

2020 EPP Annual Report

CAEP ID:	16658	AACTE SID:	
Institution:	Indiana University Purdue University - Indianapolis		
Unit:	School of Education		

Section 1. EPP 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...

	Agree	Disagree
1.1.1 Contact person	<input checked="" type="radio"/>	<input type="radio"/>
1.1.2 EPP characteristics	<input checked="" type="radio"/>	<input type="radio"/>
1.1.3 Program listings	<input checked="" type="radio"/>	<input type="radio"/>

1.2 [For EPP seeking Continuing CAEP Accreditation¹ applies to CAEP eligible EPPs] Please provide a link to your webpage that demonstrates accurate representation of your Initial Licensure and/or Advanced Level programs as reviewed and accredited by CAEP (NCATE or TEAC).

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 2018-2019 ?

Enter a numeric value for each textbox.

2.1.1 Number of completers in programs leading to initial teacher certification or licensure¹

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.)²

Total number of program completers 289

¹ For a description of the scope for Initial-Licensure Programs, see Policy 3.01 in the Accreditation Policy Manual

² For a description of the scope for Advanced-Level Programs, see Policy 3.02 in the Accreditation Policy Manual

Section 3. Substantive Changes

Have any of the following substantive changes occurred at your educator preparation provider or institution/organization during the 2018-2019 academic year?

3.1 Changes in the established mission or objectives of the institution/organization or the EPP

3.2 Any change in the legal status, form of control, or ownership of the EPP.

Formally the EPP at Indianapolis was part of the IU School of Education at Bloomington. In 2018, the IUPUI School of Education officially separated from Bloomington and became a stand-alone unit. Programs and accreditation were already separate from Bloomington but this resulted in the governance of the EPP solely resting with the Indianapolis unit.

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

An early childhood education program has been reactivated

3.4 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

3.5 A contract with other providers for direct instructional services, including any teach-out agreements

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

3.6 Change in regional accreditation status

3.7 Change in state program approval

Section 4. Display of Annual Reporting Measures.

Annual Reporting Measures (CAEP Component 5.4 A.5.4)	
Impact Measures (CAEP Standard 4)	Outcome Measures
1. Impact on P-12 learning and development (Component 4.1)	5. Graduation Rates (initial & advanced levels)
2. Indicators of teaching effectiveness (Component 4.2)	6. Ability of completers to meet licensing (certification) and any additional state requirements; Title II (initial & advanced levels)
3. Satisfaction of employers and employment milestones (Component 4.3 A.4.1)	7. Ability of completers to be hired in education positions for which they have prepared (initial & advanced levels)
4. Satisfaction of completers (Component 4.4 A.4.2)	8. Student loan default rates and other consumer information (initial & advanced levels)

4.1 Provide a link or links that demonstrate data relevant to each of the Annual Reporting Measures are public-friendly and prominently displayed on the educator preparation provider's website.

1

Link: <https://education.iupui.edu/about/caep-accreditation/report-measures.html>

Description of data accessible via link: Data for this measure are derived from a state teacher effectiveness report and a bi-annual case study conducted by the EPP.

Tag the Annual Reporting Measure(s) represented in the link above to the appropriate preparation level(s) (initial and/or advanced, as offered by the EPP) and corresponding measure number.

Level \ Annual Reporting Measure	1.	2.	3.	4.	5.	6.	7.	8.
Initial-Licensure Programs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advanced-Level Programs			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2

Link: <https://education.iupui.edu/about/caep-accreditation/report-measures.html>

Description of data accessible via link: Data for this measure are from the state teacher effectiveness report

Tag the Annual Reporting Measure(s) represented in the link above to the appropriate preparation level(s) (initial and/or advanced, as offered by the EPP) and corresponding measure number.

Level \ Annual Reporting Measure	1.	2.	3.	4.	5.	6.	7.	8.
Initial-Licensure Programs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advanced-Level Programs			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3

Link: <https://education.iupui.edu/about/caep-accreditation/report-measures.html>

Description of data accessible via link: Data for initial programs are derived from a state survey of principals and the EPP bi-annual case study. Data for advanced programs are derived from an EPP survey of employers for graduates of the counseling program.

