons

EPP head. The individual who is 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. A maximum of two contacts may be identified.

CAEP Coordinator. The individual who is 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. A maximum of three contacts may be identified.

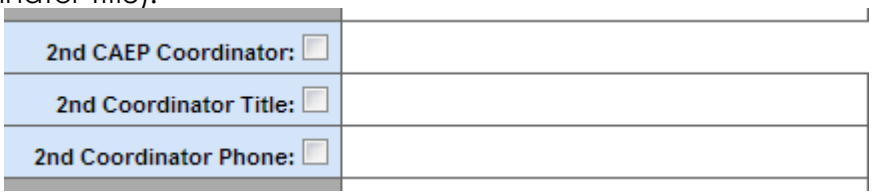
Important: CAEP requests that EPPs provide information for two distinct contact persons to ensure that important accreditation related automatic communications sent through AIMS are received by the EPP in the event of personnel turnover.

To view the identified contacts

1. Log into AIMS
2. Click on "Contact Information" on the left side menu.

To update the contact information

3. Click on a box to edit the corresponding information (e.g., 2nd CAEP Coordinator Title).



4. Click the "Submit" button at the bottom of the page to send the changes to CAEP.

EPP Characteristics

Basic Information This section includes information that CAEP uses to generate official accreditation documents, including mailing address and EPP name.

EPP Characteristics and Affiliations. This section provides contextual information for better understanding the EPP and its work.

> ***Carnegie Classification.*** Check your EPP's Carnegie classification. If the classification indicated is not correct or incomplete, please email techsupport@caepnet.org with the appropriate information.
>
> ***Initial Teacher Licensure and Advanced-Level Programs.*** There are options for indicating whether the EPP offers initial teacher licensure, advanced-level, or initial teacher licensure and advanced-level programs. (Please see Accreditation Policy Section II. Scope of Accreditation for CAEP's definitions of these terms to ensure accurate classification of programs offered by your EPP.)
>
> ***EPP Type.*** There are many descriptors available to assist EPPs in best categorizing the type of preparation they provide. Multiple descriptors can be selected.
>
> ***Religious Affiliation.*** The comprehensive list of religious affiliations is consistent with the National Center for Education Statistics' Integrated Postsecondary Education Data System (IPEDS).
>
> ***Language of Instruction.*** The languages provided represent the primary or secondary languages of currently accredited or EPP's that have demonstrated an interest in becoming accredited.
>
> ***Institutional Accreditation.*** A current list of CHEA-recognized regional accreditation agencies. "Not applicable" is also an available selection.
>
> ***Branch campuses/sites.*** This section is dynamically connected to the list of programs.

To view the organizational information

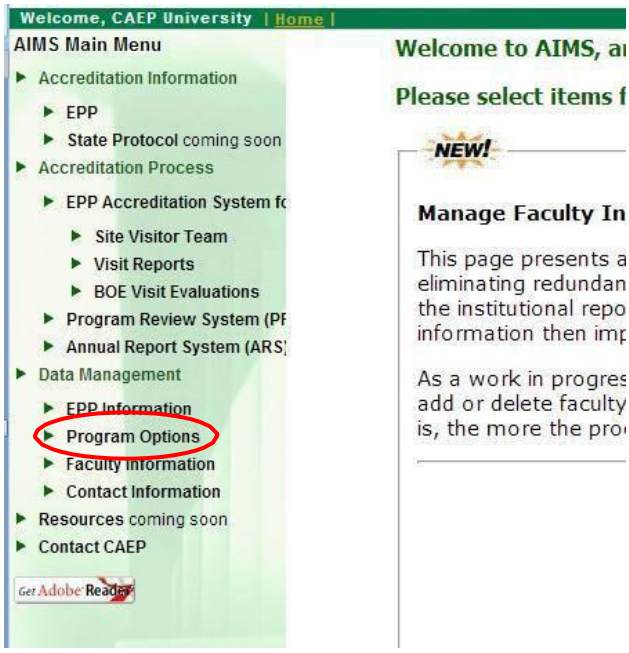
1. Log into AIMS.
2. Click on "EPPInformation" on the left side menu.
3. For each section, click the appropriate boxes, and then click"Save."

Program Listings

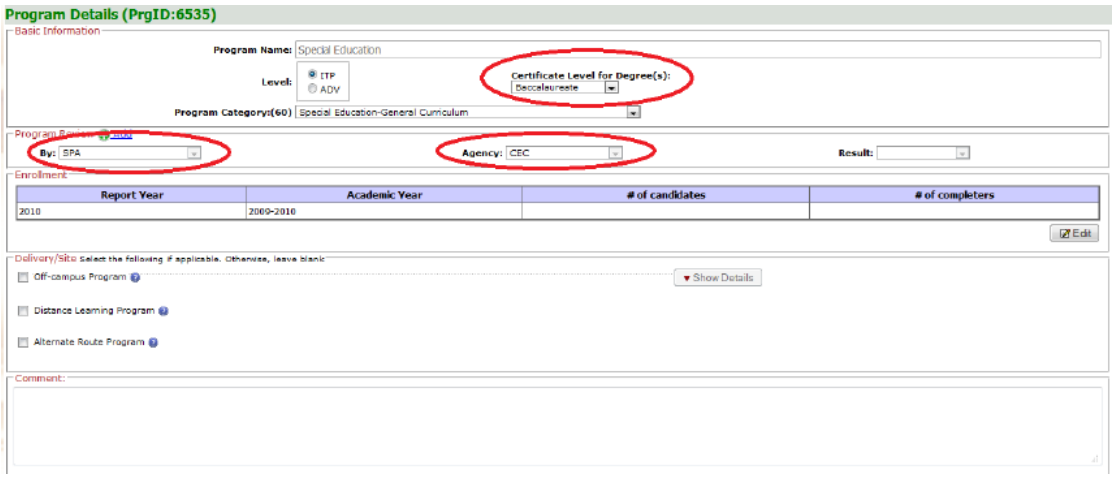
All programs (planned sequences of academic courses and experiences), leading to recommendation for P-12 professional state licensure, certification, and/or endorsement, should be included in the list.

Reviewing the list of programs

1. Log into AIMS
2. Click on the "Program Options" link on the left-handside.

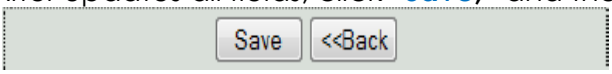


3. Click on the hyperlinked program name to view details. The programs details screen is shown below.



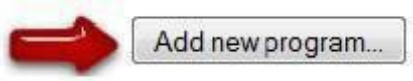
4. Review and update the **Program Name, Level, Certificate Level for Degree(s), and Program Category Fields** as appropriate**.** Under the *Program Review* section, complete **By** and **Agency.** The EPP should indicate whether the program is reviewed by a SPA, the state, or another agency.

