CAEP

Council for the Accreditation of Educator Preparation

2024 EPP Annual Accreditation Report (Annual Report)

Content Guide

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Introduction

The Annual Accreditation Reporting (Annual Report) process is used to monitor and evaluate an educator preparation provider's (EPP) continued compliance with CAEP Standards. CAEP's annual monitoring and evaluation expectations for EPPs are periodically revisited, as appropriate, to align with the CAEP Accreditation Policy and the recognition guidelines outlined by the Council for Higher Education Accreditation (CHEA). In the Annual Report, the EPP provides updated data and/or information on:

A. The total number of individuals completing the program requirements for graduation in the specified academic year to monitor the overall growth of the EPP;
B. Report substantive changes that may affect an EPP's accreditation status or eligibility with CAEP;
C. Key data and indicators measuring completers' effectiveness and impact on P-12 student learning; and
D. Information demonstrating the EPP's efforts in addressing any Areas for Improvement (AFIs) and/or Stipulations from prior accreditation decisions.

Every year, around the end of January or early February, CAEP releases annual report templates for EPPs and notifies them. The report is due no later than 90 days after the templates are opened.

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 address deficiencies identified in the feedback report, if any, and respond to CAEP at eppannuareport@caepnet.org within 30 days of being notified.

NOTE: The absence of deficiencies in the annual report or an EPP's attempt to address annual report feedback may not be considered an automatic meeting of CAEP accreditation standards for the next CAEP review. An Evaluation Team assigned to conduct an EPP's accreditation review and the Accreditation Council may refer to an EPP's Annual Reports to make any accreditation decision or institute a Warning Action.

Part I. Data and Report Requirements

Timeline
The deadline to submit the 2024 report is **May 5, 2024,** at 11:59 p.m. EDT.

Data Collection Period
The 2024 EPP Annual Report should include data collected/reported from the Academic Year 2022-2023 (September 1, 2022- August 31, 2023).

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 EPPs with visits in fall 2023 or spring 2024. Only the checked sections should appear for your EPP.

Section	Holding applicant or eligible status	Completed a CAEP site review in Fall 2023 or Spring 2024	Currently accredited by CAEP with a site review Fall of 2024 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 and/or Stipulations			✓
Section 6. EPP's Continuous Improvement and progress on (advanced level) Phase-in Plans and (initial level) Transition Plans			✓
Section 7. Feedback for CAEP & Report Preparer's Authorization	✓	✓	✓

Updating the EPP Profile in AIMS 2.0

Please review the EPP's information in AIMS 2.0 and update it as needed. AIMS 2.0 may be accessed at https://caep.accreditor.com/. The main items to review before writing an annual report are the (a) Contact persons, (b) EPP details, and (c) Program listings.

Users (Contact Persons)

To update these users, please click on the "Users" tab at the top of the current page or via the left sidebar, then click the pencil-shaped icon to edit that user. *Please be sure to select one individual, usually the EPP Primary role is selected as the User Access Manager.*

- EPP Primary. The individual(s) identified will be CAEP's primary contact and should be authorized to receive sensitive communications related to the EPP's CAEP accreditation.

- EPP Secondary. The individual(s) identified usually has a role in coordinating the EPP's CAEP accreditation-related activities. This contact should be authorized to receive sensitive communications related to the EPP's CAEP accreditation and may be copied on communications to the EPP Primary contact.

- EPP Other. Any individual(s) that may benefit from having access to AIMS 2.0, but who would not be regularly copied on communications related to the EPP's CAEP Accreditation.

- User Access Manager: The EPP needs to designate one contact person typically the "EPP Primary" as "User Access Manager." The User Access Manager can manage and update the EPP's users, including approving new users and deleting incorrect users. After this Annual Report submission, only the current User Access Manager (or CAEP) will be able to designate a new individual as User Access Manager.

See the screenshots provided below.

Important: *It is requested that EPPs provide information for at least two distinct contact persons to ensure that important accreditation-related communications are received by the EPP in the event of personnel turnover.*

Update the Users by clicking the pencil icon.

EPP Details

Please review the information that automatically populates section 1.2 of the Annual Report and update any items as necessary.

