

# 2022 Annual Accreditation Report

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

## Section 1. EPP Profile Updates in AIMS

Please review the Educator Preparation Provider's (EPP's) profile in AIMS and update the following information for: Contact Persons, EPP Characteristics, Program Listings. [See the Annual Report Technical Guide for additional guidance.]

### 1.1 Update Contact Information in AIMS:

1.1.1 I confirm that the EPP has listed and updated the contact information for the individual(s) designated as "EPP Head."

[The individual(s) identified as the EPP head should have authority over the EPP. This contact may receive time-sensitive communications related to the accreditation of the EPP.]

Agree Disagree



1.1.2 I confirm that the EPP has listed and updated the contact information for the individual(s) designated as "CAEP Coordinator".

[The individual(s) identified as the CAEP Coordinator should have a role in coordinating accreditation activities. This contact may be carbon copied on communications to the EPP head.]

Agree Disagree



1.1.3 I confirm that the EPP has provided updated contact information for two distinct people for these roles.

[CAEP requires that EPPs provide information for two distinct contact persons to ensure that automatic communications sent from AIMS are received by the EPP in the event of personal turnover.]

Agree Disagree



### 1.2 Update EPP Information in AIMS:

1.2.1 *Basic Information* - I confirm that the EPP's basic information (including mailing address and EPP name) are up to date and accurately reflected in AIMS.

[The individual(s) identified as the EPP head should have authority over the EPP. This contact may receive time-sensitive communications related to the accreditation of the EPP.]

Agree Disagree



1.2.2 *EPP Characteristics and Affiliations* - I confirm that the EPP characteristics and affiliations (including Carnegie classification, EPP type, religious affiliation, language of instruction, institutional accreditation, and branch campuses/sites) are up to date and accurately reflected in AIMS

[The individual(s) identified as the CAEP Coordinator should have a role in coordinating accreditation activities. This contact may be carbon copied on communications to the EPP head.]

Agree Disagree



1.2.3 *Program Options* - I confirm that EPP's program listings (including program name, program

review level, certificate level, program category, and program review option) are up to date and accurately reflected in AIMS for all EPP programs that fall within CAEP's scope of accreditation; (programs outside of CAEP's scope of accreditation should be archived and not listed in AIMS).

Agree Disagree



## Section 2. EPP's Program Completers [Academic Year 2020-2021]

### 2.1 How many candidates completed programs that prepared them to work in P-12 settings during Academic Year 2020-2021?

Enter a numeric value for each textbox.

2.1.1 Number of completers in programs leading to initial teacher certification or licensure<sup>1</sup>

246

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.)<sup>2</sup>

36

**Total number of program completers** 282

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<sup>1</sup> For a description of the scope for Initial and Advanced programs, see Policy II in the [CAEP Accreditation Policies and Procedures](#)

### Section 3. Substantive Changes

Please report on any substantive changes that have occurred at the EPP/Institution or Organization, as well as the EPP's current regional accreditation status.

**Have any of the following substantive changes occurred at your educator preparation provider or institution/organization during the 2020-2021 academic year?**

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

Change  No Change / Not Applicable

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

Change  No Change / Not Applicable

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

Change  No Change / Not Applicable

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

Accreditation Agency:

Higher Learning Commission of the North Central Association of Colleges and Schools

Status:

Fully Accredited

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

Change  No Change / Not Applicable

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

Change  No Change / Not Applicable

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

Please update the EPP's public facing website to include: 1) the EPP's current CAEP accreditation status with an accurate listing of the EPP's CAEP (NCATE, or TEAC) reviewed programs, and 2) the EPP's data display of the CAEP Accountability Measures for Academic Year 2020-2021.

### 4.1. EPP's current CAEP (NCATE/TEAC) 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 CAEP (NCATE or TEAC) accreditation review.

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

### 4.2. CAEP Accountability Measures (for CHEA Requirements) [2020-2021 Academic Year]

Provider shares a direct link to its website where the EPP's display of data for the CAEP Accountability Measures, as gathered during the 2020-2021 academic year, are clearly tagged, explained, and available to the public.

[CAEP Accountability Measures \(for CHEA Requirements\) \[2020-2021 Academic Year\]](#)

- **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 Accountability Measures \(Initial\) \[LINK\]](#) <https://education.iupui.edu/about/caep-accreditation/report-measures.html>

[CAEP Accountability Measures \(Advanced\) \[LINK\]](#) <https://education.iupui.edu/about/caep-accreditation/report-measures.html>

## **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. The EPP will continue to report its action and progress on addressing its AFI(s), weaknesses and/or stipulations until the EPP's next CAEP Accreditation Site Review.

## Section 6. EPP's Continuous Improvement & Progress on (advanced level) Phase-in Plans and (initial-level) Transition Plans

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

### 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.

Although impacted by COVID-19, over the past three data cycles and in particular, the past three semesters, the candidates in our special education program have not had significant experience providing guidance to paraeducators, tutors, and volunteers. Accordingly, we have met with our university student teaching coaches and just hired a new coach for the current semester who has deep understanding of our program and the local special education landscape. In fact, this individual served our program as a visiting faculty member for two years in the recent past, and has worked as a special education consultant to many surrounding districts within which our teacher candidates are placed and will be placed in the future. She will serve as a program liaison to ensure our teacher candidates are being provided with the experience of supervising/guiding paraprofessionals and others in the school who have direct contact with students with exceptionalities.

