



2015 EPP Annual Report

Technical Guide

Table of Contents

Part I. Accreditation Information Management System	Page 4
Logging into AIMS	p.4
<i>Forgot your Login ID or Password</i>	
Accessing the annual report	p.5-6
<i>Reviewing previous reports</i>	
<i>Submitting 2015 report</i>	
 Part II. Data and Report Requirements	 Page 7
Timeline	p.7
Data Collection Period	p.7
Overview of Requirements by Section	p.7-9
Getting Started	p.10-13
 Part III. 2015 EPP Annual Report Sections	 Page 14
Section 1. AIMS Profile	p.14
Section 2. Program Completers	p.14
Section 3. Substantive Changes	p.14-15
Section 4. Display of Candidate Performance Data	p.15-16
Section 5. Candidate and Program Measures	p.16
<i>Required Reporting Measures</i>	p16-30
<ul style="list-style-type: none">• Impact on P-12 Learning and Development• Results of Completer Surveys• Graduation Rates• Ability of Completers to Meet Licensing (Certification) and any additional state requirements• Indicators of Teaching Effectiveness• Results of employer surveys, including retention and employment milestones• Ability of completers to be hired in education positions for which they have been prepared• Student loan default rates and other consumer information	

Section 6. Areas for Improvement, Weaknesses, and/or Stipulations p.30-31

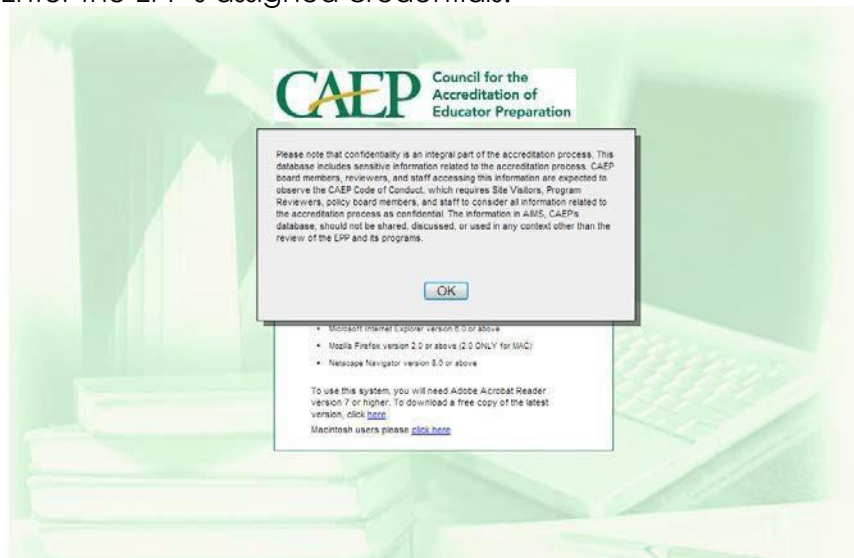
Section 7. Accreditation Pathway p.31-32
Continuous Improvement
Inquiry Brief
Transformation Initiative

Section 8. Preparer's Authorization
and Statement on Data Ownership p.32

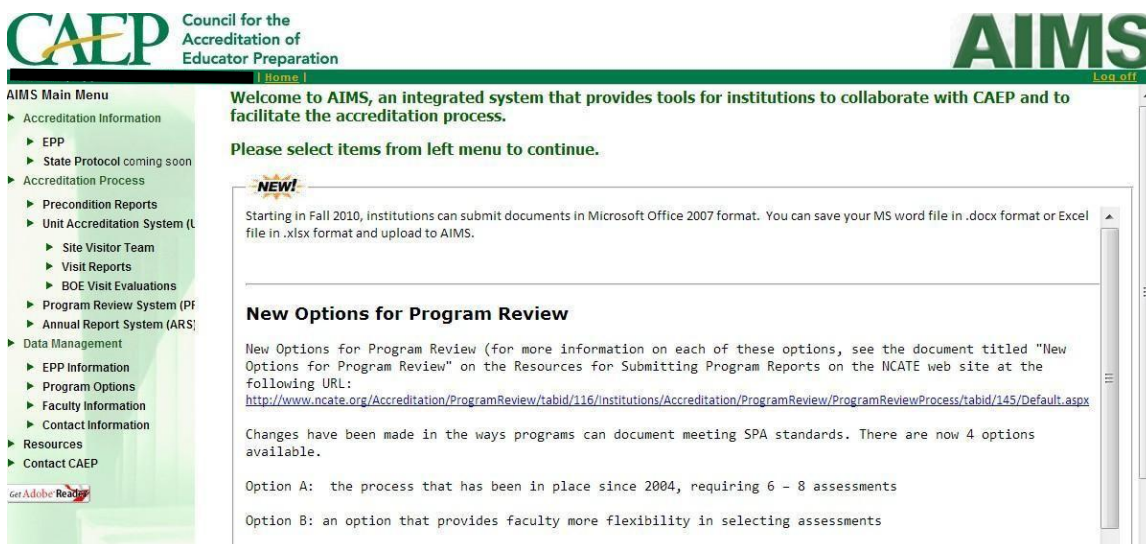
Part I. Accreditation Information Management System

Logging into AIMS

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



The home screen is shown below.



