

2019 EPP Annual Report

CAEP ID:	11215	AACTE SID:	1715
Institution:	Keene State College		
Unit:	School of Arts, Education and Culture		

Section 1. AIMS Profile

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

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

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

Section 2. Program Completers

2.1 How many candidates completed programs that prepared them to work in preschool through grade 12 settings during Academic Year 2017-2018 ?

Enter a numeric value for each textbox.

2.1.1 Number of completers in programs leading to initial teacher certification or licensure ¹	96
2.1.2 Number of completers in advanced programs or programs leading to a degree, endorsement, or some other credential that prepares the holder to serve in P-12 schools (Do not include those completers counted above.) ²	13

Total number of program completers 109

¹ For a description of the scope for Initial-Licensure Programs, see Policy 3.01 in the Accreditation Policy Manual

² For a description of the scope for Advanced-Level Programs, see Policy 3.02 in the Accreditation Policy Manual

Section 3. Substantive Changes

Have any of the following substantive changes occurred at your educator preparation provider or institution/organization during the 2017-2018 academic year?

- 3.1 Changes in the established 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 _____
- Any change that means the EPP no longer satisfies accreditation standards or requirements:
- 3.6 Change in regional accreditation status _____
- 3.7 Change in state program approval _____

Section 4. Display of Annual Reporting Measures.

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

4.1 Provide a link or links that demonstrate data relevant to each of the Annual Reporting Measures are public-friendly and prominently displayed on the educator preparation provider's website.

1

Link: <https://www.keene.edu/office/teachered/accreditation/national/data/>

Description of data accessible via link: I1 & I2: Impact on P-12 Student Growth Pilot Summary Report: Spring 2018. I3 & A3: Initial and Advanced Employer Survey summary reports. I4 & A4: Initial and Advanced Alumni Survey summary reports. I6 & A 6: Average Cumulative GPA: 2017-2018 Program Completers; Praxis II Pass Rates: 2017-2018 Program Completers; Foundations of Reading Pass Rates: 2017-2108. I6/I7 & A6/A7: Licensing and Certification data (2017-2018 Title II report). I8 & A8: Student Loan Default Rate: Fiscal Year 2016 Draft 3-year CDR.

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

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

2

Link: <https://www.keene.edu/office/ir/assets/document/factbook/download/>

Description of data accessible via link: I5 and A5 Graduation Rates: 2018-19 Fact Book (Section XI, pages 75-110).

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

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

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?

The NH Department of Education does not share data with IHEs related to the impact EPP completers have on P-12 student learning and development at the individual teacher level. As a result, we do not have state-level impact data to report. This

includes measures related to impact Keene State College EPP program completers have on P-12 learning and development (Annual Reporting Measure 1, Standard 4.1) and indicators of teaching effectiveness (Annual Reporting Measure 2, Standard 4.2).

As an example, the NH Department of Education does not disseminate K-12 student statewide assessment data at the classroom level to IHEs. We are only able to access and analyze assessment trends to the grade level in NH public schools, which does not link to individual KSC completers. Additionally, we do not have access to teacher evaluation data linked to student achievement. Efforts to collaborate with districts regarding sharing assessment data are underway; however, this can be challenging due to a variety of factors, including confidentiality, district policies and procedures, and bargaining unit agreements.

Based on CAEP guidance to IHEs (When States Provide Limited Data: Guidance on Using Standard 4 to Drive Program Improvement – July 2016), we initiated a pilot project in spring of 2018. The goal of the pilot project was to collect multiple measures at the school and classroom levels to demonstrate impact of our completers teaching in elementary grades, with a focus on language arts literacy. While our pilot project sample was small (6 teachers and 3 principals), we were able to gather useful data. Since many of our completers leave New Hampshire to teach in other states after graduating, identifying a sufficient number of completers will be an ongoing issue for future work. As a result of analyzing the pilot project data and summary, revisions were made to the project protocol, and the decision was made to focus on secondary and physical education students for the 2018-2019 academic year. The 2018 pilot project summary report is included on the EPP website.

We are working on a variety of activities to address impact measures, including participation in the REL-NEI NH Department of Education Teacher Preparation Data Catalog Project. This is part of a larger NTEP project with the Council of Chief State School Officers (CCSSO) and addresses their goal of development of a data system to support IHEs for continuous improvement and inform P-12 needs.

