



Council for the  
Accreditation of  
Educator Preparation

# 2021 EPP Annual Accreditation Report (Annual Report)

Technical Guide

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## Introduction

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.

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.

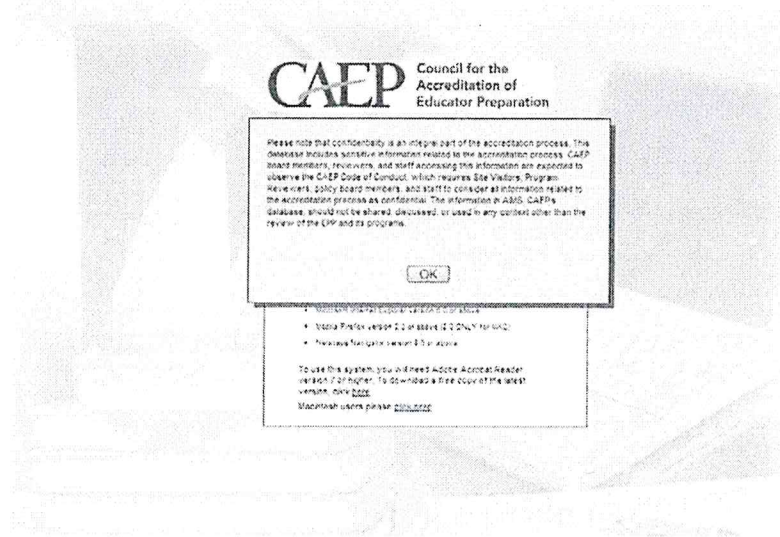
Neither the lack of any Annual Report deficiencies nor an EPP's correction of Annual Report deficiencies are to be considered an assurance that an EPP is prepared or on track to successfully demonstrating compliance with CAEP Standards.

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.

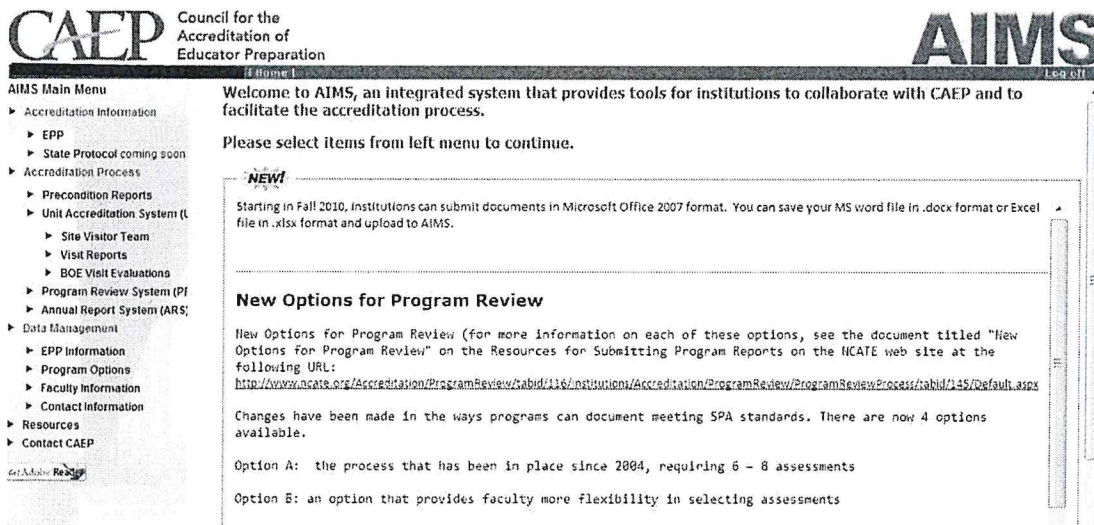
# Part I. Accreditation Information Management System (AIMS)

## 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.

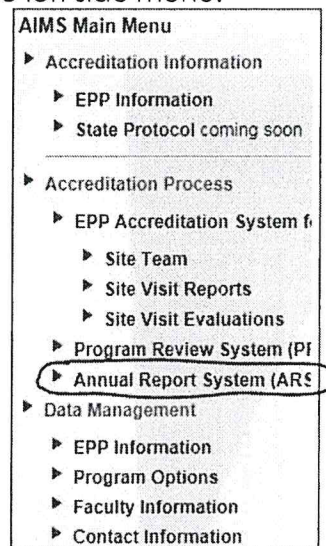
## Forgot your Login ID or Password

If you do not know the EPP's login ID or password, contact [techsupport@caepnet.org](mailto:techsupport@caepnet.org).