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

Forgot your Login ID or Password

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

Accessing the EPP Annual 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 PDF icon (B) under the "Submitted Report" column for the corresponding year.

A

Year (Click the year below to compile your report)	Draft	Submitted Report
2014		NA
2012	-	04/09/2013
2011	-	04/19/2012
2010	-	02/01/2011
2009	-	02/09/2010
2008	-	02/17/2009
2007	-	01/23/2008
Total:1/7		

B

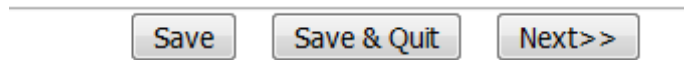
Submitting 2014 report

- To view the 2015 report, click on the hyperlinked "2015," under the "Year" column to open the report template.

NOTE: Due to the change in the report's name, there is no report available for the year 2013.

- 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. 2015 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.



Save- Saves the work completed

Save & Quit- Saves the work and exits the template.

Next- goes to the next page

8. After completing all required sections of the report, 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.**

CAEP will send a confirmation email acknowledging that the EPP has submitted the 2015 EPP Annual Report.

Part II. Data and Report Requirements

Timeline

The deadline to submit the report is April 17th.

Data Collection Period

The 2015 EPP Annual Report should include data from Academic Year 2013-2014 (September 1, 2013- August 31, 2014).

The data reporting period is aligned with AACTE's PEDS Report.

Overview of Requirements by Section

The table below delineates which programs and pathways apply to each section. It also indicates whether sections are required or optional and any circumstances in which the reporting would be reduced.

Table 1. Overview of Requirements by Section

Section	Programs the section applies to	Pathways the section applies to	Is the section required or optional?	Circumstances in which the section will not be required
Section 1. AIMS Profile	All programs	All pathways	Required	None
Section 2. Program Completers	All programs	All pathways	Required	
Section 3. Substantive Changes	All programs	All pathways	Required	
Section 4. Display of Candidate Performance Data	All programs	All pathways	Required	1. The EPP is not currently accredited by CAEP or either legacy accreditation agency (NCATE and TEAC).
Section 5. Candidate and Program Measures	Programs leading to initial teacher licensure or certification	All pathways	Varies by measure	1. The EPP is not currently accredited by CAEP or either legacy accreditation agency (NCATE and TEAC) 2. The EPP does not offer any programs leading to initial teacher licensure or certification.
Impact on P-12 Learning and Development			Required	
Results of Completer Surveys			Required	
Graduation Rates			Required	
Ability of Completers to Meet Licensing (Certification) and any additional state requirements			Required	
Indicators of Teaching Effectiveness			Required	
Results of employer surveys, including retention and employment milestones			Required	
Ability of completers to be hired in education positions for which they have been prepared			Required	
Student loan default rates and other consumer information			Required	

Table 1. Overview of Requirements by Section (cont.)

Section	Programs the section applies to	Pathways the section applies to	Is the section required or optional?	Circumstances in which the section will not be required
Section 6. Areas for Improvement, Weaknesses, and/or Stipulations	All programs	All pathways- The appropriate areas for improvement, weakness, and/or stipulations will be automatically imported.	Required	1. The EPP is not currently accredited by CAEP or either legacy accreditation agency (NCATE and TEAC). 2. The EPP had a site visit in Fall 2014 or will have a site visit in Spring 2015.
Section 7. Accreditation Pathway Continuous Improvement Inquiry Brief Transformation Initiative	All programs	All pathways- The section, appropriate to the identified pathway, will be automatically imported.	Required	
Section 8. Preparer's Authorization	All programs	All pathways	Required	None
Section 9. Statement on Data Ownership	All programs	All pathways	Required	None

Getting Started

After reviewing which sections are appropriate to the EPP, it is recommended 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.

To view the identified contacts

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



To update the contact information

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

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

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. The EPP's Carnegie classification will automatically be imported.

Initial and Advanced Teacher Preparation Levels. There are options for indicating whether the EPP offers initial, advanced, or initial and advanced programs.

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).

