

2014 EPP Annual Report

CAEP ID: 11405	AACTE SID: 275
Institution: Ball State University	
Unit: Teachers College	

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.

In AIMS, the following information is current and accurate...

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

Section 2. Program Completers

How many candidates completed programs that prepared them to work in preschool through grade 12 settings during Academic Year 2012-2013 ?

Enter a numeric value for each textbox.

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

Number of completers in 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 1212

Section 3. Substantive Changes

Have any of the following substantive changes occurred at your educator preparation provider or institution/organization during the 2012-2013 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.

Impact on P-12 Learning Data, Graduation Rates, Surveys, Teacher Effectiveness Performance Data, Student Loan Default Rates, Median & Average GPAs, Testing Data, and Retention, Attrition & Completion Rates:

<http://cms.bsu.edu/academics/collegesanddepartments/teachers/epp-assessment-data>

Section 5. Candidate and Program Measures

For each required measure of program impact, program outcome, or consumer information, evidence must be provided for programs leading to initial teacher certification or licensure. CAEP encourages EPPs to provide information on the optional reporting measures as well.

Required Reporting Measures

- 5.1 Impact on P-12 learning and development
- 5.2 Results of completer surveys
- 5.3 Graduation rates
- 5.4 Ability of completers to meet licensing (certification) and any additional state requirements

Optional Reporting Measures

- 5.5 Indicators of teaching effectiveness
- 5.6 Results of employer surveys, and including retention and employment milestones
- 5.7 Ability of completers to be hired in education positions for which they have prepared
- 5.8 Student loan default rates and other consumer information

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

REQUIRED REPORTING MEASURES

5.1 Impact on P-12 learning and development. *Report information on candidate performance during pre-service and completer performance during in-service for programs leading to an initial teacher certification or licensure.*

Which of the following measures of impact on P-12 student learning is the EPP using and planning to use as evidence?

Assessments	Data are available	Data are not available	
		The EPP has a plan to collect data in the next two years.	The EPP does not currently have a plan to collect data within the next two years.
Column 1	Column 2	Column 3	Column 4

5.1.1 Candidate performance during pre-service

Unit and lesson plans	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pre-post tests of student learning	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Videos of candidate instruction	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Candidate reflection	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Surveys of P-12 students on candidate performance	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
State-adopted assessment(s) (specify)	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
State-designed assessment(s) (specify)	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
EPP-designed assessment(s) (specify)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student Teaching Portfolio Rubric modeled off INTASC Standards	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (specify)	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

5.1.2 Completer performance during in-service

Student achievement and/or learning models (e.g., value-added modeling)	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
EPP-designed case study	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Other (specify)	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

5.2 Results of completer surveys. *Report information on the satisfaction of completers of programs leading to an initial teacher certification or licensure.*

5.2.1. If "Disagree", go to 5.3

	Agree	Disagree
Completer survey results are available to the EPP.	<input checked="" type="radio"/>	<input type="radio"/>

5.2.2 Which of the following descriptions characterize the completer survey(s) available on the preparation of the EPP? (Check all that apply.)

- The completer provides summary ratings of the EPP and its programs.
- The completer provides responses to open-ended questions about the EPP.
- The completer provides a response to questions about their preparation in at least one of the following areas:
 - Content knowledge
 - Instruction and pedagogical content knowledge
 - Teaching diverse P-12 students
 - Teaching P-12 students with diverse needs
 - Classroom management
 - Alignment of teaching with state standards
 - Family and community engagement
 - Assessment of P-12 student learning

Other (Specify)
 The completer provides responses on services (i.e., advising, licensing office, etc.) offered by the EPP.

5.2.3 If applicable, after a candidate completes a program, when does the EPP administer its completer surveys? (Check all that apply.)

- At the end of the program
- Between the end of the program and one year after program completion
- Between one and two years after program completion
- Between two and three years after program completion
- Between three and four years after program completion
- More than four years after program completion

5.2.4 Indicate the EPP's access to results of completer surveys and the survey response levels.

Record a response for each row.

Survey administered by	No access to data	Access to data	Number of completers surveyed	Number of responses received
EPP	<input type="radio"/>	<input checked="" type="radio"/>	0	0
Individual program	<input checked="" type="radio"/>	<input type="radio"/>		
Institution or organization	<input checked="" type="radio"/>	<input type="radio"/>		
State	<input checked="" type="radio"/>	<input type="radio"/>		
Other (specify)	<input checked="" type="radio"/>	<input type="radio"/>		

Please note that Completer Survey Instrument is available, but first administration of new survey was administered in November of 2013, so data for this survey will be included in next year's report.

