

COLLEGE ANNUAL ASSESSMENT REPORT

Assessed Year: [ENTER YEAR]

Supporting Documentation:

SPA and Accreditation Reports provided by the

College of Education and Public Policy (CEPP)

Department of Public Policy (DPP)

Department of Professional Studies (DPS)

Department of Educational Studies (DES)

College: College of Education and Public Policy (CEPP)

Contact: Draft

Report Date: Date: March, 2017

ASSESSMENT

INDIANA UNIVERSITY–PURDUE UNIVERSITY FORT WAYNE



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Tips and Hints

When you click here on tip text, the whole tip is selected so that you can revise the placeholder instructional text. Enter text or cut and paste into the form field.

When you click here and then click enter on tip text, the whole tip is removed so that you can enter text and format it any way you want or cut and paste into the form field (including tables).

The table of contents updates automatically as you add pages to each section in your document. To see the updates, right-click anywhere in the table of contents and select Update field.

Report Expectations:

The finished report should be about 4 -5 pages in length. Include as attachments:

1. Either letters to colleges describing your evaluation of their annual assessment report or the completed Appendix D Rubrics for all departments/programs in your college.
2. Attach all Departmental/Program Annual Assessment reports so that these can be published at <http://www.ipfw.edu/offices/assessment/reports/reports-program.html>.

Assistance:

If at any point you have questions about completing or submitting this report, please contact the Office of Assessment and Program Review.

SECTION 1: SUMMARY OF FINDINGS FOR ALL DEPARTMENTS/PROGRAMS

The College of Education and Public Policy (CEPP) is supplying with this report thirteen individual assessment reports along with the requisite Standards related to departmental programmatic accreditations including reports based on Specialized Professional Associations (SPAs) where applicable. Due to the collaborative nature of CEPP programs, many programs embed coursework from other Colleges on campus. The primary author of the TESOL report is a colleague in the College of Arts and Sciences. All other reports are authored by CEPP department members. Included are the following:

Preparer	Department	Report
Shannon Bischoff	English and Linguistics (COAS)	Teachers of English to Speakers of Other Languages (TESOL)
Brian Fife	Public Policy	Assessment Report
Jane Leatherman	Professional Studies	Preparation of Special Education Teachers Council for Exceptional Children– <i>Graduate</i>
Jane Leatherman	Professional Studies	Preparation of Special Education Teachers Council for Exceptional Children– <i>Undergraduate</i>
Laura Link	Professional Studies	Education Leadership Constituent Council (ELCC)
Alice Merz	Educational Studies	Association for Childhood Education International (ACEI)
Lucas Rodesiler	Educational Studies	American Council on the Teaching of Foreign Languages (ACTFL)
Joe Nichols	Educational Studies	Association of Middle Level Education (AMLE)
Terri Hogg	Educational Studies	National Association for the Education of Young Children (NAEYC)
Terri Swim	Educational Studies	National Council for Social Studies (NCSS)
Rodesiler	Educational Studies	National Council of Teachers of English (NCTE)
Joe Nichols	Educational Studies (NCTM)	National Council of Teachers of Mathematics
Terri Swim	Educational Studies	National Science Teachers Association (NSTA)-Physics

Overall, as provided in the reports, the CEPP is a vibrant college with programs critical to our university and region. The ACEI program in the Department of Educational Studies emphasizes the interrelated aspect of each of the College conceptual framework (CF) components within its curriculum and program delivery.

While individual courses may focus on some aspects of the framework more than others, based on data gathered on classroom performance during the Student Teaching experience, the program embraces these core values. The ACTFL articulates the core values of our "transformative scholar- practitioner" teacher

education programs. Specifically, the departments strive to prepare future leaders who thoroughly understand, consciously apply, and intentionally use democracy and community, habits of mind, and advocacy in their professional endeavors. Our AMLE program prepares candidates for certification in middle level education, grades 5-9, in the state of Indiana. Successful completion of the program leads to a Bachelor of Science (B.S.) degree in secondary education with a concentration in middle school education. The NAEYC program offers three options within the B.S. of Early Childhood Education degree: 1) Birth - Age 5 (non-licensure); 2) Preschool - Grade 3; and 3) Dual Licensure with Elementary Education. Data are separated into two NAEYC SPA reports: Non-licensure and Initial Licensure. Thus, because Options 2 and 3 are both initial licensure programs, data are combined into one program report.

The NCSS education candidates are expected to demonstrate the proficiencies described in the College of Education and Public Policy's conceptual framework. This framework is centered on the concept of transformative scholar-practitioners being broadly defined as leaders in education and public policy who weave between research and practice, and theory and experience, constantly working within communities to foster learning and a just, democratic society. The NCTE emphasizes the interrelated aspect of each of CF component within its curriculum and program delivery. Similarly, all NCTM mathematics and NSTA science teaching candidates are expected to demonstrate the proficiencies described in the College of Education and Public Policy's conceptual framework. While in collaboration with COAS, the TENL program shares our CF emphasis by the interrelating aspect of each of CF component within its curriculum and program delivery.