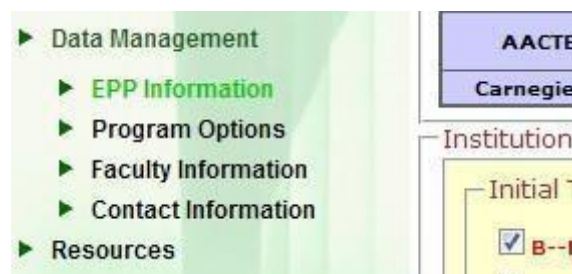
Language of Instruction. The languages provided represent the primary or secondary languages of currently accredited or EPP's that have demonstrated an interest in becoming accredited.

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. Login to AIMS.
2. Click on "EPP Information" on the left side menu.



3. For each section, click the appropriate boxes, and then click "Save."

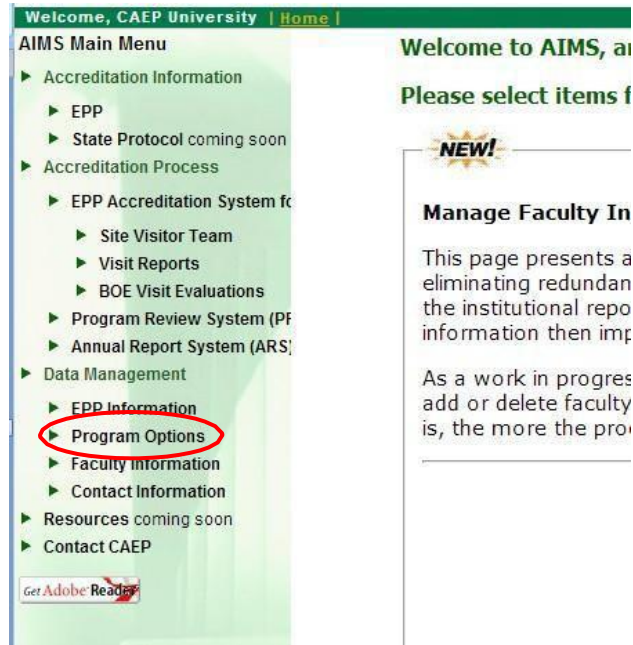
Program Listings

All programs, planned sequences of academic courses and experiences leading to 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.

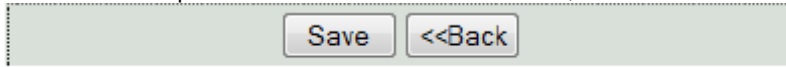
The programs details screen is shown below.

A screenshot of the Program Details screen for 'Special Education' (PrgID:6535). The screen is divided into several sections: Basic Information, Program Review, Enrollment, and Delivery/Site. The 'Basic Information' section includes fields for Program Name, Level, Certificate Level for Degree(s), and Program Category. The 'Program Review' section includes fields for By, Agency, and Result. The 'Enrollment' section includes a table with columns for Report Year, Academic Year, # of candidates, and # of completers. The 'Delivery/Site' section includes checkboxes for Off-campus Program, Distance Learning Program, and Alternate Route Program. The 'By' and 'Agency' fields are circled in red. The 'Certificate Level for Degree(s)' field is also circled in red. The 'Program Category' field is set to 'Special Education-General Curriculum'. The 'Enrollment' table shows data for the 2019 Report Year and 2019-2020 Academic Year. The 'Delivery/Site' section has a 'Show Details' button.

4. Review and update the **Program Name, Level, Certificate Level for Degree(s), and Program Category Fields** as appropriate. Under the **Program Review** section, complete **By** and **Agency**. The EPP should

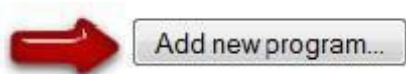
indicate whether the program is reviewed by a SPA, the state, or another agency.

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

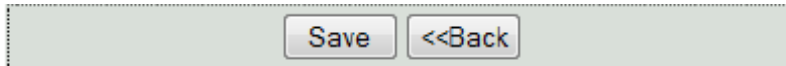


Adding a new program

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



7. Complete the **Program Name, Level, Certificate Level for Degree(s), and Program Category Fields.** Under the *Program Review* section, complete **By** and **Agency.** The EPP should indicate whether the program is reviewed by a SPA, the state, or another agency.
8. After entering all appropriate information, click **"Save,"** and then **"Back."** If you need to ever delete a program, a button will become activated in this toolbar.



Archiving a program

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

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

A screenshot of the Accreditation Information Management System (AIMS) Program Details page. The page shows a sidebar with navigation links, a main content area with form fields for Program Name, Level, Certificate Level for Degree(s), Program Category, Program Review (By, Agency, Result), and a table for Enrollment. At the bottom, there is a 'Comment' field and a 'Save' button. A large white arrow points down towards the 'Save' button.

Part III. 2015 EPP Annual Report Sections

Section 1. AIMS Profile

Review the EPP's identified contacts, organizational information, and list of programs in AIMS. All information should be accurate at the time the annual report is submitted.

