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NOTE: To view linked data, this report should be opened using a PDF viewer such as Adobe Acrobat or similar program.

CAEP Annual Reporting Measures

The Council for the Accreditation of Educator Preparation (CAEP) has identified annual reporting measures upon which each Educator Preparation Program (EPP) is required to report and make data available to the general public. Reporting measures are divided into two categories: Impact Measures and Outcome Measures. The information and links (in red below) will help the viewer understand and access the data from Indiana Wesleyan University's (IWU) annual CAEP reporting measures.

NOTE: At this time, limited data is available for IWU's advanced-level educational programs. IWU's advanced-level programs are currently accredited by the National Council for the Accreditation of Teacher Education (NCATE); however, IWU is currently working through the CAEP Accreditation Advanced-Level Review Process to transition these programs to CAEP accreditation standards.

Impact Measures

1. Impact on P-12 learning and development
2. Indicators of teaching effectiveness
3. Satisfaction of employers and employment milestones
4. Satisfaction of completers

Outcome Measures

5. Graduation Rates
6. Ability of completers to meet licensing (certification) and any additional state requirements
7. Ability of completers to be hired in education positions for which they have been prepared
8. Student loan default rates and other consumer information

1. Impact on P-12 learning and development

A completer survey is distributed annually through the Indiana Department of Education to all EPP program completers for initial licensure programs. The completer responds to statements divided into the following three domains: knowledge preparation, pedagogical preparation, and professional disposition preparation. Survey results depict completers' level of agreement in how well the EPP prepared them to impact the learning and development of P-12 students.

Completer Survey 2019 | 2018

An employer survey is distributed annually through the Indiana Department of Education to all Indiana school corporations and schools. The survey is completed by building-level administrators who respond to statements divided into three domains: knowledge, disposition, and performance. These domains reflect elements of both national professional standards (NCATE/CAEP), and the Model Core Teaching Standards, Interstate Teacher Assessment and Support Consortium (InTASC). Survey results depict building-level administrators' level of agreement in how well the EPP prepared candidates to perform their teaching responsibilities.

Employer Survey 2019 | 2018

2. Indicators of teaching effectiveness

To ensure compliance with Indiana Public Law 90, the Indiana Department of Education (IDOE) developed an optimal model evaluation system named RISE. Each year school administrators from across Indiana, conduct annual performance evaluations for their staff and faculty using the RISE model. The RISE model evaluates educators in the following domains (*each with their own set of skills and competencies*): purposeful planning, effective instruction, and teacher leadership.

Effectiveness Ratings 2019-2016

3. Satisfaction of employers and employment milestones

An employer survey is distributed annually through the Indiana Department of Education to all Indiana P-12 school corporations and schools. The survey is completed by building-level administrators who respond to statements indicating their level of performance satisfaction with faculty responsibilities as compared to the preparation received from the EPP. The survey is divided into three domains: knowledge, disposition, and performance. These domains reflect elements of both national professional standards (NCATE/CAEP), and the Model Core Teaching Standards, Interstate Teacher Assessment and Support Consortium (InTASC).

Employer Survey 2019 | 2018

Indiana Wesleyan University has developed an advanced program completer database for tracking and storing information regarding completer employment milestones. An initial licensure program completer database is being developed and projected for completion in Fall 2020. Data being reported has been collected only from those completers who have voluntarily provided their employment information.

Employment Milestones-Advanced-Level Programs 2019

4. Satisfaction of completers

A completer survey is distributed annually through the Indiana Department of Education to all EPP program completers for initial licensure programs. The completer responds to statements indicating their level of satisfaction with the preparation received from the EPP. The survey is divided into the following three domains: knowledge preparation, pedagogical preparation, and professional disposition preparation.

Completer Survey 2019 | 2018

5. Graduation Rates

Indiana Wesleyan University-National & Global Campus maintains a database reporting annually on student outcomes such as retention rates, graduation rates, and common employers of IWU graduates.