5.2.5 The EPP can demonstrate that the completer survey is...

	Agree	Disagree
Reliable (produces consistent results about completer satisfaction)	<input checked="" type="radio"/>	<input type="radio"/>

Valid (can make an appropriate inference about completer satisfaction)



A measure with a representative sample (demonstrates typical completer responses)



Inclusive of stakeholder interests



A measure that produces actionable results (provides specific guidance to the EPP for continuous improvement)



5.2.6 The EPP can demonstrate that it has made modifications in its preparation based on completer survey results.



5.3 Graduation rates. *Report information on enrollment and candidate progress in programs leading to an initial teacher certification or licensure, as of September 1, 2013.*

Enter a numeric value for each textbox.

	Academic year a candidate was first enrolled				
	AY 2012-2013	AY 2011-2012	AY 2010-2011	AY 2009-2010	AY 2008-2009
Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
First Time Enrollment. The number of candidates who enrolled for the first time, during a specified academic year.					
Number of candidates who were enrolled for the first time in a program leading to an initial teacher certification or licensure	476	517	554	986	372
Progress in AY 2012-2013. The number of candidates/completers who were recommended for initial teacher certification or licensure during AY 2012-2013. List candidates according to the academic year they were first enrolled.					
Number of candidates who were recommended for a initial teacher certification or licensure during AY 2012-2013	0	109	255	44	1
<i>Example: If 15 candidates were recommended an initial teacher certification in AY 2012-2013, the numbers across the row should sum to 15 (2+10+0+2+1).</i>	2 <i>Two candidates (who first enrolled in AY 2012-2013) were recommended for an initial teacher certification.</i>	10 <i>10 candidates (who first enrolled in AY 2011-2012) were recommended for an initial teacher certification.</i>	0 <i>Zero candidates (who first enrolled in AY 2010-2011) were recommended for an initial teacher certification.</i>	2 <i>Two candidates (who first enrolled in AY 2009-2010) were recommended for an initial teacher certification.</i>	1 <i>One candidates (who first enrolled in AY 2008-2009) were recommended for an initial teacher certification.</i>
Number of candidates/completers who were not recommended for an initial teacher certification or licensure...	0				

Continued in a program	0	
Been counseled out of a program	0	
Withdrawn from a program	0	

5.4 Ability of completers to meet licensing (certification) and any additional state requirements. *Report information on candidate performance on state licensure tests for initial teacher certification or licensure.*

5.4.1 Assessment Pass Rates reported to Title II

	Number taking test	Average scaled score* (This value should be between 0-1.)	Number passing test	Pass rate (%)	Statewide average pass rate (%)
All program completers, 2011-2012	377	0.69	375	99	98
All program completers, 2010-2011	381	0.69	377	99	99

5.4.2 The EPP can demonstrate that the licensure or certification test results are...

	Agree	Disagree
Representative (demonstrates typical candidate or completer performance)	<input checked="" type="radio"/>	<input type="radio"/>
Actionable (provides specific guidance for continuous improvement)	<input checked="" type="radio"/>	<input type="radio"/>

5.4.3 The EPP can demonstrate that it has made modifications in its preparation based on certification test results.

Agree	Disagree
<input checked="" type="radio"/>	<input type="radio"/>

OPTIONAL REPORTING MEASURES

5.5 Indicators of teaching effectiveness. *Report information on the availability of measures of teaching effectiveness during in-service for completers of programs leading to an initial teacher certification or licensure*

For which of the following measures of teaching effectiveness does the EPP have data or plan to collect data?

Record a response for each assessment (row).