5. After updates all fields, click **"Save," and then "Back."**



Adding a new program

6. Follow steps 1 and 2. Click the "Add New Program" button at the bottom of the program list screen.



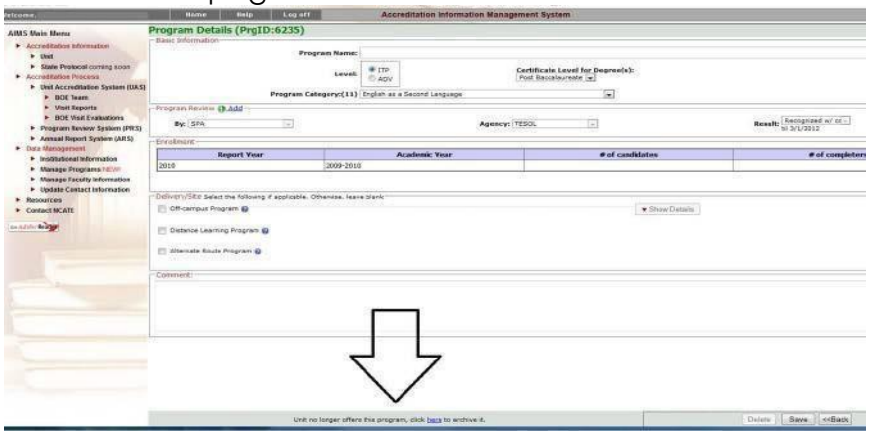
7. Complete the **Program Name, Level, Certificate Level for Degree(s), and Program Category Fields.** Under the *Program Review* section, complete **By** and **Agency.** The EPP should indicate whether the program is reviewed by a SPA, the state, or another agency.

8. After entering all appropriate information, click **"Save," and then "Back."** If you need to ever delete a program, a button will become activated in this toolbar.

Archiving a program

If a program is no longer offered it can be removed from the list in "Manage Programs" by archiving the program.

9. Follow steps (1-2). Click on the hyperlinked program name of the program you want to archive. Click the "Archive" button at the bottom of the page.



Part III. 2023 EPP Annual Accreditation Report Sections

Section 1. EPP Profile Updates in AIMS

1.1. Update Contact Information in AIMS

Review the primary EPP contacts listed in AIMS and ensure there are two separate individuals listed for the categories of EPP Head and CAEP Coordinator. Remember that all CAEP-related messages delivered through AIMS can reach individuals listed under these two categories. Confirm the accuracy of the information by completing items 1.1.1, 1.1.2, and 1.1.3.

1.2 Update EPP Information in AIMS

Review and confirm accuracy of the EPP's basic information related to the EPP's name, mailing address, and individuals authorized as primary contacts indicated in AIMS by completing item 1.2.1.

Review and confirm by completing item 1.2.2 the accuracy of the EPP's 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.

Review and confirm by completing item 1.2.3 the accuracy of all the programs listed in AIMS under Program Options. All programs offered by the EPP that lead to state licensure, certification, and/or endorsement of P-12 professionals and are within the scope of CAEP review need to be accurately listed in AIMS.

Completing Section 1 of the report in AIMS

Once all profile information has been reviewed and updated according to the directions in Part II, check the appropriate box to indicate the profile's accuracy.

Section 2. EPP's Program Graduates for Academic Year 2021-22

[*In 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]*

2.1 All programs within CAEP's scope of accreditation should be included when indicating the number of completers from Academic Year 2020-2021 (September 1, 2021-August 31, 2022).

2.1.1: Number of graduates in programs leading to initial teacher certification or licensure	
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.)	
Total number of program graduates	automatically summed

Completing Section 2 of the report in AIMS

Input the number of completers in the given boxes (numeric values only). The total number will be automatically summed.

Section 3. Substantive Changes

There are some instances that the EPP should inform CAEP about as part of the annual reporting process. This reporting will be in addition to any other communication the EPP may have had with CAEP staff regarding changes that have occurred at the provider, institution, or organization level in the current academic year (2022-2023) by addressing the following questions and proving contextual information, as applicable:

3.1 Has there been any change in the EPP's legal status, form of control, or ownership?

3.2 Has the EPP entered a contract with other providers for direct instructional services, including any teach out agreements?

3.3 Since the last reporting cycle, has the EPP seen a change in state program approval?

3.4 What is the EPP's current regional accreditation status? Indicate the regional accrediting agency.

- What is the EPP/institution/organization's current status with the agency?
- Does this represent a change in status from the prior year?

3.5 Since the last reporting cycle, does the EPP have any other substantive changes to report to CAEP per CAEP's Accreditation Policy [add link to policy document]?

If any of these changes occurred during the Academic Year 2022-2023 or between September 1, 2022 and the date of the submission of the 2023 annual report, the EPP should provide contextual information to elucidate the nature of the change, the rationale for the change, the implementation timeline, and other any other relevant information associated with the change.

Completing Section 3 of the report in AIMS

For each instance, the EPP should indicate: **Change** or **No Change/Not Applicable**. If there is a change, an explanation should be provided (600- character limit, including spaces).

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?

Explanations have a 600 character limit, including spaces.

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:

Status:

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 the EPP's Website

4.1 The EPP's current CAEP (NCATE/TEAC) Accreditation Status and Reviewed Programs

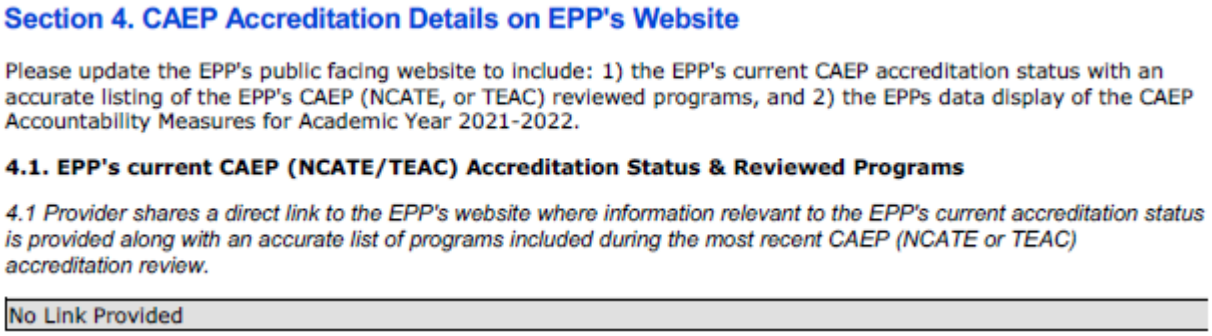
This section applies to EPPs that are seeking continuing CAEP accreditation including those moving from NCATE or TEAC to CAEP. For section 1.2 the EPP will provide a link to its webpage where it identifies its accreditation status with information on all Initial Licensure and/or Advanced Level programs currently offered by the EPP that were included in the EPPs most recent accreditation review by CAEP, NCATE, or TEAC.