- Details requested include:
    - *Basic Details:* Institution/Organization Name, EPP Name
    - *Carnegie Classification.* Please check your EPP's Carnegie classification. If the current classification in AIMS is incorrect or incomplete, please provide appropriate information.
    - *Control of Organization.* Please select the descriptor(s) that best fit your EPP's status from the list provided in AIMS (e.g. Public, Private not-for-profit, Private for-profit).
    - *Population Served.* Please select the descriptor that best fits your EPP's status from the list provided in AIMS (e.g. HBCU, HSI, MSI, N/A, TCU, WC).
    - *Degree of Urbanization.* Please select the descriptor that best fits your EPP's status from the list provided in AIMS (e.g. Urban, Rural, Suburban, Other).
    - *Language of Instruction.* Please list the primary instructional language used by your EPP.
    - *Religious Affiliation.* Please select from the comprehensive list of religious affiliations as it applies to your EPP (the list is consistent with the National Center for Education Statistics' Integrated Postsecondary Education Data System (IPEDS). EPPs and institutions not having religious affiliations may select the "Not Religiously Affiliated" category.
    - *Organizational Accreditation.* Please select the correct CHEA-recognized regional accrediting agency for your institution. The EPP may select "Not applicable" if the institution's accrediting agency is not listed. In that case,

the agency recognizing or approving the institution must be cited.

- o *Degree Granting.* Please select yes or no in response to this section.
- o *Address:* Please list the EPP's physical address.
- o *Phone Number:* Please list the best contact number to reach the EPP.
- o *Website:* Please link to the EPP's main webpage.

EPP Programs (Listing of programs under the scope of CAEP Accreditation)
Under the EPP Programs tab, please review and update the EPP's program list. All programs (planned sequences of academic courses and experiences), leading to recommendations for P-12 professional state licensure, certification, and/or endorsement fall within the scope of CAEP accreditation and should be included in the list. The list consists mainly of individual licensure areas, which may have different degree levels or categories. The EPP may reach out to its state and CAEP staff regarding any exceptions or for clarifications.

1. Review and update the <u>Program Name</u>, <u>Licensure Level</u>, <u>Certificate Level for Degree(s)</u>, and <u>Program Category Fields</u> (indicating licensure area) as appropriate**.**

   - Indicate the selected *Program Review* <u>option</u> and <u>review agency</u> for each program**.** The EPP may select review options as specified in the agreement between CAEP and its state. In the absence of a CAEP-state agreement, the EPP may select from any of the following options: SPA Review, State Review, CAEP Evidence Review of Standard 1/A.1, or Accredited by another specialized accrediting agency recognized by the U.S. Department of Education and/or Council for Higher Education Accreditation (CHEA).

   - If prompted with a question about whether a program accredited by a CHEA or USDOE entity is to be included in your CAEP accreditation review, please indicate the EPP's intent and include the relevant accreditation documentation letter.

2. Please delete programs that have been discontinued and do not currently have any candidates enrolled.

3. Please create new program profiles for any new licensure area programs.

*To add a new program listing click the "Add New Program" button. To edit an existing program listing click the "Edit" button. To delete an old or erroneous program listing click the red "Delete" button.

CAEP College of Education

Back to Organizations

Annual Report(s)　　EPP Details　　Users　　EPP Programs　　EPP Locations　　AFI/Stipulations　　CAEP Process

Search

Reset

To edit an existing program listing click the black "Edit" button.

Add New Program

Program Name	Program/Specialty Area	Degree Level	Licensure Level	Status	Action
Test	Alternative Certification	Baccalaureate	Initial-Licensure Level		Edit Delete

Items per page: 1... ▾　　0 of 0　　< >

To add a new program listing click the blue "Add New Program button"

To delete an old or erroneous program listing click the red "Delete "button.

Part II. Section-specific Guidance on Completing the 2024 EPP Annual Accreditation Report

Section 1. EPP Profile Updates in AIMS 2.0

1.1. Update Users Tab

Select the "User Tab", review the primary EPP contacts listed in AIMS 2.0; ensure there are two separate individuals listed for the categories of EPP Primary and EPP Secondary roles; and confirm the accuracy of the information by completing item 1.1.1.

