

2019 EPP Annual Report - Reviewer Feedback (Staff Review Report)

Section 1 AIMS Profile & Section 2 Program Completers

Overview: These sections ask for a yearly update to the EPP's electronic profile information and number of completers to ensure relevant communication and actions from CAEP.

Why are these sections important? The assurance of accurate profile information (including confirming up to five points of contact, identifying EPP characteristics, and detailing programs offered) are crucial to CAEP being able to get in touch with you, as well as being aware of EPP characteristics for research and site team assignment purposes, and accurate scrutiny of disaggregated data from relevant programs by Program Reviewers and/or site visitors and Accreditation Councilors. Additionally, completer counts are important to accurate billing for accreditation activities.

Why does CAEP ask for this information, and what do we do with it?

✓ **CAEP asks for current listings of contact persons** due to potential turnover at the EPP that may prevent the most relevant individuals from receiving essential information. As the contact information confirmed in the EPP Annual Report is used for official accreditation-related communications, the EPP should take the opportunity to list up to two "EPP Heads" and up to three "CAEP Coordinators" to facilitate a consistent flow of information to appropriate individuals. Individual identified "EPP Head" should have authority over the EPP. This contact may receive time-sensitive communications related to the accreditation of the EPP. The individual(s) identified as the CAEP Coordinator should have a role in managing accreditation activities and may be carbon copied on communications to the EPP head.

✓ **CAEP asks for current EPP Characteristics** to generate official accreditation documents, provide context for site visitors and Accreditation Councilors, allow for disaggregation of information by relevant demographics for research purposes, and ensuring adequate representation in formal and informal feedback efforts.

- **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 including types of licensure/degree programs at the initial-teacher licensure and/or advanced-level, EPP type consistent with Carnegie Classification, Professional Development School levels, Religious affiliation, admissions test(s), language of instruction, teaching majors, institutional/regional accreditation, institutional memberships, and off campus/branch campus(es)/distance learning/alternative certification programs.

✓ **CAEP asks for current EPP Program Listings** to ensure current information for all programs offered by the EPP that fall within CAEP's scope, as well as those covered by current NCATE or TEAC accreditation. Please review, update, and/or add each Program Name, Level, Certificate Level for Degree(s), and Program Category Fields.

✓ **CAEP asks for current EPP Program Completers** to generate accurate billing information, as the CAEP Annual Fee structure is based on the number of completers - for both initial-licensure and advanced-level programs - and scaled to support smaller EPPs.

1. [1.1] Is at least one individual listed for each available contact identity - EPP head and CAEP Coordinator - with email addresses that appear valid?

Yes No

2. [1.1 & 2.1] Based on information from the EPP's Program Options page, EPP Information page, and completer count, are there any apparent discrepancies?

Yes No

3. [2.1] Comparing the EPP's completer numbers from last year to this year, is there a discrepancy which may indicate a mistake?

Yes No

Section 3 Substantive Changes

Overview: If a substantive change occurred during the Academic Year of the present EPP Annual Report 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. Substantive changes to be reported include changes in the published mission or objectives of the institution/organization or the EPP; in the legal status, form of control, or ownership of the EPP; addition of programs of study at a degree or credential level different from those that were offered when most recently accredited; 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; a contract with other providers for direct instructional services, including any teach-out agreements; that means the EPP no longer satisfies accreditation standards or requirement; in regional accreditation status; or in state program approval.

Why is this section important? Advising CAEP of substantive changes is one of the actions that must be taken to maintain accreditation or eligibility. Changes are reviewed to determine effects, if any, to accreditation status.

Why does CAEP ask for this information, and what do we do with it?

✓ CAEP, in accordance with Federal regulation (34 CFR Part 602 Subpart B (§602.22)), requires an EPP to inform CAEP of any changes to the educational mission, program, or programs of the EPP which may adversely affect the capacity of the EPP to continue to meet CAEP's standards. These changes must be communicated as part of the Annual Report or in a separate communication to the CAEP President, addressed to president@caepnet.org or the current mailing address for the organization. CAEP has the responsibility to determine what effect, if any, substantive changes would have on an EPP's accreditation

1. [3.3] Did the EPP indicate any change in the legal status, form of control, or ownership of the EPP?

