2018 EPP Annual Report

CAEP ID:	11626	AACTE SID:	9145
Institution:	University of Saint Francis		
Unit:	Department 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…

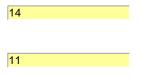|	Agree	Disagree
1.1.1 Contact person	●	○
1.1.2 EPP characteristics	●	○
1.1.3 Program listings	●	○

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 2016-2017 ?

Enter a numeric value for each textbox.

2.1.1 Number of completers in programs leading to <u>initial</u> teacher certification or licensure[1]   `14`

2.1.2 Number of completers in <u>advanced</u> 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]   `11`

Total number of program completers   25

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[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 2016-2017 academic year?

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

No Change / Not Applicable

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

No Change / Not Applicable

3.3 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

3.4 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

No Change / Not Applicable

3.5 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:

3.6 Change in regional accreditation status

No Change / Not Applicable

3.7 Change in state program approval

No Change / Not Applicable

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.sf.edu/wp-content/uploads/sites/50/Standard-4.4-Survey-of-Graduating-Students.pdf

Description of data accessible via link: Standard 4.4 - USF Survey of Graduating Students

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	☐	☐	☐	✔	☐	☐	☐	☐
Advanced-Level Programs			☐	☐	☐	☐	☐	☐

2

Link:

Description of data accessible via link: HEA 1388 Report 2016-2017

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	☐	☐	☐	☐	✔	☐	✔	☐
Advanced-Level Programs			☐	☐	✔	☐	✔	☐

3

Link: https://education.sf.edu/wp-content/uploads/sites/50/IDOE-Teacher-Survey.pdf

Description of data accessible via link: Indiana Department of Education Teacher Survey

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.

	1.	2.	3.	4.	5.	6.	7.	8.
Initial-Licensure Programs	☐	☐	☐	☑	☐	☐	☐	☐
Advanced-Level Programs			☐	☑	☐	☐	☐	☐

4

Link:	IDOE Teacher Performance Ratings - Principal Survey 4.1, 4.2, 4.3
Description of data accessible via link:	Indiana Department of Education Principal Survey (Teacher Performance Ratings)

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	☑	☑	☑	☐	☐	☐	☐	☐
Advanced-Level Programs			☑	☐	☐	☐	☐	☐

5

Link:	https://studentaid.ed.gov/sa/about/data-center/student/default
Description of data accessible via link:	Student Load Default Rates

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	☐	☐	☐	☐	☐	☐	☐	☑
Advanced-Level Programs			☐	☐	☐	☐	☐	☑

6

Link:	https://eduaccreditation.sf.edu/wp-content/uploads/sites/54/Title-II-Traditional-Route-Program-Report-2018.pdf
Description of data accessible via link:	Title II Traditional Route Report for 2018

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	☐	☐	☐	☐	☐	☑	☐	☐
Advanced-Level Programs			☐	☐	☐	☐	☐	☐

7

Link:	https://eduaccreditation.sf.edu/wp-content/uploads/sites/54/Title-II-Alternative-Route-Program-Report-2018.pdf
Description of data accessible via link:	Title II Alternative Route Report for 2018

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	☐	☐	☐	☐	☐	☐	☐	☐
Advanced-Level Programs			☐	☐	☐	☑	☐	☐

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?

The data provided in the links above are shared and analyzed at the EPP's annual Program Improvement Day (PID). Once the data is reviewed and analyzed by the faculty and administrative faculty, suggestions for changes, if any, are taken to the EPP's Teacher Education Advisory Council (TEAC-community stakeholders) for review and rationale. The TEAC assists the faculty in the summary of the data sets and affirms or challenges the faculty's decisions, if any. This occurs each fall semester once all of the data sets are compiled for analysis.

Our completers are regularly identified as Effective or Highly Effective by their principals. This data is collected and disseminated by the Inidana Department of Education Principal surveys. A full discussion of the completer surveys done by completers and completers' principals is found in Standard 4 Addendum.
EPP completers continue to be rated by their principals as "effective" or "highly effective" on the IDOE Teacher Performance Ratings.

When comparing the 2013 and 2015 University Survey of Graduating Students (USGS) results, a clear trend emerges with regards to program completers' satisfaction of preparedness to work with students identified with high ability exceptionalities. The three-year overall rating by completers of this criteria was well above 50% assigning a strongly disagree or disagree to completers' confidence in working with students of exceptional needs-gifted and talented. Likewise, completer ratings of integration of technology in instruction (InTASC 7) have been consistently low on the USGS. The three year overall rating by completers of this criteria was well above 50% assigning a strongly disagree or disagree to completers' confidence of integration of technology into instruction. Finally, completer ratings of knowledge and understanding of how to implement various approaches of classroom management (InTASC 3) have also been consistently low. The three year overall rating by completers of this criteria on the USGS was well above 50% assigning a strongly disagree or disagree to completers' confidence of knowledge and understanding of how to implement various approaches of behavior management.When sharing this data with the TEAC, overwhelming response from local school administrators shared that these same criteria were a struggle with many teachers.