Link: <https://education.iupui.edu/about/caep-accreditation/report-measures.html>

Description of data accessible via link: Data was derived from reports generated by the university's Institutional Research and Data division. This data can also be found at <https://irds.iupui.edu/students/student-surveys/first-destination-employment-outcomes.html>

Tag the Annual Reporting Measure(s) represented in the link above to the appropriate preparation level(s) (initial and/or advanced, as offered by the EPP) and corresponding measure number.

Level \ Annual Reporting Measure	1.	2.	3.	4.	5.	6.	7.	8.
Initial-Licensure Programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Advanced-Level Programs			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

4.2 Summarize data and trends from the data linked above, reflecting on the prompts below.

What has the provider learned from reviewing its Annual Reporting Measures over the past three years?

Discuss any emerging, long-term, expected, or unexpected trends? Discuss any programmatic/provider-wide changes being planned as a result of these data?

Are benchmarks available for comparison?

Are measures widely shared? How? With whom?

In 2011, the state of Indiana passed legislation to require that each school corporation develop a plan for annual performance evaluations for each certified staff member with the plan being implemented beginning with the 2012-2013 school year. Each school corporation was given the opportunity to develop its own evaluation with no one statewide evaluation required. The state legislation did stipulate components that must be included in each evaluation plan. The required components included: - Student assessment results from statewide assessments for certificated employees whose responsibilities include instruction in subjects measured in statewide assessments; - Methods for assessing student growth for certificated employees who do not teach in areas measured by statewide assessments - Student assessment results from locally developed assessments and other test measures for certificated employees whose responsibilities may or may not include instruction in subjects and areas measured by statewide assessments. - Rigorous measures of effectiveness, including observations and other performance indicators. - An annual designation of each certificated employee in one (1) of the following rating categories: • Highly effective. • Effective. • Improvement necessary. • Ineffective. The graduates of the EPP continue to perform well on their annual assessments with 94% and 95% being rated as effective or highly effective for 2019 and 2018 respectively. For the 2017 report, 94% of the EPP graduates were rated effective or highly effective. Each report is comprised of data from the previous year.

Indiana Code (IC) 20-28-11.5-9* requires principals at each charter school (including virtual schools) and school corporation to "complete a survey that provides information regarding the principal's assessment of the quality of instruction by each particular teacher preparation program located in Indiana for teachers employed at the school who initially received their teaching license in Indiana in the previous two (2) years. For 2019, 95% of the principals were either satisfied or very satisfied with the training the graduates of the EPP received. For 2018, 91% of the principals responded in a like manner to that questions. For both years, the most concerns were expressed for the candidates' preparation to "provide a rigorous learning environment." These data support the change made to the elementary education program which has made the student teaching experience one longer, more intense experience instead of two separate experiences.

For the 2017 report, principals rated each EPP first-year teacher as either "Agree" = 3 or Strong-Agree = 4 for each of the criteria with the strongest results being for adhering to the legal and ethical requirement of the teaching profession. All employers of graduates from the advanced school counseling program indicated they were satisfied or highly satisfied how the EPP had prepared their counselor on the 2017 survey.

In 2016, the state adopted a policy whereby teachers would be required to complete a survey on their satisfaction with their teacher preparation program as part of the licensure renewal process. The collected data are then disaggregated by licensing institution (EPP) and the raw data sent to the appropriate institution. The data below are a result of that survey. The teachers are asked to denote what subject are they are teaching but the grade level is not requested. Therefore, the EPPs cannot disaggregate this data by licensing area since someone teaching language arts may have been an elementary candidate or a secondary English candidate. This is a concern that will be brought to the attention of the Indiana Department of Education with hopes that in the future, it can be determined which program the teachers had completed. The most recent report in 2019, had 94% of the EPP graduates rating their preparation as either "good" or "excellent" with n = 158. The 2018 report, found that 79% of the graduates felt their preparation was "good" or "excellent" with n = 19. For the previous years, overall, graduates were pleased with their teacher education programs at IUPUI and felt they were prepared to be effective teachers. Of the three groups of teachers, between 49-67% rated their overall preparedness by their teacher education program as "Excellent" with the reminder of the 2015 and 2013 group members responding that their preparation was "Good."