## Accessing the EPP Annual Accreditation Report (Annual Report)

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



### Reviewing Previous Reports

- To view past reports, click on the download icon  04/29/2020 under the "Submitted Report" column for the corresponding year.

Year	Draft	Deadline	Submitted Report	Review Report
2020	-	09/30/2020	 <u>04/29/2020</u>	
2019	-	05/31/2019	 <u>04/30/2019</u>	
2018	-	05/14/2018	 <u>05/01/2018</u>	
2017	-	06/14/2017	 <u>04/13/2017</u>	NA
2016	-	06/15/2016	 <u>05/16/2016</u>	NA
2015	-	06/18/2015	 <u>06/15/2015</u>	NA
2014	-	07/18/2014	 <u>04/18/2014</u>	NA
Total:1/7				

#### NOTES:

"NA" will appear in the "Submitted Report" column of the 2021 row until your report is submitted for this year.





"NA" will appear in the "Review Report" column of the 2021 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 2021 report

5. To view the 2021 report, click on the hyperlinked "2021," under the "Year" column to open the report template.

Year (Click the year below to compile your report)	Draft	Deadline	Submitted Report	Review Report
<b>2021</b>			NA	NA
2020	-	09/30/2020		NA
2019	-	05/31/2019		NA
2018	-	12/31/2018	NA	
2017	-	06/14/2017	NA	NA
2016	-	06/15/2016	NA	NA
2015	-	06/18/2015	NA	NA
Total: 1/7				

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. 2021 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.

<input type="button" value=" &lt;&lt; Back"/>	<input type="button" value=" Save"/>	<input type="button" value=" Save &amp; Quit"/>	<input type="button" value=" Next&gt;&gt;"/>
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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](mailto:eppannualreport@caepnet.org) and the report will be unsubmitted for you.

<input type="button" value=" &lt;&lt; Back"/>	<input type="button" value=" Save"/>	<input type="button" value=" Save &amp; Quit"/>	<input type="button" value=" Submit"/>
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CAEP will send a confirmation email acknowledging that the EPP has submitted the 2021 EPP Annual Report

## Part II. Data and Report Requirements

### Timeline

The deadline to submit the report is April 30, 2021 at 11:59pm EDT.

### Data Collection Period

The 2021 EPP Annual Report should include data collected/reported from Academic Year 2019-2020 (September 1, 2019- August 31, 2020).

### 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 2020 or spring 2021. 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 2020 or spring 2021	Currently accredited by CAEP	Currently accredited by NCATE or TEAC with a CAEP site visit fall 2021 or after
<b>Section 1.</b> AIMS Profile	✓	✓	✓	✓
<b>Section 2.</b> Program Completers	✓	✓	✓	✓
<b>Section 3.</b> Substantive Changes		✓	✓	✓
<b>Section 4.</b> Display of Annual Reporting Measures		✓	✓	✓
<b>Section 5.</b> Areas for Improvement, Weaknesses, and/or Stipulations			✓	✓
<b>Section 6.</b> Continuous Improvement			✓	✓
<b>Section 7.</b> Transition				✓
<b>Section 8.</b> Preparer's Authorization	✓	✓	✓	✓



## Getting Started

After reviewing which sections are appropriate to the EPP, it is requested that the EPP should update the following information in AIMS: Contact Persons, EPP Characteristics, Program Listings.

