

## Complete Report Card

AY 2015-16

## Institution Information

**Name of Institution:** Indiana Wesleyan University  
**Institution/Program Type:** Traditional  
**Academic Year:** 2015-16  
**State:** Indiana

**Address:** 4201 S. Washington  
  
Marion, IN, 46952

**Contact Name:** Dr. James Elsberry  
**Phone:** 765-677-2220  
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Is your institution a member of an HEA Title II Teacher Quality Partnership (TQP) grant awarded by the U.S. Department of Education?  
(<http://www2.ed.gov/about/offices/list/oii/tqp/index.html>)

No

If yes, provide the following:

**Award year:**

**Grantee name:**

**Project name:**

Grant number:

List partner districts/LEAs:

List other partners:

Project Type:

## Section I.a Program Information

List each teacher preparation program included in your traditional route. Indicate if your program or programs participate in a Teacher Quality Partnership Grant awarded by the U.S. Department of Education as described at <http://www2.ed.gov/about/offices/list/oii/tqp/index.html>.

| Teacher Preparation Programs                                      | Teacher Quality Partnership Grant Member? |
|---|---|
| Elementary Education  | No  |
| English Education   | No  |
| Exceptional Needs Education                                       | No  |
| Mathematics Education   | No  |
| Music Education   | No  |
| Physical and Health Education                                     | No  |
| Science Education - Chemistry                                     | No  |
| Science Education - Life Science                                  | No  |
| Social Studies Education - Government and Citizenship             | No  |
| Social Studies Education - Historical Perspectives                | No  |
| Social Studies Education - Psychology                             | No  |
| Social Studies Education - Sociology                              | No  |
| Social Studies Education- Economics                               | No  |
| Spanish Education   | No  |
| Teaching English to Speakers of Other Languages (TESOL) Education | No  |
| Visual Art Education  | No  |
| <b>Total number of teacher preparation programs: 16</b>           |   |

## Section I.b Admissions

Indicate when students are formally admitted into your initial teacher certification program:

Sophomore year

Does your initial teacher certification program conditionally admit students?

No

Provide a link to your website where additional information about admissions requirements can be found:

<http://www.indwes.edu/catalog/>

Please provide any additional comments about or exceptions to the admissions information provided above:

## Section I.b Undergraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. (§205(a)(1)(C)(i))

Are there initial teacher certification programs at the undergraduate level?

Yes

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the Undergraduate level.

| Element   | Required for Entry | Required for Exit |
|---|--------------------|-------------------|
| Transcript  | No                 | No                |
| Fingerprint check   | No                 | No                |
| Background check  | No                 | No                |
| Minimum number of courses/credits/semester hours completed              | Yes                | Yes               |
| Minimum GPA   | Yes                | Yes               |
| Minimum GPA in content area coursework                                  | Yes                | Yes               |
| Minimum GPA in professional education coursework                        | Yes                | Yes               |
| Minimum ACT score   | No                 | No                |
| Minimum SAT score   | No                 | No                |
| Minimum basic skills test score   | Yes                | Yes               |
| Subject area/academic content test or other subject matter verification | No                 | No                |
| Recommendation(s)   | No                 | No                |
| Essay or personal statement   | Yes                | Yes               |
| Interview   | Yes                | Yes               |
| Other   | No                 | No                |

What is the minimum GPA required for admission into the program?

2.75

What was the median GPA of individuals accepted into the program in academic year 2015-16

3.52

**What is the minimum GPA required for completing the program?**

2.2

**What was the median GPA of individuals completing the program in academic year 2015-16**

3.59

**Please provide any additional comments about the information provided above:**

Two GPA benchmarks are required for program admission: 2.75 cumulative and 3.0 in the major field of study.

## Section I.b Postgraduate Requirements

**Please provide the following information about your teacher preparation program's entry and exit requirements. (§205(a)(1)(C)(i))**

**Are there initial teacher certification programs at the postgraduate level?**

No

**If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the Postgraduate level.**

| Element   | Required for Entry | Required for Exit |
|---|--------------------|-------------------|
| Transcript  | Data not reported  | Data not reported |
| Fingerprint check   | Data not reported  | Data not reported |
| Background check  | Data not reported  | Data not reported |
| Minimum number of courses/credits/semester hours completed              | Data not reported  | Data not reported |
| Minimum GPA   | Data not reported  | Data not reported |
| Minimum GPA in content area coursework                                  | Data not reported  | Data not reported |
| Minimum GPA in professional education coursework                        | Data not reported  | Data not reported |
| Minimum ACT score   | Data not reported  | Data not reported |
| Minimum SAT score   | Data not reported  | Data not reported |
| Minimum basic skills test score   | Data not reported  | Data not reported |
| Subject area/academic content test or other subject matter verification | Data not reported  | Data not reported |
| Recommendation(s)   | Data not reported  | Data not reported |
| Essay or personal statement   | Data not reported  | Data not reported |
| Interview   | Data not reported  | Data not reported |
| Other   | Data not reported  | Data not reported |

What is the minimum GPA required for admission into the program?

