

2021 Annual Accreditation Report

CAEP ID:		AACTE SID:	
Institution:			
Unit:			

Section 1. EPP Profile

After reviewing and/or updating the Educator Preparation Provider's (EPP's) profile in AIMS, check the box to indicate that the information available is accurate.

1.1 In AIMS, the following information is current and accurate...

	Agree	Disagree
1.1.1 Contact person	<input checked="" type="radio"/>	<input type="radio"/>
1.1.2 EPP characteristics	<input checked="" type="radio"/>	<input type="radio"/>
1.1.3 Program listings	<input checked="" type="radio"/>	<input type="radio"/>

1.2 [For EPP seeking Continuing CAEP Accreditation] Please provide a link to your webpage that accurately lists the Initial Licensure programs and/or Advanced Level programs currently offered by the EPP that were reviewed and accredited by CAEP (NCATE or TEAC) during the EPP's last site visit.

Section 2. Program Completers

2.1 How many candidates completed programs that prepared them to work in preschool through grade 12 settings during Academic Year 2019-2020 ?

Enter a numeric value for each textbox.

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

numerical data only

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

numerical data only

Total number of program completers 0

¹ For a description of the scope for Initial and Advanced programs, see Policy II in the Accreditation Policy Manual

Section 3. Substantive Changes

Have any of the following substantive changes occurred at your educator preparation provider or institution/organization during the 2019-2020 academic year?

3.1 Changes in the established mission or objectives of the institution/organization or the EPP

Change No Change / Not Applicable

600 characters limited

3.2 Any change in the legal status, form of control, or ownership of the EPP.

Change No Change / Not Applicable

600 characters limited

3.3 The addition of programs of study at a degree or credential level different from those that were offered when most recently accredited

Change No Change / Not Applicable

600 characters limited

3.4 The addition of courses or programs that represent a significant departure, in terms of either content or delivery, from those that were offered when most recently accredited

Change No Change / Not Applicable

600 characters limited

3.5 A contract with other providers for direct instructional services, including any teach-out agreements

Change No Change / Not Applicable

600 characters limited

Any change that means the EPP no longer satisfies accreditation standards or requirements:

3.6 Change in regional accreditation status

Change No Change / Not Applicable

600 characters limited

3.7 Change in state program approval

Change No Change / Not Applicable

600 characters limited

Section 4. Display of Annual Reporting Measures.

Annual Reporting Measures (CAEP Component 5.4 A.5.4)	
Impact Measures (CAEP Standard 4)	Outcome Measures
1. Impact on P-12 learning and development (Component 4.1)	5. Graduation Rates (initial & advanced levels)
2. Indicators of teaching effectiveness (Component 4.2)	6. Ability of completers to meet licensing (certification) and any additional state requirements; Title II (initial & advanced levels)
3. Satisfaction of employers and employment milestones (Component 4.3 A.4.1)	7. Ability of completers to be hired in education positions for which they have prepared (initial & advanced levels)
4. Satisfaction of completers (Component 4.4 A.4.2)	8. Student loan default rates and other consumer information (initial & advanced levels)

4.1 Provider shares a direct link to the EPPs website where data relevant to each of the 8 Annual Reporting Measures are clearly tagged, explained, and displayed. Additional links will be provided only if data on any specific measure is not on the same webpage as the one already provided. The additional link should also lead to a page on the EPP's own website.

1

Link:

Description of data accessible via link:

Consider copying & pasting the link directly into the provided textbox to ensure its accuracy.

Tag the Annual Reporting Measure(s) represented in the link above to the appropriate preparation level(s) (initial and/or advanced, as offered by the EPP) and corresponding measure number.

Level \ Annual Reporting Measure	1.	2.	3.	4.	5.	6.	7.	8.
Initial-Licensure Programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advanced-Level Programs			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

+Click to add additional links as needed. Repeat this process until all measures and available levels are represented.