From these comparisons, the EPP identified areas for review and change.
• Implementation of a digital portfolio assignment that integrates technology with instruction (Supporting Exhibit 16 – EDUC 356 Digital Portfolio)
• Alignment of Spring 2016 key assessments to ISTE standards (Supporting Exhibit 4 – Spring 2016 Rubrics)
• Discontinuing a mandatory dual-licensure major. Special Education is now offered as a primary major or licensable concentration. These options allow for depth of knowledge and skills when instructing students with exceptionalities.

Candidate performance on the Indiana CORE Exams for Educator Licensure continue to vary in pass rates. The EPP identified that candidates perform better on the Elementary Pedagogy exam than the Elementary Generalist exams (Reading, Math, Science, and Social Studies). Educator candidates perform strong on the mild intervention exam, however their performance on the required Reading Instruction for Mild Intervention is less than satisfactory.

Candidates taking the Art licensure exams typically pass the exams on their first attempt.

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.

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.

Each teacher candidate is required to select a researched based strategy when writing lesson plans for field work. The candidate is required to pre-assess and post-assess learners in each lesson, presents the data graphically, and reflects on the learners' performance. These 2 requirements are found in the Learning Experience Map (LEM) and the Post Observation Lesson Analysis Narrative (POLAN). Additionally, the EPP is collecting course level information from its faculty and adjuncts to assess use of research and evidence to develop an understanding of the teaching profession. Each faculty member infuses courses with best practices, researched-based strategies, and data models to facilitate the candidates' overall understanding of how research and evidence should inform their instruction and assessment, these will be reviewed for gaps and overlaps to ensure use of research and evidence. This work should conclude by Fall 2018 and adjustments to courses will be made by Spring 2019.

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 following is copy-pasted from the CAEP Handbook for Initial Level Programs, Appendix B (Phase In Plan):
4.1 P-12 Student Learning and Development, Data; Alternative where no state P-12 Student, Growth Data are Available
• 4.2 Teacher Observation Evaluations and Student Perception Surveys
• 4.3 Employer Satisfaction with Preparation and Employment Persistence of Completers
• 4.4 Completer Satisfaction with Preparation
Although this AFI remains a challenge for the EPP to understand due to its presentation of a Phase In plan: the SIP and the Quality Assurance Plan. These were presented to CAEP in which the EPP acknowledges and presents plans to implement another means to gather completer satisfaction data. The EPP submitted data collected by the Indiana Department of Education which demonstrated that completers were consistently rated Effective or Highly Effective by their principals in their first 3 years of teaching. The EPP also submitted completer satisfaction survey data with a description of how the survey tool was newly aligned to INTASC standards and sent to completers.

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.

2017-2018 Progress: The EPP faculty collaboratively developed a new field assessment which is aligned to Indiana EPP standards, InTASC and CEC. The field assessment replaces several different formerly used assessments. Its narrative format will be used in any extensive field placement throughout the candidates' preparation. The new field assessment is currently being piloted in the clinical internship setting as well as other field placement courses such as Learning Environments I and II. The EPP is seeking feedback on all users to establish content validity on the draft format. Once data and feedback are collected, the Quality Assessment Review Team will analyze all data and feedback to further refine the assessment. Inter-rater reliability will be established once the content of the assessment tool is determined to be valid. The LEM and POLAN require revision and will be the work of the QART once the main field assessment tool is prepared for full implementation Fall 2018. Finally, EDUC 303: Assessment Principles and Practices class assisted in the development of a survey for candidates to evaluate their cooperating teacher. The survey is based on the 10 InTASC standards. Reliability will be established with all candidates each time the evaluation of the cooperating teacher is completed in the field.

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

The USF Department of Education collects, records, stores, and retrieves its course, program, and candidate teaching effectiveness data in its online assessment system, Taskstream. Data collected for candidates includes data on candidate knowledge, skills, and dispositions, as well as for the practical application of candidate knowledge, skills, and dispositions throughout every field experience.

Data is collected, recorded, stored, retrieved, reviewed, and analyzed for Elementary Education, Special Education (undergraduate and graduate), and Secondary Education (Life Sciences, Mathematics, and Social Studies). Data is also tracked in Taskstream for programs that are not included in the EPP's Self-Study Report, including Visual Art Education, Master of Arts in Teaching (MAT), and Transition to Teaching (T2T).