Completing the report in AIMS

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

Section 2. Program Completers

2.1 All programs should be included when indicating the number of completers in Academic Year 2013- 2014 (September 1, 2013- August 31, 2014).

<input type="text"/>	Number of completers in programs leading to initial teacher certification or licensure
<input type="text"/>	Number of completers in 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.)
<input type="text" value="automatically summed"/>	Total number of program completers

Completing the report in AIMS

Use numerals when entering into the textbox.

2.2 Indicate whether the EPP is currently offering a program or programs leading to initial teacher certification or licensure.

Completing the report in AIMS

Check the appropriate box, to indicate whether or not programs leading to initial teacher certification or licensure are offered. If there the EPP indicates that there are no programs offered at the initial level, then Section 5 will not be required.

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

- 3.3 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
- 3.4 A contract with other providers for direct instructional services, including any teach-out agreements
- 3.5 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 2013-2014, the EPP should provide an explanation. The explanation should provide CAEP will 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 4. Display of Candidate Performance Data

The EPP should have candidate performance data prominently displayed on their school, college, or department of education homepage. The type of data provided is at the discretion of the EPP.

The EPP should select the candidate performance measure(s) that appropriately represents their preparation programs and demonstrates candidates' work. Some categories of data you may consider include:

- Results of state licensure exams,
- Results of employer and/or graduate surveys,
- Average GPAs of program completers,
- Retention rates in preparation programs and in the teaching field (if available),
- Job placement rates,
- Value-added or growth model data on teacher effectiveness,
- Graduation rates, and/or
- Other measures as appropriate.

Some examples of how EPP's are displaying data:

- This example illustrates a variety of candidate performance data that are designed for a public audience. The information is available on the university website under the "About" menu (see Demonstrating Accountability, Transparency, and Assessment (DATA)).

Richard W. Riley College of Education and Leader at Walden University.
<http://www.waldenu.edu/about/who-we-are/data/riley-data>

- This example demonstrates how candidate performance data can be personalized to the EPP and written for a public audience. The information is available from the college homepage under “About” menu (see “Highlights and Ranking”).

College of Education at Georgia State University.
<http://education.gsu.edu/main/7104.html>

When displaying data, the EPP is responsible for considering candidate confidentiality.

Completing the report in AIMS

Provide a short description of the type of data provided in the “Type of data provided” textbox (e.g., Title II pass rates for 2013 program completers and Results from the 2013 Employer Survey). The character limit of the textbox is 100 characters.

It is recommended that you copy the link and paste it into the textbox. To add additional links, click on the “+ Add a link” button.

Section 5. Candidate and Program Measures

This section should only be completed for programs leading to initial teacher certification or licensure.

Required Reporting Measures

DIFFERENT FROM THE 2014 EPP ANNUAL REPORT: the EPP is now required to submit information on all of the eight annual measures: Impact on P-12 Learning and Development, Results of Completer Surveys, Graduation Rates, Ability of Completers to Meet Licensing (Certification) and any additional state requirements, Ability of completers to be hired in education positions for which they have prepared; Indicators of teaching effectiveness; results of employer surveys, and including retention and employment milestones; and student loan default rates and other consumer information.

5.1 Impact on P-12 Learning and Development

The EPP should consider all programs leading to initial teacher certification or licensure when identifying the measures being used to assess the impact of candidates or completers on P-12 learning and development.

When responding to this section, note that the first part of the table is about pre-service and the second part is about in-service (after the candidate has completed their program).

Each row consists of type of assessment (Column 1). Indicate the availability of data from that assessment (Column 2-4). If data are available select Column 2. If data are not available consider whether Column 3 or 4 is more appropriate. Select Column 3, if the EPP has a plan to collect data within the next two year, and select Column 4, if the EPP does not currently have a plan to collect data within the next two years.

If the assessment does not apply to the EPP, for instance there is no state-designed assessment currently in use, select "The EPP does not currently have a plan to collect data within the next two years" (Column 4).

Completing the report in AIMS

One selection should be made for each assessment. Please specify the name the assessment being used, if applicable, otherwise select "Not Applicable."

Table 2. Impact on P-12 Learning and Development

Table 2. Impact on P-12 Learning and Development			
Assessments	Data are available	Data are not available	
		The EPP has a plan to collect data in the next two years.	The EPP does not currently have a plan to collect data within the next two years.
Column 1	Column 2	Column 3	Column 4
5.1 Candidate performance during pre-service			
Unit and lesson plans			
Pre-post tests of student learning			
Videos of candidate instruction			
Candidate reflection			
Surveys of P-12 students on candidate performance			
State-adopted assessment(s) (specify)			
State-designed assessment(s) (specify)			
EPP-designed assessment(s) (specify)			
Other (specify)			
5.2 Completer performance during in-service			
Student achievement and/or learning models (e.g., value-added modeling)			
EPP-designed case study			
Other (specify)			

5.2 Results of completer surveys

This measure is divided into multiple parts, each part contributing to the understanding of the EPP's completer surveys and completer survey results for programs leading to initial teacher licensure or certification.