What was the median GPA of individuals accepted into the program in academic year 2015-16

What is the minimum GPA required for completing the program?

What was the median GPA of individuals completing the program in academic year 2015-16

Please provide any additional comments about the information provided above:

## Section I.c Enrollment

Provide the number of students in the teacher preparation program in the following categories. Note that you must report on the number of students by ethnicity and race separately. Individuals who are non-Hispanic/Latino will be reported in one of the race categories. Also note that individuals can belong to one or more racial groups, so the sum of the members of each racial category may not necessarily add up to the total number of students enrolled.

For the purpose of Title II reporting, an enrolled student is defined as a student who has been admitted to a teacher preparation program, but who has not completed the program during the academic year being reported. An individual who completed the program during the academic year being reported is counted as a program completer and *not* an enrolled student.

[Additional guidance on reporting race and ethnicity data.](#)

|   |    |
|---|----|
| Total number of students enrolled in 2015-16:       | 60 |
| Unduplicated number of males enrolled in 2015-16:   | 12 |
| Unduplicated number of females enrolled in 2015-16: | 48 |

| 2015-16                                    | Number enrolled |
|--|-----------------|
| <i>Ethnicity</i>                           |                 |
| Hispanic/Latino of any race:               | 0               |
| <i>Race</i>                                |                 |
| American Indian or Alaska Native:          | 2               |
| Asian:                                     | 0               |
| Black or African American:                 | 1               |
| Native Hawaiian or Other Pacific Islander: | 0               |
| White:                                     | 57              |
| Two or more races:                         | 0               |

## Section I.d Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2015-16.

|   |      |
|---|------|
| Average number of clock hours of supervised clinical experience required prior to student teaching          | 195  |
| Average number of clock hours required for student teaching   | 560  |
| Average number of clock hours required for mentoring/induction support                                      | 40   |
| Number of full-time equivalent faculty supervising clinical experience during this academic year            | 5.56 |
| Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff) | 273  |
| Number of students in supervised clinical experience during this academic year                              | 164  |

Please provide any additional information about or descriptions of the supervised clinical experiences:

## Section I.e Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2015-16. For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area. If no individuals were prepared in a particular subject area, please leave that cell blank. (§205(b)(1)(H))

| Subject Area   | Number Prepared |
|--|-----------------|
| Education - General  |                 |
| Teacher Education - Special Education                                | 21              |
| Teacher Education - Early Childhood Education                        |                 |
| Teacher Education - Elementary Education                             | 43              |
| Teacher Education - Junior High/Intermediate/Middle School Education |                 |
| Teacher Education - Secondary Education                              |                 |
| Teacher Education - Multiple Levels                                  |                 |
| Teacher Education - Agriculture                                      |                 |
| Teacher Education - Art  | 2               |
| Teacher Education - Business   |                 |
| Teacher Education - English/Language Arts                            | 3               |
| Teacher Education - Foreign Language                                 |                 |
| Teacher Education - Health   | 1               |
| Teacher Education - Family and Consumer Sciences/Home Economics      |                 |
| Teacher Education - Technology Teacher Education/Industrial Arts     |                 |
| Teacher Education - Mathematics                                      | 5               |
| Teacher Education - Music  | 7               |
| Teacher Education - Physical Education and Coaching                  | 1               |
| Teacher Education - Reading  |                 |

|  |   |
|--|---|
| Teacher Education - Science Teacher Education/General Science            |   |
| Teacher Education - Social Science                                       |   |
| Teacher Education - Social Studies                                       | 4 |
| Teacher Education - Technical Education                                  |   |
| Teacher Education - Computer Science                                     |   |
| Teacher Education - Biology  | 2 |
| Teacher Education - Chemistry  |   |
| Teacher Education - Drama and Dance                                      |   |
| Teacher Education - French   |   |
| Teacher Education - German   |   |
| Teacher Education - History  |   |
| Teacher Education - Physics  |   |
| Teacher Education - Spanish  |   |
| Teacher Education - Speech   |   |
| Teacher Education - Geography  |   |
| Teacher Education - Latin  |   |
| Teacher Education - Psychology   |   |
| Teacher Education - Earth Science  |   |
| Teacher Education - English as a Second Language                         | 4 |
| Teacher Education - Bilingual, Multilingual, and Multicultural Education |   |
| Education - Other<br>Specify:  |   |