IWU-Marion (traditional) Undergraduate Outcomes 2019-2014

IWU-National & Global (online) Undergraduate Outcomes 2019-2014

IWU-National & Global (online) Graduate Outcomes 2019-2014

6. Ability of completers to meet licensing (certification) and any additional state requirements

In keeping with accreditation standards, Indiana Wesleyan University (IWU) candidates are required to provide proof of basic skill competency in reading, writing, and math before being admitted into an educator preparation program. Evidence can be submitted in the form of minimum scoring on sub-sections of the ACT, SAT, or GRE exams. Or, candidates may take a series of Core Academic Skills Assessment (CASA) exams through Pearson® Assessments, to satisfy this requirement. Average test scores for IWU candidates are compared annually to state averages.

Required Basic Competency 2019 | 2018 | 2017

To be eligible for licensure recommendation, a program completer with Indiana Wesleyan University must take and pass the state-mandated content and pedagogy exams for their licensure area. Exams are administered through Pearson® Assessments and are reported annually comparing IWU with the state of Indiana in the following areas: average test scores, the average number of attempts before passing, percentage passing on the first attempt, and the number of candidates not passing/not retaking exams.

State-Mandated Testing 2019 | 2018 | 2017

The Indiana Department of Education requires a minimum entrance GPA for admission into an initial educator preparation program. Annually, the state completes an EPP report comparing state and EPP averages for entrance GPA as well as completer GPA ranges disaggregated by content area and cumulative grade point average ranges.

Candidate Selection & Completer GPA 2019 | 2018 | 2017

Additional available Data

Title II Report – Traditional Undergraduate Teacher Education Programs – Indiana 2019 | 2018 | 2017

Title II Report – Traditional Undergraduate Teacher Education Programs – Ohio 2019 | 2018 | 2017

Title II Report – Transition-to-Teaching Education Programs 2019 | 2018 | 2017

7. Ability of completers to be hired in education positions for which they have been prepared

A teacher survey is distributed annually through the Indiana Department of Education to all EPP program completers for initial licensure programs. The completer responds to statements divided into the following three domains: knowledge preparation, pedagogical preparation, and professional disposition preparation. The survey indicates the EPP's ability to effectively train candidates to be successful in the classroom as well as indicating that the EPP's completers will be highly competitive during the employment process.

Alumni Survey 2019 | 2018

An employer survey is distributed annually through the Indiana Department of Education to all Indiana P-12 school corporations and schools. The survey is completed by building-level administrators who respond to statements indicating their level of performance satisfaction with faculty responsibilities as compared to the preparation received from the EPP. The survey is divided into three domains: knowledge, disposition, and performance. The survey indicates the EPP's ability to effectively train candidates to be successful in the classroom as well as indicating that the EPP's completers have been highly competitive during the employment process.

Employer Survey 2019 | 2018

To be eligible for licensure recommendation, a program completer with Indiana Wesleyan University must take and pass the state-mandated content and pedagogy exams for their licensure area. Exams are administered through Pearson® Assessments and are reported annually comparing IWU with the state of Indiana in the following areas: average test scores, the average number of attempts before passing, percentage passing on the first attempt, and the number of candidates not passing/not retaking exams.

State-Mandated Testing 2019 | 2018 | 2017

8. Student loan default rates and other consumer information

The Office of Federal Student Aid, under the direction of the US Department of Education, releases official cohort default rates once per year. A cohort default rate is the percentage of a school's borrowers who enter repayment on certain Federal Family Education Loan (FFEL) Program or William D. Ford Federal Direct Loan (Direct Loan) Program loans during a particular federal fiscal year (FY), October 1 to September 30, and default or meet other specified conditions prior to the end of the second following fiscal year. The FY 2016 official cohort default rates were delivered to both domestic and foreign schools on September 23, 2019.

Student Loan Default Rates 2016-2014