

# 2022 Annual Accreditation Report

|              |                             |            |      |
|--------------|-----------------------------|------------|------|
| CAEP ID:     | 11626                       | AACTE SID: | 9145 |
| Institution: | University of Saint Francis |            |      |
| Unit:        | Department 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>

69

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>

2

**Total number of program completers** 71

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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

Status:

Continued with the next reaffirmation being in 2027-2028

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://accreditation.sf.edu/academic-program-accreditation>

### 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://accreditation.sf.edu/academic-program-accreditation>

CAEP Accountability Measures (Advanced) [LINK] <https://accreditation.sf.edu/academic-program-accreditation>

## 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.

### **CAEP: Areas for Improvement (ITP)**

#### 1 Content and Pedagogical Knowledge

**Provider does not ensure candidates use research and evidence to develop an understanding of the teaching profession.**

Ultimately, the candidate must successfully pass the pedagogy PRAXIS exam to show proficiency within their area of study upon completion of their prospective education program for the state of Indiana to approve teacher licensure. Throughout a candidate's education program, the candidate has a university supervisor and cooperating teacher to assist with their pedagogical knowledge development, as well as course relevancy. The EPP has multiple frequent measures to ensure our candidates use research and evidence to develop an understanding of the teaching profession with regular checkpoints to measure progress. The candidates' ability to review their progress and monitor their acquisition of knowledge and skills in becoming an effective teacher are completed through the Candidate Field Assessment Process (CFAP). Students apply their knowledge and skills to plan, instruct, and assess lessons through the completion of each LEM and POLAN. All of these checkpoints are monitored and assessed. Overall performance of effective pedagogical practices are tracked using the Candidate Progress Assessment (CPA). The CPA allows candidate and cooperating teacher to set goals for improvement after the cooperating teacher score a baseline CPA, and then compare final CPA to determine candidate growth and progression by the end of their field experience. The EPP will implement Taskstream to create required electronic portfolios, lesson plans, units, rubrics and webpages.as a means to find efficient and effective tools that will display candidate growth. Pre and Post assessment requirements are found in the Learning Experience Map (LEM) and the Post Observation Lesson Analysis Narrative (POLAN). Along with those requirements, faculty has aligned courses to Indiana REPA standards, ETS for Educator Licensure, and the Candidate Field Assessment Process (CFAP) to align with CAEP, EI. Ed. INTASC, and CEC standards. Each course is a progression of enhancing pedagogical knowledge which is documented utilizing the Taskstream tool.

### **CAEP: Areas for Improvement (ITP)**

#### 4 Program Impact

**The provider does not demonstrates, using measures that result in valid and reliable data, that program completers perceive their preparation as relevant to the responsibilities they confront on the job, and that the preparation was effective**

The EPP uses three measures that are implemented by the Indiana Department of Education (IDOE) under the House Enrolled Act (HEA) 1388 and are therefore deemed to provide to the EPP valid and reliable data on the following: Indicators of Teacher Effectiveness, Satisfaction of Employers - Principal Survey, and Satisfaction of Completers – Teacher Survey. These measures are administered annually by the IDOE and results are sent to each EPP and posted on the IDOE website and the USF website for public viewing. The EPP will administer the Teacher Questionnaire, which is aligned to the INTASC standards, during the first through third year. The INTASC standards are categorized into the following domains: Learner and Learning Environment, Planning, Instruction and Assessment, Content and Content Pedagogy Knowledge, and Professionalism, which align to the IDOE Teacher Survey. Annually, our graduates participate in the Survey of Graduating Students (SGS) with questions being aligned to INTASC standards to demonstrate content validity. Our stakeholders are engaged in this process in the following means: 1. Director of Field Experiences met with principals who receive the EPP's candidates for field experiences and employ the EPP's completers to collect anecdotal data on completer and candidate preparation. Generated ideas are discussed to determine gaps and training development opportunities to enhance program. 2. Data from the Indiana Department of Education Principal and Teacher Surveys are analyzed and discussed with the faculty at the EPP Program Improvement Day (PID) and the Teacher Education Advisory Council (TEAC) each year. 3. The IDOE surveys provide information that is used to make programmatic changes where survey results call for attention. 4. Completers serve on the EPP's Teacher Education Advisory Council. Having the feedback annually allows us to aggregate data to provide an overall view of completer satisfaction and a regular assessment tool for us to implement any changes necessary for overall program improvement.