## Section I.e Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2015-16. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. (§205(b)(1)(H))

| Academic Major                                | Number Prepared |
|---|-----------------|
| Education - General                           |                 |
| Teacher Education - Special Education         | 21              |
| Teacher Education - Early Childhood Education |                 |
| Teacher Education - Elementary Education      | 43              |
|   |                 |

|  |   |
|--|---|
| Teacher Education - Junior High/Intermediate/Middle School Education |   |
| Teacher Education - Secondary Education                              |   |
| Teacher Education - Agriculture                                      |   |
| Teacher Education - Art  | 2 |
| Teacher Education - Business   |   |
| Teacher Education - English/Language Arts                            | 3 |
| Teacher Education - Foreign Language                                 |   |
| Teacher Education - Health   | 1 |
| Teacher Education - Family and Consumer Sciences/Home Economics      |   |
| Teacher Education - Technology Teacher Education/Industrial Arts     |   |
| Teacher Education - Mathematics                                      | 5 |
| Teacher Education - Music  | 7 |
| Teacher Education - Physical Education and Coaching                  | 1 |
| Teacher Education - Reading  |   |
| Teacher Education - Science  |   |
| Teacher Education - Social Science                                   |   |
| Teacher Education - Social Studies                                   | 4 |
| Teacher Education - Technical Education                              |   |
| Teacher Education - Computer Science                                 |   |
| Teacher Education - Biology  | 2 |
| Teacher Education - Chemistry  |   |
| Teacher Education - Drama and Dance                                  |   |
| Teacher Education - French   |   |
| Teacher Education - German   |   |
| Teacher Education - History  |   |
| Teacher Education - Physics  |   |
| Teacher Education - Spanish  |   |
| Teacher Education - Speech   |   |
| Teacher Education - Geography  |   |
| Teacher Education - Latin  |   |
| Teacher Education - Psychology                                       |   |
| Teacher Education - Earth Science                                    |   |



|  |   |
|--|---|
| Teacher Education - English as a Second Language                         | 4 |
| Teacher Education - Bilingual, Multilingual, and Multicultural Education |   |
| Education - Curriculum and Instruction                                   |   |
| Education - Social and Philosophical Foundations of Education            |   |
| Liberal Arts/Humanities  |   |
| Psychology   |   |
| Social Sciences  |   |
| Anthropology   |   |
| Economics  |   |
| Geography and Cartography  |   |
| Political Science and Government   |   |
| Sociology  |   |
| Visual and Performing Arts   |   |
| History  |   |
| Foreign Languages  |   |
| Family and Consumer Sciences/Human Sciences                              |   |
| English Language/Literature  |   |
| Philosophy and Religious Studies   |   |
| Agriculture  |   |
| Communication or Journalism  |   |
| Engineering  |   |
| Biology  |   |
| Mathematics and Statistics   |   |
| Physical Sciences  |   |
| Astronomy and Astrophysics   |   |
| Atmospheric Sciences and Meteorology                                     |   |
| Chemistry  |   |
| Geological and Earth Sciences/Geosciences                                |   |
| Physics  |   |
| Business/Business Administration/Accounting                              |   |
| Computer and Information Sciences  |   |
| Other  |   |

Specify: \_\_\_\_\_

## Section I.f Program Completers

Provide the total number of teacher preparation program completers in each of the following academic years:

2015-16: 70

2014-15: 63

2013-14: 87

## Section II Annual Goals - Mathematics

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. **(§205(a)(1)(A)(ii), §206(a))**

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in mathematics in each of three academic years.

**Academic year 2015-16**

**Did your program prepare teachers in mathematics in 2015-16?**

Yes

**How many prospective teachers did your program plan to add in mathematics in 2015-16?**

5

**Did your program meet the goal for prospective teachers set in mathematics in 2015-16?**

Yes

**Description of strategies used to achieve goal, if applicable:**

**Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:**

**Provide any additional comments, exceptions and explanations below:**

**Academic year 2016-17**

**Is your program preparing teachers in mathematics in 2016-17?**

Yes

How many prospective teachers did your program plan to add in mathematics in 2016-17?

2

Provide any additional comments, exceptions and explanations below:

Academic year 2017-18

Will your program prepare teachers in mathematics in 2017-18?

Yes

How many prospective teachers does your program plan to add in mathematics in 2017-18?

2

Provide any additional comments, exceptions and explanations below:

## Section II Annual Goals - Science

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. (**§205(a)(1)(A)(ii), §206(a)**)

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in science in each of three academic years.

Academic year 2015-16

Did your program prepare teachers in science in 2015-16?

Yes

How many prospective teachers did your program plan to add in science in 2015-16?

2

Did your program meet the goal for prospective teachers set in science in 2015-16?

Yes

Description of strategies used to achieve goal, if applicable:

Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

Provide any additional comments, exceptions and explanations below:

**Academic year 2016-17**

**Is your program preparing teachers in science in 2016-17?**

Yes

**How many prospective teachers did your program plan to add in science in 2016-17?**

1

**Provide any additional comments, exceptions and explanations below:**

**Academic year 2017-18**

**Will your program prepare teachers in science in 2017-18?**

Yes

**How many prospective teachers does your program plan to add in science in 2017-18?**

1

**Provide any additional comments, exceptions and explanations below:**

## Section II Annual Goals - Special Education

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. (**§205(a)(1)(A)(ii), §206(a)**)

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in special education in each of three academic years.