We continue to work with our Institutional Research and Financial Aid offices and have made progress in more effectively collecting and analyzing data specific to EPP completers (initial and advanced), and identifying strategies for disaggregating existing institutional data at the EPP level. The 2018-19 Fact Book contains data regarding graduation rates by program, and we were able to determine student loan default rates for our completers based on the Fiscal Year 2016 Draft 3-year CDR through collaboration with the Financial Aid and Educator Preparation Offices.

Initial and Advanced employer and alumni/completer surveys were disseminated in 2018; report summaries have been created and will be further analyzed during EPP accreditation work days on May 23 and 24, 2019. Following this work, finalized reports will be updated on the EPP website.

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.

NCATE: Areas for Improvement related to Standard 3 cited as a result of the last CAEP review:

- 1 Input from professional communities other than the partnership school in Marlborough is limited and has not led to pervasive program changes. (I (A TP DV))**
- 2 The depth and extensiveness of field experiences at the middle and secondary level is not sufficient to help candidates develop necessary knowledge, skills and dispositions prior to clinical practice. (I (A TP DV))**

1. Input from professional communities leading to program improvement:

A. Educator Preparation Advisory Committee (EPAC)

The Educator Preparation Advisory Committee (EPAC) was established to increase the level of input by professional communities in our region as a means to guide program improvement. The purpose of the committee is to provide feedback about issues, policies, and practices that impact KSC Educator Preparation programs. Emphasis is on collaboration and exploration of ways in which KSC can continue to cultivate partnerships with schools in the Monadnock region. Our goal is to develop mutually beneficial partnerships that positively impact the preparation of teachers, school leaders, and, most importantly, Birth to Grade 12 students. The Educator Preparation Council approved the EPAC concept in May 2017 with the goal of implementation in 2018. The initial meeting of the EPAC was held on 8/14/18; additional meetings were held on 11/14/18, 1/30/19, and 3/27/19. The final meeting of the school year is scheduled for 5/8/19.

B. School Partner input regarding the development of EPP-wide Assessments.

An EPP-Wide assessment for Standard One was developed during summer 2017 and the 2017-2018 academic year, and refined in summer 2018, based on feedback collected from college EPP faculty and staff. The EPP-Wide assessment will be further reviewed and analyzed using 2017-2018 data and documentation during accreditation work on May 23 & 24, 2019. Feedback on this instrument from professional communities (cooperating professionals, site supervisors, principals and superintendents) will be collected via the Educator Preparation Advisory Committee (EPAC) and through surveys. We will continue to develop validity and reliability activities related to this assessment moving forward.

C. Regional School Leadership Consortium (RSLC)

The Regional School Leadership Consortium (RSLC) was established during the 2016-2017 academic year and continues to offer memberships to school districts throughout southwestern New Hampshire. The RSLC provides a unique opportunity for collaboration with district administration to provide professional learning opportunities to Southwest NH educators. EPPs at KSC have engaged in a range of successful partnerships with districts across the region. The RSLC builds on this foundation and a successful approach to leadership development demonstrated in a partnership between KSC and the Contoocook Valley Regional School District (SAU 1). The development of the RSLC is a natural extension of these efforts to include additional professional communities from the southwest region. The overall goal of the RSLC is to increase teacher leadership and principal leadership capacity in support of P-12 learners.

D. Shared Values and Beliefs Conceptual Framework Review

The existing EPP Shared Values and Beliefs Conceptual Framework was reviewed by a sub-committee of the Educator Preparation Council during the 2017-2018 school year. As a next step, the Educator Preparation Advisory Committee reviewed the Shared Values and Beliefs document and provided input at the 1/30/19 meeting and via a survey, as a means to gather input from professional community members. A finalized document will be brought before the Educator Preparation Council for approval at the 5/15/19 meeting.

E. EPP Representation in Regional Professional Community Groups

The Director of Educator Preparation and Southwest Center for Educational Support participates in monthly meetings of the Southwestern Superintendents and SW NH Curriculum Directors groups. The Southwest Center also hosts monthly meetings of the SW NH Principals Collaborative and the SW NH Special Education Leaders. Being included these regional groups provides ongoing opportunities to gather valuable input to inform EPP program improvement.