Examples of how EPPs have listed CAEP or NCATE/TEAC accredited programs:

Adelphi University, NY
Ashland, OH
Azusa Pacific, CA
Liberty University, VA

Completing Section 4.1 of the report in AIMS

Once the EPP has updated its website to reflect the listing of all Initial Licensure and/or Advanced Level programs currently offered by the EPP that were included in the EPP's most recent accreditation review, the Annual Report preparer should paste the URL link into the box provided for section 4.1.



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 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.

No Link Provided

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

**Formerly "CAEP Annual Reporting Measures"*

CAEP will review the information that the EPP annually updates and shares with public through its main public-facing platform. The information will include the four CAEP Accountability Measures of (a) completer impact and effectiveness, (b) employer satisfaction and stakeholder involvement, (c) candidate competency at the time of program completion, and (d) ability of completers to be hired in positions for which they were prepared. The EPP is responsible for clearly identifying and prominently displaying data pertaining to each of the Accountability Measures on its website so that the information is easily understandable and accessible by public.

On the annual report, the EPP will provide the direct link to the webpage that hosts information on the CAEP Accountability Measures (for initial and/or advanced programs, as applicable) in the assigned boxes for 4.2.

It is important that the provider understand the importance of regularly monitoring and

analyzing data trends on the above measures, as represented in the annual report. This allows the EPP to gradually prepare for writing the CAEP self-study report and to use the information from the Annual Report as a repository for addressing certain components under Standards 3, 4, and 5.

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): 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.)

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[3]For 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] No Link Provided

CAEP Accountability Measures (Advanced) [LINK] No Link Provided

The data should be collected from appropriate instruments associated with the CAEP Component linked with a measure. For instance, evidence for Measure 1 represents data collected for CAEP Component R4.1; Measure 2 represents data collected for CAEP Components R4.2, R5.3, RA4.1, and Measure 3 represents data collected for CAEP Component R3.3 as outlined below.

CAEP Accountability Measures	
Impact Measures	**Outcome Measures**
Measure 1 (Initial). Completer effectiveness and Impact on P-12 learning and development (Component R4.1)	Measure 3 (Initial and/or Advanced). Candidate competency at program completion (Component R3.3 | RA3.4)
Measure 2. (Initial and/or Advanced). Satisfaction of employers and stakeholder involvement (Components R4.2|R5.3 | RA.4.1)	Measure 4 (Initial and/or Advanced). Ability of completers to be hired in education positions for which they have prepared

EPP Best Practices for Displaying the CAEP Accountability Measures

It is recommended that the information on the CAEP Accountability Measures as displayed by the EPP is:

- Located on the EPP's main public-facing platform (e.g. the EPP's website homepage), easily visible and accessible to the public. [*Note that the EPP's annual report in AIMS is not public information. What is shared by the EPP on its public forum should be accessible to public*]

- Organized, clearly labeled, and clear explanations provided for public to understand what the instruments are, how and when they are used, and what the data imply.

- Clearly titled as: CAEP Accountability Measures

- Include tagging/headings for each of the 4 measures:
  - Measure 1: Completer Impact and Effectiveness
  - Measure 2: Satisfaction of Employers and Stakeholder Involvement
  - Measure 3: Candidate Competency at Program Completion
  - Measure 4: Ability of Completers to be Hired in Education Positions for Which They Have Been Prepared

- Provide updated data, relevant to each of the four measures.
  - The display should reflect data that was collected/reported in the academic year (September 2021 - August 2022).
  - For additional information on data appropriate to each measure please see "Notes on Relevant Data" below.
  - If data are not available or in development, the EPP should include a place holder statement under the tagged measure. (See: "What do I do if data are in development, delayed or not yet available?")

- Provide data disaggregated by program levels (Initial Licensure and/or Advanced Level as applicable).

- Present information in a way easily understood by public.
  - Data displays should provide information that has been contextualized, analyzed, and summarized by the EPP to provide a high level of understanding to the public.
  - EPPs are advised to refrain from linking lengthy data sheets or reports as measures, without providing contextual information to aid in public understanding.

- Consider completer/employer/informant confidentiality when displaying data publicly.

Notes on Relevant Data for the CAEP Accountability Measures:

- **Data for accountability measure(s) that are in development and not ready to be reported.**
  - If data pertaining to an Accountability Measure is in development or not

yet available, the EPP needs to clearly specify on its website the rationale for the missing information and expected timeline along with any progress or Transition/Phase-in plans in place of the data.

- **An example of a place holder statement is:** *"Data for Measure "X" is currently under development/not yet available due to "X reason." The EPP plans to "…" and data for the measure are expected to become available to the public by "X date."*
  - Section 6: Continuous Improvement or Section 7: Transition of the Annual Report can be appropriate for discussing the gap in data and the development in progress.

- **Measures 1, 2, and 4 focus on program completer data**—individuals who have successfully fulfilled the requirements set by an EPP for graduation.
  a. Data displayed for measures 1, 2, and 4 should reflect completers (as defined in the glossary on CAEP's website), not candidates.
  b. Data for these measures should reflect data collection that occurred during the 2020-2021academic year.

- **Measure 1: Completer Effectiveness:**
  Data on completer effectiveness and impact, which directly align with CAEP Component R4.1, may come from various sources, including those outlined below. The EPP should be sure to provide data related to BOTH completer effectivness AND impact.

Contribute to P-12 student-learning growth	Apply professional knowledge, skills, and dispositions in the P-12 classroom

• State-level data of student performance (e.g., student growth measures, value-add measures)
• Performance portfolios
• Case study
	• State-level data of teacher performance (e.g., teacher evaluations)
	• Focus groups/interviews
	  ○ Completers
	  ○ P-12 students
	  ○ Observers
	• Observations of completers
	• Surveys

- **Measure 2: Satisfaction of employers and stakeholder involvement:**
  Data for Measure 2 may come from various sources, including:

  a. Employer satisfaction surveys
  b. Employer satisfaction case studies
  c. Employer focus groups or interviews with detailed methodology
  d. Data on the involvement of internal and external stakeholders in program design, evaluation, and continuous improvement processes may come from sources such as:
     - MOUs/partnerships
     - Advisory Board feedback/input
     - Co-construction or assessments/surveys
     - Documentation of meetings and decisions

- **Measure 3: Candidate competency at completion:**
  Data on candidate competency at completion, which directly align with CAEP Components R3.3 and RA3.4, may come from various sources.