1.2. Update EPP Details Tab & EPP Programs Tab

Select and update information for the "EPP Details" tab, the "EPP Programs" Tab, and the "EPP Locations" tab. Review and confirm the accuracy of the EPP's Details, Locations, and Programs as outlined in Part I of this Content Guide and confirm the accuracy of the information by completing items 1.2.1 and 1.2.2.

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.

1.2. Update EPP Information in AIMS 2.0:

Organization Name

CAEP University

EPP Name

CAEP College of Educat

Carnegie Classification

Special Focus Two-Year: Other Fields ▾

Control of Organization

Public ▾

Update EPP's Information by making any necessary changes in Sec. 1.2 or by going to the EPP Details & EPP Locations tab.

Population Served

Historically Black Colleges and Universities ▾

Degree of Urbanization

Urban ▾

Language of Instruction   **Religious Affiliations**

English ▾   Select Option ▾

Organizational Accreditation

Higher Learning Commission ▾

1.2.1. I confirm that the above information displayed from the EPP Details tab (including mailing address, EPP name, Carnegie classification, EPP type, religious affiliation, language of instruction, and institutional accreditation) is up-to-date and accurately reflected in AIMS 2.0. Additionally, I confirm that the EPP Locations tab accurately reflects the EPP's main campus, as well as any associated branch campuses or auxiliary locations.

The questions appearing above need to be updated and verified. The rest of the questions noted on your EPP Details tab are read only.

EPP Locations must be updated on the EPP Locations tab, accessible at the top of this page and via the left sidebar on the "My Locations" page. Your **Main Campus**, which should be reflected in the address information above, needs to be added and saved in your EPP Locations tab.

Any additional campuses also offering your EPP's programs should each be listed in the EPP Locations tab as an **Auxiliary Location**.

⦿ Agree
◯ Disagree

Select "Agree" after updating EPP Details & EPP Locations tabs.

1.2.2. I confirm that EPP's licensure area listings [including program name, degree level, licensure level, licensure (program) category, and selected program review option for your CAEP Review] are up-to-date and accurately reflected in AIMS 2.0 for all licensure areas that fall within CAEP's scope of accreditation.

The listing of programs can be found on the EPP Programs tab, or via the My Programs page on the left sidebar. Please click into each program to ensure all program information is both filled out and accurate.

⦿ Agree
◯ Disagree

Select "Agree" after updating EPP Programs tab.

Upon completing the section, click **"Save Changes"** and click **"Mark as complete."** Then click the **"Back"** button to return to the home page for Annual Report to access other sections.

‹ Back   Save Changes   Mark Section Complete

Section 2. EPP's Program Graduates for Academic Year 2022-2023

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.

Completing Section 2 of the report in AIMS

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

2.1. Total number of candidates who graduated from programs that prepared them to work in P-12 settings during Academic Year 2022-2023. Enter a numeric value for each textbox below. Note that some fields will be automatically calculated or prepopulated with last year's data.

2.1.1 What is the number of graduates in programs leading to initial teacher certification or licensure?

For a description of the scope for initial-licensure level and advanced level programs, see Policy II in the CAEP Accreditation Policies and Procedures.

Enter number of initial level program graduates from AY 22-23.

Previous Year Number of initial-licensure level Graduates:

This will auto populate.

2.1.2 What is the 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? Please do not include those completers counted above.

For a description of the scope for initial-licensure level and advanced level programs, see Policy II in the CAEP Accreditation Policies and Procedures.

Enter number of advanced level program graduates from AY 22-23.

Previous Year Number of advanced level Graduates:

This will auto populate.

Total number of program graduates

0

Previous Year TOTAL Number of Graduates:

Change from last year:

Display calculation Difference between last year and this year

0

Upon completing the section, click **"Save Changes"** and click **"Mark as complete."** Then click the **"Back"** button to return to the home page for Annual Report to access other sections.

‹ Back   Save Changes   Mark Section Complete

Section 3. Substantive Changes

Please indicate in the annual report, in addition to any other communication shared with CAEP, changes that have occurred at the provider, institution, or organization level in the current academic year (2023-2024) 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 into 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 between the submission of the 2023 and the 2024 annual report, please provide contextual information to elucidate the nature of the change, the rationale for the change, the implementation timeline, and any other relevant information.