The first question (5.2.1) asks about access to completer survey results. If results are not available, the EPP would continue to the next measure (5.3 Graduation Rates).

Completing the report in AIMS

Indicate whether or not the EPP has access to results from the completer survey by agreeing or disagreeing.

For 5.2.2, describe the completer surveys by selecting one or more of the following:

- The completer provides summary ratings of the EPP and its programs.
- The completer provides responses to open-ended questions about the EPP.
- The completer provides a response to questions about their preparation in at least one of the following areas:
 - Content knowledge
 - Instruction and pedagogical content knowledge
 - Teaching diverse P-12 students
 - Teaching P-12 students with diverse needs
 - Classroom management
 - Alignment of teaching with state standards
 - Family and community engagement
 - Assessment of P-12 student learning
 - Other (Specify)

Items can be selected from the sub-list, as well.

Completing the report in AIMS

Select all the items that describe the EPP's completer survey. Multiple items can be selected from the main list and the sub-list.

For 5.2.3, the EPP should respond by checking off when the completer survey is administered.

- At the end of the program
- Between the end of the program and one year after program completion
- Between one and two years after program completion
- Between two and three years after program completion
- Between three and four years after program completion
- More than four years after program completion

Multiple items timeframes can be selected.

Completing the report in AIMS

Indicate when the EPP administers the completer survey.

For 5.24, the EPP should indicate whether access to data or have no access to data from completer surveys administered by the:

- EPP
- Individual program
- Institution or Organization
- State
- Other (specify)

If data are available, provide the number of completers surveyed and number of responses received.

Completing the report in AIMS

Identify whether data are accessible or not accessible from each potential source. Report the number of completers surveys sent and received, if data are available. Use numerals when entering into the textbox.

The prompts for 5.2.5 and 5.2.6 include a series of questions asked related to the results of completer surveys. For all questions respond either "Agree" or "Disagree."

Completing the report in AIMS

Indicate a response for all questions.

5.3 Graduation rates

This measure is designed to provide information on candidate enrollment and progress.

The first part is on enrollment. For each academic year, the EPP should identify the number of candidates who enrolled for the first time in a program leading to initial teacher certification.

Examples:

If 20 candidates enrolled in Fall 2012 and 10 candidates enrolled in Spring 2013. Under Column 2, the EPP would type "30" (20+10).

If a candidate first enrolled in Fall 2010, but then didn't enroll in another class until Spring 2013, the candidate should only be counted in the 2010-2011 academic year.

Table 3. Graduation Rates					
	Academic year a candidate was first enrolled				
	AY 2013-2014	AY 2012-2013	AY 2011-2012	AY 2010-2011	AY 2009-2010
Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
First Time Enrollment. The number of candidates who enrolled for the first time, during a specified academic year.					
Number of candidates who were enrolled for the first time in a program leading to an initial teacher certification or licensure					
Progress in AY 2013-2014. The number of candidates/completers who were recommended for initial teacher certification or licensure during AY 2013-2014. List candidates according to the academic year they were first enrolled.					
Number of candidates who were recommended for a initial teacher certification or licensure during AY 2013-2014					
<i>Example: If 15 candidates were recommended an initial teacher certification in AY 2012-2013, the numbers across the row should sum to 15 (2+10+0+2+1).</i>	2 Two candidates (who first enrolled in AY 2013-2014) were recommended for an initial teacher certification.	10 10 candidates (who first enrolled in AY 2012-2013) were recommended for an initial teacher certification.	0 Zero candidates (who first enrolled in AY 2011-2012) were recommended for an initial teacher certification.	2 Two candidates (who first enrolled in AY 2010-2011) were recommended for an initial teacher certification.	1 One candidate (who first enrolled in AY 2009-2010) was recommended for an initial teacher certification.
Number of candidates/completers who were <u>not</u> recommended for an initial teacher certification or licensure...					
Continued in a program					
Been counseled out of a program					
Withdrawn from a program					

The second part is on progress candidates made in Academic Year 2013-2014. Record how many candidates or completers (candidates who completed their program) were recommended for licensure during that

year. Record the count according to the year the candidate was first enrolled.

Example:

See the information directly in the table.

For the most recently enrolled candidates (first enrolled in AY 2013-14), if they were not recommended for licensure, indicate whether they have:

- Continued in a program: *The candidate is currently enrolled or has plans to continue with their program of study.*
- Been counseled out of a program: *The EPP initiated action that led to the candidate no longer being in the program.*
- Withdrawn from a program: *The candidate initiated action that led to them no longer being in the program.*

Completing the report in AIMS

Use numerals when entering into the table.