Yes No

2. [3.6] Did the EPP indicate changes in its regional/institutional accreditation status?

Yes No

3. [3.7] Did the EPP indicate changes in its state approval status?

Yes No

Section 4. Display of Annual Reporting Measures.

Overview: CAEP re-worked its approach to the Annual Reporting Measures. Instead of requesting data via a series of questions and CAEP-created standardized tables, CAEP has aligned its approach to CAEP Standards 4 and 5. In Section 4 of the 2018 EPP Annual Report, the provider is asked to publicly display data, pertaining to each of the Annual Reporting Measures (four of these measures are impact measures matching the four components of the CAEP Standard 4 for Initial-Licensure Programs and two of these match the two components of CAEP Standard 4 for Advanced-Level Programs), on the its website. This approach respects an EPP's context by allowing context-specific data collection and hosting in a manner of the EPP's choice, as long as the presented data are appropriate measures and are accurate.

Why is this section important? Having accreditation standards and policies that require EPPs "to routinely provide reliable information to the public on their performance, including student achievement," is central to maintaining CAEP's CHEA recognition, CAEP's role as an accreditor, and EPP's demonstration of accountability to stakeholders and provision of transparent information to potential candidates.

Why does CAEP ask for this information, and what do we do with it?

✓ 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 and a part of CAEP Policy (Policies 6.01, on Annual Reporting, and 8.01, on Consumer Information). EPPs accredited under the NCATE standards or TEAC quality principles were required to publicly display candidate performance data in previous EPP Annual Report years. The updated Section 4 includes and builds from that approach by including the Annual Reporting Measures. 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. Site visitors and Accreditation Councilors review EPP Annual Report submissions in evaluating your EPP's evidence toward Component 5.4. Annual Report Reviewers flag exemplars of best practices of displaying these data to enhance the tips and exemplars to be included in next year's EPP Annual Report Technical Guide.

1. [4.1] Review Section 4 links

a. Link: <http://caep.uprag.edu/candidates-impact-on-students-tws/>

i. Does the above link work?

Yes No

ii. Are data publicly/prominently displayed?

Yes No

iii. Are measures displayed but not tagged?

Yes No

iv. Are data relative to measure number(s) indicated appropriate?

Yes No

If no, please summarize issue.

Data displayed through link appear to measure candidate impact on student learning and not completer impact.

b. Link: <http://caep.uprag.edu/program-impact/>

- i. Does the above link work?
 Yes No
- ii. Are data publicly/prominently displayed?
 Yes No
- iii. Are measures displayed but not tagged?
 Yes No
- iv. Are data relative to measure number(s) indicated appropriate?
 Yes No

c. Link: <http://caep.uprag.edu/candidate-performance-data/>

- i. Does the above link work?
 Yes No
- ii. Are data publicly/prominently displayed?
 Yes No
- iii. Are measures displayed but not tagged?
 Yes No
- iv. Are data relative to measure number(s) indicated appropriate?
 Yes No

d. Link: <http://caep.uprag.edu/pcmas-puerto-rico-teacher-cetification-exams/>

- i. Does the above link work?
 Yes No
- ii. Are data publicly/prominently displayed?
 Yes No
- iii. Are measures displayed but not tagged?
 Yes No
- iv. Are data relative to measure number(s) indicated appropriate?
 Yes No

e. Link: <http://caep.uprag.edu/depr-documents/>

- i. Does the above link work?
 Yes No
- ii. Are data publicly/prominently displayed?
 Yes No
- iii. Are measures displayed but not tagged?
 Yes No
- iv. Are data relative to measure number(s) indicated appropriate?
 Yes No

f. Link: <https://www.uprag.edu/home/rectoria1/oficina-de-planificacion-y-estudios-institucionales-opei/opei-informa/#1445535525776-78fe0af5-13e7>

- i. Does the above link work?
 Yes No
- ii. Are data publicly/prominently displayed?
 Yes No
- iii. Are measures displayed but not tagged?
 Yes No
- iv. Are data relative to measure number(s) indicated appropriate?
 Yes No

2. [4.1] Are any measures missing across link(s) provided that should be present, according to the EPP's indication of offering program(s) leading to initial-teacher licensure and/or advanced-level programs [1.1 & 2.1]?