Completing Section 3 of the report in AIMS

For questions 3.1 through 3.5, the EPP should indicate **Change** or **No Change/N/A**

○ Change
○ No Change / Not Applicable

⬅ Select Change or No Change in response to each question.

If there is a change, an explanation (600-character limit, including spaces) should be provided in the assigned box:

Change

⬅ Describe the nature of the change in the text box.

Upon completing the section, click **"Save Changes"** and click **"Mark as complete."** Then Click the **"Back"** button to return to the home page for Annual Report to access other sections.

‹ Back   Save Changes   Mark Section Complete

Section 4. CAEP Accreditation Details & CAEP Accountability Measures Data Display on EPP's Public Facing Website

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

4.1: This section applies to EPPs that are seeking continuing CAEP accreditation including those moving from NCATE or TEAC to CAEP. For section 4.1 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 EPP's most recent accreditation review by CAEP, NCATE, or TEAC.

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

Adelphi University, NY
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.

4.1. EPP's current CAEP (NCATE/TEAC) Accreditation Status & Reviewed Programs

In the box below, please provide a direct URL link to the EPP's website where information on its current CAEP accreditation status and a list of CAEP-reviewed programs can be found.

⬅ Enter URL link to EPP's website with CAEP Accreditation information.

CAEP Accountability Measures* (for CHEA Requirements) [2022-2023 Academic Year]

4.2: CAEP will review the information that the EPP annually updates and shares with the 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 provider must understand the importance of regularly monitoring and analyzing data trends on the above measures. 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 R3, R4, and R5.

Examples of EPPs' display of data for the four CAEP Accountability Measures

- **University of South Carolina Beaufort**

- **Troy University**

- **The University of Kansas**

Completing Section 4.2 of the report in AIMS

The EPP must create/update a publicly accessible data display of the CAEP Accountability Measures on its main website. The display should be updated to reflect data for the CAEP Accountability measures as collected during the **2022-2023 academic year**. Further details regarding the data display requirements can be found on pages 15-18 of this guide.

This list of CAEP Accountability Measures is for informational purposes. **Further details regarding data display requirements can be found on pg. 16-19 of this guide.**

4.2. CAEP Accountability Measures [2022-2023 Academic Year]

Please provide a direct URL link to the EPP's website where the CAEP Accountability Measures data display is made available to the public. The EPP's data display must include data relevant to the Four Measures listed below.

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).

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

Once the EPP has updated its website data display to reflect the CAEP Accountability Measures for the 2022-2023 AY, the Annual Report preparer should paste the URL link(s) into the box(es) provided for section 4.2

4.2.1. URL Link for EPP's Data Display of CAEP Accountability Measures - Initial-Licensure Level

In the box below, please provide a direct URL link to the EPP's CAEP Accountability Measures data for your initial-licensure level programs.

← Enter URL link to EPP's CAEP Accountability Measures data for initial programs.

4.2.2. URL Link for EPP's Data Display of CAEP Accountability Measures - Advanced Level

In the box below, please provide a direct URL link to the EPP's CAEP Accountability Measures data for your advanced level programs. If it is the same as the initial-licensure level link, repeat the link here.

If the same as the initial-licensure level link, please provide the link in this box again.

If your EPP does not have advanced level programs, then please put "N/A".

← Enter URL link to EPP's CAEP Accountability Measures data for advanced programs or indicate N/A.

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 so forth as outlined below under **"EPP Best Practices for Displaying the CAEP Accountability Measures."**

Upon completing the section, click **"Save Changes"** and click **"Mark as complete."** Then click the **"Back"** button to return to the home page for Annual Report to access other sections.

< Back   Save Changes   Mark Section Complete

EPP Best Practices for Displaying the CAEP Accountability Measures

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). The ability of completers to be hired in education positions for which they have prepared.

It is recommended that EPP's Display of CAEP Accountability Measures be:

- **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 the public*]

- **Organized, clearly labeled, and easy to understand** what data collection instruments are used, how and when they are used, and what the data imply.

- **Titled as "CAEP Accountability Measures"**

- **Organized with 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

- **Current with updated data, relevant to each of the four measures:**
    - The display should reflect data that was collected/reported in the academic year (September 2022 - August 2023).
    - 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 placeholder statement under the tagged measure.** (See: "What do I do if data are in development, delayed, or not yet available?")