**Academic year 2015-16**

**Did your program prepare teachers in special education in 2015-16?**

Yes

**How many prospective teachers did YOUR program plan to add in special education in 2015-16?**

21

**Did your program meet the goal for prospective teachers set in special education in 2015-16?**

Yes

Description of strategies used to achieve goal, if applicable:

Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

Provide any additional comments, exceptions and explanations below:

Academic year 2016-17

Is your program preparing teachers in special education in 2016-17?

Yes

How many prospective teachers did your program plan to add in special education in 2016-17?

23

Provide any additional comments, exceptions and explanations below:

Academic year 2017-18

Will your program prepare teachers in special education in 2017-18?

Yes

How many prospective teachers does your program plan to add in special education in 2017-18?

20

Provide any additional comments, exceptions and explanations below:

## Section II Annual Goals - Instruction of Limited English Proficient Students

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. (**§205(a)(1)(A)(ii), §206(a)**)

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in instruction of limited English proficient students in each of three academic years.

Academic year 2015-16

Did your program prepare teachers in instruction of limited English proficient students in 2015-16?

Yes

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2015-16?

4

**Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2015-16?**

Yes

**Description of strategies used to achieve goal, if applicable:**

**Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:**

**Provide any additional comments, exceptions and explanations below:**

**Academic year 2016-17**

**Is your program preparing teachers in instruction of limited English proficient students in 2016-17?**

Yes

**How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2016-17?**

2

**Provide any additional comments, exceptions and explanations below:**

**Academic year 2017-18**

**Will your program prepare teachers in instruction of limited English proficient students in 2017-18?**

Yes

**How many prospective teachers does your program plan to add in instruction of limited English proficient students in 2017-18?**

2

**Provide any additional comments, exceptions and explanations below:**

## Section II Assurances

**Please certify that your institution is in compliance with the following assurances. (§205(a)(1)(A)(iii), §206(b)) Note: Be prepared to provide documentation and evidence for your responses, when requested, to support the following assurances.**

**Preparation responds to the identified needs of the local educational agencies or States where the program completers are likely to teach, based on past hiring and recruitment trends.**

Yes

**Preparation is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.**

Yes

**Prospective special education teachers are prepared in core academic subjects and to instruct in core academic subjects.**

Yes

Prospective general education teachers are prepared to provide instruction to students with disabilities.

Yes

Prospective general education teachers are prepared to provide instruction to limited English proficient students.

No

Prospective general education teachers are prepared to provide instruction to students from low-income families.

Yes

Prospective teachers are prepared to effectively teach in urban and rural schools, as applicable.

Yes

Describe your institution's most successful strategies in meeting the assurances listed above:

Each program is carefully developed to meet and exceed the requirements of the Indiana Department of Education and the Specialized Professional Association for each teaching field.

### Section III Assessment Pass Rates

| Assessment code - Assessment name<br>Test Company<br>Group   | Number<br>taking<br>tests | Avg.<br>scaled<br>score | Number<br>passing<br>tests | Pass<br>rate<br>(%) |
|--|---------------------------|-------------------------|----------------------------|---------------------|
| 0133.1 -ART CONTENT KNOWLEDGE.1<br>Educational Testing Service (ETS)<br>All program completers, 2013-14                | 4                         |                         |                            |                     |
| 0235.1 -BIOLOGY CONTENT KNOWLEDGE.1<br>Educational Testing Service (ETS)<br>All program completers, 2013-14            | 1                         |                         |                            |                     |
| 0245 -CHEMISTRY CONTENT KNOWLEDGE II<br>Educational Testing Service (ETS)<br>All program completers, 2013-14           | 1                         |                         |                            |                     |
| 5245 -CHEMISTRY CONTENT KNOWLEDGE II (CD)<br>Educational Testing Service (ETS)<br>All program completers, 2013-14      | 2                         |                         |                            |                     |
| 5033 -ELEM ED MULTI SUBJ MATHEMATICS (CD)<br>Educational Testing Service (ETS)<br>All program completers, 2014-15      | 2                         |                         |                            |                     |
| 5033 -ELEM ED MULTI SUBJ MATHEMATICS (CD)<br>Educational Testing Service (ETS)<br>All program completers, 2013-14      | 41                        | 176                     | 38                         | 93                  |
| 5032 -ELEM ED MULTI SUBJ READINGLANG ARTS (CD)<br>Educational Testing Service (ETS)<br>All program completers, 2014-15 | 2                         |                         |                            |                     |

