

1. Oklahoma/CAEP 2023 EPP Annual Report

The deadline to submit the report is Saturday, April 30, 2023.

The 2023 EPP Annual Report should include data from Academic Year 2021-2022 (September 1, 2021- August 31, 2022).

1. Institution Name:

2. OEQA has the following Information current and accurate.....

	Agree	Disagree
Contact persons	<input type="radio"/>	<input type="radio"/>
Program listings	<input type="radio"/>	<input type="radio"/>



2. Section 2. Program Completers

3. 2.1 How many candidates completed programs that prepared them to work in preschool through grade 12 settings during Academic Year 2021-2022?

Enter a numeric value for each textbox.

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

Number of completers
in advanced programs
or programs leading to
a degree,
endorsement, or some
other credential that
prepares the holder to
serve in P-12 schools
(Do not include those
completers counted
above.)

Total number of
program completers



3. Section 3. Substantive Changes

Have any of the following substantive changes occurred at the EPP or institution/organization during the 2021-2022 academic year ?

4. Has there been any change in the EPP's legal status, form of control, or ownership?

Change

No Change/Not Applicable

Explanation

5. Has the EPP entered a contract with other providers for direct instructional services, including any teach out agreements?

No Change

Not Applicable

6. Since the last reporting cycle, has the EPP seen a change in state program approval?

7. What is the EPP's current regional accreditation status?

Accrediting Agency

Status

8. Does this represent a change in status from the prior year?

9. Since the last reporting cycle, does the EPP have any other substantive changes to report to OEQA per OEQA's Accreditation Policy?

Change

No Change/Not Applicable

Changes

4. Section 4. CAEP Accreditation Details on EPP's Website

Please update the EPP's public facing website to include: 1) the EPP's current accreditation status with an accurate listing of the EPP's reviewed programs, and 2) the EPP's data display of the CAEP/OEQA Accountability Measures for Academic Year 2021-2022.

10. 4.1. EPP's current OEQA Accreditation Status & Reviewed Programs

4.1 Provider shares a direct link to the EPP's website where information relevant to the EPP's current accreditation status is provided along with an accurate list of programs included during the most recent State accreditation review.

11. 4.2. CAEP/OEQA Accountability Measures (for CHEA Requirements) [2021-2022 Academic Year]

Provider shares a direct link to its website where the EPP's display of data for the CAEP/OEQA Accountability Measures, as gathered during the 2021-2022 academic year, are clearly tagged, explained, and available to the public.

CAEP/OEQA Accountability Measures (for CHEA Requirements) [2021-2022 Academic Year]

Measure 1 (Initial): Completer effectiveness. (R4.1) Data must address: (a) completer impact in contributing to P-12 student-learning growth AND (b) completer effectiveness in applying professional knowledge, skills, and dispositions.

Measure 2 (Initial and Advanced): Satisfaction of employers and stakeholder involvement. (R4.2|R5.3| RA4.1) Data provided should be collected on employers' satisfaction with program completers.

Measure 3 (Initial and Advanced): Candidate competency at completion. (R3.3) Data provided should relate to measures the EPP is using to determine if candidates are meeting program expectations and ready to be recommended for licensure. (E.g.: EPP's Title II report, data that reflect the ability of EPP candidates to meet licensing and state requirements or other measures the EPP uses to determine candidate competency at completion.)

Measure 4 (Initial and Advanced): Ability of completers to be hired (in positions for which they have prepared.)

CAEP/OEQA
Accountability
Measures (Initial)
[LINK]

CAEP/OEQA
Accountability
Measures (Advanced)
[LINK]

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

12. Summarize EPP activities and the outcomes of those activities as they relate to correcting the areas cited in the last Accreditation Action/Decision Report. The EPP will continue to report its action and progress on addressing its AFI(s), weaknesses and/or stipulations until the EPP's next State Accreditation Site Review.



6. Section 6. EPP's Continuous Improvement & Progress on Phase-in Plans and Transition Plans

Please share any continuous improvement initiatives at the EPP, AND (if applicable) provide OEQA with an update on the EPP's progress on its advanced level phase-in plans and/or initial level transition plans.

13. 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 two major efforts the EPP made and the relationship among data examined, changes, and studying the results of those changes.



7. Section 7: Legacy Transition to CAEP/OEQA Standards

EPPs transitioning to CAEP/OEQA Standards from NCATE accreditation should report any gaps in the EPP's current ability to meet CAEP/OEQA standards, and report on plans to address these gaps prior to the State site visit.

14. 7.1 Assess and identify gaps (if any) in the EPP's evidence relating to the CAEP standards and the progress made on addressing those gaps. This is an opportunity to share the EPP's assessment of its evidence.

No Identified gaps

15. If there are identified gaps, please summarize the gaps and any steps planned or taken toward the gap(s) to be fully prepared by your accreditation site visit in the text box below and list the standard or component to which the text applies.

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

17. I certify to the best of my knowledge that the EPP continues to meet legacy NCATE/OEQA Standards as applicable.

Yes

No

18. If no, please describe any changes that mean that the EPP does not continue to meet legacy NCATE Standards, as applicable.

8. Section 8: Feedback for OEQA & Report Preparer's Authorization

8.1 . [OPTIONAL] Just as OEQA asks EPPs to reflect on their work towards continuous improvement, OEQA endeavors to improve its own practices. To this end, OEQA asks for the following information to identify areas of priority in assisting EPPs.

19. 8.1.2 Does the EPP have any questions about CAEP/OEQA Standards, CAEP sufficiency criteria, or the CAEP/OEQA accreditation process generally?

20. Report Preparer's Information:

Name:

Position:

Phone:

Email:

21. By checking the boxes below, I indicate that I understand and agree with the below statement.

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

I understand and agree with the statement above.

I am authorized to complete this report.