2021 EPP Annual Report

CAEP ID:	11414	AACTE SID:	9265
Institution:	Bethel University		
Unit:	Education Department		

Section 1. EPP 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	◉	○

1.2 [For EPPs seeking Continuing CAEP Accreditation]. Please provide a link to your webpage that demonstrates accurate representation of your Initial-Licensure Level and/or Advanced-Level programs as reviewed and accredited by CAEP (NCATE or TEAC).
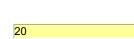
Section 2. Program Completers

2.1 How many candidates completed programs that prepared them to work in preschool through grade 12 settings during Academic Year 2019-2020 ?

Enter a numeric value for each textbox.

2.1.1 Number of completers in programs leading to initial teacher certification or licensure[1]

61

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.)[2]

20

Total number of program completers 81

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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 2019-2020 academic year?

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

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

3.3 The addition of programs of study at a degree or credential level different from those that were offered when most recently accredited

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

3.5 A contract with other providers for direct instructional services, including any teach-out agreements

Any change that means the EPP no longer satisfies accreditation standards or requirements:

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://www.betheluniversity.edu/academics/degrees/education/accreditation

Description of data accessible via link: The link above includes all measures and data to demonstrate the EPP's progress toward meeting annual reporting measures.

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?*
> > *Are benchmarks available for comparison?*
> > *Are measures widely shared? How? With whom?*

1. The data show a need for the EPP to increase technology integration throughout the program -- this has been a focus throughout this school year. At this time qualitative data are available, and meetings with K12 partners have emphasized the need for technology integration. The EPP is exploring the integration of a valid and reliable instrument which includes measures of technology integration quantitatively and will allow the EPP to provide additional information in the future. K12 partners have been involved in discussions of technology integration efforts; and each course has been updated to include an emphasis on technology in the classroom; this information is shared in syllabi and assignments.
2. Indiana's teacher evaluation system requires a "significant" portion of teacher-effectiveness ratings (4.2) to be based on student achievement and growth data (4.1), and student data linked directly to completers is not currently available to the universities; however, Indiana law requires that teachers who are rated effective or highly effective must be positively impacting student achievement and growth. Currently, per the Indiana Department of Education, 98% of program completers have evaluation ratings of effective or highly effective; therefore, they do have positive impact on student achievement and growth. This information is shared on the website linked above. The EPP's program coordinator is also currently working to establish data based on case study(ies) to support the EPP's position; however, COVID has further reduced available effectiveness data.

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.

NCATE: **Areas for Improvement related to Standard 4 cited as a result of the last CAEP review:**

1. **Candidates have limited opportunities to interact with diverse faculty members.** **(ITP) (ADV)**

Each candidate's major includes a broad base of courses staffed by faculty from a range of backgrounds: 100 percent of students interact regularly with both male and female faculty. Black faculty interact with our ITP students in communications (TW) and science courses (MM), and when available, we employed a Black woman to teach secondary methods courses (RE); in addition, our field scholars are served by another Black man (RM), with whom we are also attempting to negotiate a regular teaching role in our department. ADV program staff has included three Black faculty (NB, CB, RE). Asian/Pacific Islander faculty are represented in our candidates' psychology, science, and fine arts courses. Hispanic faculty serve our students in religion, cultural studies, English, and philosophy courses (TE), and a few of our students take science courses with a self-identified Native American/Alaskan Native/Hawaiian Native (SA). In addition to our on-campus faculty, noted above, candidates regularly engage with a representatively diverse faculty as part of their clinical experiences, with their cooperating/mentor staff representing the communities where they are placed -- urban, rural, and suburban settings. Further, within the education program, the EPP is including diverse speakers/presenters as guests in classes and at departmental functions. Since the NCATE review, the department has had one opportunity to hire; in an attempt to engage a diverse candidate pool, we posted the position with as broad a description as possible, knowing that finding the "right" person may require us to adjust assignments within the department; however, a pedagogy expert was not found in the applicant pool. The EPP has included stakeholder in selection of faculty (when positions are available). In addition, the unit seeks feedback in these and related areas during Education Advisory Council meetings (held each semester) to seek further input and guidance.
The education website identified in Section 4 includes this information.

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
How was stakeholders' feedback and input sought and incorporated into the evaluation, research, and decision-making activities?

Curriculum has been monitored and adjusted in all courses to increase alignment with educational standards and ensure