Graduation rates for initial programs at the undergraduate level range from 39% in four years to 52% in 6 years. These rates are

like the rates for the university overall and are reflective of the part-time, non-traditional candidates who attended the mainly commuter-based university. When looking at candidates entering the teacher education program at the end of their sophomore year, the graduation and retention rates are much higher. Of the candidates enrolled in a teacher education programs for 2017-2018, 42% completed the program, 57% were retained in their program, and .2% were not retained in the program. For 2016-2017, 45.5% completed the program, 53.1% were retained in the program, and .8% were not retained in the program. As a result of these data, the EPP has focused their retention efforts on students expressing interest in the teacher education program during their freshman and sophomore years.

For the advanced programs, 69-80% of the candidates complete the school counseling program within two years while 87-88% of the candidates in the educational leadership program compete in two years. Recruitment for the school counseling program remains strong. The EPP has moved to make the certification portion of the educational leadership program a certificate in order to attract more candidates to that more and to allow them to seek financial aide.

Testing continues to be a challenge for program completers for both the EPP and the state. The EPP pass rates on the elementary tests exceed those of the state in mathematics but have been slipping in language art. The elementary faculty continue to work to address the language arts content knowledge needed to pass the Pearson tests. Low pass rates for the secondary social studies major has resulted in the EPP redesigning the content portion of the secondary social studies degree.

From the first destination survey conducted by the university, 72.9% of the 221 School of Education Bachelor's recipients who completed the survey between 2016-2019 were employed full-time after graduation. Of those employed full-time, 100% of the Social Studies Education, 94.4% of Elementary Education, and 78.6% of English Education indicated their full-time job was related to their major.

Based the institutional report, 6.4% of B.S. in Education recipients and 3.9% of M.S. in Education recipients defaulted on Federal loans

The EPP continues to collect, aggregate, disseminate, and use data from their benchmark assessments as well are results from EPP and state surveys. Data are shared with program coordinators who then work with their faculty to address any areas of concern raised by the data.

Section 5. 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 6. Continuous Improvement

CAEP Standard 5

The provider maintains a quality assurance system comprised of valid data from multiple measures, including evidence of candidates' and completers' positive impact on P-12 student learning and development. The provider supports continuous improvement that is sustained and evidence-based, and that evaluates the effectiveness of its completers. The provider uses the results of inquiry and data collection to establish priorities, enhance program elements and capacity, and test innovations to improve completers' impact on P-12 student learning and development.

CAEP Standard 5, Component 5.3

The provider regularly and systematically assesses performance against its goals and relevant standards, tracks results over time, tests innovations and the effects of selection criteria on subsequent progress and completion, and uses results to improve program elements and processes.

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

- Describe how the EPP regularly and systematically assessed its performance against its goals or the CAEP standards.
- What innovations or changes did the EPP implement as a result of that review?
- How are progress and results tracked? How will the EPP know the degree to which changes are improvements?

The following questions were created from the March 2016 handbook for initial-level programs sufficiency criteria for standard 5, component 5.3 and may be helpful in cataloguing continuous improvement.

- What quality assurance system data did the provider review?
- What patterns across preparation programs (both strengths and weaknesses) did the provider identify?
- How did the provider use data/evidence for continuous improvement?
- How did the provider test innovations?
- What specific examples show that changes and program modifications can be linked back to evidence/data?
- How did the provider document explicit investigation of selection criteria used for Standard 3 in relation to candidate progress and completion?
- How did the provider document that data-driven changes are ongoing and based on systematic assessment of performance, and/or that innovations result in overall positive trends of improvement for EPPs, their candidates, and P-12 students?

The following thoughts are derived from the September 2017 handbook for advanced-level programs
How was stakeholders' feedback and input sought and incorporated into the evaluation, research, and decision-making activities?