### Contact Persons

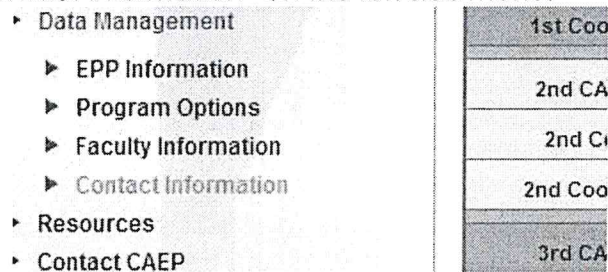
EPP head. The individual who is identified as the EPP head should have authority over the EPP. This contact may receive time-sensitive communications related to the accreditation of the EPP. A maximum of two contacts may be identified.

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 automatic communications sent from AIMS are received by the EPP in the event of personal 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., 2<sup>nd</sup> CAEP Coordinator Title).

2nd CAEP Coordinator: <input type="checkbox"/>	
2nd Coordinator Title: <input type="checkbox"/>	
2nd Coordinator Phone: <input type="checkbox"/>	

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

Save	Submit
------	--------

## 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](mailto: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."

- ▶ Data Management
  - ▶ EPP Information
  - ▶ Program Options
  - ▶ Faculty Information
  - ▶ Contact Information
- ▶ Resources

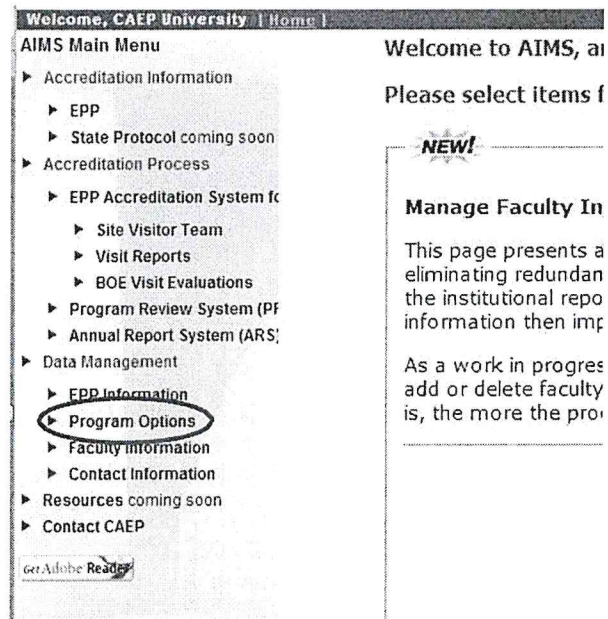
AACTE	
Carnegie	
Institution	
Initial T	
<input checked="" type="checkbox"/>	B--F

## Program Listings

All programs, planned sequences of academic courses and experiences leading to a degree, a recommendation for a state license, or some other credential that entitles the holder to perform professional education services in schools, 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-hand side.



3. Click on the hyperlinked program name to view details.

The programs details screen is shown below.

Program Details (PrgID:6535)

Basic Information:

Program Name:

Level: ☒ IEP ☐ ADV

Certificate Level for Degree(s):

Program Category(ies):

By:

Agency:

Result:

Enrollments:

Report Year	Academic Year	# of candidates	# of completers
2015	2009-2010		

Delivery/SBC: Select the following if applicable. Otherwise, leave blank.

☐ Off-campus Program ☐ Show Details

☐ Distance Learning Program

☐ Alternate Route Program

Comments:



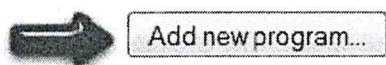
- Review and update the **Program Name, Level, Certificate Level for Degree(s), and Program Category Fields** as appropriate. Under the *Program Review* section, complete **By** and **Agency**. The EPP should indicate whether the program is reviewed by a SPA, the state, or another agency.

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

A horizontal toolbar with two buttons: "Save" and "<<Back".

### Adding a new program

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



- 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.
- 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.

A horizontal toolbar with two buttons: "Save" and "<<Back".

### Archiving a program

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

- 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.