Assessments	Data are available	Data are not available	
		The EPP has a plan to collect data in the next two years.	The EPP does not currently have a plan to collect data within the next two years.
Column 1	Column 2	Column 3	Column 4

Completer performance during in-service

Surveys of P-12 students on completer performance	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
School district-level teacher evaluation	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Employer observations	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Employer surveys	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
EPP-designed case study	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Other (specify)	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
<input style="background-color: yellow;" type="text"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

5.6 Results of employer surveys, including retention and employment milestones. *Report information on the availability of employer satisfaction data for completers employed by school districts.*

5.6.1 If "Disagree", go to 5.7

	Agree	Disagree
Employer survey results are available to the EPP.	<input checked="" type="radio"/>	<input type="radio"/>

5.6.2 Which of the following descriptions characterize the employer survey(s) available? (Check all that apply.)

- The employer provides overall summary ratings of the completer.
- The employer provides responses to open-ended questions about the completer.
- The employer provides a response to questions about the completer's preparation in at least one of the following areas:
 - Collaboration with school-based colleagues and staff
 - Alignment of teaching with state standards
 - Family and community engagement
 - Content/subject matter
 - Instructional and pedagogical content knowledge
 - Development of a safe learning environment
 - Assessment of P-12 student learning
 - Teaching P-12 students with diverse needs
 - Teaching diverse P-12 students
 - Other (Specify)


5.6.3 Indicate the access the EPP has to results from employer surveys and their response levels. (Check all that apply.)

Record a response for each row.

Survey administered by	No access to data	Access to data	Number of completers surveyed	Number of responses received
EPP	<input type="radio"/>	<input checked="" type="radio"/>	224	110
Institution or Organization	<input type="radio"/>	<input type="radio"/>		
School District	<input type="radio"/>	<input type="radio"/>		
State	<input type="radio"/>	<input type="radio"/>		
Accreditation agency	<input type="radio"/>	<input type="radio"/>		
Other (specify)	<input type="radio"/>	<input type="radio"/>		





5.6.4 The EPP can demonstrate that the employer survey is...

	Agree	Disagree
Reliable (produces consistent results about employer satisfaction)	<input checked="" type="radio"/>	<input type="radio"/>
Valid (can make an appropriate inference about employer satisfaction)	<input checked="" type="radio"/>	<input type="radio"/>
A measure with a representative sample (demonstrates typical employer responses)	<input checked="" type="radio"/>	<input type="radio"/>
Inclusive of stakeholder interests	<input checked="" type="radio"/>	<input type="radio"/>
A measure that produces actionable results (provides specific guidance to the EPP for continuous improvement)	<input checked="" type="radio"/>	<input type="radio"/>

5.6.5 The EPP can demonstrate that it has made modifications in its preparation based on employer survey results.  

5.7 Ability of completers to be hired in education positions for which they have prepared. *Report on the availability of employment information for completers of programs leading to an initial teacher licensure or certification, as of September 1, 2013.*

5.7.1 If "Disagree", then go to 5.8

 Agree  Disagree
The EPP has attempted to collect data on the employment status of completers.  





5.7.2 What strategies have the EPP used to collect data? (Check all that apply.)

- Completer survey
- Employer survey
- Institutional or organizational department (e.g., Alumni Office) (specify)
Alumni Office
- Collaboration with other EPPs
- Collaboration with school districts
- Collaboration with state education departments
- Contracted a consultant or organization
- Other (specify)

5.7.3 What challenges have the EPP encountered when collecting data? (Check all that apply.)

- Low response rates
- Inaccurate reporting of employment status
- Maintaining current candidate records
- Privacy issues
- Insufficient resources
- Other (specify)
Obtaining data from out-of-state employers

5.7.4 If "Disagree", then go to 5.8

 Agree  Disagree
The EPP has access to information on the employment status of completers  

5.7.5 The EPP has access to information on the employment status of completers from which of the following sources? (Check all that apply.)

- Self-report from the completer
- Third party:
 - School district
 - State department (specify)
While we have received data from the Indiana Department of Education, we have found it to be extremely unreliable. IDOE sources indicate that they are working to improve this.
- Other (specify)

5.7.6 Based on the EPP's available information, complete the chart below on the employment status of candidates who completed their program in Academic Year 2012-2013.

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Year of program completion	Total number of completers	Number of completers with each employment status					
		Employed in a position for which they were prepared	Employed in an education position outside of their preparation	Enrolled in higher education	Employed outside of the education field	Not employed	Employment status unknown
Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8

AY 2012-2013							
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Example: If 60 candidates completed their program in AY 2012-2013, the numbers across the row should sum to 60 (17+9+8+4+2+20)

60	17	9	0	4	2	20
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5.8 Student loan default rates and other consumer information. *Report consumer information for the educator preparation provider.*

Indicate which of the following categories of consumer information the EPP has access to and publicly displays on its website. (Check all that apply.)