The EPP also tracks data outside of Taskstream. Most of the data tracked outside of Taskstream is kept in the EPP's Candidate and Completer Database, which is maintained in Microsoft Excel by the School Accreditation Coordinator. This database was initially created in Fall 2015 and was used to create the evidence included in the Department of Education Recruitment and Retention Plan, which was submitted as part of the EPP's Self-Study Report. In the Candidate and Completer Database, the EPP collects, stores, analyzes, and reviews data about the EPP's applicants, enrollees, and exiting candidates. It is also where the EPP collects and updates contact information for alumni for at least three years post-exit.

The Candidate and Completer Database includes detailed information for each candidate dating to Fall 2011, including
• How and when enrolled
• Major
• Status (Continuing, Graduated, Inactive: Changed Major, and Inactive: Left University)
• Gender
• Race/Ethnicity
• Date Admitted to Teacher Education
• GPA at Admission to Teacher Education
• ACT Score (best attempt)
• SAT Score (best attempt)
• GRE Score (best attempt)
• Indiana CASA Basic Skills Exam Scores (best attempt)
• Assessment of Professional Behaviors Score from EDUC 207
• Assessment of Professional Behaviors Score from Clinical Internship (Content Placement)
• Score on Student Teaching Evaluation
• GPA at Exit from Teacher Education
• Reason for Leaving the Program (if applicable)
• Subsequent College, Major, and Graduation Status (if candidate left the university)
• Employer and Contact Information (if candidate graduated from the EPP)

In the future, the EPP will expand the Candidate and Completer Database. It is the EPP's goal to have one unified database wherein the EPP can collect, store, track, and report on completer or graduation rate, licensure rate, employment rate, and consumer information, as allowed by the institution.

The EPP developed a new field assessment which will show candidate growth. This assessment will be the cornerstone of the candidate's progression through the program. Data from the assessment will be aggregated by candidate, program, and department to identify trends and gaps in the candidates' preparation. This new assessment will be tested for validity and reliability in academic year 2018-2019. Surveys conducted by the EPP, including the Employer Survey which evaluates employer satisfaction and completer persistence; the Alumni Survey, which evaluates completer satisfaction; field experience surveys; surveys conducted by the institution, including the USF Survey of Graduating Students; surveys conducted by the Indiana Department of Education; and Pearson CORE licensure exam results will continue to be collected and analyzed. Although data is collected throughout the academic year, the data is not aggregated by program until one to two weeks after the end of the Spring semester. This allows time for clinical educators to collect any outstanding evaluations from Spring and also to input data into Taskstream. After data is collected, it is aggregated, disaggregated, and assembled into a presentable data table format by the School Accreditation Coordinator. Previously, the data tables were provided to the EPP's Chair for review and feedback, and then shared with faculty during a Department Meeting. Beginning in Fall 2017, all teaching faculty and the School Accreditation Coordinator will collaborate during a formal Program Improvement Day.

Throughout the academic year during weekly Department Meetings, the EPP's faculty have informal opportunities to share successes and concerns, as well as to collaborate for program improvement. However, Program Improvement Day will be a formal process wherein major program changes are reviewed, discussed, and decided upon. Changes that the EPP classifies as "major" include changes to tools that assess candidate knowledge, skills, and dispositions; any change that would affect curricular integrity, such as the creation of new courses and the removal/addition of classes to program sheets; and changes to any of the transition points in the programs.

Program Improvement Day will empower faculty to provide feedback and input on candidate learning, assessment systems, and program features, operations, and priorities. During this meeting, the EPP's faculty will update its data for each program and

discuss trends and make recommendations for change.

The decisions made during Program Improvement Day will culminate into an action plan, which will be finalized by the EPP's Chair and reviewed by the EPP's Teacher Education Advisory Council (TEAC). Once the Teacher Education Advisory Council has reviewed and provided feedback on the proposed changes, the changes will be presented to the institution's governance committees.

The EPP expects for the Program Improvement Day model to be a continuous improvement process that provides assessment-based instruction and outcome-based curriculum, as well as stakeholder involvement in decision-making, program evaluation, and selection and implementation of changes for improvement. The goal of the Program Improvement Day is to include stakeholder involvement in program implementation and data-based changes. Exhibit 17 in the EPP Addendum outlines the EPP's timeline for its annual continuous improvement cycle.

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

   5.1 Effective quality assurance system that monitors progress using multiple measures
   5.2 Quality assurance system relies on measures yielding reliable, valid, and actionable data.
   5.3 Results for continuous program improvement are used

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 service 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 2018 EPP Annual Report.*

        ☑ I am authorized to complete this report.

Report Preparer's Information

        Name: Mary Riepenhoff

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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.

CAEP Accreditation Policy

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