A screenshot of the "Program Details (ProgID:6235)" screen in the "Academic Information Management System". The screen shows various fields for program information, including "Program Name", "Level", "Certificate Level for Degree(s)", "Program Category", "Report Year", "Academic Year", "Number of candidates", and "Number of completions". At the bottom of the screen, there is a button labeled "Archive". A large downward-pointing arrow is overlaid on the bottom of the screen, pointing towards the "Archive" button.

## Part III. 2021 EPP Annual Accreditation Report Sections

### Section 1. EPP Profile

**1.1** Review the EPP's identified contacts, organizational information, and list of programs in AIMS to complete 1.1.1, 1.1.2, and 1.1.3. All information should be accurate at the time the annual report is submitted. (See Part II., beginning at the "Getting Started" section above for detailed instructions.)

#### *Completing 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** 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 EPP's most recent accreditation review by CAEP, NCATE, or TEAC.

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

Missouri Western State University

Otterbein University

Shippensburg University

#### *Completing 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 for section 1.2.

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.

#### **A reminder regarding public disclosure:**

Per CAEP Accreditation Policy III.2.17, pp. 40-41

#### *Policy III.2.17 Restrictions on Communicating Accreditation Status*

An EPP awarded accreditation may elect to make its accreditation status public. In doing so, it must:

- (a) Disclose the status accurately, including the specific academic or instructional programs covered by that status and CAEP's name, address, and telephone number;
- (b) Adhere to CAEP's guidelines on communicating CAEP accreditation status,

including terms and conditions on use of the CAEP logo; and  
(c) Issue an immediate correction upon notification by CAEP or any other individual or entity that the information the EPP has released about its accreditation is in any way incorrect or misleading.

CAEP staff and Annual Report Reviewers review EPP statements of accreditation at least annually to ensure the accuracy of representation. An Evaluation Team may also verify the accuracy of representations made and may note any misleading or inaccurate statements in a Site Review Report. If CAEP becomes aware that an EPP is not accurately reporting its accreditation to the public, the EPP will be contacted and directed to immediately issue a corrective communication. Failure to correct misleading or inaccurate statements may lead to Adverse Action

## Section 2. Program Completers

**2.1** All programs within CAEP's scope of accreditation should be included when indicating the number of completers from Academic Year 2019-2020 (September 1, 2019-August 31, 2020).

	Number of completers in programs leading to initial teacher certification or licensure
--	--

	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.)
--	---

automatically summed	Total number of program completers
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*Completing 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 (list below) in which CAEP should be apprised of changes at the EPP.

- 3.1** Changes in the published mission or objectives of the institution/organization or the EPP.
- 3.2** Any change in the legal status, form of control, or ownership of the EPP.
- 3.3** The addition of programs of study at a degree or credential level different from those that were offered when most recently accredited
- 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.
- 3.5** A contract with other providers for direct instructional services, including any teach-out agreements.
- 3.6** Any change that means the EPP no longer satisfies accreditation standards or requirements: Change in regional accreditation status OR Change in state program approval.

If one of these changes has occurred during the Academic Year 2020-2021 or September 1, 2020 through the date of the submission of this report, the EPP should provide an explanation. The explanation should provide CAEP with information about the nature of the change, a rationale for the change, an implementation timeline, and other any other essential information.

### *Completing 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**

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

Explanations have a 600 character limit, including spaces.

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

☐ Change ☒ No Change / Not Applicable

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

☐ Change ☒ No Change / Not Applicable

**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

**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

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

☐ Change ☒ No Change / Not Applicable

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

**3.7** Change in state program approval

☐ Change ☒ No Change / Not Applicable



## Section 4. Display of Annual Accreditation Reporting Measures

CAEP will Monitor how the EPP regularly updates and publicly reports completer performance data, employer satisfaction data, and other consumer information on its website. This addresses the EPP's continued effort to share widely, through its website, completer impact and outcomes data. The requirement to widely disseminate and display the annual reporting measures is located in Components 5.4 and A.5.4 of the CAEP Standards.