The EPP reviews data from Benchmark I (Blocks I & II), Benchmark III (secondary only), Benchmark IV, Student Teaching Final Evaluations (Part A & B), lesson planning assessments, principal surveys, candidate surveys, graduates' surveys, graduation rates, licensure tests, course grades, candidate GPAs, and state 1388 reports. Data support that candidates are being well prepared with the skills, knowledge and dispositions to be effective teachers. (see response in section 4). Benchmark I data indicate that candidates come into the program with skill, knowledge and dispositions at the level expected of candidates entering the program. At the end of Block II this same assessment is revisited with each candidate. Data show that candidates continue to display professional growth and address areas of concern noted from the Benchmark I at the end of Block I. Each candidate receives individual feedback on the Benchmark I assessment at the end of Block I and Block II.

Data from state surveys of teachers and principals support that candidates are being prepared to be effective teachers by the EPP (see section 4 summary). EPP graduates also perform well on the job as indicated by their Teacher Effectiveness Ratings given by their employers and have a positive impact on student learning. (see section 4 summary)

The EPP did note some areas of weakness that needed to be addressed. The pass rates for graduates of the secondary social studies program on the state licensure content test was below 80% and candidates were not taking the courses listed on the formal program of study. Review of course grades and licensure test results supports that candidates are not as well prepared in their content area as needed. Review of grades indicated that students are often not taking the courses listed on their program of study but are rather being allowed to take alternative courses. Discussions with advisors revealed that many of the social studies content courses are not offered by the School of Liberal Arts on a regular basis. Therefore advisors approve alternative courses for students in order to facilitate them graduating on time. Therefore, the EPP is currently working to redesign their secondary social studies program. The EPP has contacted the history department and set up a meeting to redesign the content portion of the program. The goal is to have the program comprised of content courses that address the knowledge base needed to be an effective secondary social studies teacher and to have the courses offered on a regular schedule to alleviate the need for substitute courses. Candidate grades in the new courses will be reviewed to determine if a more consistent set of courses are being taken once the program is in place. Test pass rates on the social studies content test (history) will be monitored once candidates have complete the new program. It should be noted that the state will be moving to ETS licensure tests in a couple of years so that will need to be taken into consideration as the data is reviewed.

Data from principals and graduates supported the need for EPP graduates to have a stronger knowledge about teaching and learning for ENL students. As a result of reviewing and analyzing these data, the EPP has added a required ENL course to the secondary/all-grade program. The elementary program has ENL as a theme throughout the program but discussions are ongoing about a more concentrated focus. The EPP will monitor the data from the principals and graduates to determine the affect any changes have on the candidates' abilities to work with ENL students and support their learning.

Recruitment and retention continues to be important to the EPP. The Associate Dean has been put in charge of efforts to attract and retain highly qualified candidates. Special attention is being paid to the students during their first two year at the university since the attrition rate for those students is much higher than for the students who enter the teacher education program at the beginning of their junior year. The EPP is also working to gain more financial support for candidates to help them remain in school during these challenging times. As an urban institution, the EPP has as part of its mission to recruit and support a diverse candidate pool so this is a focus of our recruitment and retention efforts. The EPP will continue to monitor and review demographic admission and retention data to determine the effectiveness of recruitment and retention efforts.

The elementary education program is in the final stages of redesigning the student teaching experiences based on data from mentor teachers, university supervisors, faculty and candidates. In the past, candidates did an 8-week experience during Block III and another one in Block IV with the Block III experience being with a partner. Data supported that candidates needed more time with one mentor teacher in order to build a rapport with the mentor and the students. A longer experience in one setting was also needed to allow the candidates to better understand the school environment. Candidates entering the elementary teacher education program starting fall 2020 will do a 16-week experience during the final semester of their program. This change was made to give candidates a better opportunity to understand and learn the art of teaching in greater depth. Data from all involved parties will be used to evaluate the impact of this programmatic change. A special survey will be conducted with the first two cohorts to complete the new program to determine their perceptions of their student teaching experiences. These data will be compared to data the EPP has collected in the past from candidates about the previous two student teaching experiences and paired student teaching.