emphases on diversity and technology implications in the classroom. In addition to regular interaction with individual K12 partners in the field, the EPP has engaged committees comprised of K12 partners to support this process -- those committees have conducted their work remotely during this season of Coronavirus; committee members review curriculum and assessments independently and in small groups and submit electronic feedback for EPP consideration. As examples, the EPP and partners have reviewed instruments for clinical observation and a performance-based, subject-specific assessment to augment the existing assessment program; based on that
review by K12 partners, the departmental plan for the subject-specific content assessments was modified over the past year. In addition, based on feedback from K12 partners the student teaching interview rubric was modified this year. In addition, the EPP surveys K12 principals and program completers to collect meaningful feedback, which is used in analyzing the program for continuous improvement. Those data are collected electronically and reviewed by full-time faculty. The department is in its third year of using CPAST, a decision that was affirmed by the K12 partners who recommended using systems that do not require as much local validation and analysis of reliability. The same group provided validation of a local "Impact on Student Learning" portfolio exhibit to utilize in lieu of adopting
Pearson's edTPA product. Semi-annually, the director of student teaching collects data on completer content knowledge, pedagogy, and dispositions, as well as completer perception of the program -- that information is shared with the department and will be shared with K12 partners in the fall meeting. Slight adjustments to the assessment were made based on the K12 partner feedback. In addition, the EPP implemented a portfolio aligned with InTASC standards for all undergraduate and transition-to-teaching candidates. Other graduate programs are aligned with their content standards. Effectiveness will be monitored through portfolio evaluation, which is undergoing validity and reliability analysis.

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

1.1 Understanding of InTASC Standards
1.2 Use of research and evidence to measure students' progress
1.3 Application of content and pedagogical knowledge
1.4 All P-12 students afforded access to college- and career-ready standards.
1.5 Model and apply technology standards
2.1 Partners co-construct mutually beneficial P-12 partnerships
2.2 Partners co-select, prepare, evaluate, support, and retain high-quality clinical educators
2.3 Partners design high-quality clinical experiences
3.2 Sets selective admission requirements
3.5 Candidate positive impacts on P-12 students
4.1 Completer impact on student growth and learning
4.2 Completer effectiveness via observations and/or student surveys
4.3 Employer satisfaction
4.4 Completer satisfaction
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.
5.4 Measures of completer impact are analyzed, shared and used in decision-making
A.5.1 Quality and Strategic Evaluation
A.5.3 Continuous Improvement
x.1 Diversity
x.2 Technology

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 s activities during a CAEP Conference or in other CAEP Communications?

⦿ Yes ◯ No

6.3 Optional Comments

Based on K12 partner needs, this is the second year of the EPP's new English as a New Language major and minor and the first cohort of graduate students studying this pathway is underway.

Section 7: Transition

In the transition from legacy standards and principles to the CAEP standards, CAEP wishes to support a succe transition to CAEP Accreditation. The EPP Annual Report offers an opportunity for rigorous and thoughtful r regarding progress in demonstrating evidence toward CAEP Accreditation. To this end, CAEP asks for the fo information so that CAEP can identify areas of priority in providing guidance to EPPs.

7.1 Assess and identify gaps (if any) in the EPP's evidence relating to the CAEP standards and the progre on addressing those gaps. This is an opportunity to share the EPP's assessment of its evidence. It may hel the Readiness for Accreditation Self-Assessment Checklist, the CAEP Accreditation Handbook (for initial lev programs), or the CAEP Handbook: Guidance on Self-Study Reports for Accreditation at the Advanced Level

If there are no identified gaps, click the box next to "No identified gaps" and proceed to question 7.2.

☐ **No identified gaps**

If there are identified gaps, please summarize the gaps and any steps planned or taken toward the gap(s) to be prepared by your CAEP site review in the text box below and tag the standard or component to which the text

The EPP has identified gaps in several areas and has taken steps to resolve those issues: developed a portfolio-based assessment system, incorporated K12 partners in decision making, selected CPAST as a valid and reliable measure of achievement, and further validated our Impact on Student Learning assessment. The EPP is also seeking to complete a case study to compensate for the state's decision not to make K12 student data, linked to teachers, available to the EPP.
Further, with the support of K12 partners, the EPP has revised its entry requirements to ensure candidate quality, recruitment, and selectivity meet the needs of those partners moving forward; candidate demographic and quality data will be continually monitored to ensure progress is made in ensuring both completer quality and efforts toward inclusionary practices with regard to race and ethnicity -- this information will be shared through K12 partner meetings.

Tag the standard(s) or component(s) to which the text applies.

2.1 Partners co-construct mutually beneficial P-12 partnerships
2.2 Partners co-select, prepare, evaluate, support, and retain high-quality clinical educators
3.1 Recruits and supports high-quality and diverse candidate pool
3.2 Sets selective admission requirements
3.3 Monitors attributes and dispositions beyond academic ability
3.4 Creates and monitors candidate progress
3.5 Candidate positive impacts on P-12 students
3.6 Candidates understand the expectation of the profession
4.1 Completer impact on student growth and learning
A.3.1 Admission of Diverse Candidates who Meet Employment Needs
A.3.2 Candidates Demonstrate Academic Achievement and Ability to Complete Preparation Successfully
A.3.3 Selectivity during Preparation

7.2 I certify to the best of my knowledge that the EPP continues to meet legacy NCATE Standards or TEAC (Principles, as applicable.

◉ Yes ○ No

7.3 If no, please describe any changes that mean that the EPP does not continue to meet legacy NCATE Stand

TEAC Quality Principles, as applicable.

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 2021 EPP Annual Report.*

☑ **I am authorized to complete this report.**

Report Preparer's Information

Name:	Jim Bennett
Position:	Program Coordinator/Department Chair
Phone:	5748077347
E-mail:	Jim.Bennett@BethelUniversity.edu

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 reviews.
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 review 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**