  R3.3:

  - Progression level threshold/criteria for success at completion
  - EPP-created measures
  - Proprietary measures (e.g., edTPA rubrics, PPAT rubrics, Praxis Content Exams)
  - State Required Licensure measures
  - Student-teaching evaluation instruments
  - Dispositions/Non-Academic Factor Instruments

  RA3.4:

  - EPP created measures
  - Proprietary measures
  - State Required Licensure measures
  - Dispositions/Non-Academic Factor Instruments

- **Measure 4: Ability of completers to be hired in education positions for which they have been prepared:**

  Data for Measure 4 may come from various sources, including: State or EPP collected data related to completers' employment in teaching positions for which they were prepared.

Examples of display for some of the 2022 Accountability Measures may be relevant for reporting on the four CAEP Accountability Measures in 2023.

Below are some examples of EPP Accountability Measures Data Displays for 4.1 from 2022:

- **Western Carolina University, NC:** The EPP's data display is easily accessible to the public and data is presented in an organized and clear fashion. The EPP has analyzed its data and clearly displayed it with appropriate context for public understanding. The EPP also presents multiple cycles of data for each measure, which allows for benchmarking across time.

- **University of South Carolina Beaufort:** The EPP's data display provides context for each data instrument or assessment it uses, and clearly tags the data provided to the appropriate CAEP Accountability Measure.

- **Oklahoma State University:** The EPP's data display is in the form of FAQ's and is still clearly tagged to the CAEP Accountability Measures. The EPP

provides up-to-date data for all the measures it has appropriate data for and includes a placeholder statement and estimated timeline for the measures (Measure 1: impact on P-12 learning and development) for which data is under development.

- **Troy University:** The EPP's data display is clearly tagged to CAEP's Accountability Measures, and the EPP's data for Measure 1 provides an example of how an EPP can collect and report data on its completers in the form of a case study when State data is not made available.

- **The University of Kansas:** The EPP's data display is clearly titled "CAEP Accountability Measures" and provides subheading identifying each of the 4 Accountability Measures. Data and analysis are provided for each measure via hyperlinked pdfs created by the EPP to display and explain relevant data.

Section 5. Areas for Improvement, Weaknesses, and/or Stipulations

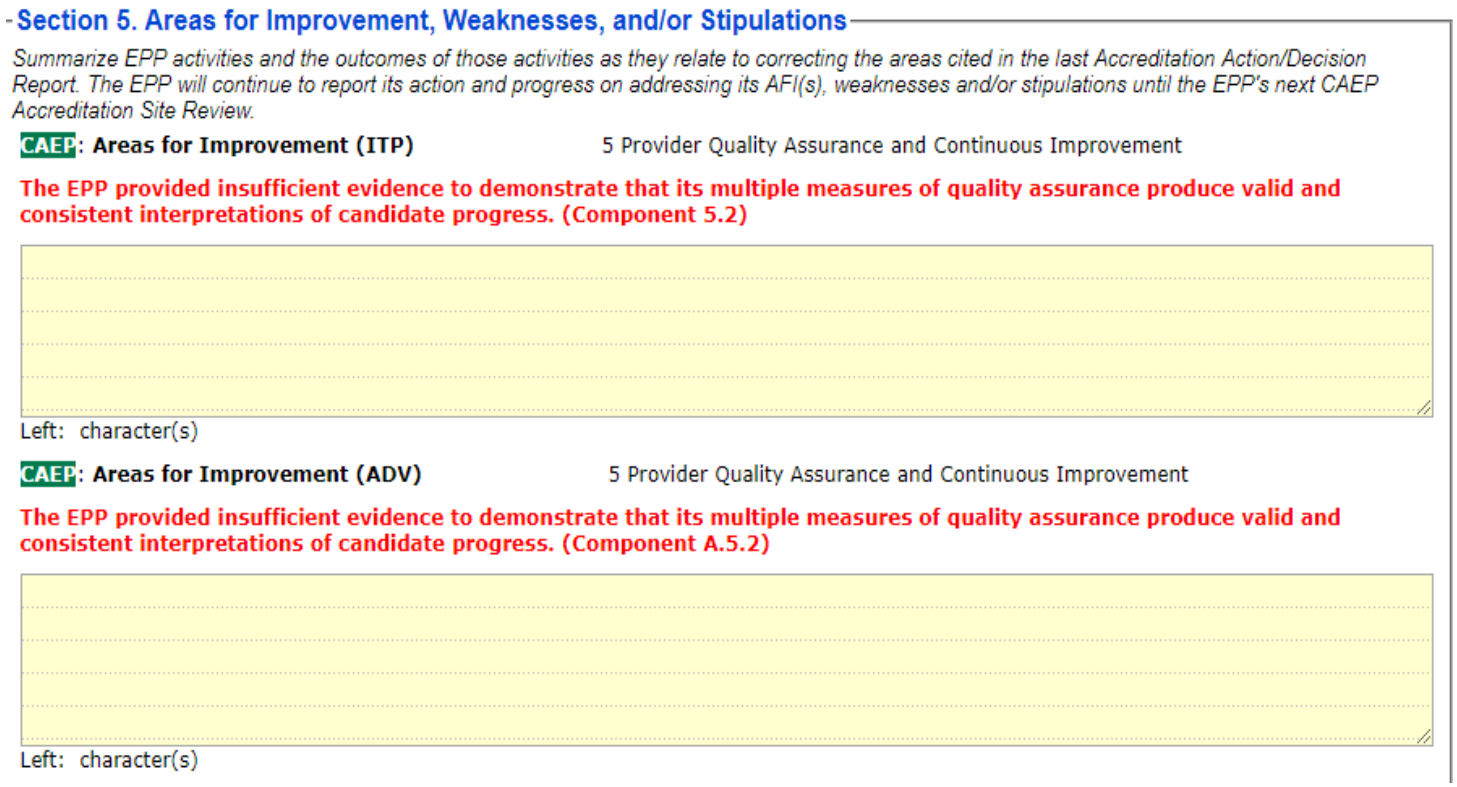
This section will be automatically imported based upon your previous accreditation action or decision report.

NOTE: For programs from the same EPP with separate TEAC accreditation decisions, any weakness(es) or stipulation(s) held by each program should appear in this section for progress reporting in a single 2020 EPP Annual Report.

All programs within your EPP pertaining to the level(s) (initial and/or advanced) for which the area(s) for improvement, weakness(es) and/or stipulation(s) were cited should be considered when responding to the previously identified areas. Provide a snapshot of the activities and the outcomes of those activities as they relate to correcting the areas cited. If no areas were cited, the section will remain blank (continue to the next section of the report).

Completing Section 5 of the report in AIMS

This section will be automatically populated according to your specific accreditation (CAEP, NCATE, or TEAC, if applicable) and any corresponding area(s) for improvement, weakness(es), or stipulation(s). For each area identified, you should describe the work completed and leading toward correction.