Despite this strongly positive evidence, special education program faculty have determined that our teacher candidates could be supported more to provide their own analysis of the student work they submit as part of their assessment 5 portfolios, and in general, how they consider, analyze, and improve their own instruction in relation to this evidence. So, while candidates submitted student work that was "correct" or "showed progress" (excerpts from teacher candidates' analyses of their students' work), we wondered more about how they considered their students' work, meaning that they had positively impacted the learning of all of their students, as well as what the impact of this evidence was on their future instruction. We will continue to build guidance into our program to support our teacher candidates' capacities to collect and evaluate their students' educational and social-behavioral progress.

Ed Leadership The program faculty use the assessment results to identify gaps in performance as it relates to student learning, content in courses, validity of assessments, curriculum alignment, and pedagogical approaches to developing skills, knowledge and dispositions. Results in the past have informed revisions of Assessments 3, 4 and 5 and changes in the inquiry activities associated with the practicum that inform these assessment activities. This has led to better alignment across the program courses.

The ENL faculty felt they needed to monitor more closely the order in which candidates take classes. In the analysis of the assessment results, we discovered that undergraduates, who are not in a cohort, are more likely to take courses out of order. The advising sheet highlights and explicitly says what order to take courses in. Nevertheless, we still find candidates who may take a methods course or an assessment course before taking second language acquisition. This reduces the quality of their learning around language as a system. The faculty are meeting with the staff advisors to reinforce the reasoning behind asking candidates to take courses in order.

Undergraduates candidates in the ENL program need stronger preparation in Domain 1, Language. Undergraduate candidates have an option of taking one of two courses for their ENL content knowledge course. Both of these courses are offered in the School of Liberal Arts and do not focus on K-12 student populations to the degree needed. The ENL faculty felt this contributed to the unevenness in outcomes seen for Domain 1 Language. The ENL faculty have designed a new undergraduate course focused on developing academic language in K-12 settings, which will cover language as a system, second language acquisition, and features of academic language in the schools that is taught by School of Education faculty. This gives the ENL faculty greater control over the content candidates are taught. The EPP offered this new EDUC course Fall 2020. While candidate performance is adequate, we want to strengthen our focus on TESOL Standard 1 for undergraduates. Our success will be measured in the area of content knowledge by evidence from our assessments that students are passing state licensure tests at a higher pass rates and that coursework leads to more equal performance on Standard 1.a in comparison to Standard 1.b, which is already strong among our students.

Benchmark I is an assessment completed by a team of instructors at the end of Block I and Block II across all initial programs. In the past, the data from this assessment supported the need for undergraduate candidates to have more experience in professional writing prior to enter the teacher education program at the beginning of their junior year. This resulted in the EPP adding an additional writing course to the general education requirements for all teacher education initial undergraduate programs. Data from recent Benchmark I assessments support improvement in candidates' writing skills upon enter the teacher education program.

The EPP continues to work to redesign the secondary social studies program. Data from state licensure tests and program reviews indicated that the program did not have enough required content courses to adequately prepare candidates in their social studies licensure areas. The EPP worked with liberal arts faculty to increase the number of required social studies courses in the program. Since candidates take most of their content courses during their first two years of their program and the licensure test at the end of their program, it has taken some time for the EPP to have data to review the impact of the revisions. In addition, the state has moved state licensure testing from Pearson to ETS as of September 1, 2021. Examining licensure test data from both Pearson and ETS, there was slight improvement in the performance of the EPP's candidates on this test but not the improvement that the

EPP desires. The EPP redesigned the program to prepare candidates in just the area of historical perspectives instead of 2 or 3 social studies areas as in the past. The courses required in the program now only address the social studies area of historical perspectives which includes world and U.S. history. The faculty are now working with the history faculty to better align the required history courses with state and national standards.

A few years ago the EPP noticed that their graduates' pass rates on the secondary English content test were lower than desired. The EPP investigated the content courses required for the program and determined that candidates were not being required to take a broad and deep selection of language art courses. In collaboration with the English Department in the School of Liberal Arts, the EPP redesigned the program to require English and language arts courses that were better aligned with state and national standards. Since the beginning of 2022, program completers from the secondary English program have a pass rate of 81% for the state licensure content test..

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

Yes  No

6.1.3 Optional Comments

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**A.1.1 Candidate Knowledge, Skills, and Professional Dispositions**  
**A.2.2 Clinical Experiences**  
**R1.1 The Learner and Learning**  
**R1.2 Content**  
**R2.3 Clinical Experiences**  
**R6.3 Faculty Resources**

**Upload data results or documentation of data-driven changes.**



## Section 8: Feedback for CAEP & Report Preparer's Authorization

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

8.1.1 What semester is your next accreditation visit?

Spring 2024

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

no

**8.2 Preparer's authorization.** *By checking the box below, I indicate that I am authorized by the EPP to complete the 2022 EPP Annual Report, and that the details provided in this report and linked webpages are up to date and accurate at the time of submission..*

**I am authorized to complete this report.**

### Report Preparer's Information

Name: Dr. Linda Houser

Position: Assistant Dean

Phone: 3172015258

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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.

**Acknowledge**