The School Counseling program is currently in the process of obtaining CACREP accreditation. In the past, the program was accredited jointly with IU-Bloomington. As a result of the accreditation process, the program has been involved in collecting and reviewing data from their own candidates. Changes have been made to orientations, internship expectations, MOU agreements, as well as course syllabi. New evaluation instruments have been developed which are better aligned to the CACREP and CAEP standards.

The Educational Leadership program has elected to move their data collection system to Canvas which is a course-based system. This move is being made to better facilitate faculty input, the review of data, and to support the use of data for programmatic improvement.

The EPP continues to work to refine its quality assurance system. The EPP has multiple measure in place so the focus is now on continuous program improvement grounded in data and using data results to track and monitor candidates' progress. The EPP is currently work on a reporting format to be used by each program coordinator to facilitate the yearly reporting of data collected, analyze and used. It is hoped that having individual programs complete a report will be a more meaningful and useful format than an EPP-wide report that contains data from all programs. The Office of Program Evaluation & Accreditation will continue to facilitate the collect and dissemination of data to the program. The office will facilitate an EPP report that will focus more on trends across programs than on individual program data. The EPP is working to house more and more of their data in TaskStream and to create a common repository for data forms and materials.

Tag the standard(s) or component(s) to which the data or changes apply.

- 1.3 Application of content and pedagogical knowledge
- 2.1 Partners co-construct mutually beneficial P-12 partnerships
- 2.3 Partners design high-quality clinical experiences
- 3.1 Recruits and supports high-quality and diverse candidate pool
- 3.4 Creates and monitors candidate progress
- 5.1 Effective quality assurance system that monitors progress using multiple measures
- 5.3 Results for continuous program improvement are used
- 5.4 Measures of completer impact are analyzed, shared and used in decision-making
- A.1.1 Candidate Knowledge, Skills, and Professional Dispositions
- A.3.1 Admission of Diverse Candidates who Meet Employment Needs
- x.2 Technology

Upload data results or documentation of data-driven changes.

6.2 Would the provider be willing to share highlights, new initiatives, assessments, research, scholarship, or s activities during a CAEP Conference or in other CAEP Communications?

Yes No

6.3 Optional Comments

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 2020 EPP Annual Report.

I am authorized to complete this report.

Report Preparer's Information

Name:

Position:

Phone:

E-mail:

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

Policy 6.01 Annual Report

An EPP must submit an Annual Report to maintain accreditation or accreditation-eligibility. The report is opened for data entry each year in January. EPPs are given 90 days from the date of system availability to complete the report.

CAEP is required to collect and apply the data from the Annual Report to:

1. Monitor whether the EPP continues to meet the CAEP Standards between site visits.
2. Review and analyze stipulations and any AFIs submitted with evidence that they were addressed.
3. Monitor reports of substantive changes.
4. Collect headcount completer data, including for distance learning programs.
5. Monitor how the EPP publicly reports candidate performance data and other consumer information on its website.

CAEP accreditation staff conduct annual analysis of AFIs and/or stipulations and the decisions of the Accreditation Council to assess consistency.

Failure to submit an Annual Report will result in referral to the Accreditation Council for review. Adverse action may result.

Policy 8.05 Misleading or Incorrect Statements

The EPP is responsible for the adequacy and accuracy of all information submitted by the EPP for accreditation purposes, including program reviews, self-study reports, formative feedback reports and addendums and site visit report responses, and information made available to prospective candidates and the public. In particular, information displayed by the EPP pertaining to its accreditation and Title II decision, term, consumer information, or candidate performance (e.g., standardized test results, job placement rates, and licensing examination rates) must be accurate and current.

When CAEP becomes aware that an accredited EPP has misrepresented any action taken by CAEP with respect to the EPP and/or its accreditation, or uses accreditation reports or materials in a false or misleading manner, the EPP will be contacted and directed to issue a corrective communication. Failure to correct misleading or inaccurate statements can lead to adverse action.

 **Acknowledge**