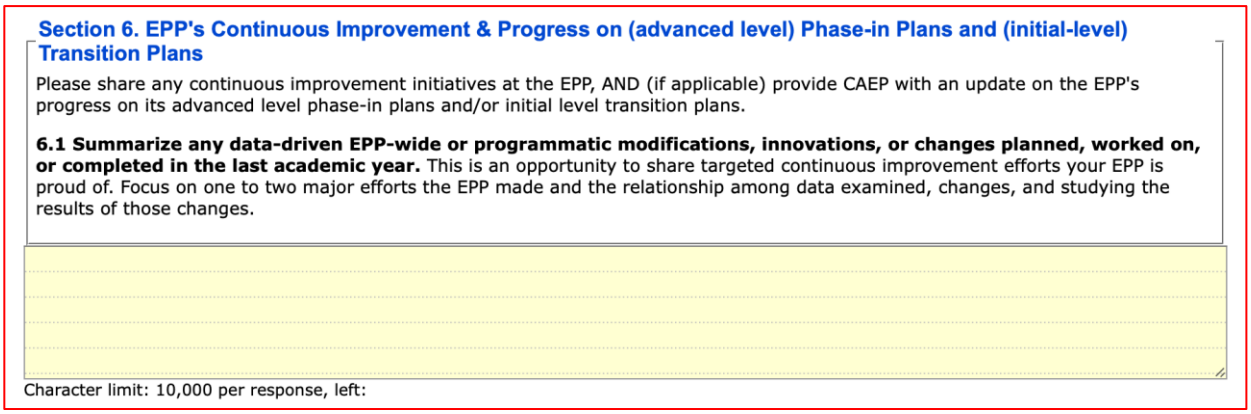
Section 6. EPP's Continuous Improvement & Progress on Advanced Level Phase-In Plans and Initial Level Transition Plans

Effective organizations use evidence-based quality assurance systems and data in a process of continuous improvement. These systems and data-informed continuous improvement are essential foundational requirements for CAEP accreditation and are reported by EPPs in Section 6.

This section is designed to prepare you for addressing Standard R5, particularly Component R5.4 in your self-study report. Please maximize this annual opportunity to reflect on and highlight one to three examples of how your quality assurance system informs changes to your programs and effectively monitors the degree to which those changes are improvements.

Additionally, EPPs going through CAEP accreditation review using the 2022 Revised Standards may provide Transition-Plans and Phase-In Plans for Initial Level and Advanced Level Programs respectively, per sufficiency criteria specified by CAEP for some of the standard components (e.g., R1.1-R1.4, R2.3, R3.3, R4.1for Initial and RA1.1, RA2.1, RA2.2, RA3.1-RA3.4, RA4.1, RA4.2, RA5.2, and RA 5.4 (formerly A5.3)-[2022 Workbook]. EPPs will report on progress being made towards implementing the Transition- and Phase-In Plans each year in Section 6, Item #6.1 of the annual report.

Completing Section 6 of the report in AIMS



6.1.1: The changes you select to share, should be those of which you are particularly proud and may pertain to all programs within your EPP or specific programs.

Summarize any data-driven EPP-wide or programmatic modifications, innovations, or changes planned, worked on, or completed in the last academic year. In your response describe:

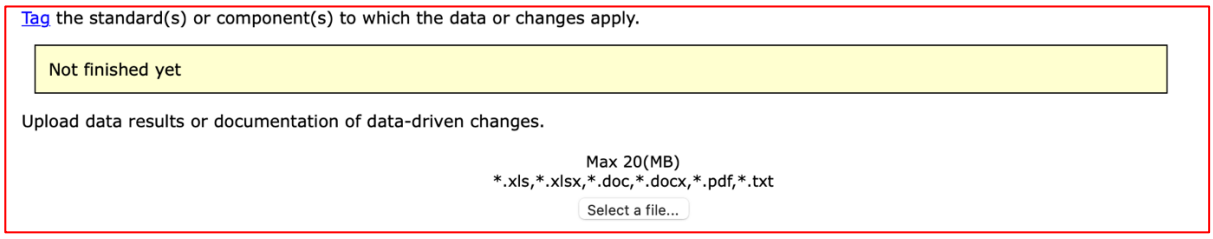
- how you regularly and systematically assessed performance against EPP goals or the CAEP standards,
- innovations or changes implement as a result of that review, and
- how progress and results tracked to determine the degree to which your efforts resulted in improvements.

To guide your reflection, consider the following questions from CAEP's resources for writing your self-study report.

- *What quality assurance system data did the provider review?*
- *What patterns across preparation programs (both strengths and weaknesses) did the provider identify?*
- *How did the provider use data/evidence for continuous improvement?*
- *How did the provider test innovations?*
- *What specific examples show that changes and program modifications can be linked back to evidence/data?*
- *How did the provider document explicit investigation of selection criteria used for Standard 3 in relation to candidate progress and completion?*
- *How did the provider document that data-driven changes are ongoing and based on systematic assessment of performance, and/or that innovations result in overall positive trends of improvement for EPPs, their candidates, and P-12 students?*
- *How was stakeholders' feedback and input sought and incorporated into the*
- *evaluation, research, and decision-making activities?*

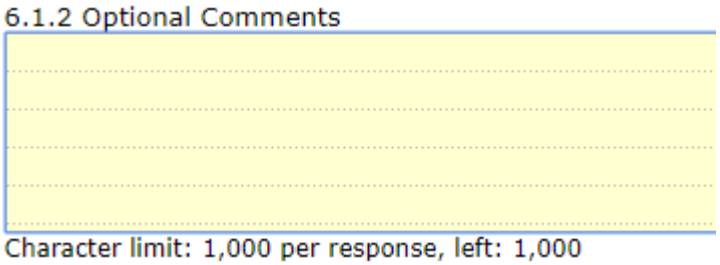
Towards the bottom of the page, before completing this section, click on the word "Tag" to open a menu listing the CAEP Standards and Components, along with the cross-cutting themes of technology and diversity. Check the box(es) next to the standard(s), component(s), and/or themes to which the summary text describing your continuous improvement effort(s) refers.

As available, upload any documentation relevant to the above efforts. Click the "Select a file…" button to be taken to a directory of your documents. Examples of documentation may include but are not limited to data (that informed the change, results of the change, or that demonstrates improvement), articles (newsletter, blog, peer-reviewed research, etc.) that describes the change effort and/or results), meeting or working group artifacts (minutes, root-cause analyses, theories of action, logic models, diagrams, flowcharts, stakeholder involvement citations, etc.). You may upload up to 6 items. If you would like to share online documentation, you may do so by copying the link(s) and or relevant content into one of the in the specified formats (.xls, xlsx, .doc, .docx, .pdf, or .txt).