- **Disaggregated by program levels:** Initial Licensure and/or Advanced Level as applicable.

- **Presented in a way easily understood by the 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.

- **Mindful of completer/employer/informant confidentiality:** For public display of data.

Reminders for the EPP's CAEP Accountability Measures Data Display

- **Data for accountability measure(s) that are in development and not ready to be reported.**
  If data on an Accountability Measure is in development or not yet available, the EPP needs to 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 placeholder 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 <u>program completer data</u>, not candidates**— Completers are individuals who successfully satisfied all program requirements of a preparation program at least six months before and are employed in a position for which they were prepared (as defined in the glossary on CAEP's website).

- The EPP should update its website to reflect **data for the CAEP Accountability measures as collected during the 2022-2023 academic year.**

Appropriate Sources of Data for the CAEP Accountability Measures

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 effectiveness AND impact.

R4.1:

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.

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

The content of this section will be automatically populated in the annual report template based on an EPP's 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 on 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 would remain blank. In that case, please continue to the next section of the report.

Completing Section 5 of the report in AIMS

5.1: 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 by **edit button** in the Action column as shown in the screenshot below.

Upon completing the section, click **"Save Changes"** and click **"Mark as complete."** Then click the **"Back"** button to return to the home page for Annual Report to access other sections.

Section 6. EPP's Continuous Improvement and 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 RA5.4 (formerly A5.3)- [2022 Workbook]. EPPs will report on progress being made toward implementing the Transition- and Phase-In Plans each year in Section 6, Item #6.1 of the annual report.
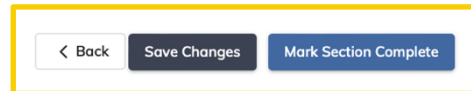
Completing Section 6 of the report in AIMS

6.1. 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, progress with any Transition Plans (initial-licensure level) and/or Phase-in Plans (advanced level), and studying the results of those changes.

In the text box, provide details on the EPP's continuous improvement efforts and/or progress on Phase-in/Transition Plans if applicable.

6.1: 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 implemented because of that review, and
- how progress and results are tracked to determine the degree to which your efforts resulted in improvements.

To guide your reflection, consider the following questions:

- *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 an explicit investigation of selection criteria used for Standard 3 concerning candidate progress and completion?*

- *How did the provider document that data-driven changes are ongoing and based on a systematic assessment of performance, and/or that innovations result in overall positive trends of improvement for EPPs, their candidates, and P-12 students?*

- *How were stakeholders' feedback and input sought and incorporated into the*

- *evaluation, research, and decision-making activities?*

Upon completing the section, click **"Save Changes"** and click **"Mark as complete."** Then click the **"Back"** button to return to the home page for Annual Report to access other sections.

Section 7. 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 7 of the report in AIMS

7.1: This question is optional and is an opportunity for the EPP to inquire about any burning questions or concerns related to the CAEP accreditation standards, process, or policy.

> **7.1. [OPTIONAL] Does the EPP have any questions about CAEP Standards, CAEP sufficiency criteria, or the CAEP accreditation process generally?**
>
> ⬅ OPTIONAL: In the text box, ask any questions you have for CAEP Staff.

7.2: The report preparer needs to acknowledge that they are 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:

> **7.2. Preparer's authorization.** By checking the box below, I indicate that I am authorized by the EPP to complete the 2024 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. ⬅ Click the checkbox.
>
> 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 Policies and Procedures.
>
> ☐ Acknowledge ⬅ Click the checkbox.

Upon completing the section, click "**Save Changes"** and click **"Mark as complete."** Then **click the "Back"** button to return to the home page for Annual Report to access other sections.

‹ Back | Save Changes | Mark Section Complete

Part III: Submitting the CAEP Annual Accreditation Report

After finishing the Annual Report and marking all sections as complete, return to the home page for the Annual Report. At the bottom left corner, you should see a blue Submit button. **Click "Submit Annual Report**."

*After clicking **Submit Annual Report**, **you should receive a confirmation email** that the EPP Annual Report has been successfully submitted and that CAEP has received the report.

To review CAEP Accreditation Policy & Procedure please click here, or contact us at eppannualreport@caepnet.org