### **CAEP: Areas for Improvement (ITP)**

#### 5 Provider Quality Assurance and Continuous Improvement

**The EPP assurance system does not rely on measures that are valid and reliable.**

The EPP uses three measures that are implemented by the Indiana Department of Education (IDOE) under the House Enrolled Act (HEA) 1388 and provide to the EPP valid and reliable data on the following: Indicators of Teacher Effectiveness, Satisfaction of Employers-Principal Survey, and Satisfaction of Completers-Teacher Survey. These measures are administered annually by the IDOE and results are sent to each EPP and posted on the IDOE website and the USF website for public view. We have the participation of our stakeholders by administering the Teacher Effectiveness Survey and the Principal Survey in order to provide the EPP sufficient information on completer success. In addition, the EPP uses state and federal annual reporting measure (Title II and HEA 1388) to inform practices and planning. During the 2019-2020 academic year, initiatives were set in place as well as the creation of a resource website that facilitated candidate performance in the field. For the 2020-2021 academic year, those initiatives afforded a more streamlined processes for CT's and US's in reliable use of the field assessments. All changes to the EPP's assessments are vetted annually with the Teacher Education Advisory Council (TEAC) at its annual meeting and USF meetings with the Director of Field Experiences. A validity study was conducted with the university supervisors and advisory council on all EPP created field assessments. The data from the study is currently under analysis to determine valid criteria and

revise field assessments. The EPP developed training modules and quizzes for its EPP created field assessments. University supervisors and faculty completed the modules. Data analysis of reliability is currently under 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.

The EPP selected intentional tasks to accomplish continuous improvement and progress. Taskstream (a data analysis tool for field assessment and candidate progress) was implemented 2020-2021. A sample of the data that is available to the EPP via Taskstream is titled and tagged R.3.2 and R.5.2 Taskstream. An additional tool to monitor and identify potential obstacles to candidates' success in their programs is the TLC candidate tracking system. The purpose of TLC is provide systematic and deliberate communication among faculty to support student learning and thriving. Personal information on the tool has been deleted and the blank copy is provided as evidence. It is titled and tagged R.3.2 TLC. A validity study was conducted with the university supervisors and advisory council on all EPP created field assessments. The data from the study is currently under analysis to determine valid criteria and revise field assessments. Evidence of the study is titled and tagged x.4 Validity. Due to COVID, the EPP determined a need to prepare candidates with effective online teaching strategies, therefore a course was adapted to include online teaching strategies and will be launched Spring 2022. To support its graduate program teacher candidates, the EPP created an Education Resource course. This course is housed in the EPP's learning management system, Canvas. Within the course, candidates navigate resources, narratives, and videos to learn how to use Taskstream, complete background checks, licensure testing resources, apply for licensure, practice the field assessments, progression in their program, APA resources, planning and instruction resources, teacher resources for students with individualized learning needs, and technology guidance to create lessons and navigate the EPP's technology. A screen shot of the modules in the Education Resource course is titled and tagged x.2 Education Resource Canvas course. The university developed and implemented a first year advising team. The first year advisors recruit and form relationships with incoming first year teacher candidates and provide supports to throughout their first year to increase retention. The first year advisor link (<https://www.sf.edu/campus-life/resources/first-year-advising/>) is tagged R.3.1 First Year Advising. The EPP created a website for adjunct instructors. The website serves as a navigation and informational tool for the EPP's online adjunct instructors. The website link is private to university employees, but screenshot of the site is title and tagged R.5.3 Adjunct Website. The EPP developed training modules and quizzes for its EPP created field assessments. University supervisors and faculty completed the modules. Data analysis of reliability is currently under review. The link, titled X.4 Reliability Training is located here (<https://sites.google.com/view/usfdepartmentofeducation/us-reliability-module?authuser=0>).







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

**R3.1 Recruitment**  
**R3.2 Monitoring and Supporting Candidate Progression**  
**R5.2 Data Quality**  
**R5.3 Stakeholder Involvement**  
**x.2 Technology**  
**x.4 Previous AFI / Weaknesses**

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

-  **R.3.1\_First\_Year\_Advising.docx**
-  **R.5.3\_Adjunct\_Website.docx**
-  **R3.2\_and\_R5.2\_Taskstream.docx**
-  **R3.2\_TLC.xlsx**
-  **x.2\_Education\_Resource\_Course.docx**
-  **X.4\_Previous\_AFI\_Weaknesses\_Validity.xlsx**



 **X.4\_Reliability\_Training.docx**

## 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: Jessica Montalvo

Position: Education Licensing Advisor and Accreditation Coordinator

Phone: 2603997700

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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**