Record a response for each row.

Consumer information	No Access to data	Access to data	Publicly displayed data
3-year student loan default rate	<input type="radio"/>	<input checked="" type="radio"/>	http://cms.bsue.edu/academics/collegesanddepartments/teachers/epp-assessment-data
Average cost of attendance	<input type="radio"/>	<input checked="" type="radio"/>	http://cms.bsue.edu/academics/collegesanddepartments/teachers/epp-assessment-data
Average beginning salary of a program completer	<input checked="" type="radio"/>	<input type="radio"/>	
Placement patterns of completers	<input checked="" type="radio"/>	<input type="radio"/>	
Other (specify)	<input type="radio"/>	<input type="radio"/>	

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.

Areas for Improvement related to Standard 4 cited as a result of the last NCATE review:

- | | |
|---|-------|
| 1. The unit does not ensure that all advanced candidates have field experiences and clinical practice with P-12 students from different socioeconomic groups, and students from diverse ethnic/racial groups, and students with disabilities. | (ADV) |
|---|-------|

Using the Unit Assessment System (rGrade) as a tool, schools where field experience and clinical practice occur are identified as a diverse setting or non-diverse setting. Data on all Indiana schools is received on an annual basis from the Indiana DOE and

uploaded into rGrade. The EPP established the following factors in determining whether a school is a diverse setting: Either Race 25% (non-Caucasian/Poverty); or Free/Reduced Lunch 35%, or 20% of students identified as English Language Learners. Candidates are required to have at least one experience in a school that meets one of those three factors.

In 2011, Faculty in Educational Leadership adopted an even stricter definition, selecting an "Optimal" option where both 50% of the students are on Free/Reduced Lunch and 50% of the students are identified as minorities. In the internship orientation course in Educational Leadership, candidates must select either the "Optimal" choice or the "Minimal" choice established by the EPP.

Section 7. Accreditation Pathway

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

In February of 2013, the Board of Trustees approved a recommendation by the Professional Education Committee (PEC) to raise the required GPA from 2.5 to 3.0 at the end of Decision Point 2. The change was implemented for freshmen in the beginning of the fall semester (August 2013).

Faculty in the English as a New Language program worked diligently on the submission of their SPA during the summer of 2013. The ENL SPA is the only SPA program in the EPP not fully recognized.

Although our next SPA cycle for programs is not until the spring of 2015, discussions occurred with program faculty in the three content areas that intend to submit a SPA for the first time: Science, Educational Leadership, and World Language.

All initial and advanced programs submitted their Annual Reports in the spring of 2014.

Teachers College conducted an Employer Satisfaction Survey completed by principals who have hired teachers trained at BSU since 2008-2009. The survey response rate was 49.1 % and included a section asking principals to rate candidates on performance aligned to INTASC Standards and questions regarding their confidence in the EPP's ability to prepare quality candidates. Among key findings was that 96% of respondents indicated that they agreed or strongly agreed that they are comfortable in hiring BSU graduates. Data disaggregated by content area was shared with each program in the spring of 2013.

The Exit Survey for candidates in initial preparation programs was substantially revised with input from faculty throughout the EPP. The new instrument will be administered to candidates near the end of student teaching for the first time in the fall 2013 semester with the plan to administer it each semester. An aggregate report for the academic year will be completed each summer.

Program managers in Physical Education and Health worked collaboratively to combine the two programs for initial candidates with the rationale of making candidates more marketable without losing content or pedagogical skills.

The Indiana Department of Education adopted the Indiana CORE Assessment which will replace Praxis II in the spring of 2014 as the required content exam. During 2012-2013, the IDOE and Pearson held standard settings on all new content exams. A number of faculty from the EPP participated in the standard settings. In addition, the Office of Teacher Education Services at BSU worked on developing presentations to help candidates prepare for the new content tests. The IDOE also adopted the Pearson developed CASA (Core Academic Skills Assessment) on September 1, 2013, to replace Praxis I.

PEC formed an Introductory Course Task Force to conduct a review of the common components presented in all introductory education courses. This recommendation included a general review of all field experiences.

A new rubric for Student Teaching was piloted; however, after a review of the data from the pilot, PEC decided to keep the current rubric in place.

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 2014 EPP Annual Report.*

I am authorized to complete this report.

Report Preparer's Information

Name: Shawn Sriver

Position: Accreditation and Assessment Coordinator

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