In alignment with Component 5.4, providers are also asked to summarize the data and trends represented in the provider's Annual Reporting Measures, which allows EPPs to prepare for writing a self-study report and to use the EPP Annual Report as a repository and source for working toward Component 5.4.

Accordingly, each EPP is responsible for clearly identifying and prominently displaying data pertaining to each of the Annual Reporting Measures on its website so that the information is easily understandable and accessible by public.

The data should be collected from appropriate instruments associated with the CAEP Component linked with a measure. For instance, data for Measure 1 represents data collected for CAEP Component 4.1; data for Measure 2 represents data collected for CAEP Component 4.2, etc. as outlined in the table below.

Annual Reporting Measures (CAEP Components 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 (Components 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 (Components 4.4   A.4.2)	8. Student loan default rates and other consumer information (initial & advanced levels)

## Best Practices for EPP's Annual Accreditation Reporting Measures Data Display

The EPP's Annual Accreditation Reporting Measures data display on the EPP's website should:

- Be located on the EPP's main website and easily accessible to the public.
- Be organized and clearly labeled as CAEP Annual Accreditation Report Measures.
- Include tagging/headings for each of the 8 Annual Reporting Measures:
  - Measure 1: Impact on P-12 Learning and Development
  - Measure 2: Indicators of Teaching Effectiveness
  - Measure 3: Satisfaction of Employers and Employment Milestones
  - Measure 4: Satisfaction of Completers
  - Measure 5: Graduation Rates
  - Measure 6: Ability of Completers to Meet Licensing and State Requirements for Certification
  - Measure 7: Ability of Completers to be Hired in Education Positions for Which They Have Been Prepared
  - Measure 8: Student Loan Default Rates and Other Consumer Information.
- Provide updated data, relevant to each of the 8 measures.
  - The display should reflect data that was collected/reported in the academic year (2019-2020).
  - 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 for initial programs and (if applicable) advanced programs.
- Present information in a way easily understood by public.
  - Data displays should provide data that has been contextualized, analyzed, and summarized by the EPP to provide a high level of understanding to the public.
  - EPPs should stray away from simply linking lengthy data sheets or reports without providing a concise summary or context to aid in public understanding.
- Consider completer/employer/informant confidentiality when displaying data publicly.



## Notes on Relevant Data for Annual Accreditation Reporting Measures:

- **What do I do if data are in development, delayed or not yet available?**
  - If data pertaining to an Annual Reporting 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 plan information 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."*
    - On the annual report, the EPP can make a note of the data in development. This may also be a topic about which an EPP can write about in Section 6: Continuous Improvement or Section 7: Transition.
- **Measures 1, 2, and 4 focus on data from program completers**—individuals who have successfully fulfilled the requirements set by an EPP for graduation.
  - Data displayed for measures 1, 2, and 4 should reflect completers (as defined in CAEP's Consolidated Handbook), not candidates.
  - Data for these measures should reflect data collection that occurred in 2019-2020.
- **Measure 1: Impact on P-12 Learning and Development:** data for Measure 1 is directly aligned with CAEP component 4.1 and may come from various sources, including:
  - Value-added measures (VAM) data from state assessments of P-12 professionals
  - State/District Measures of P-12 student growth
  - Action Research Studies of completers
  - Case Studies of Completers
- **Measure 2: Indicators of Teaching Effectiveness:** data for Measure 2 is directly aligned with CAEP component 4.2 and may come from various sources, including:
  - Structured and validated observation instruments (observations may be done by EPP- based observers, independent evaluators, or school administrators). Observation data may be obtained through state, district, school, completer, EPP case study and/or action research.
  - Surveys of P-12 students' perceptions of completers' effectiveness