6.1.2

If you choose to complete optional section 6.1.2, enter your response in the textbox. The textbox has a 1,000-character limit, including spaces.



It is optional for providers to tag standards and upload any documents in this section.

Section 7. Transition*

**The EPP's report template will skip to Section 8 if (a)it has already earned CAEP accreditation, (b) its site visit semester is fall 2021 or spring 2022, or (c) your EPP is currently in the applicant or eligible phase with CAEP.*

This section appears for you in AIMS if you do not fall in the above exclusion categories. If you are currently accredited by NCATE or TEAC and did not have a site visit in fall 2019 or are not having one this spring 2020, please complete this section as an opportunity for rigorous and thoughtful reflection regarding progress in demonstrating evidence toward CAEP Accreditation and continued demonstration of meeting either the NCATE or TEAC Standards, as applicable.

CAEP's accreditation procedures link standards and their components together with rigorous evidence. The combination, which differs in important ways from legacy standards and principles, creates an outcomes and evidence-informed process that investigates the health of quality assurance systems to nurture continuous improvement and innovation.

The CAEP Standards are intended to elevate the bar for the quality of evidence that EPP's submit for accreditation, and most importantly use to produce excellent educators. Evidence must demonstrate that program completers can meet rigorous performance expectations. In doing so, you will advance the education profession by creating a lever for systemic improvement. These changes are both substantive and substantial. The standards:

- rely on your steps that develop and maintain a quality assurance system ensuring capacity for gathering and using data relevant to your mission and goals as well as to CAEP standards;
- build on features of preparation in which your choices can have the greatest influence--course content and instruction; clinical experiences; candidate selection, monitoring and academic proficiencies; and
- challenge you to monitor your own results during preparation (to candidates' successful completion) and on-the job (the ultimate measure of your success).

7.1 To support and monitor your successful transition, examine the 2022 Revised CAEP Standards with respect to the 2013 CAEP Standards for Initial-Licensure Programs, 2016 CAEP Standards for Advanced- Level Programs, as included in the 2022 Workbook and/or the Readiness for Accreditation Self-Assessment Checklist, relevant to your program offerings. These will help you to reacquaint and reflect with your colleagues regarding evidence expectations. Assess and identify gaps (if any) in your EPP's evidence

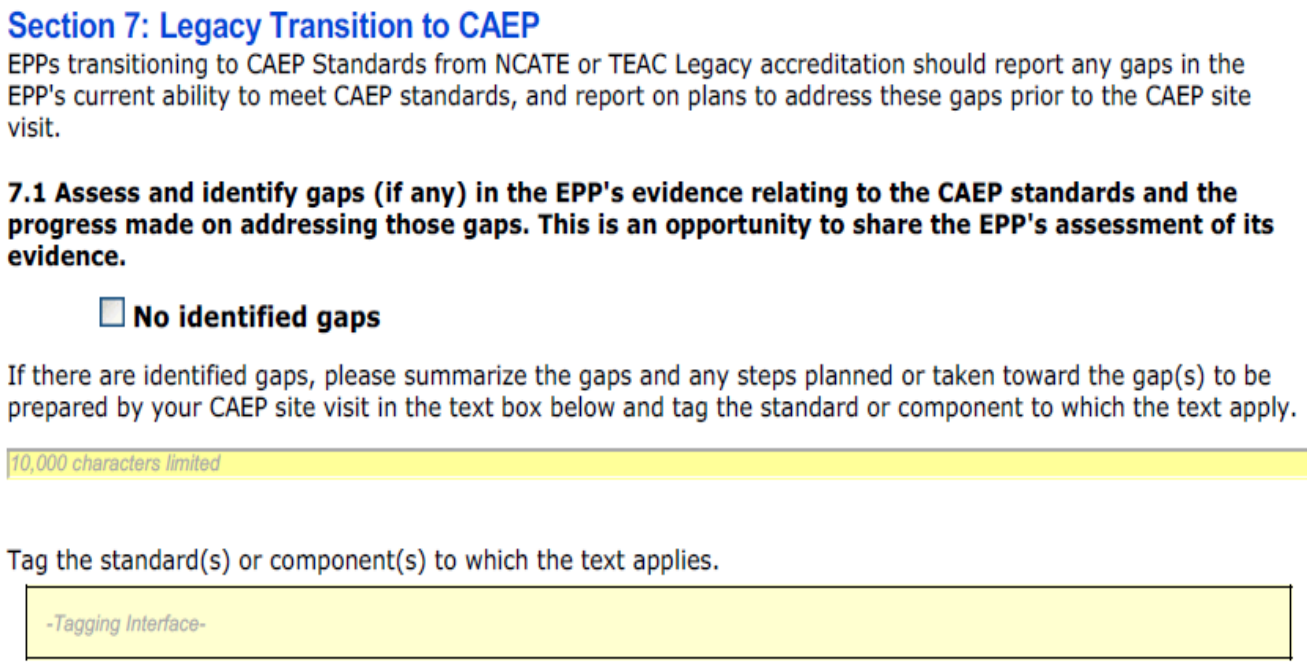
relating to the CAEP standards and the progress made on addressing those gaps.

7.2 Indicate whether or not you continue to deserve your current accreditation status, by thorough reflection on the degree to which you continue to demonstrate meeting NCATE standards or TEAC principles, as applicable.

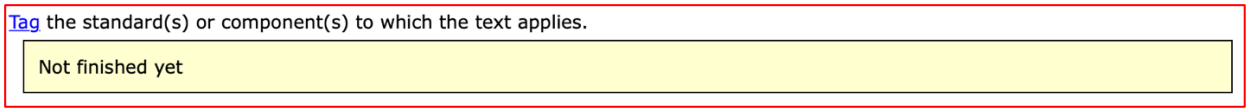
If "No" was checked in section 7.2, use this space to share any originally cited deficiencies or changes that mean that your EPP does not currently meet legacy NCATE Standards or TEAC Quality Principles.