2. Field experiences at the middle and secondary level prior to clinical practice.

Secondary Education continues to refine its field experience descriptions and practices for EDUC 331 (Secondary Methods I) & EDUC 431 (Secondary Methods II). The description for EDUC 331 includes the common field experiences (observation, tutoring, small-group instruction, whole-class instruction) in which candidates across all programs will participate during their 20 hours of fieldwork. College faculty continued to work with cooperating teachers to determine the distribution of these 20 hours of common field experiences. Consequently, many EDUC 331 students have begun to take on more classroom responsibilities, such as more whole-group instruction and lesson plan development during their field experience. Many EDUC 331 students exceed the required minimum 20 hours of fieldwork. Furthermore, EDUC 331 course faculty continue to implement and refine the reflection piece that students engage in to better understand their fieldwork experience. The description for EDUC 431 includes how candidates use their 30 hours of field work (depending on subject area): observing, tutoring, monitoring small group work, grading quizzes, talking to staff, helping in laboratory situations, and discussing what they will teach with their cooperating teachers. Candidates are required to teach a minimum of three lessons during the semester, keep a log of all their field hours, and reflect on their activities, lesson plans, and observations. Program faculty continue to work with cooperating teachers to help expand fieldwork opportunities for the students. Many students exceed the required minimum 30 hours of fieldwork. Furthermore, many EDUC 431 students elect to continue with their placement as they matriculate into student teaching. This opportunity to stay with the same placement has enhanced field work continuity and has motivated students to invest more time and commitment into their EDUC 431 field experiences. Furthermore, students have committed more hours, taken on more responsibilities, and developed a deeper engagement in the fieldwork.

NCATE: Areas for Improvement related to Standard 4 cited as a result of the last CAEP review:

- 1 The unit does not ensure that all initial and advanced candidates have field experiences and clinical practice with P-12 students from diverse ethnic/racial groups and English language learners.** (I (A TP DV))

In the broad geographic area where Keene State College is located, the population of P-12 students from diverse ethnic/racial groups and English language learners is very limited. This significantly impacts our capacity to provide field experiences with students from these groups. As a means to address this issue, the KSC Educator Preparation Conceptual framework emphasizes the importance of preparing all teachers to (1) understand the world through multiple perspectives; and (2) contribute to a just and equitable world. The EPP curriculum integrates these themes throughout and emphasizes the importance of meeting the needs of diverse learners. We continue to recognize the need to prepare teachers who are able to instruct diverse populations, particularly those from different racial/ethnic groups and English language learners.

As a component of our transition to CAEP standards and requirements related to the cross-cutting theme of diversity, our EPP Transition Plan addresses diversity, including the development of an EPP-wide assessment process for improvement in this area. We piloted this process in 2017-18 through data collection, and will examine these data during accreditation work days on 5/23/19 and 5/24/19. Benchmarks will be used based on data collected during the 2017-2018, 2018-2019, and 2019-2020 academic years. Additionally, we will engage in other activities to address this theme, including gathering input from EPP faculty, cooperating professionals, and professional community members including the Educator Preparation Advisory Committee.

Another piece of our work on the cross-cutting theme of diversity is the continued collection of data using the internal "KSC Internal Diversity Rating Scale" document that includes the representation of students attending P-12 schools where our candidates are placed for field experiences. This spreadsheet is maintained in the Educator Preparation Office and includes data on all placement sites for Methods/Practicum, Student Teaching and Internships. We continue to update the rating scale based on clinical placement decisions and consult with individual program faculty Coordinators and the Chair to ensure the greatest level of diversity possible in our placements, given our geographic location.

Fields have been updated in the TK20 electronic assessment system to collect additional cooperating professional information, including dates when candidates were placed in classrooms and the grade/level of the placement. This was the first step in collecting data to link the candidate, cooperating professional and site to provide more detailed placement information. Having this data populated in the TK20 system allows us to more easily track candidate placements in diverse settings.

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?