For AY 2013-2014 (Column 2), the total number of candidates first enrolled should equal the sum of the candidates/completers recommended for licensure and the candidates not recommended for licensure.

5.4 Ability of Completers to Meet Licensing (Certification) and any additional state requirements

This section is designed to provide information on candidate performance on state licensure tests for initial teacher certification or licensure. It has been divided into three parts.

The data needed to respond to 5.4.1 should have been reported to Title II.

Table 4. Assessment Pass Rates reported to Title II

	Number taking test	Average scaled score	Number passing test	Pass rate (%)	Statewide average pass rate (%)
All program completers, 2012-2013					
All program completers, 2011-2012					

Note: Reporting for the Statewide average scaled score column was removed from Table 4.

To determine the average scaled score, the individual assessment results will be needed (See the sample Title II results below.). Assessments that have fewer than 10 test takers should not be included. Calculations for each year (i.e., 2011-12 and 2010-11) should be done and reported separately.

1. Identify the maximum and minimum scores for each assessment.
2. Subtract the minimum score from the maximum score to determine the scoring interval for each assessment.
3. Subtract the minimum score from the average scaled score for each assessment and divide the difference by the scoring interval.
4. Then, multiply the value by the number of test takers for each assessment.
5. Sum the values across assessments.
6. Divide the value by the total number of test takers.
7. Report the result under the column titled "Average scaled score."

Example: Title II Test Results

Program	Assessment code Assessment name	Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)	State Average pass rate(%)	State Average scaled score
EPP Name	Test 1	All program completers, 2010-11	45	271	45	100	100	267
EPP Name	Test 2	All program completers, 2010-11	45	270	45	100	100	262
EPP Name	Test 3	All program completers, 2010-11	23	267	23	100	100	260
EPP Name	Test 4	All program completers, 2010-11	27	266	26	99	99	258
EPP Name	Test 5	All program completers, 2010-11	24	273	24	100	99	267

Example: Scale for Test 1- Minimum score of 100. Maximum score of 400.

Example: Calculations for Test 1

1. Identify the maximum and minimum scores for each assessment.
Maximum = 400 Minimum = 100
2. Subtract the minimum score from the maximum score to determine the scoring interval for each assessment.
 $400 - 100 = 300$

3. Subtract the minimum score from the average scaled score for each assessment and divide the difference by the scoring interval.

$$\frac{271-100}{300} = 0.57$$

4. Then, multiply the value by the number of test takers for each assessment.

$$0.57 * 45 = 25.65$$

5. Sum the values across assessments.

$$25.65 + \text{Test 2 value} + \text{Test 3 value} + \text{Test 4 value} + \text{Test 5 value}$$

6. Divide the value by the total number of test takers.

$$\frac{25.65 + \text{Test 2 value} + \text{Test 3 value} + \text{Test 4 value} + \text{Test 5 value}}{45 + 45 + 23 + 27 + 24}$$

7. Report the result under the column titled "Average scaled score."

NOTE: These are instructions from the U. S. Department of Education for Title II HEOA reporting of licensure passing rates and scores. For CAEP reporting on licensure rates, insert the same information that is reported for the Title II requirements.

Provide the information in the following tables on the performance of the students in your teacher preparation program on each teacher credential assessment used by your state. This information will be provided to your institution by the state or the testing company or companies (or entities). In cases where a student has taken a given assessment more than once, the highest score on that test must be used. There must be at least 10 students in each category taking the same assessment in an academic year for data on that assessment to be reported; for summary data, there must also be at least 10 students (although not necessarily taking the same assessment) for data to be reported. In cases where there are less than 10 students taking the same assessment and the assessment pass rate is not reported, those students must be included in the summary data.

Enrolled students are those students admitted to the teacher preparation program who have not yet completed the program.

In the case of a teacher preparation program with fewer than 10 scores reported on any single initial teacher credential assessment during an academic year, the program shall collect and publish information with respect to an average pass rate and scaled score on each state credential assessment taken over a three-year period.

Completing the report in AIMS

Use numerals when entering into the table.

The prompts for 5.4.2 and 5.4.3 include a series of questions asked related to the results of licensure or certification tests. For all questions respond either "Agree" or "Disagree."

Completing the report in AIMS

Indicate a response for all questions.

5.5 Indicators of teaching effectiveness

In this measure, the EPP should respond by indicating the availability of data on completers (of programs leading to initial teacher certification or licensure) who are employed in an education position.

Each row consists of type of assessment (Column 1). Indicate the availability of data from that assessment (Column 2-4). If data are available select Column 2; if data are not available consider whether Column 3 or 4 is more appropriate. Select Column 3, if the EPP has a plan to collect data within the next two years, and select Column 4, if the EPP does not currently have a plan to collect data within the next two years.