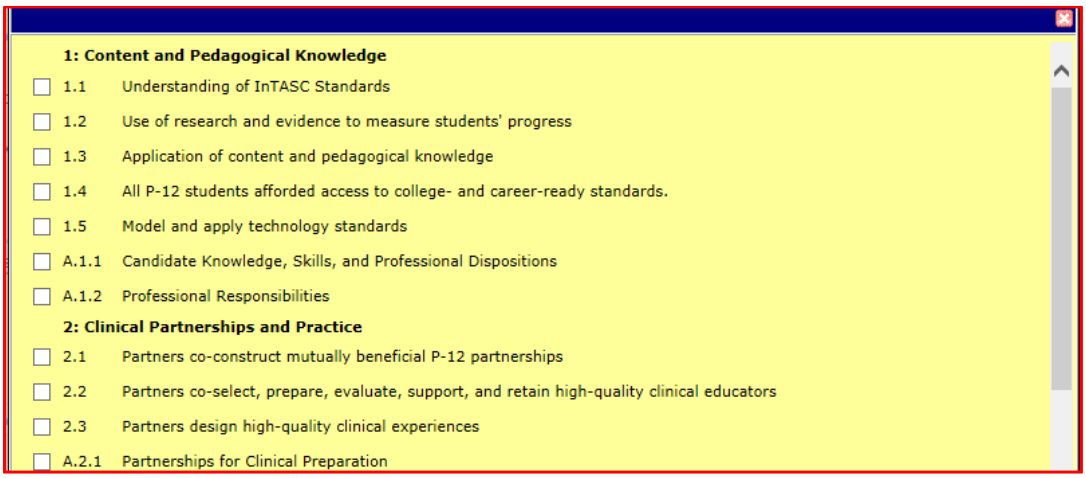
Completing Section 7 of the report in AIMS

7.1: If there are no identified gaps following your self-assessment regarding readiness for CAEP Accreditation, click the box next to "No identified gaps" and proceed to question 7.2. If gaps were identified, enter the response to 7.1 in the textbox. (The textbox has a 10,000-character limit, including spaces.)



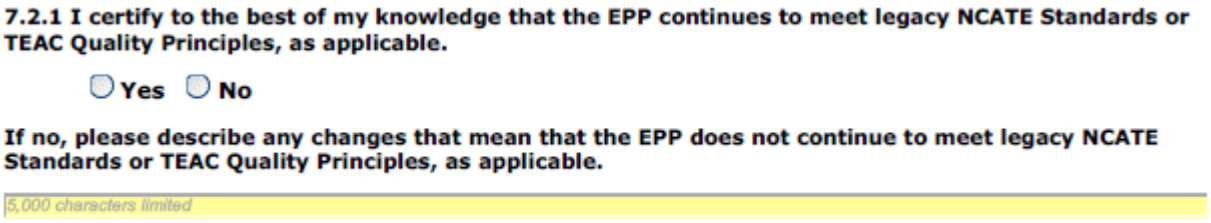
Below the textbox, click on the word "Tag" to open a menu listing the CAEP Standards and Components, along with the cross-cutting themes of technology and diversity. Check the box(es) next to the standard(s), component(s), and/or cross-cutting themes to which the summary text describing the gaps and any steps planned or taken toward the gap(s) to be fully prepared by your CAEP site visit refers.





7.2.1. In section 7.2.1, check the "Yes" radio button to certify that the EPP is currently meeting the legacy NCATE Standards or TEAC Quality Principles, as applicable. Check the "No" radio button if you are not currently in compliance with all aspects of either the legacy NCATE Standards or TEAC Quality Principles, as applicable.

If you choose "No" in section 7.2, enter the explanation for your response in the textbox. The textbox has a 5,000-character limit, including spaces.



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

The final section of the annual report requests input from the EPP regarding any support CAEP can provide to assist with the accreditation process.

Completing Section 8 of the report in AIMS

8.1: Responding to the request of sending CAEP questions about its standards or accreditation process is optional.

8.2: Please provide contact information of the report preparer and that of a second person authorized to receive communications from CAEP.

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: *Max 50 characters*
Position: *Max 255 characters*
Phone: *Max 100 characters*
E-mail: *Max 100 characters*

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: *Max 50 characters*
Position: *Max 255 characters*
Phone: *Max 100 characters*
E-mail: *Max 100 characters*

Additionally, the section calls for a formal acknowledgement that the report preparer is authorized to complete the Annual Accreditation Report on the EPP's behalf and demonstrate that they understand and agree to CAEP's policy on data ownership, annual reporting, and misleading or incorrect statements as shown below:

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**

Submitting the EPP Annual Report

At the end of Section 8, click the "Submit" button. You should receive a confirmation email that the EPP Annual Report has been successfully submitted and that CAEP has received the report.

Appendix

CAEP Accreditation Policy

Annual Monitoring and Reevaluation of Accredited EPPs
Policy V.3.01 Annual Accreditation Report
CAEP maintains and periodically reviews and revises annual monitoring and reevaluation expectations of accredited EPPs, as appropriate to meet the requirements of CAEP policy, recognition guidelines of the Council for Higher Education Accreditation, and federal accreditor recognition requirements. Templates to be used by EPPs in submitting an annual accreditation report are made available each year. Different templates and/or submission requirements may be used for EPPs having different accreditation status designations or at different points in the term of accreditation. The Annual Accreditation Report (Annual Report) process, along with CAEP's review of any complaint against an EPP and information provided by other accreditors, is used to monitor and evaluate an EPPs continued compliance with CAEP's Standards and accreditation requirements. The Annual Accreditation Report requires, at a minimum:

a) Information demonstrating that the EPP is correcting or has corrected any conditions leading to the identification of Areas for Improvement and Stipulations from prior accreditation decisions;
b) Key data and indicators, including but not limited to, fiscal information and measures of completers' effectiveness and impact on P-12 student learning; and
c) Current headcount enrollment data which will be used to monitor overall growth of the EPP; and
d) Report substantive changes that may affect an EPP's accreditation status or eligibility.

In January of each year, CAEP will notify an EPP with an accreditation status that the Annual Accreditation Report has been opened. Such notification may be dispatched through CAEP's electronic accreditation platform. No later than 90 days after receiving access to the Annual Report template, an EPP must submit a complete Annual Accreditation Report using CAEP's reporting form.

An EPP's Annual Accreditation Report will be reviewed and evaluated by CAEP staff and if deemed necessary, a team of volunteer Annual Report Reviewers, selected pursuant to Section VI.2, and the EPP Transparency, Accountability, and Improvement Committee of the Accreditation Council.

Following receipt of information from CAEP regarding an Annual Report deficiency, an EPP must take timely action to correct the deficiency in accordance with instructions provided by CAEP staff and, if applicable, provide any additional information requested so that CAEP can adequately monitor the growth of programs at any freestanding EPP experiencing significant enrollment growth. Any deficiency identified as serious must be corrected within a timeline established by CAEP. Evidence of an EPP's correction of any deficiency not identified as serious may be included in the EPP's next annual report.

Neither the lack of any Annual Report deficiencies nor an EPP's correction of Annual Report deficiencies are to be considered an assurance that an EPP is prepared or on track to successfully demonstrating compliance with CAEP Standards.