4.2 Summarize data and trends from the data linked above, reflecting on the prompts below.

What has the provider learned from reviewing its Annual Reporting Measures over the past three years?

*Discuss any emerging, long-term, expected, or unexpected trends? Discuss any programmatic/provider-wide changes being planned as a result of these data?
Are benchmarks available for comparison?
Are measures widely shared? How? With whom?*

Limited to 10,000 characters

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.

Limited to 6000 characters

Section 6. Continuous Improvement

CAEP Standard 5

The provider maintains a quality assurance system comprised of valid data from multiple measures, including evidence of candidates' and completers' positive impact on P-12 student learning and development. The provider supports continuous improvement that is sustained and evidence-based, and that evaluates the effectiveness of its completers. The provider uses the results of inquiry and data collection to establish priorities, enhance program elements and capacity, and test innovations to improve completers' impact on P-12 student learning and development.

CAEP Standard 5, Component 5.3

The provider regularly and systematically assesses performance against its goals and relevant standards, tracks results over time, tests innovations and the effects of selection criteria on subsequent progress and completion, and uses results to improve program elements and processes.

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 three major efforts the EPP made and the relationship among data examined, changes, and studying the results of those changes.

- Describe how the EPP regularly and systematically assessed its performance against its goals or the CAEP standards.
- What innovations or changes did the EPP implement as a result of that review?
- How are progress and results tracked? How will the EPP know the degree to which changes are improvements?

The following questions were created based on sufficiency criteria for Standard 5, Component 5.3 and may be helpful in cataloguing continuous improvement.

- 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?

The following thoughts are relevant for advanced-level programs

How was stakeholders' feedback and input sought and incorporated into the evaluation, research, and decision-making activities?

Limited to 10,000 characters

Tag the standard(s) or component(s) to which the data or changes apply.

-Tagging Interface-

Upload data results or documentation of data-driven changes.

Max 20(MB) 8 files
.xls,.xlsx,*.doc,*.docx,*.pdf,*.txt

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

Yes No

6.3 Optional Comments

Limited to 1,000 characters.

Section 7: Transition

In the transition from legacy standards and principles to the CAEP standards, CAEP wishes to support a succe transition to CAEP Accreditation. The EPP Annual Accreditation Report offers an opportunity for rigorous an thoughtful reflection regarding progress in demonstrating evidence toward CAEP Accreditation. To this end, asks for the following information so that CAEP can identify areas of priority in providing guidance to EPPs.

7.1 Assess and identify gaps (if any) in the EPP's evidence relating to the CAEP standards and the progress m addressing those gaps. This is an opportunity to share the EPP's assessment of its evidence.

If there are no identified gaps, click the box next to "No identified gaps" and proceed to question 7.2.

No identified gaps

If there are identified gaps, please summarize the gaps and any steps planned or taken toward the gap(s) to be prepared by your CAEP site visit in the text box below and tag the standard or component to which the text ap

10,000 characters limited

Tag the standard(s) or component(s) to which the text applies.

-Tagging Interface-

7.2 I certify to the best of my knowledge that the EPP continues to meet legacy NCATE Standards or TEAC C Principles, as applicable.

Yes No

7.3 If no, please describe any changes that mean that the EPP does not continue to meet legacy NCATE Stand TEAC Quality Principles, as applicable.

5,000 characters limited

Section 8: Preparer's Authorization

Preparer's authorization. By checking the box below, I indicate that I am authorized by the EPP to complete the 2021 EPP Annual Report.

I am authorized to complete this report.

Report Preparer's Information

Name:

Position:

Phone:

E-mail:

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.

CAEP Accreditation Policy

Policy V.3.01 Annual Accreditation Report

The Annual Accreditation Report (Annual Report) process, along with CAEP's review of any complaint against an EPP, is used to monitor and evaluate an EPP's continued compliance with CAEP's Standards. 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 candidates' effectiveness and impact on P-12 student learning;
- 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 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.

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.

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.

Acknowledge