Completing the report in AIMS

One selection should be made for each assessment. Please specify the name the assessment being used, if applicable.

Table 5. Indicators of Teaching Effectiveness			
Assessments	Data are available	Data are not available	
		The EPP has a plan to collect data in the next two years.	The EPP does not currently have a plan to collect data within the next two years.
Column 1	Column 2	Column 3	Column 4
Completer performance during in-service			
Surveys of P-12 students on completer performance			
School district-level teacher evaluation			
Employer observations			
Employer surveys			
EPP-designed case study			
Other (specify)			

5.6 Results of employer surveys, including retention and employment milestones

This measure is divided into multiple parts, each part contributing to the understanding of the EPP's employer surveys and completer survey results for programs leading to initial teacher licensure or certification.

The first question (5.6.1) asks about access to employer survey results. If results are not available, the EPP should continue to the next measure (5.7 Ability of completers to be hired in education positions for which they have prepared.)

Completing the report in AIMS

Indicate whether or not the EPP has access to results from the employer survey by agreeing or disagreeing.

For 5.6.2, describe the employer surveys by selecting one or more of the following:

- The employer provides overall summary ratings of the completer.
- The employer provides responses to open-ended questions about the completer.
- The employer provides a response to questions about the completer's preparation in at least one of the following areas:
 - Collaboration with school-based colleagues and staff
 - Alignment of teaching with state standards
 - Family and community engagement
 - Content/subject matter
 - Instructional and pedagogical content knowledge
 - Development of a safe learning environment
 - Assessment of P-12 student learning
 - Teaching P-12 students with diverse needs
 - Teaching diverse P-12 students
 - Other (Specify)

Items can be selected from the sub-list, as well.

Completing the report in AIMS

Select all the items that describe the EPP's employer survey. Multiple items can be selected from the main list and the sub-list.

For 5.6.3, the EPP may indicate whether they have access to data or have no access to data from employer surveys administered by the:

- EPP
- Institution or Organization
- School district
- State
- Accreditation agency
- Other (specify)

If data are available, provide the number of employers surveyed and number of responses received.

Completing the report in AIMS

Identify whether data are accessible or not accessible from each potential source. Report the number of employer surveys sent and received, if data are available. Use numerals when entering into the textbox.

The prompts for 5.6.4 and 5.6.5 include a series of questions asked related to the results of employer surveys. For all questions respond either "Agree" or "Disagree."

Completing the report in AIMS

Indicate a response for each question.

Note: Information on employment is also included under the measure on hiring (i.e., "Ability of completers to be hired in education positions leading for which they have prepared).

5.7 Ability of completers to be hired in education positions for which they have prepared

For EPPs that have attempted to collect data on completer employment, this measure explores the strategies (5.7.2) and challenges (5.7.3) around obtaining employment information for completers. Questions are centered on access (5.7.4 and 5.7.5) and the request for information (5.7.6) currently available.

The first question (5.7.1) asks about the EPP's attempts to collect data on the employment status of completers.

Completing the report in AIMS

Indicate whether or not the EPP has attempted to collect data. If there has been an attempt to collect data, the EPP would continue to the next question, otherwise the EPP would continue to question 5.7.4.

For 5.7.2 and 5.7.3, the EPP should indicate the strategies and/or challenges encountered when attempting to collect data on completer employment.

Completing the report in AIMS

For 5.7.2 and 5.7.3, multiple responses can be selected for each prompt.

Question 5.7.4 asks whether or not EPP have been able to access data on the employment status of completers.

Completing the report in AIMS

Indicate whether or not the EPP has attempted to collect data. If data are available, the EPP would continue to the next question, otherwise the EPP would continue to the next measure (5.8 Student loan default rates and other consumer information.)

On question 5.7.5, the EPP can complete the table using the information they have available. The total number of completers in AY 2013-2014, will

be imported based on the response to Section II: Program Completers. Columns 3-8 represent different statuses:

- Employed in a position for which they were prepared
 - Example: A completer of a K-6 preparation program is currently teaching second grade.
- Employed in an education position outside of their preparation
 - Example: A completer of a K-6 preparation program is currently teaching eighth grade.
- Enrolled in higher education
 - Example: A completer of a K-6 preparation program is currently pursuing an advanced degree.
- Employed outside of the education field
 - Example: A completer of a K-6 preparation program is currently managing a website for a nonprofit.
- Not employed
 - Example: A completer of a K-6 preparation program is currently not employed.
- Employment status unknown
 - Example: No information is available on the employment status of a K-6 preparation program completer.

The sum of columns 3-8 should equal the total number of completers enter in Column 2. Example: See information directly in the table.

If a completer holds more than one status, for example, they are a substitute teacher and waiter, the EPP should decide how to best categorize the completer. Each completer should only be counted once.