The Department of Public Policy Bachelor of Science in Public Affairs (B.S.P.A.) degree exists within a liberal arts context and prepares students to begin a career in either the public or private sector. While the Master of Public Management (M.P.M.) is an integrated course of study designed to enhance the administrative and evaluative skills of managerial practitioners with substantial professional experience in our service area and to advance the department's commitment to public service and regional responsiveness. The Department of Professional Studies Special Education courses are often taught as dual level courses (undergraduate and graduate together) to meet the minimum requirements for the university class enrollments. Candidates are educated to understand the technical requirements of current accountability requirements, to anticipate upcoming changes, prepare their stakeholders for such changes, and sustain them in responding to changing state policy. ELCC candidates engage via formal roles on the IPFW Educational Leadership Council, and regional principals and superintendents candidly react to program assignments/assessments. Through informal frequent interactions with regional educational leaders, program faculty enrich candidates' research and advocate for the profession through the legislative process.

Combined, these programs include internships, and other field experiences that provide our graduates with real-world experiences and the ability to make a difference in their community. Examples of our engagement include:

- Research on economic development conducted by the Community Research Institute
- Free mental health services through the IPFW Community Counseling Center
- Free workshops and community events regarding autism and other disabilities Partnerships with Science Central and local schools to support science, technology, engineering and math (STEM) education
- Research which involves the community regarding homelessness, healthcare satisfaction, effects of diversity on student learning, the role of law enforcement in crime prevention, and healthy relationships

Our teacher preparation programs are accredited by CAEP/NCATE, the primary accrediting organization for teacher preparation in the United States. In continuing to strengthen our programs, we are developing new and innovative ways to assess student learning - the focus in our programs is on preparing highly-qualified practitioners, not simply rote memorization of facts. *

The Conceptual Framework of the CEPP:

<https://new.ipfw.edu/departments/cepp/standards/2011accreditation/conceptual-framework/>

SECTION 2: RECOMMENDATIONS FOR ACADEMIC DEPARTMENTS

The College of Education and Public Policy (CEPP) represents the merger of two academic units at Indiana University-Purdue University Fort Wayne (IPFW): The School of Education, with its two departments—Educational Studies and Professional Studies—and the Department of Public Policy, a singular division, formerly a part of the Indiana University system-wide School of Public and Environmental Affairs. These departments, now housed in the CEPP, include faculty who seek to effectively promote teaching, research, and service to the students at IPFW as well as the citizens in the greater community.

The vision of the members of the CEPP is to promote the common good in the dynamic arenas of education and public policy. One standing committee, the Leadership Committee, consists of two voting faculty representatives elected from each department to serve a two-year term. Members of the committee elect a committee chair each academic year, and department chairs serve as *ex officio*, non-voting members. The members of the Leadership Committee are charged with the execution of the general policies of the CEPP as adopted by the faculty, including soliciting nominations and holding elections for elected positions on campus committees and subcommittees and communicating results of such elections to the Fort Wayne Senate.

As the primary faculty-led governing committee within the shared governance structure of the CEPP, the Leadership Committee works closely with CEPP and University Administration to ensure the approved policies and practices of the University Senate and College are upheld and adhered to in accordance with the best interests of our region, faculty, and student body. As such, recommendations for the Academic Departments of the CEPP are as follows:

- 1.) Department members continue to assess programs using SPA criteria where applicable, syllabi in accordance with the IPFW Center for the Enhancement of Learning and Teaching (CELT) best-practices, and currently collected assessment materials.
- 2.) Goals and competencies be clearly listed in the course syllabi and aligned with state and national standards where applicable.
- 3.) Surveys be distributed with course evaluations and administered to collect direct student feedback on whether they believe that the goals and competencies were met.
- 4.) A comparison be made between what the instructors believe they are accomplishing and what the students believe they are experiencing.
- 5.) All feedback provided with this report from external evaluators and accrediting bodies (CAEP/NCATE) be appropriately considered, and changes made where applicable, to improve and expand our current CEPP programs as well as consider the (re)establishment of new or dormant programs that will better serve our current and future students.

In meeting these criteria, we are thereby increasing our CEPP regional, state, and national recognition, along with the University.

SECTION 3: RESULTS OF ACTIVITIES RELATED TO PRIOR YEAR FINDINGS

Educator accreditation is a seal of approval that assures quality in educator preparation. Accreditation makes sure that educator programs prepare new teachers to know their subjects, their students, and have the clinical training that allows them to enter the classroom ready to teach effectively. Accreditation provides a framework that has pushed educator preparation programs to continually self-assess and conduct evidence-based analysis of their programs and their efficacy. These evidence-based shifts, rooted in continuous improvement, are helping to ensure that preparation programs are more likely to produce successful educators.