|  |    |     |    |     |
|--|----|-----|----|-----|
| 5032 -ELEM ED MULTI SUBJ READINGLANG ARTS (CD)<br>Educational Testing Service (ETS)<br>All program completers, 2013-14   | 41 | 184 | 41 | 100 |
| 5035 -ELEM ED MULTI SUBJ SCIENCES (CD)<br>Educational Testing Service (ETS)<br>All program completers, 2014-15           | 2  |     |    |     |
| 5035 -ELEM ED MULTI SUBJ SCIENCES (CD)<br>Educational Testing Service (ETS)<br>All program completers, 2013-14           | 42 | 176 | 42 | 100 |
| 5034 -ELEM ED MULTI SUBJ SOCIAL STUDIES (CD)<br>Educational Testing Service (ETS)<br>All program completers, 2014-15     | 2  |     |    |     |
| 5034 -ELEM ED MULTI SUBJ SOCIAL STUDIES (CD)<br>Educational Testing Service (ETS)<br>All program completers, 2013-14     | 41 | 174 | 40 | 98  |
| 005 -ELEMENTARY EDUCATION<br>Evaluation Systems group of Pearson<br>Other enrolled students                              | 2  |     |    |     |
| 005 -ELEMENTARY EDUCATION<br>Evaluation Systems group of Pearson<br>All program completers, 2015-16                      | 39 | 253 | 39 | 100 |
| 005 -ELEMENTARY EDUCATION<br>Evaluation Systems group of Pearson<br>All program completers, 2014-15                      | 31 | 247 | 31 | 100 |
| 005 -ELEMENTARY EDUCATION<br>Evaluation Systems group of Pearson<br>All program completers, 2013-14                      | 36 | 245 | 36 | 100 |
| 060 -ELEMENTARY EDUCATION GENERALIST SUBTEST 1<br>Evaluation Systems group of Pearson<br>Other enrolled students         | 1  |     |    |     |
| 060 -ELEMENTARY EDUCATION GENERALIST SUBTEST 1<br>Evaluation Systems group of Pearson<br>All program completers, 2015-16 | 41 | 248 | 41 | 100 |
| 060 -ELEMENTARY EDUCATION GENERALIST SUBTEST 1<br>Evaluation Systems group of Pearson<br>All program completers, 2014-15 | 29 | 237 | 29 | 100 |
| 060 -ELEMENTARY EDUCATION GENERALIST SUBTEST 1<br>Evaluation Systems group of Pearson<br>All program completers, 2013-14 | 4  |     |    |     |
|  |    |     |    |     |



|  |    |     |    |     |
|--|----|-----|----|-----|
| 061 -ELEMENTARY EDUCATION GENERALIST SUBTEST 2<br>Evaluation Systems group of Pearson<br>Other enrolled students         | 2  |     |    |     |
| 061 -ELEMENTARY EDUCATION GENERALIST SUBTEST 2<br>Evaluation Systems group of Pearson<br>All program completers, 2015-16 | 41 | 244 | 41 | 100 |
| 061 -ELEMENTARY EDUCATION GENERALIST SUBTEST 2<br>Evaluation Systems group of Pearson<br>All program completers, 2014-15 | 29 | 237 | 28 | 97  |
| 061 -ELEMENTARY EDUCATION GENERALIST SUBTEST 2<br>Evaluation Systems group of Pearson<br>All program completers, 2013-14 | 4  |     |    |     |
| 062 -ELEMENTARY EDUCATION GENERALIST SUBTEST 3<br>Evaluation Systems group of Pearson<br>Other enrolled students         | 1  |     |    |     |
| 062 -ELEMENTARY EDUCATION GENERALIST SUBTEST 3<br>Evaluation Systems group of Pearson<br>All program completers, 2015-16 | 41 | 241 | 39 | 95  |
| 062 -ELEMENTARY EDUCATION GENERALIST SUBTEST 3<br>Evaluation Systems group of Pearson<br>All program completers, 2014-15 | 29 | 235 | 29 | 100 |
| 062 -ELEMENTARY EDUCATION GENERALIST SUBTEST 3<br>Evaluation Systems group of Pearson<br>All program completers, 2013-14 | 4  |     |    |     |
| 063 -ELEMENTARY EDUCATION GENERALIST SUBTEST 4<br>Evaluation Systems group of Pearson<br>Other enrolled students         | 1  |     |    |     |
| 063 -ELEMENTARY EDUCATION GENERALIST SUBTEST 4<br>Evaluation Systems group of Pearson<br>All program completers, 2015-16 | 41 | 239 | 38 | 93  |
| 063 -ELEMENTARY EDUCATION GENERALIST SUBTEST 4<br>Evaluation Systems group of Pearson<br>All program completers, 2014-15 | 29 | 234 | 27 | 93  |
| 063 -ELEMENTARY EDUCATION GENERALIST SUBTEST 4<br>Evaluation Systems group of Pearson<br>All program completers, 2013-14 | 4  |     |    |     |
| 5041 -ENG LANG LIT COMP CONTENT KNOWLEDGE<br>Educational Testing Service (ETS)<br>All program completers, 2014-15        | 1  |     |    |     |
|  |    |     |    |     |

