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>1.1.1 Contact person</td>
<td>☐</td>
</tr>
<tr>
<td>1.1.2 EPP characteristics</td>
<td></td>
</tr>
<tr>
<td>1.1.3 Program listings</td>
<td></td>
</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 licensure

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.)

Total number of program completers

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

☐ Yes, a program (or programs) leading to initial teacher certification is currently being offered.

☐ 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.

State licensure assessment pass rates, undergraduate surveys, graduation, GPA, and retention data:
http://webs.wichita.edu/?u=coedhome&p=/coedatadashboard/

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

Continuous Improvement. Summarize progress toward target level performance on the standard(s) selected.

As we approach our site visit dates in 2017, we continue to focus on data collection and strategic planning to meet the requirements of the CAEP standards, including our target, Standard 3. Working with our university IT experts, we have developed an in-house data management system called PASS to replace an obsolete third-party system. In 2015-16 faculty began inputting assessment data into PASS, which will be more reliable and more readily accessible. The EPP has made a concerted effort to increase the return rate for our survey to students in their first year of teaching. Going from a 14% to a 30% rate of return is the result of capturing and tracking accurate completer contact information. Teams have been actively engaged since Spring 2015 in collecting data and assessing the validity of our field experience observation tools. Plans are underway this spring to train field supervisors who will be using the new state-created KEEP observation tool. Efforts to emphasize recruitment and retention across the university have been coordinated with the EPP’s strategic plans to recruit a more diverse pool of candidates which reflects the diversity in our Kansas P-12 schools, as well as those candidates from underrepresented groups. Our partnership with local school district USD 259 has begun to gain national notice, as we were awarded the Shirley S. Schwartz Urban Education Impact Award at the 2015 conference of the Council of the Great City Schools (CGCS) in Long Beach, California. The award honors an outstanding partnership between a university and an urban school district that has had a positive and significant impact on student learning. Four months later we received the 2016 Distinguished Program in Teacher Education Award presented by the Association of Teacher Educators, which was jointly earned by the EPP and our district partner. We will continue focusing on the CAEP standards and the self-study report through the upcoming academic year.

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: Stacie Ogborn
Position: Licensure Officer/Assessment Specialist
Phone: 316-978-6949
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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.