



COMPLETER IMPACT AND EFFECTIVENESS (Initial Programs)

Data for completer impact and effectiveness is provided by the Indiana Department of Education. The program impact measures reported by the state are principal survey data, teacher survey data, and effectiveness ratings. The teacher survey data measures completer’s satisfaction with their preparation and is not relevant to Standard R4.1.

To protect completer identities, the state does not publicly share data for programs with less than 10 completers for a given year. However at the college’s request, the state provided data on effectiveness ratings for the combined 2019-2020 and 2020-2021 academic years. As noted below, all 1st and 2nd year teachers who completed their preparation program at ACE were rated as effective or highly effective by their employing principals. One teacher was not rated, with no reason provided for the missing evaluation.

Effectiveness Ratings from the Indiana Department of Education (N=13)

		AY 19-20 and 20-21; 1st, 2nd, 3rd year teachers combined					
		Not Rated	Ineffective	Needs Improvement	Effective	Highly Effective	Grand Total
AY 19-20	AMERICAN COLLEGE OF EDUCATION	<10	<10	<10	<10	<10	<10
AY 20-21	AMERICAN COLLEGE OF EDUCATION	<10	<10	<10	<10	<10	<10
Total		1	0	0	8	4	13

The following is the most recent data from the INDOE Principal Survey. The survey measures supervising principals’ agreement with the statements, “The EPP did an outstanding job of preparing this teacher to...” related to EPP completers in their first or second year of teaching. Included are those survey items that most directly relate to principal’s perceptions of the impact of the college’s completers on P-12 student learning.

Impact Data from the Principal Survey Reported by the Indiana Department of Education (N=11)

<i>The EPP did an outstanding job of preparing this teacher to....”</i>	Percent Agreement
provide an appropriate and challenging learning experience	91%
provide an inclusive learning environment	91%
provide a rigorous learning environment	91%
differentiate instruction to meet all students’ learning needs	91%
work effectively with students with all exceptionalities	91%

To supplement the impact data provided by the state, the EPP has launched an internal initiative to gather impact data from completers. The EPP is currently:

- Recruiting volunteer completers to participate in a case study.
- Requesting classroom data on student performance be provided, if allowed by the school district.

- Requesting classroom pre- and post-test data if available.
- Collecting a sample of completer teaching videos for evaluation.

Once the data is collected by the end of 2022, the EPP will analyze the collected data to report on completer impact during their initial years of employment as a teacher. The data will be reported in 2023 to supplement the impact and effectiveness data provided by the state.