|  |    |     |    |     |
|--|----|-----|----|-----|
| 5041 -ENG LANG LIT COMP CONTENT KNOWLEDGE<br>Educational Testing Service (ETS)<br>All program completers, 2013-14                | 5  |     |    |     |
| 0041.1 -ENG LANG LIT COMP CONTENT KNOWLEDGE.1<br>Educational Testing Service (ETS)<br>All program completers, 2013-14            | 1  |     |    |     |
| 021 -ENGLISH LANGUAGE ARTS<br>Evaluation Systems group of Pearson<br>All program completers, 2015-16                             | 3  |     |    |     |
| 021 -ENGLISH LANGUAGE ARTS<br>Evaluation Systems group of Pearson<br>All program completers, 2014-15                             | 2  |     |    |     |
| 019 -ENGLISH LEARNERS<br>Evaluation Systems group of Pearson<br>All program completers, 2015-16                                  | 4  |     |    |     |
| 019 -ENGLISH LEARNERS<br>Evaluation Systems group of Pearson<br>All program completers, 2014-15                                  | 2  |     |    |     |
| 5361 -ENGLISH TO SPEAKERS OF OTHER LANGUAGES CD<br>Educational Testing Service (ETS)<br>All program completers, 2013-14          | 3  |     |    |     |
| 024 -EXCEPTIONAL NEEDS—INTENSE INTERVENTION<br>Evaluation Systems group of Pearson<br>All program completers, 2014-15            | 1  |     |    |     |
| 025 -EXCEPTIONAL NEEDS—MILD INTERVENTION<br>Evaluation Systems group of Pearson<br>Other enrolled students                       | 2  |     |    |     |
| 025 -EXCEPTIONAL NEEDS—MILD INTERVENTION<br>Evaluation Systems group of Pearson<br>All program completers, 2015-16               | 20 | 250 | 20 | 100 |
| 025 -EXCEPTIONAL NEEDS—MILD INTERVENTION<br>Evaluation Systems group of Pearson<br>All program completers, 2014-15               | 16 | 245 | 16 | 100 |
| 025 -EXCEPTIONAL NEEDS—MILD INTERVENTION<br>Evaluation Systems group of Pearson<br>All program completers, 2013-14               | 1  |     |    |     |
| 064 -EXCEPTIONAL NEEDS—MILD INTERVENTION: READING INST<br>Evaluation Systems group of Pearson<br>All program completers, 2015-16 | 1  |     |    |     |
|  |    |     |    |     |

