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...

<table>
<thead>
<tr>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐</td>
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</tr>
</tbody>
</table>

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 2014-2015?

Enter a numeric value for each textbox.

2.1.1 Number of completers in programs leading to initial teacher certification or license
0

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.)
30

Total number of program completers 30

*2.2 Indicate whether the EPP is currently offering a program or programs leading to initial teacher certification or license.
No, a program or programs leading to initial teacher certification is not currently being offered.

Section 3. Substantive Changes
Have any of the following substantive changes occurred at your educator preparation provider or institution/organization during the 2014-2015 academic year?

3.1 Changes in the published mission or objectives of the institution/organization or the EPP
No Change / Not Applicable

3.2 The addition of programs of study at a degree or credential level different from those that were offered when most recently accredited
No Change / Not Applicable

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
No Change / Not Applicable

3.4 A contract with other providers for direct instructional services, including any teach-out agreements
No Change / Not Applicable

Any change that means the EPP no longer satisfies accreditation standards or requirements:

3.5 Change in regional accreditation status
No Change / Not Applicable

3.6 Change in state program approval
No Change / Not Applicable

Section 4. Display of candidate performance data.
Provide a link that demonstrates candidate performance data are public-friendly and prominently displayed on the school, college, or department of education homepage.

Characteristics of admitted students, professional testing and licensure results, program completion statistics, data on hiring and salaries for completers of the program:


Section 6. 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.

Section 7. Accreditation Pathway

Inquiry Brief. Update Appendix E to confirm the categories of evidence the faculty members rely on and have available to support their claims that candidates know their subjects, know pedagogy, and can teach in an effective and caring manner. The update should also note any new categories of evidence the faculty plans to collect.

A. Items under each category of Appendix E are examples. Programs may have more or different evidence.

<table>
<thead>
<tr>
<th>Type of Evidence</th>
<th>Available and in the Brief</th>
<th>Not available and not in the Brief</th>
<th>Reason</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relied on</td>
<td>Not Relied on</td>
<td>For future use</td>
<td>Not for future use for your selection</td>
</tr>
</tbody>
</table>

Grades

Candidate grades and grade point averages

Scores on standardized tests

Candidate scores on standardized license or board examinations

Candidate scores on undergraduate and/or graduate admission tests of subject matter knowledge and aptitude

Standardized scores and gains of the completers' own students

Ratings

Ratings of portfolios of academic and clinical accomplishments

Third-party rating of program's students

Ratings of in-service, clinical, and PDS teaching
Ratings, by cooperating teacher and college / university supervisors, of practice teachers' work samples

Rates

Rates of completion of courses and program

Completers' career retention rates

Completers' job placement rates

Rates of completers' professional advanced study

Rates of completers' leadership roles

Rates of graduates' professional service activities

Case studies and alumni competence

Evaluations of completers by their own pupils

Completer self-assessment of their accomplishments

Third-party professional recognition of completers (e.g., NBPTS)

Employers' evaluations of the program's completers

Ratings by level 2, Utah highly qualified onsite supervisors provide valid and reliable assessment of knowledge and skill level.

Provides insight into student engagement and successful completion of program curriculum.

This year for the first time we analyzed data derived from our Graduate Survey to provide career retention rates. Preliminary data is reported in Appendix E of this report.

This is a valuable indicator of school district and administrator assessment of the preparation level of our graduates.

This year we began to collect data on our graduates' pursuit of advanced study. We plan to explore this data to determine the validity of the measure as a reflection of learning to learn.

This year we added an item to our graduate survey to gather information on additional school, community and state-level leadership. Preliminary data is included in Appendix E of this report.

We do not consider this to be a valid nor reliable measure of our graduates' level of professional capacity.

Due to the age of pupils and the confidential nature of the issues they are dealing with, privacy as well as validity and reliability would be major concerns.

We added an item to our graduate survey asking respondents to self assess their skills and competencies. We plan to explore this data to determine whether analysis would provide meaningful data.

A new credential in College and Career Readiness education for school counselors is being developed by the Utah State Office of Education. Our graduates will be able to pursue the certificate.

We administered our employer survey for the second year. We expanded to offer it to employers of graduates for five years. Preliminary data is reported in Appendix E.
Completers' authoring of textbooks, curriculum materials, etc.

Case studies of completers' own students' learning and accomplishment

1: Assessment results related to TEAC Quality Principle I that the program faculty uses elsewhere must be included in the Brief. Evidence that is reported to the institution or state licensing authorities, or alluded to in publications, Web sites, catalogs, and the like must be included in the Brief. Therefore, Title II results, grades (if they are used for graduation, transfer, and admission), admission test results (if they are used), and hiring rates (if they are reported elsewhere) would all be included in the Brief.

B. Provide an update of the program's data spreadsheet(s) or data tables related to the program's claims.

Data Analysis for 2016 CAEP Annual Report
2016 CAEP Annual Report Appendix E

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 2016 EPP Annual Report.

☑ I am authorized to complete this report.

Report Preparer's Information

Name: Camille J. Odell
Position: Program Coordinator
Phone: 435-797-5576
E-mail: camille.odell@usu.edu

I understand that all the information that is provided to CAEP from EPPs seeking initial accreditation, going forward 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.