

2016 EPP Annual Report

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

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...

	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"/>

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 362

***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.

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

The EPP now offers a Ph.D. program in urban studies

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.

Title II Reports:

<https://education.iupui.edu/about/accreditation.html>

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

Selected Improvement. *Summarize progress on the Selected Improvement plan for the standard(s) or component(s) selected.*

In the 2015 EPP Annual Report form, under section 6 all the areas for improvement are listed on the Bloomington report but none show up on the IUPUI form because during our last accreditation visit we were a core campus and had joint accreditation. During the next visit in 2017, the two campuses will seek individual accreditation. The first AFI for the last visit belongs just to IUPUI while the second applies to both campuses.

1. The unit does not systematically collect candidate data in the advanced programs at IUPUI (Indiana University Purdue University, Indianapolis) campuses. (ADV)
2. Completer and employer surveys at the advanced level do not verify candidate knowledge, skills, dispositions, and impact on student learning. (ADV)

The School of Education at IUPUI has developed a unit assessment system for its advanced programs. Each system includes data from state tests, assessments completed in courses, evaluations of internships, and assessment of the candidates' impact on student learning as well as data from graduate surveys. The unit is now in the second or third cycle of collecting data for most of these assessments. The Educational Leadership program will resubmit a SPA report prior to the fall 2017 visit. The advanced ENL program submitted a program review in September 2015 and was "Nationally Recognized with Conditions." The counseling program is preparing to seek CACREP accreditation as a separate unit from Bloomington.

The IU School of Education at IUPUI has created and implemented surveys for completers who have been graduated from advanced programs for one and three years. Questions address the skills, knowledge, and dispositions faculty deem important for graduates of the respective programs and are aligned with the Principles of Teacher Education and appropriate SPA standards. The EPP decided to use non-IUPUI email addresses to contact graduates to improve the return rate on each of these surveys since information from the state is not always available or accurate. This has helped increase the return rates on graduate surveys. Last year the return rate for recent graduates of advanced programs was 50% with the rate for the one-year-out survey being 28%. When surveying graduates three years after graduation the return rate was 14%. The EPP will still work to find ways to continue to increase the return rates.

Currently the EPP plans to pursue the continuous improvement pathway. The faculty are working to redesign many of the assessments to better reflect the InTASC standards and to ensure that data collected provide information on candidate and program quality. We are currently revising Benchmark I, Benchmark III, Benchmark IV and all student teaching evaluations. Most assignments will have a Part A which addresses skills, knowledge and dispositions which are common across all programs and a Part B which is unique to the content areas addressed by the program. The EPP is also working to adopt a new admission assessment which will address non-academic criteria grounded in our urban mission. Plans are also underway to develop an on-line module to be completed at the end of each program to address and assess the candidate knowledge of relevant laws and practices of the profession.

The state of Indiana is developing a principal's survey which will be completed for all first year teachers. Data will be disaggregated by EPP and shared with each respective provider. This will supplement the data the EPP is collecting from recent graduates, one-year-out graduates and three-year-out graduates. In addition, the state is seeking approval from CAEP to use the required admission test (CASA) in lieu of a nationally normed ability/achievement assessment.

The EPP will be collecting more detailed demographic and educational information on the co-operating and mentor teachers starting fall 2016. The research center (CUME) in the EPP is preparing to do a case study and observations of our graduates to collect data on impact on student learning since the state does not provide that data to the EPPs. Our recruitment officer is developing a 5-year plan to ensure the quality and diversity of our candidates.

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

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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.