



## 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.

To protect completer identities, the state does not publicly share data for programs with less than 10 completers for a given year.

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=7)*

<b><i>The EPP did an outstanding job of preparing this teacher to...."</i></b>	<b>Percent Agreement</b>
provide an appropriate and challenging learning experience	86%
provide an inclusive learning environment	86%
provide a rigorous learning environment	86%
differentiate instruction to meet all students' learning needs	86%
work effectively with students with all exceptionalities	86%

In 2024, the Department of Teaching and Learning conducted a Zoom focus group with five initial licensure completers as part of an ongoing effort to enhance impact data collection beyond state-provided metrics. The session provided valuable insights into the participants' preparation for the classroom, highlighting key strengths of the ACE program as well as areas for improvement. Participants discussed their teaching readiness, with many noting the importance of real-life experiences such as student teaching. They also shared feedback on the most beneficial aspects of the program, areas where additional support is needed, and suggestions for program enhancements. Key themes included the need for more training in ESL strategies, digital learning, and diverse teaching styles, as well as a stronger focus on universal design for learning and international curricula.