- **Measure 3: Satisfaction of employers and employment milestones:** data for Measure 3 may come from various sources, including:
  - Employer surveys (may come from the state, district, or EPP)
  - Employer focus groups
  - Data on employment milestones (may come from the state, district, or EPP)
- **Measure 4: Satisfaction of completers:** data for Measure 4 may come from various sources, including:
  - Completer surveys (may come from the state, district, or EPP)
  - Completer focus groups
- **Measure 5: Graduation Rates:** CAEP does not have a specific formula for graduation rates. EPPs may decide to display a 2-year graduation rate, a 4-year graduate rate, and so on.
  - The rate should be displayed as a percentage based on the number of completers to the number of candidates the program entered over a specific time period.
  - An EPP's display should be transparent in how its graduation rate was derived.
  - This rate should be the rate of graduation recorded by the provider and not the institution.
- **Measure 6: Ability of completers to meet licensing (certification) and any additional state requirements; Title II:** data for Measure 6 may come from various sources, including:
  - Title II Reports
  - State or EPP collected data on completer's certification exam scores/pass rates.
- **Measure 7: Ability of completers to be hired in education positions for which they have been prepared:** data for Measure 7 may come from various sources, including:
  - State or EPP collected data related to completers employment in teaching positions for which they were prepared.
- **Measure 8: Student loan default rates and other consumer information:** data for Measure 8 should include:
  - The Student Loan Default Rate of the Institution
    - Data for the federal student loan default rate will be on a lag and should be provided up to the 2017 fiscal year as reported by the US federal government.
  - EPPs may also display average cost of attendance, the cost of any licensure tests, or other consumer information the EPP deems relevant.

#### **Examples of EPP Annual Accreditation Reporting Measures Data Displays for 4.1:**

- Western Carolina University: 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 Annual Reporting Measure.
- Oklahoma State University: The EPP's data display is in the form of FAQ's and is still clearly tagged to the CAEP 8 Annual Reporting Measures. The EPP provides up to date data for all 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 8 Annual Reporting 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 Annual Reporting Measures" and provides subheading identifying each of the 8 Annual Reporting Measures. Data and analysis are provided for each measure via hyperlinked pdfs created by the EPP to display and explain relevant data.

## Completing the report in AIMS

### 4.1: Link to the EPP's Annual Accreditation Reporting Measures Data Display

4.1 Provider shares a direct link to the EPP's 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: **A** [Validate URL](#)

Description of data accessible via link: **B** 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	<b>C</b>							
Advanced-Level Programs								

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

- A. Provide the direct link to the provider's website where data relevant to the measure(s) are clearly tagged, explained, and displayed. It is recommended that you copy the link and paste it into the textbox.
  - B. Provide a short description of the type of data provided in the "Description of data accessible via link" textbox (Annual Report Data for Measures 1-8 from the 2019-2020 academic year). The character limit of the textbox is 100 characters.
  - C. Click the box(es) corresponding to the level(s) and measure(s) represented in the link. (If the EPP is accredited at the advanced level, the EPP should display Annual Report data for Measures 3-8 at the Advanced level in addition to its data reporting for initial licensure programs.)
  - D. To add additional links, click on the "+Click" button. Additional links should only be provided only if data on any specific measure is not on the same webpage as previously provided. The additional link should also lead to a page on the EPP's own website.
- If an extra link is added in error, you can remove the box by clicking the "Remove" button.

#### 4.2: Summarize data and trends from the data in section 4.1, reflecting on the prompts below

Answer the following questions in the provided textbox. The character limit of the textbox is 10,000 characters.

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?*

Character limit: 10,000 per response, left: 9,999

In the textbox provided explain what the provider learned from reviewing evidence from the Annual Reporting Measures over the past three years using the following guides:<sup>1</sup>

- Discuss any emerging, long-term, expected, or unexpected trends.
- Discuss any programmatic/provider-wide changes being planned as a result of these data.<sup>2</sup>
- Describe benchmarks available for relevant comparisons and for measuring success.
- Are measures widely shared? How? With whom?