During every accreditation review, any Evaluation Team assigned to review the EPP and the Accreditation Council will be provided access to every Annual Report submitted by the EPP,

including information on correction of deficiencies, from the date of the EPP's last full accreditation. Evaluation Team members and Councilors may consider all such information as evidence in making any accreditation decision or in instituting a Warning action.
CAEP also makes an EPP's Annual Reports, along with feedback provided by CAEP through the annual report review process, available to the state in which the EPP is located, so long as CAEP has a partnership agreement with the state.

Policy V.3.02 Continued Compliance with Standards
Failure to maintain compliance with all applicable Standards will be considered cause for immediate initiation of an Accreditation Council decision to revoke accreditation by issuing a directive that the EPP bring itself into compliance within a period of time specified by the Accreditation Council.
The period of time specified for an EPP to take corrective action and come into compliance will not exceed:

a) 12 months, if the longest program offered by the EPP is less than 1 year in length;
b) 18 months, if the longest program offered by the EPP is at least 1 year, but less than 2 years, in length; or
c) 2 years, if the longest program offered by the EPP is at least 2 years in length.

If the EPP does not bring itself into compliance within the specified period, the Accreditation Council will take immediate Adverse Action unless it, for good cause, extends the period for achieving compliance.

CAEP may consider any concerns raised about an EPP by any nationally recognized accrediting agency as evidence of any EPP's failure to maintain compliance. The CAEP President may request, and the Accreditation Council may consider, a report from any such accreditor that describes the nature of the issues giving rise to concerns.

If the Accreditation Council determines that a Virtual Site Review or On-Site Review is required in order to verify that an EPP has come into compliance, it may require an Special Review and the EPP must undergo the Review within the timeline specified by the Council and remit payment for CAEP's invoice of all costs directly associated with the Review.

Policy V.4.01 Substantive Change
(a.) Any EPP that relies on CAEP to perform the Title IV gatekeeper role as required pursuant to the federal Higher Education Act, must obtain Accreditation Council approval of any of the substantive changes identified below before CAEP will include the changes in the accreditation status previously granted to the EPP. Any other EPP must report any such change to CAEP within 30 days and in the EPP's next Annual Report.

i. Any substantial change in the established mission or objectives of the EPP or the institution under which it operates;
ii. Any change in the legal status, form of control, or ownership of the EPP or the institution under which it operates;
iii. The addition of courses or programs that represent a significant departure from existing offerings of educational programs, or method of delivery, from those that were offered when CAEP last reviewed the EPP;
iv. Any change in a course or program which results in any course or program being provided by an entity other than the EPP;
v. The addition of programs of study at a degree or credential level different from that which is included in the EPP's current accreditation;
vi. A change in the way an institution measures candidate progress – including whether the

institution measures progress in clock hours or credit-hours, semesters, trimester, or quarters, or uses time-based or non-time-based methods;

vii. A substantial increase in the number of clock or credit hours awarded for successful completion of a program;

viii. If CAEP's accreditation of an EPP enables the EPP to seek eligibility to participate in Title IV, HEA programs, the entering into a contract under which an institution or organization not certified to participate in the Title IV, HEA programs offers more than 25 percent of one or more of the accredited EPP's educational programs;

ix. If CAEP's accreditation of an EPP enables it to seek eligibility to participate in Title IV, HEA programs, the establishment of an additional location at which the EPP offers at least 50 percent of an educational program and which is considered a Branch Campus. The addition of such a location must be approved by CAEP unless CAEP determines, and issues a written determination stating that the institution has:

A. Successfully completed at least 1 cycle of accreditation of maximum length offered by CAEP and 1 renewal, or has been accredited for at least 10 years;
B. At least 3 additional locations that CAEP has approved; and
C. Met criteria established by CAEP indicating sufficient capacity to add additional locations without individual prior approvals, including at a minimum satisfactory evidence of a system to ensure quality across a distributed enterprise that includes--
   i. Clearly identified academic control;
   ii. Regular evaluation of the locations;
   iii. Adequate faculty, facilities, resources, and academic and candidate support systems;
   iv. Financial stability; and
   v. Long-range planning for expansion.

x. The acquisition of any other institution or any program or location of another institution; and

xi. The addition of a permanent location at a site at which the institution is conducting a teach-out for candidates (students of the EPP) of another institution that has ceased operating before all candidates have completed their program of study.

(b.) Any EPP that relies on CAEP to perform the Title IV gatekeeper role as required pursuant to the federal Higher Education Act, must obtain Accreditation Council approval of any of the substantive changes.

Following any determination by the EPP Transparency, Accountability and Improvement Committee of the Accreditation Council that the changes made or proposed by an EPP are or would be so extensive as to impose significant challenges on the EPP in complying with all applicable CAEP Standards and requirements, the Accreditation Council may take action to require CAEP to conduct a new comprehensive evaluation of the EPP. At the discretion of the Accreditation Council, any such evaluation may include a Virtual Review or On-Site Review. If approval of a substantive change is required, the EPP Transparency, Accountability, and Improvement Committee, within 90 days of CAEP's receipt of the substantive change notification, will convene and make a recommendation for Accreditation Council action to approve or deny approval of the change. If approval is granted, the Accreditation Council decision must specify a future date on which the change will be included in the EPP's accreditation.

Policy VII.6.03 Warning Action

The Council, by Majority Vote, may issue a Warning to an EPP if there is credible evidence that an accredited EPP fails to:

a. Maintain adequate compliance with CAEP Standards;

b. Adhere to policies and procedures s; or
c. Respond by stated deadlines to any requirement, conditions, or notices issued by the Council.

Evidence leading to a Warning may include, but is not limited to, findings resulting from the review or investigation of a complaint against the EPP; credible evidence obtained by CAEP staff or the Council; action taken by a national accreditor, state, country, or other governing authority; or the EPP's inadequate response or failure to respond to reporting requirements issued by the EPP Compliance Monitoring Committee, Executive Committee, or Council.

Any failure to comply with the terms or conditions of a Warning Action will be grounds for Adverse Action.

Policy VII.6.04 Adverse Action

The Accreditation Council must immediately initiate Adverse Action against an EPP if the EPP is determined not to have met 2 or more applicable Standards or fails to comply with other accreditation requirements. Prior to initiating Adverse Action, the Council may require the EPP to take appropriate action to bring itself into compliance with CAEP Standards and requirements within a prescribed period of time which may be not more than 12 months, if the longest program offered by the EPP (whether a program or institution) is less than 1 year in length, not more than 18 months if the EPP's longest program is at least 1 year but less than 2 years in length; or not more than 2 years if the EPP's longest program is at least 2 years in length.

Any of the following decisions is an Adverse Action for which the EPP is afforded due process as defined in CAEP's Ad-Hoc Appeal Policy:

a. Denial of Accreditation; and
b. Revocation of Accreditation.

Prior to taking Adverse Action to revoke accreditation, the Council may require that a special Virtual or On-Site Review be conducted.