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| 064 -EXCEPTIONAL NEEDS—MILD INTERVENTION: READING INST<br>Evaluation Systems group of Pearson<br>All program completers, 2014-15 | 2 |  |  |  |
| 026 -FINE ARTS—GENERAL MUSIC<br>Evaluation Systems group of Pearson<br>All program completers, 2015-16                           | 4 |  |  |  |
| 026 -FINE ARTS—GENERAL MUSIC<br>Evaluation Systems group of Pearson<br>All program completers, 2014-15                           | 6 |  |  |  |
| 026 -FINE ARTS—GENERAL MUSIC<br>Evaluation Systems group of Pearson<br>All program completers, 2013-14                           | 1 |  |  |  |
| 027 -FINE ARTS—INSTRUMENTAL MUSIC<br>Evaluation Systems group of Pearson<br>All program completers, 2015-16                      | 3 |  |  |  |
| 027 -FINE ARTS—INSTRUMENTAL MUSIC<br>Evaluation Systems group of Pearson<br>All program completers, 2014-15                      | 5 |  |  |  |
| 030 -FINE ARTS—VISUAL ARTS<br>Evaluation Systems group of Pearson<br>Other enrolled students                                     | 1 |  |  |  |
| 030 -FINE ARTS—VISUAL ARTS<br>Evaluation Systems group of Pearson<br>All program completers, 2015-16                             | 2 |  |  |  |
| 030 -FINE ARTS—VISUAL ARTS<br>Evaluation Systems group of Pearson<br>All program completers, 2014-15                             | 2 |  |  |  |
| 030 -FINE ARTS—VISUAL ARTS<br>Evaluation Systems group of Pearson<br>All program completers, 2013-14                             | 1 |  |  |  |
| 028 -FINE ARTS—VOCAL MUSIC<br>Evaluation Systems group of Pearson<br>All program completers, 2015-16                             | 3 |  |  |  |
| 028 -FINE ARTS—VOCAL MUSIC<br>Evaluation Systems group of Pearson<br>All program completers, 2014-15                             | 4 |  |  |  |
| 028 -FINE ARTS—VOCAL MUSIC<br>Evaluation Systems group of Pearson<br>All program completers, 2013-14                             | 1 |  |  |  |
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| 5551 -HEALTH EDUCATION<br>Educational Testing Service (ETS)<br>All program completers, 2013-14              | 2  |     |    |     |
| 035 -MATHEMATICS<br>Evaluation Systems group of Pearson<br>All program completers, 2015-16                  | 5  |     |    |     |
| 035 -MATHEMATICS<br>Evaluation Systems group of Pearson<br>All program completers, 2014-15                  | 2  |     |    |     |
| 035 -MATHEMATICS<br>Evaluation Systems group of Pearson<br>All program completers, 2013-14                  | 2  |     |    |     |
| 5061 -MATHEMATICS CONTENT KNOWLEDGE<br>Educational Testing Service (ETS)<br>All program completers, 2014-15 | 2  |     |    |     |
| 5061 -MATHEMATICS CONTENT KNOWLEDGE<br>Educational Testing Service (ETS)<br>All program completers, 2013-14 | 2  |     |    |     |
| 0061 -MATHEMATICS CONTENT KNOWLEDGE<br>Educational Testing Service (ETS)<br>All program completers, 2013-14 | 2  |     |    |     |
| 5113 -MUSIC CONTENT KNOWLEDGE<br>Educational Testing Service (ETS)<br>All program completers, 2013-14       | 6  |     |    |     |
| 007 -P-12 EDUCATION<br>Evaluation Systems group of Pearson<br>All program completers, 2015-16               | 12 | 245 | 12 | 100 |
| 007 -P-12 EDUCATION<br>Evaluation Systems group of Pearson<br>All program completers, 2014-15               | 13 | 254 | 13 | 100 |
| 007 -P-12 EDUCATION<br>Evaluation Systems group of Pearson<br>All program completers, 2013-14               | 13 | 248 | 13 | 100 |
| 5091 -PHYSICAL ED CONTENT KNOWLEDGE<br>Educational Testing Service (ETS)<br>All program completers, 2014-15 | 1  |     |    |     |
| 5091 -PHYSICAL ED CONTENT KNOWLEDGE<br>Educational Testing Service (ETS)<br>All program completers, 2013-14 | 2  |     |    |     |
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| 067 -PHYSICAL EDUCATION<br>Evaluation Systems group of Pearson<br>All program completers, 2015-16                  | 1  |     |    |     |
| 043 -SCIENCE—CHEMISTRY<br>Evaluation Systems group of Pearson<br>All program completers, 2014-15                   | 2  |     |    |     |
| 045 -SCIENCE—LIFE SCIENCE<br>Evaluation Systems group of Pearson<br>All program completers, 2015-16                | 2  |     |    |     |
| 045 -SCIENCE—LIFE SCIENCE<br>Evaluation Systems group of Pearson<br>All program completers, 2013-14                | 1  |     |    |     |
| 0543 -SE CK AND MILD TO MODERATE APPL<br>Educational Testing Service (ETS)<br>All program completers, 2013-14      | 4  |     |    |     |
| 5543 -SE CK AND MILD TO MODERATE APPL (CD)<br>Educational Testing Service (ETS)<br>All program completers, 2014-15 | 5  |     |    |     |
| 5543 -SE CK AND MILD TO MODERATE APPL (CD)<br>Educational Testing Service (ETS)<br>All program completers, 2013-14 | 16 | 174 | 16 | 100 |
| 006 -SECONDARY EDUCATION<br>Evaluation Systems group of Pearson<br>All program completers, 2015-16                 | 14 | 247 | 14 | 100 |
| 006 -SECONDARY EDUCATION<br>Evaluation Systems group of Pearson<br>All program completers, 2014-15                 | 12 | 250 | 12 | 100 |
| 006 -SECONDARY EDUCATION<br>Evaluation Systems group of Pearson<br>All program completers, 2013-14                 | 12 | 247 | 12 | 100 |
| 5081 -SOCIAL STUDIES CONTENT KNOWLEDGE<br>Educational Testing Service (ETS)<br>All program completers, 2014-15     | 1  |     |    |     |
| 5081 -SOCIAL STUDIES CONTENT KNOWLEDGE<br>Educational Testing Service (ETS)<br>All program completers, 2013-14     | 1  |     |    |     |
| 0081.1 -SOCIAL STUDIES CONTENT KNOWLEDGE.1<br>Educational Testing Service (ETS)<br>All program completers, 2013-14 | 1  |     |    |     |
|  |    |     |    |     |

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| 050 -SOCIAL STUDIES—GOVERNMENT AND CITIZENSHIP<br>Evaluation Systems group of Pearson<br>All program completers, 2014-15 | 2 |  |  |  |
| 051 -SOCIAL STUDIES—HISTORICAL PERSPECTIVES<br>Evaluation Systems group of Pearson<br>All program completers, 2015-16    | 3 |  |  |  |
| 051 -SOCIAL STUDIES—HISTORICAL PERSPECTIVES<br>Evaluation Systems group of Pearson<br>All program completers, 2014-15    | 2 |  |  |  |
| 051 -SOCIAL STUDIES—HISTORICAL PERSPECTIVES<br>Evaluation Systems group of Pearson<br>All program completers, 2013-14    | 1 |  |  |  |
| 5195 -SPANISH WORLD LANGUAGE (CD)<br>Educational Testing Service (ETS)<br>All program completers, 2013-14                | 1 |  |  |  |