(Note the direct link to Component 5.5: *The provider assures that appropriate stakeholders, including alumni, employers, practitioners, school and community partners, and others defined by the provider, are involved in program evaluation, improvement, and identification of models of excellence.*)

<sup>1</sup> See here (<http://www.unk.edu/academics/coe/NCATE-accreditation.php>) for an example of publicly displayed results analyses and comparisons

<sup>2</sup> See here ([https://teal.usu.edu/assessment/assess\\_grad/assessment\\_databased\\_decisions](https://teal.usu.edu/assessment/assess_grad/assessment_databased_decisions)) for an example of publicly displayed data-based decisions



## 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. Summarize 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 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 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.

**CAEP: Stipulation (ADV)**

1 Content and Pedagogical Knowledge

There was insufficient evidence that candidates understand the INTASC standards.

Text area for response to CAEP stipulation. The area contains a large number of placeholder characters (x's) and a scroll bar on the right side.

Left: 5,999 character(s)

**NCATE: Areas for Improvement related to Standard 2 cited as a result of the last NCATE review:**

1. The unit is not systematically collecting and analyzing data from employers and graduates. (ITP)
2. The unit does not have a fully developed system for analyzing and using data to improve unit and program effectiveness. (ITP)

Text area for response to NCATE areas for improvement. The area contains a large number of placeholder characters (x's) and a scroll bar on the right side.

Left: character(s)

**TEAC: Weakness [Teacher Preparation and Certification Program]**

1.4 Evidence of the cross-cutting liberal education themes

There is insufficient instructional technology presented during the teacher preparation program to meet the needs of a technological education world.

Text area for response to TEAC weakness. The area contains a large number of placeholder characters (x's) and a scroll bar on the right side.

Left: 5,999 character(s)

**TEAC: Stipulation [Teacher Preparation and Certification Program]**

2.3 Influential quality control system

There was an inconsistency in the implementation of assessments and data collection.

Text area for response to TEAC stipulation. The area contains a large number of placeholder characters (x's) and a scroll bar on the right side.

Left: character(s)



## Section 6. Continuous Improvement

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.

Accordingly, Standard 5 occupies a pivotal position in the CAEP Standards. It describes your capacity to reach your mission and goals through purposeful analysis and use of evidence, and that same capacity provides access to evidence that informs all other CAEP standards.

- 6.1** This section is designed to prepare you for addressing Standard 5, particularly Component 5.3 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.

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?*

**6.2** CAEP is committed to promoting best practices. Your efforts to advance equity and excellence in educator preparation, as well as willingness to contribute professional learnings enriches the efforts for all EPPs engaged in evidence-based accreditation in service of our shared mission. Checking "Yes" in this section indicates to our reviewers that your learnings may be flagged for possible inclusion in available outlets such as CAEP Conference or Communications.

**6.3** If desired, use this space to share any efforts not yet captured on this report or that you deem important to share with CAEP as we too engage in continuous improvement.

## Completing the report in AIMS

### 6.1

Enter the response to 6.1 in the textbox. The textbox has a 10,000-character limit, including spaces.

#### 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 from the March 2016 handbook for initial-level programs 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 derived from the September 2017 handbook for advanced-level programs  
How was stakeholders' feedback and input sought and incorporated into the evaluation, research, and decision-making activities?

Character limit: 10,000 per response, left:

**Tag** the standard(s) or component(s) to which the data or changes apply.  
x.2 Technology

Upload data results or documentation of data-driven changes.

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

Select a file...

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 themes to which the summary text describing your continuous improvement effort(s) refers.

**1: Content and Pedagogical Knowledge**

☐ 1.1 Understanding of InTASC Standards  
☒ 1.2 Use of research and evidence to measure students' progress  
☐ 1.3 Application of content and pedagogical knowledge  
☐ 1.4 All P-12 students afforded access to college- and career-ready standards.  
☐ 1.5 Model and apply technology standards  
☐ A.1.1 Candidate Knowledge, Skills, and Professional Dispositions  
☐ A.1.2 Professional Responsibilities

**2: Clinical Partnerships and Practice**

☐ 2.1 Partners co-construct mutually beneficial P-12 partnerships

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).

Upload data results or documentation of data-driven changes.

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

Select a file...