Table 5: Ability of Completers to be Hired

Number of completers with each employment status							
Year of program completion	Total number of completers	Employed in a position for which they were prepared	Employed in an education position outside of their preparation	Enrolled in higher education	Employed outside of the education field	Not employed	Employment status unknown
Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8
AY 2013-2014	Automatically imported						
<i>Example: If 60 candidates completed their program in AY 2013-2014, the numbers across the row should sum to 60 (17+9+8+4+2+20)</i>	60	17	9	8	4	2	20

Completing the report in AIMS

Use numerals when entering into the table.

When completers identified in each status are summed, their total should equal the total number of completers (Column 2) for AY 2013-2014.

5.8 Student loan default rates and other consumer information

In this measure, the EPP may provide information about the types of consumer information that are accessible and publicly displayed.

For the following categories of consumer information, select whether the EPP has access to the data:

- 3-year student loan default rate
- Average cost of attendance
- Average beginning salary of a program completer
- Placement patterns of completers
- Other (specify)

If consumer information is publicly displayed for any of the identified categories, the link can be placed in the corresponding textbox.

CAEP definition of Consumer Information: Information about the status and trends of outcomes for completers that should be available for prospective candidates, parents of applicants, employers of completers, parents of P-12 students and generally for the public.

Completing the report in AIMS

Indicate if the EPP has access to each category of consumer information. Provide a link to publicly displayed consumer information data, if applicable.

Section 6. Areas for Improvement, Weaknesses, and/or Stipulations

This section will be automatically imported based upon the EPP's identified pathway (i.e., Continuous Improvement, Inquiry Brief, or Transformation Initiative) and previous accreditation action or decision report.

All programs within the EPP should be considered when responding to the previously identified areas. Summarize EPP 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 page of the report).

NOTE: Questions related to the removal of stipulations and documentation by the two-year anniversary for EPPs in the IB Pathway should be emailed to the Senior

Director of Accreditation, IB Pathway, Christine Carrino Gorowara, at Christine.Gorowara@caepnet.org.

Completing the report in AIMS

For each area the EPP should describe the work completed and leading toward correction.

Section 7. Accreditation Pathway

This section will be automatically imported based upon the EPP's identified pathway (i.e., Continuous Improvement, Inquiry Brief, or Transformation Initiative).

All programs within the EPP should be considered when responding to the prompts.

Continuous Improvement

The EPP should summarize progress toward target level performance on the standard(s) selected.

To guide the EPP's response, consider:

- describing areas of the standard at which the EPP is currently performing at the target level for each element of the NCATE standard;
- summarizing activities and their impact on candidate performance and program quality that have led to target level performance; and/or
- discussing plans and timelines for attaining and/or sustaining target level performance as articulated in the NCATE standard.

Completing the report in AIMS

Enter the response in the textbox. The textbox has a 3000 character limit, including spaces.

Inquiry Brief

The two parts of this section include an update to Appendix E and the data spreadsheet/data tables.

Appendix E should be updated directly in AIMS. For each type of evidence (e.g., GPAs), the EPP should respond, indicating whether the evidence is "Available and in the Brief" or "Not available and not in the Brief." Within each of those decisions the EPP will further define if the evidence is:

- Relied on (Available and in the Brief)
- Not Relied on (Available and in the Brief)
- For future use (Not Available and not in the Brief)
- Not for future use (Not Available and not in the Brief)

The EPP should select one response and explain the rationale for the selection. Enter the rationale in the corresponding textbox. Each textbox has a 200 character limit, including spaces.

To update the data spreadsheets/table, click on the "Upload" button and identify the document. A suggested data table is available in AIMS.

Completing the report in AIMS

For each type of evidence, select a response, indicating if the evidence is used to support claims in the Brief. Enter a rationale in the textbox. Each textbox has a 200 character limit, including spaces.

Upload your new data spreadsheet/table. Click on the "Upload" button, locate the file, and add it.

Transformation Initiative

The EPP should summarize the status of the transformation initiative and progress made toward meeting its goals.

To guide the EPP's response, consider:

- summarizing the status/progress of TI implementation;
- discussing how the unit is responding to recommendations by the BOE team;
- describing significant changes, if any, in TI implementation since the proposal was submitted; and/or
- identifying revisions to the timeline.

Completing the report in AIMS

Enter the response in the textbox. The textbox has a 3000 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 demonstrate that he or she understands and agrees to CAEP's policy on data ownership .

"I understand that all the information that is provided to CAEP from EPPs seeking initial accreditation, going through 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, in aggregate, derived from accreditation documents."

Completing the report in AIMS

The report preparer checks the box to demonstrate that they understand the terms of the Annual Report and checks the box to demonstrate they are authorized to complete the report by the EPP and enters their name, position, phone number, and email address.