Programmatic Innovation: Co-teaching Model to Address Diverse Learners

EDUC 315 Early Childhood Practicum 2: Observation, Assessment, & Intervention (8 credits) was developed to increase awareness and access to children with diverse learning abilities, the field of special education, and various professional groups (e.g., early interventionists, speech pathologists, behavior specialists) through a field-based co-taught practicum course. The course was purposefully developed based on input from graduates and professionals in the field who stated a need for additional access and instruction related to diverse learners. Instructors from general education and special education have taught the course over the past three semesters. Instructors share planning and teaching roles to model collaborative practices for future early childhood educators. Instructors have been collecting ongoing data in the forms of focus groups, interviews, pre-then-post surveys, and preservice teacher journals to revise the course and to better understand its impact on future early childhood general educators.

Partnership and Outreach Efforts

The EPP supports innovative professional learning for our Southwest NH school partners through the SW Center for Educational Support (SW Center). The SW Center is critical to our partnership efforts, and professional development activities include institutes, workshops, coaching, custom graduate courses, and collaborative grant writing. The SW Center co-hosted the third annual Southwest NH Summer Educators Institute on August 7 & 8, 2018, with over 200 educators attending from New Hampshire, Vermont and Massachusetts. Through grant funding, participants were able to attend the two-day institute and receive a free educational book at no cost.

Keene State continued its collaboration on statewide grant projects to enhance professional development for in-service educators and administrators. The SAHE grant project, "Improving Teacher and Leader Quality", began in November 2016, and provided support for professional development EPP candidates, in-service teachers and faculty in three strands: STEM, student mental health/substance misuse, and regional school leadership development. KSC was awarded a second year of SAHE grant funding from October 2017 through September 2018.

KSC EPPs coordinate various ongoing gatherings of Southwest NH professional communities to provide professional learning and also obtain feedback about our programs. The SW Center continues to host monthly meetings of the Southwest NH Principals Collaborative and the Southwest NH Special Education Directors. The Director of Educator Preparation who also serves as the Director of the SW Center, represents KSC at monthly Southwestern Superintendents and SW NH Curriculum Directors groups. Faculty across EPP programs participate in a range of NH Department of Education initiatives and taskforces. Currently, KSC is also a member of the New Hampshire Institution of Higher Education Network (IHE Network) and participated in the RELNEI NH Teacher Prep Data Catalog work group, which concluded in 2018.

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

- 1.3 Application of content and pedagogical knowledge
- 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
- 5.1 Effective quality assurance system that monitors progress using multiple measures
- 5.3 Results for continuous program improvement are used
- 5.5 Relevant stakeholders are involved in program evaluation
- A.2.1 Partnerships for Clinical Preparation
- A.2.2 Clinical Experiences
- A.5.3 Continuous Improvement

Upload data results or documentation of data-driven changes.

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

Yes No

6.3 Optional Comments

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 in addressing those gaps. This is an opportunity to share the EPP's assessment of its evidence. It may help to use 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 prepared by your CAEP site visit in the text box below and tag the standard or component to which the text applies.

A comprehensive EPP CAEP Transition Plan was developed during the 2016-17 academic year as a means to (1) systematically align programs and practices to CAEP standards, (2) identify evidence needed for documentation of this alignment, and (3) determine a course of action to prepare for submission of our Self-Study report in 2020 and subsequent Site Visit in 2021. The 2017-18 academic year marked the first of our three-year cycle of data collection, and we standardized the process for data and documentation across programs to ensure consistency and maintain quality assurance.

As we continue to implement the CAEP Transition Plan, we are addressing the following gaps previously identified in order to successfully transition from NCATE to CAEP Standards:

Standard 1

- We recognized the need to collect data from multiple measures to demonstrate competency for CAEP Standard 1 in the areas of:
Technology
Professional Development
Diversity
Research as Resource in Planning
Goals & Objectives Aligned w/State Standards
Reflection (Research & Evidence Based for Student Progress & Own Professional Practice)
- A framework to collect data from each licensure program to demonstrate these criteria was developed as a new EPP-wide assessment.
- We are in the process of reviewing and analyzing 2017-2018 data for this assessment, as well as collecting 2018-2019 data, in order to ensure data points are consistent across all licensure programs with common rubric criteria language.
- We need to ensure the validity and reliability of all EPP-wide assessments moving forward, and plan to continue this work during the summer of 2019, to include EPP faculty and cooperating professionals.