## 6.2

Check the "Yes" radio button to indicate willingness to share highlights, new initiatives, assessments, research, scholarship, or service activities during a CAEP Conference or in other CAEP Communications. Check the "No" radio button to decline.

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

☐ Yes
☒ No

## 6.3

If you choose to complete optional section 6.3, enter your response to in the textbox. The textbox has a 1,000-character limit, including spaces.

6.3 Optional Comments

Character limit: 1,000 per response, left:



## **Section 7. Transition [skip to Section 8 if you have already earned CAEP accreditation, your site visit semester is fall 2019 or spring 2020, or you are in the applicant or eligible phase]**

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 2013 CAEP Standards for Initial-Licensure Programs and 2016 CAEP Standards for Advanced- Level Programs, as included in the CAEP Consolidated Handbook 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.

7.3 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 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.

### Section 7: Transition

In the transition from legacy standards and principles to the CAEP standards, CAEP wishes to support a successful transition to CAEP Accreditation. The EPP Annual Report offers an opportunity for rigorous and thoughtful reflection regarding progress in demonstrating evidence toward CAEP Accreditation. To this end, CAEP 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 made on addressing those gaps. This is an opportunity to share the EPP's assessment of its evidence. It may help to use the Readiness for Accreditation Self-Assessment Checklist, the CAEP Accreditation Handbook (for initial level programs), or the CAEP Handbook: Guidance on Self-Study Reports for Accreditation at the Advanced Level.

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 fully prepared by your CAEP site visit in the text box below and tag the standard or component to which the text applies.

Character limit: 10,000 per response, left:

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.

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

**1: Content and Pedagogical Knowledge**

- ☐ 1.1 Understanding of InTASC Standards
- ☐ 1.2 Use of research and evidence to measure students' progress
- ☐ 1.3 Application of content and pedagogical knowledge
- ☐ 1.4 All P-12 students afforded access to college- and career-ready standards.
- ☐ 1.5 Model and apply technology standards

**2: Clinical Partnerships and Practice**

- ☐ A.1.1 Candidate Knowledge, Skills, and Professional Dispositions
- ☐ A.1.2 Professional Responsibilities
- ☐ 2.1 Partners co-construct mutually beneficial P-12 partnerships
- ☐ 2.2 Partners co-select, prepare, evaluate, support, and retain high-quality clinical educators
- ☐ 2.3 Partners design high-quality clinical experiences
- ☐ A.2.1 Partnerships for Clinical Preparation

7.2 In section 7.2, check the "Yes" radio button to certify 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.

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

Character limit: 5,000 per response, left:

<< Back   Save   Save & Quit   Next >>

7.3 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. Preparer's Authorization

The final section of the report requests information on the report preparer and asks the preparer to affirm that he or she is authorized to complete the EPP Annual Accreditation Report and demonstrate that he or she understands and agrees to CAEP's policy on data ownership, annual reporting, and misleading or incorrect statements. The full statement is 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.*

### 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.

## Completing the report in AIMS

The report preparer checks the box to affirm that they are authorized to complete the report by the and enters their name, position, phone number, and email address.

**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 2018 EPP Annual Report.

☒ I am authorized to complete this report.

**Report Preparer's Information**

Name: \*

Position: \*

Phone: \*

E-mail: \*

The report preparer checks the box to acknowledge their understanding of the CAEP Policies pertaining to the EPP Annual Report.

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:

- 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;
- Review and analyze stipulations and any AFI's submitted with evidence that they were addressed;
- Key data and indicators, including but not limited to, fiscal information and measures of candidates' effectiveness and impact on P-12 student learning;
- Current headcount enrollment data which will be used to monitor overall growth of the EPP; and
- 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:

- 12 months, if the longest program offered by the EPP is less than 1 year in length;
- 18 months, if the longest program offered by the EPP is at least 1 year, but less than 2 years, in length; or
- 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**

## 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. If you do not get this email, please email CAEP staff at [eppanualreport@caepnet.org](mailto:eppanualreport@caepnet.org).

<< Back      Save      Save & Quit      **Submit**