### Section III Summary Pass Rates

| Group                           | Number taking tests | Number passing tests | Pass rate (%) |
|---------------------------------|---------------------|----------------------|---------------|
| All program completers, 2015-16 | 65                  | 60                   | 92            |
| All program completers, 2014-15 | 57                  | 55                   | 96            |
| All program completers, 2013-14 | 83                  | 80                   | 96            |

### Section IV Low-Performing

Provide the following information about the approval or accreditation of your teacher preparation program.

Is your teacher preparation program currently approved or accredited?

Yes

If yes, please specify the organization(s) that approved or accredited your program:

State  
NCATE

Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 207(a) of the HEA of 2008)?

No

### Section V Use of Technology

Provide the following information about the use of technology in your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request.

Does your program prepare teachers to:

- **integrate technology effectively into curricula and instruction**  
Yes
- **use technology effectively to collect data to improve teaching and learning**  
Yes
- **use technology effectively to manage data to improve teaching and learning**  
Yes
- **use technology effectively to analyze data to improve teaching and learning**  
Yes

Provide a description of the evidence that your program uses to show that it prepares teachers to integrate technology effectively into curricula and instruction, and to use technology effectively to collect, manage, and analyze data in order to improve teaching and learning for the purpose of increasing student academic achievement. Include a description of the evidence your program uses to show that it prepares teachers to use the principles of universal design for learning, as applicable. Include planning activities and a timeline if any of the four elements listed above are not currently in place.

- 1.The Indiana Wesleyan teacher education program contains a technology thread that is included in each of the eight domains of the Teacher as Decision Maker conceptual framework. As such, candidates ability to integrate technology effectively into curricula and instruction is assessment multiple times prior to graduation.
- 2.Candidates in all programs are required to take a technology course related to their field of study.
- 3.The Teacher Work Sample is an assessment completed by all candidates during the student-teaching semester. The TWS requires students to collect, analyze, and display pre-test and post-test data using appropriate technology to make instructional decisions.

## Section VI Teacher Training

Provide the following information about your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request.

Does your program prepare general education teachers to:

- **teach students with disabilities effectively**  
Yes
- **participate as a member of individualized education program teams**  
Yes
- **teach students who are limited English proficient effectively**  
No

Provide a description of the evidence your program uses to show that it prepares general education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

All general education candidates are required to complete an exceptionalities course which prepares them to teach students who have special cognitive-academic, social-emotional, physical-sensory needs. Part of the instruction in this course prepares students to participate as a member of individualized education program teams.

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Does your program prepare special education teachers to:

- **teach students with disabilities effectively**  
Yes
- **participate as a member of individualized education program teams**  
Yes
- **teach students who are limited English proficient effectively**  
Yes

**Provide a description of the evidence your program uses to show that it prepares special education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.**

Special education teachers have extensive coursework and clinical experiences that prepare them to teach students with disabilities successfully, including training preparing them for participation as members of individualized education program teams. Courses such as Teaching and Learning in Inclusive Settings, Psychology of the Exceptional Learner, Assessment in Special Education, Behavior Management in Special Education, Public Policy and Special Education, and Methods for Teaching Children with Exceptional Needs, combined with over 200 hours of special education practicum experience and 560 hours of teaching in special education classrooms, prepare special education teachers for these roles.

## Section VII Contextual Information

**Please use this space to provide any additional information that describes your teacher preparation program(s). You may also attach information to this report card. The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.**

We have submitted program reviews to professional organizations for assessment and national recognition, with these results: Elementary Education--Association of Childhood Education, International (ACEI): Recognized; Music Education--National Association of Schools of Music (NASM): Accredited; Physical Education--National Association for Sport and Physical Education (NASPE): Recognized; Health Education--American Association for Health Education (AAHE): Recognized; Spanish Education--American Council of Teachers of the Foreign Languages (ACTFL): Recognized by the State of Indiana; TESOL Education--Teachers of English to Speakers of Other Languages (TESOL): Recognized; Art Education--Recognized by the State of Indiana; English Education--National Council of Teachers of English (NCTE): Recognized; Mathematics Education--National Council of Teachers of Mathematics (NCTM): Recognized; Social studies education--National Council for the Social Studies (NCSS): Recognized w/conditions; Science education--National Science Teachers Association (NSTA): Recognized; Exceptional Needs Education (CEC): Recognized w/conditions

Supporting Files

Complete Report Card

AY 2015-16