Standard 4.1: Impact on P-12 Student Growth

- The NH Department of Education does not share data with IHEs related to the impact EPP completers have on P-12 student learning and development at the individual teacher level. As a result, we do not have state-level impact data to report.
- In order to address this lack of data, we developed protocol for a pilot project and initiated the project in spring of 2018.
- The goal of the pilot project was to collect multiple measures at the school and classroom levels to demonstrate impact of our completers teaching in elementary grades, with a focus on language arts literacy.
- As a result of analyzing the pilot project data and summary, revisions were made to the project protocol, and the decision was made to focus on secondary and physical education students for the 2018-2019 academic year.

Review of our Advanced Programs continues with an emphasis on alignment to CAEP Advanced Program Standards (2017). An Advanced Program Plan was developed during the 2017-18 academic year and is being implemented concurrently with our Initial Program Plan.

Moving forward, we have established five Initial Standards committees (one for each standard) and one Advanced Standards committee in an order to facilitate collaboration across programs with a focus on alignment to standards. The committees will continue work on identifying and collecting evidence, gathering input from professional communities, and contributing data and documentation needed for the submission of our Self-study Report in 2020 and preparation for our Site Visit on 2021.

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

- 1.2 Use of research and evidence to measure students' progress
- 1.3 Application of content and pedagogical knowledge
- 1.5 Model and apply technology standards
- 4.1 Completer impact on student growth and learning
- 4.2 Completer effectiveness via observations and/or student surveys
- 5.1 Effective quality assurance system that monitors progress using multiple measures
- 5.2 Quality assurance system relies on measures yielding reliable, valid, and actionable data.
- 5.3 Results for continuous program improvement are used

- 5.4 Measures of completer impact are analyzed, shared and used in decision-making
- 5.5 Relevant stakeholders are involved in program evaluation
- A.5.1 Quality and Strategic Evaluation
- A.5.2 Quality and Strategic Evaluation
- A.5.3 Continuous Improvement
- A.5.4 Continuous Improvement
- x.1 Diversity
- x.2 Technology
- x.4 Previous AFI / Weaknesses

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

Yes No

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

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 2019 EPP Annual Report.*

I am authorized to complete this report.

Report Preparer's Information

Name:

Position:

Phone:

E-mail:

I understand that all the information that is provided to CAEP from EPPs seeking initial accreditation, continuing accreditation or having completed the accreditation process is considered the property of CAEP and may be used for training, research and data review. CAEP reserves the right to compile and issue data derived from accreditation documents.

CAEP Accreditation Policy

Policy 6.01 Annual Report

An EPP must submit an Annual Report to maintain accreditation or accreditation-eligibility. The report is opened for data entry each year in January. EPPs are given 90 days from the date of system availability to complete the report.

CAEP is required to collect and apply the data from the Annual Report to:

1. Monitor whether the EPP continues to meet the CAEP Standards between site visits.
2. Review and analyze stipulations and any AFIs submitted with evidence that they were addressed.
3. Monitor reports of substantive changes.
4. Collect headcount completer data, including for distance learning programs.
5. Monitor how the EPP publicly reports candidate performance data and other consumer information on its website.

CAEP accreditation staff conduct annual analysis of AFIs and/or stipulations and the decisions of the Accreditation Council to assess consistency.

Failure to submit an Annual Report will result in referral to the Accreditation Council for review. Adverse action may result.

Policy 8.05 Misleading or Incorrect Statements

The EPP is responsible for the adequacy and accuracy of all information submitted by the EPP for accreditation purposes, including program reviews, self-study reports, formative feedback reports and addendums and site visit report responses, and information made available to prospective candidates and the public. In particular, information displayed by the EPP pertaining to its accreditation and Title II decision, term, consumer information, or candidate performance (e.g., standardized test results, job placement rates, and licensing examination rates) must be accurate and current.

When CAEP becomes aware that an accredited EPP has misrepresented any action taken by CAEP with respect to the EPP and/or its accreditation, or uses accreditation reports or materials in a false or misleading manner, the EPP will be contacted and directed to issue a corrective communication. Failure to correct misleading or inaccurate statements can lead to adverse action.

Acknowledge