

# 2016 EPP Annual Report

<b>CAEP ID:</b>	11626	<b>AACTE SID:</b>	9145
<b>Institution:</b>	University of Saint Francis		
<b>Unit:</b>	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	<input checked="" type="radio"/>	<input type="radio"/>
1.1.2 EPP characteristics	<input checked="" type="radio"/>	<input type="radio"/>
1.1.3 Program listings	<input checked="" type="radio"/>	<input type="radio"/>

## 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 2014-2015 ?

Enter a numeric value for each textbox.

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

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.)

Total number of program completers 22

**\*2.2 Indicate whether the EPP is currently offering a program or programs leading to initial teacher certification or licensure.**

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

## Section 3. Substantive Changes

Have any of the following substantive changes occurred at your educator preparation provider or institution/organization during the 2014-2015 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.

NCATE Accreditation Report, Title II Reports, CAEP Annual Reports are located at the link below.:

<http://education.sf.edu/about/accreditation/>

## 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.	Candidates have limited opportunities to interact with peers from diverse groups.	(ITP)	(ADV)
2.	Candidates have limited opportunities to interact with faculty from diverse groups.	(ITP)	(ADV)

The EPP continues its long-term commitment to providing candidates with school site experiences in which they interact with diverse student populations. The EPP's principal source of practicum & student teaching placements occurs in Fort Wayne Community Schools, an urban district with a free and reduced lunch rate of 80% & a student population that represents more than 50 languages. The EPP uses TaskStream to track candidates' placements to ensure experiences with diverse student and adult populations. The EPP's new Master of Arts in Teaching (MAT) program has attracted 3 of 13 enrolled candidates who are non-white, resulting in a percentage of enrolled minority candidates to 23%. To further develop online enrollment, including the MAT, the university has employed recruitment officers, one of whom is minority, in Indianapolis, a market with more diversity than afforded in Fort Wayne. To further promote the MAT among a potentially diverse pool of candidates, the chair & dean met with the HR department of Fort Wayne Community Schools.

The EPP utilized a draft version of university's strategic enrollment plan to craft a diversity recruitment plan to attract more diverse teacher candidates. The EPP has brought the director of USF's Diversity Resource Center into the planning phase of strategic enrollment plan, including goals to increase diversity of the teacher education population. Also, the department chair's position came open and was filled by a hire from diverse ethnic & religious background. The EPP continues to host prospective students twice yearly Campus Visit Days. Prospective students are drawn from a broad geographic area, including Fort Wayne Community Schools' 5 high schools with their ethnically, linguistic, racially, & religiously diverse student populations. Department faculty follow up with phone solicitations to all students accepted into its program in an effort to recruit a diverse student body.

For enrolled students, several university-wide academic support mechanisms strive to attract and retain diverse students: 1) TRiO Student Support Services for First Generation students; 2) the Diversity Resource Center has resources to assist university community with diversity initiatives; 3) "Brotherhood" educates on issues about and for black males; and, 4) "Culturas Unidas" focuses on uniting cultures through heightened awareness of Hispanic cultures.

## Section 7. Accreditation Pathway

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

In 2015, the EPP has developed a series of clinical activities that supplement its existing programmatic course-intensive experiences. First, at a local elementary school, elementary and special education candidates partnered with Parent-Teacher Organization to develop interactive activities for S.T.E.A.M. night, a variation on STEM, which incorporates the Arts. Second, elementary and special education candidates partnered with two elementary schools to develop activities for 6-week instructional enrichment units. Finally, elementary and special education candidates served as coaches for FIRST LEGO league.

The EPP piloted CAPP (Cooperative Advanced Practicum Program) to provide selected teacher candidates in elementary and special education with year-long clinical classroom experiences in the same school, with the same cooperating teacher and students. The CAPP program was piloted with three candidates who began with intensive practicum courses (EDUC 412 and 413) and continued in the same school placements through student teaching.

The EPP continues its collaboration with New Tech Network (NTN) schools, primarily through faculty support as judges and consultants for NTN projects. Unfortunately, two factors mitigate the ongoing collaborative relationship with NTN schools: 1) the EPP's deactivation of secondary education programs; 2) the geographical distance of the sole NTN elementary school in Indiana. In 2015, the EPP initiated development of its Selected Improvement Plan (SIP). The SIP commits the EPP to launch an initiative to align, validate, and test the reliability of several clinical assessment instruments. As part of the SIP initiative, the EPP will recruit and collaborate with clinical partners, specifically cooperating teachers and administrators, to test major clinical assessment instruments.

## 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 2016 EPP Annual Report.*

I am authorized to complete this report.

Report Preparer's Information

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I understand that all the information that is provided to CAEP from EPPs seeking initial accreditation, going forward 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.