Based upon the previous year's findings, areas for change in our review process are partially dependent upon individual program feedback. In general, the successful maintenance of our college, a resurgence in the elementary education program, and overall positive feedback of external assessments and accreditors has led to optimism in the CEPP. As a result, the continued pursuit of maintaining accreditation with alignment to SPA standards where applicable is expected to be upheld with the following considerations:

- 1.) A restructuring and reorganization of current programs is being undertaken as IU Mission programs are converted to Purdue programs on the Fort Wayne campus. This change in mission affords the CEPP an opportunity to consider programmatic changes previously unavailable to us. While some of these changes may well be more cosmetic in terms of when and where courses are offered and how they are delivered, other changes to the College could be more substantive.
- 2.) The continuation of accreditation and alignment to SPA standards is expected to be maintained within the general good welfare and wellbeing of the College. Possible change includes potential outcomes of the restructuring and reorganization process indicated previously, including the potential addition or merger of other departments on campus with the current structure of the CEPP, or with changes to the current structure of the CEPP.
- 3.) Accreditation reports, while substantive and effective, were primarily written by individuals and consideration is being given to making this a more collaborative process in the future.
- 4.) Along with maintaining current offerings, consideration of partnering with a regional school or district to create a lab school is under consideration. A lab school is an elementary or secondary school operated in association with a university and used for the training of future teachers, educational experimentation, educational research, and professional development.

Due to the wide range of possibilities of what could be considerable change to no change at all, most likely some change is going to occur to the CEPP that will impact our current assessment strategies. In all likelihood, many of the proposed changes under consideration will have minimal impact on our current accreditation processes as maintenance of accreditation will remain a priority.

SECTION 4: CONCLUSIONS AND FUTURE DIRECTIONS

The assessment process for the departments within our College is considered strong and vibrant, albeit due to the nature of the national landscape, ever-evolving and ongoing. The College hired a Director of Assessment to assist with our future efforts, and appreciates the work and assistance of the IPFW Office of Assessment. While the results of our current efforts in pursuit of maintaining strong programmatic offerings and accreditation have been largely successful, the following suggestions, if implemented, are expected to augment and ensure future CEPP success:

- 1.) The IPFW Office of Assessment, in conjunction with our College's Director of Assessment, Associate Dean, and Dean work in collaboration with the CEPP Leadership Committee to keep the faculty apprised of any proposed changes to University assessment procedures.
- 2.) In relation to the CEPP, the IPFW Office of Assessment align their assessment policies and procedures with those of the already required accreditation and assessment procedures of the College to avoid a duplication of work.
- 3.) The University Budget Committee set aside funding for the College and provide opportunities for greater involvement and attendance on the part of CEPP faculty and staff at accrediting body conferences such as those hosted by CAEP.
- 4.) The University reward and encourage faculty and staff involvement in SPA programmatic review in service to other universities, as these experiences inform and enrich our own pursuit of accreditation.
- 5.) The University provide funding in support of ongoing assessment efforts, including formative assessment meetings, where supplies and expenses may be used to enrich ongoing programmatic review processes linked to student retention and recruitment.

Addressing these suggestions will help assure the CEPP adequately address area VI. Accreditation of the CEPP Policy Handbook, while increasing our national recognition and positively impacting our students - leading to greater retention and graduate rates.

ATTACHMENTS

Department of Educational Studies (DES) Reports:

ACEI_elem.pdf
ACTFL_world lang.pdf
AMLE_middle school.pdf
NAEYC_ece_P3.pdf
NCSS_socstudies.pdf
NCTE_Eng_LA.pdf
NCTM_math.pdf
NSTA_physics.pdf
(COAS) TESOL_enl.pdf

Department of Public Policy (DPP) Report:

DPP Assessment Report.pdf

Department of Professional Studies (DPS) Reports:

CEC_sped GR.pdf
CEC_sped UG.pdf
ELCC_EDLD.pdf

Associated Standards:

2012_AMLE_Standards.pdf
ACEI Elementary Standards.pdf
ACTFL Foreign Language Standards.pdf
CEC Initial Preparation Standards.pdf
ELCC-Building-Level-Standards-2011.pdf
NCSS TeacherStandards Vol1-rev2004.pdf
NCTE ApprovedStandards_111212.pdf
NCTM CAEP Standards 2012 – Secondary.pdf
NSTA ScienceStandards 2012.pdf
Summary of NAEYC Standards.pdf
Revised-tesol-ncate-standards -(2010-pdf).pdf