- Yes No

3. Is display of data an example of best practice?

- Yes No

4. [4.2] Does EPP narrative sufficiently address all question prompts?

- Yes No

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

Overview: This section asks EPPs to report on progress correcting any Areas for Improvement, Weaknesses, and/or Stipulations cited during the most recent accreditation site visit.

Why is this section important? Any citations earned by EPPs at the most recent accreditation visit represent parts of accreditation standards or principles that were not demonstrated sufficiently according to expectations represented by such a designation. Therefore, rectifying these deficiencies is essential to the quality of the EPP and the integrity of accreditation. This section allows for the EPP's annual reflection on progress -looking toward addressing gaps sufficiently within the required time - and CAEP's monitoring of the EPP during the accreditation cycle between in-depth self-study submissions.

Why does CAEP ask for this information, and what do we do with it?

✓ Accreditation is a check on work EPPs do daily - not just every seven years. Therefore, CAEP's role as an accreditor, in general and as part of being recognized by CHEA, includes monitoring EPPs between site visits, particularly when accreditation standards were not fully met. Under CAEP, Areas for Improvement describe a weakness in evidence for a CAEP Standard and/or component that should be remediated by the end of the accreditation term, while Stipulations describe one or more systemic concerns or serious deficiencies in evidence for a CAEP Standard and/or component that must be remedied to continue accreditation. Accordingly, this section allows EPPs and CAEP to check-in on progress to prompt EPPs to hopefully have fully corrected any deficiencies by the time of the next review, if not sooner as these represent aspects of EPP's program(s) that hinder ensuring development of effective candidates to meet the needs of P-12 students. Further, EPP Annual Report Reviewers review progress and offer prompts, as appropriate to steer EPPs in productive direction.

Waived

Section 6. Continuous Improvement

Overview: In this section of the EPP Annual Report, EPPs no longer respond by accreditation pathway. Instead of responding to pathway requirements, all providers have an opportunity to share continuous improvement efforts and processes relating to the CAEP Standards.

Why is this section important? The prompts in Section 6 are aligned with Standard 5 and Component 5.3, allowing providers to use the EPP Annual Report to catalog data and narrative over time in a way that prepares the provider to respond to Component 5.3 in the self-study report. Component 5.3 provides a chance for EPPs to put data related to the rest of CAEP's Standards to work to systematically change programs to improve outcomes for candidates and ultimately the P-12 students they will serve. Not only is the application of appropriate data to make and monitor informed changes a requirement of CAEP's Standards, but it is also a regular behavior and value of high-performing organizations; noticeably, the Baldrige Criteria and improvement science research inspired Standard 5.

Why does CAEP ask for this information, and what do we do with it?

✓ Quality assurance systems and data-informed continuous improvement are essential, foundational requirements for CAEP accreditation. This section instantiates an ongoing culture of evidence, while allowing CAEP to see some of the work done between accreditation cycles. Further EPP Annual Report Reviewers identify models of data-informed improvement so that CAEP may further collaborate with the field to spread continuous improvement initiatives.

Waived

Section 8: Preparer's Authorization

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

Why is this section important? 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 Report and demonstrate that he or she understands and agrees to CAEP's policy on data ownership, annual reporting, and misleading or incorrect statements.

Why does CAEP ask for this information, and what do we do with it?

✓ As submission of the EPP Annual Report is a condition of maintaining current accreditation or eligibility status, collecting the authorization of the preparer is needed to officially represent the EPP, as well as protect the EPP and CAEP. This section must be completed before the EPP Annual Report is officially submitted. CAEP visits this information if any questions of authenticity arise or to aid in contacting the EPP, if needed.

Comment:

Authorization provided. It is recommended that moving forward, the EPP publish relevant information pertaining to the eight CAEP Annual Report Measures on its website in both Spanish and English. That will enable all CAEP reviewers to easily access, understand, and verify the evidence. The EPP might consider referring to the following examples for ideas on translatable websites: - UAE University (<https://www.uaeu.ac.ae/en/academics/>) - Sultan Quaboos (<https://www.squ.edu.om/>)”