

2015 EPP Annual Report

CAEP ID:	11499	AACTE SID:	2010
Institution:	Manchester University		
Unit:	Teacher 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.

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 2013-2014 ?

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 38

Section 3. Substantive Changes

Have any of the following substantive changes occurred at your educator preparation provider or institution/organization during the 2013-2014 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.

Title II Reports:

<http://ww2.manchester.edu/academics/academics-directory/education>

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.

CAEP's 8 Reporting Measures

- | | |
|---|---|
| 5.1 Impact on P-12 learning and development | 5.5 Indicators of teaching effectiveness |
| 5.2 Results of completer surveys | 5.6 Results of employer surveys, and including retention and employment milestones |
| 5.3 Graduation rates | 5.7 Ability of completers to be hired in education positions for which they have prepared |
| 5.4 Ability of completers to meet licensing (certification) and any additional state requirements | 5.8 Student loan default rates and other consumer information |

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

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 type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Surveys of P-12 students on candidate performance	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
State-adopted assessment(s) (specify) Aquity, MClass, and ISTEP+	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
State-designed assessment(s) (specify) ISTA, IEP Indiana	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
EPP-designed assessment(s) (specify) Student teaching rubric based on RISE	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (specify) State licensure tests	<input checked="" type="radio"/>	<input 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 checked="" type="radio"/>	<input type="radio"/>
EPP-designed case study	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (specify) Impact on Student Learning senior project	<input checked="" type="radio"/>	<input type="radio"/>	<input 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

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	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 survey asks for a ranking of general preparation

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 checked="" type="radio"/>	<input type="radio"/>	0	0
Individual program	<input checked="" type="radio"/>	<input type="radio"/>	0	0
Institution or organization	<input type="radio"/>	<input checked="" type="radio"/>	37	37
State	<input checked="" type="radio"/>	<input type="radio"/>	0	0
Other (specify)	<input checked="" type="radio"/>	<input type="radio"/>	0	0
individual professors for anecdotal feedback				

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)	<input checked="" type="radio"/>	<input type="radio"/>
A measure with a representative sample (demonstrates typical completer responses)	<input checked="" type="radio"/>	<input type="radio"/>
Inclusive of stakeholder interests	<input type="radio"/>	<input checked="" type="radio"/>
A measure that produces actionable results (provides specific guidance to the EPP for continuous improvement)	<input checked="" type="radio"/>	<input type="radio"/>

5.2.6 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, 2014.*

Enter a numeric value for each textbox.

	Academic year a candidate was first enrolled				
	AY 2013-2014	AY 2012-2013	AY 2011-2012	AY 2010-2011	AY 2009-2010
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	29	23	47	61	16
Progress in AY 2013-2014. The number of candidates/completers who were recommended for initial teacher certification or licensure during AY 2013-2014. 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 2013-2014	32	37	39	38	32
<i>Example: If 15 candidates were recommended an initial teacher certification in AY 2013-2014, the numbers across the row should sum to 15 (2+10+0+2+1).</i>	2 <i>Two candidates (who first enrolled in AY 2013-2014) were recommended for an initial teacher certification.</i>	10 <i>10 candidates (who first enrolled in AY 2012-2013) were recommended for an initial teacher certification.</i>	0 <i>Zero candidates (who first enrolled in AY 2011-2012) were recommended for an initial teacher certification.</i>	2 <i>Two candidates (who first enrolled in AY 2010-2011) were recommended for an initial teacher certification.</i>	1 <i>One candidates (who first enrolled in AY 2009-2010) were recommended for an initial teacher certification.</i>
Number of candidates/completers who were not recommended for an initial teacher certification or licensure...	3				
Continued in a program	3				
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, 2012-2013	36	0.77	36	100	85.97
All program completers, 2011-2012	41	177	41	96	98

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

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

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.*

	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)

5.7.4 If "Disagree", then go to 5.8

	Agree	Disagree
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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)
DOE web site lists last known employer if candidate self-reports
- 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 2013-2014.

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 2013-2014	35	34	1	0	1	0	0

Example: If 60 candidates completed their

program in AY 2013-2014, the numbers across the row should sum to 60 (17+9+8+4+2+20)

60 17 9 0 4 2 20

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 checked="" type="radio"/>	<input type="radio"/>	http://www.manchester.edu/sfs/
Average cost of attendance	<input type="radio"/>	<input checked="" type="radio"/>	http://admissions.manchester.edu/costs-financial-aid/how-much-does-it-cost
Average beginning salary of a program completer	<input type="radio"/>	<input checked="" type="radio"/>	http://www.manchester.edu/OSD/Career/fsgradreports.htm
Placement patterns of completers	<input type="radio"/>	<input checked="" type="radio"/>	http://www.manchester.edu/OSD/Career/fsgradreports.htm
Other (specify) Department web page	<input type="radio"/>	<input checked="" type="radio"/>	http://ww2.manchester.edu/academics/academics-directory/education

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

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

With our last accreditation visit, we had no areas for improvement; however, as a unit, we continue to look for ways to align the INTASC principle and Indiana teaching standards to the curriculum and expected outcomes of our program. Three years ago, we redesigned our capstone project, changing it from a portfolio to an impact on student learning project. This project requires student teachers to design formative and summative assessments as well as standards-based curriculum. They teach the unit, administering both pre- and post-assessments, and analyze the data. After writing an extensive paper, they defend their work to a panel of three education faculty. The information from this capstone project has provided us with valuable information regarding the performance of our students.

Information is also collected on student teachers by both a qualified supervisor and cooperating teacher. The unit elected to use the RISE teacher evaluation tool as one form of measurement in an effort to align the student teaching experience with the experience the candidates will have during their teaching experiences in the field.

The unit also makes biannual use of the Teacher Advisory Council, a group of professionals from the field of teaching including superintendents, principals, and current classroom teachers. Additionally, the Teacher Education Committee meets frequently to review curriculum as well as check points in teacher candidates' progress towards licensure. These groups continue to provide valuable feedback to the unit.

Finally, the unit has started SPA reviews for those programs with five or more completers between 2011-2012, 2012-2013, and 2013-2014. Each of these allows the unit to continue toward improving what it does to prepare teachers.

Upon review of the previous reports, I do not feel that all of the previously reported data is accurate. In the fall of 2014, the previous Director left the institution, and the unit has no way of corroborating the data or information shared in the previous EPP Annual Report. The unit is taking steps to correct the collection process and to ensure accurate reporting.

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 2015 EPP Annual Report.*

I am authorized to complete this report.

Report Preparer's Information

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