Institutional Data

1. - A_1 » Institutional Information

This information will be used in all official references to your institution

Institution Name:	**Indiana University Kokomo**
Address 1:	**2300 S. Washington Street**
Address 2:	**PO Box 9003**
City:	**Kokomo**
State:	**IN**
Zip:	**46904-9003**
Country:	**USA**
Institution Phone:	**(765) 453-2000**

2. - A_2 » Chief Executive Officer of Institution

Include complete address and phone number.

CEO of Institution:	**Dr. Susan Sciame-Giesecke**
Title:	**Chancellor**
Address 1:	**Hunt Hall 212A**
Address 2:	**2300 S. Washington Street**
City:	**Kokomo**
State:	**IN**
Zip:	**46904-9003**
Country:	**USA**
Phone:	**(765) 455-9225**
Fax:	**(765) 455-9444**

3. - A_3 » Name of Educator Preparation Provider

Complete all that apply

EPP Unit Name:	**School of Education**
EPP Unit Name 2:	
EPP Unit Name 3:	

4. - A_4 » Designated Head of Educator Preparation Provider

Include complete address and phone number.

PE Designated Head Name:	**Dr. Paul C. Paese**
Title:	**Dean, School of Education**
Address 1:	**Main Building KO 172B**
Address 2:	**2300 S. Washington Street**
City:	**Kokomo**
State:	**IN**
Zip:	**46904-9003**
Country:	**USA**
Phone:	**(765) 455-9441**
Fax:	**(765) 455-9503**
Email:	**pcpaese@iuk.edu**

5. - A_14 » Contact Person

Contact person for the Professional Education Data System (i.e., the individual with responsibility for preparing this report)

Name:	**Dr. Shirley Aamidor**
Title:	**Assoc Dean, School of Education**
Institution:	**Indiana University Kokomo**
Address 1:	**Main Building KO 174A**
Address 2:	**2300 S. Washington Street**
City:	**Kokomo**
State:	**IN**
Zip:	**46904-9003**
Country:	**USA**
Phone:	**(765) 455-9296**
Fax:	**(765) 455-9503**
Email:	**saamidor@iuk.edu**

6. - A_5 » Educator Preparation Provider Term

If the head of the Educator Preparation Provider (EPP) differs from the person on the last PEDS report, when did his or her term begin?

Term Began Month:	- Select - ▼
Term Began Year:	- Select - ▼

7. - A_6 » Degrees/Programs

Degrees or programs offered by institution/consortium P-12 education personnel (Indicate all levels of degrees/programs offered)

- ☑ Bachelor's, initial teacher preparation
- ☑ Post-Bachelor's or Master's, initial Teacher Preparation

- [x] Post-Bachelor's or Master's, Advanced Teacher Preparation
- [ ] CAS or Specialist
- [ ] Doctoral
- [ ] Other »

8. - A_7 » Total Student Licenses Headcount (degrees/program completers)

The total headcount of students who received licenses, endorsements or degrees (education only) from your institution between September 1, -2 and August 31, -1
Automatically calculated based on the data you reported in B-3 and B-4 forms

View Results - press this button only if you want to see the results (this may take a minute...).

9. - A_8 » Control

- (•) Public
- ( ) Private or Independent (Non for Profit)
- ( ) Private or Independent (for Profit)

10. - A_9 » Institution Type

- ( ) A single-campus institution
- ( ) A branch campus of a parent institution (please give name of parent institution)
- ( ) A main campus (parent institution with one or more branch campuses and/or other campuses)
- (•) An administratively equal campus of an institutional system (please give the name of the system)
- ( ) A consortium
- ( ) An online institution
- ( ) Other »

11. - A_10 » Units

Unit of credit awarded for completion of coursework

- (•) Semester Hour
- ( ) Quarter Hour
- ( ) Other »

12. - A_11 » Accreditation/Affiliation

Institutional Accreditation and Affiliations

- ( ) MIDDLE STATES Association of Colleges and Schools / Middle States Commission on Higher Education (MSCHE)
- ( ) NEW ENGLAND Association of Schools and Colleges / Commission on Institutions of Higher Education (NEASC-CIHE)
- (•) NORTH CENTRAL Association of Colleges and Schools / Higher Learning Commission (NCA-HLC)

- NORTHWEST Commission on Colleges and Universities (NWCCU)
- SOUTHERN Association of Colleges and Schools / (SACS) Commission on Colleges
- WESTERN Association of Schools and Colleges / (WASC) Senior College and University Commission
- Accrediting Council for Independent Colleges and Schools (ACICS)
- Distance Education and Training Council (DETC) Accrediting Commission
- Transnational Association of Christian Colleges and Schools (TRACS), Accreditation Commission

13. - A_12 » Organizations

If the institution is a member of any of the following organizations, check the appropriate blank(s):

- CADREI: Council of Academic Deans from Research Education Institutions
- AILACTE: Association of Independent Liberal Arts Colleges for Teacher Education
- NAFEO: National Association for Equal Opportunity in Higher Education
- [x] NCATE: National Council for Accreditation of Teacher Education
- TECSCU: Teacher Education Council of State Colleges and Universities
- HACU: Hispanic Association of Colleges and Universities
- TEAC: Teacher Education Accreditation Council
- [x] CAEP: Council for the Accreditation of Educator Preparation

14. - A_13 » Calendar System

What is the predominant calendar system at this institution?

- (•) Semester
- Quarter
- Trimester
- Four-one-four (4-1-4)
- Continuous
- Other »

15. - A_15 » Carnegie Classification

Please select your Institution Carnegie Classification

- RU/VH: Research University (very high research activity)
- RU/H: Research University (high research activity)
- DRU: Doctoral/Research University
- Master's L: Masters Colleges and Universities (larger programs)
- Master's M: Master's Colleges and Universities (medium programs)
- Master's S: Master's Colleges and Universities (smaller programs)
- Bac/A&S: Baccalaureate Colleges - Arts and Sciences
- (•) Bac/Diverse: Baccalaureate Colleges - Diverse fields

- ( ) Bac/Assoc: Baccalaureate/Associate's Colleges
- ( ) Associate's Colleges
- ( ) Tribal Colleges
- ( ) Other »

16. - A_16 » Main Campus Geographical Setting

Which of the following best describes the geographical setting in which your main campus is located?

- (•) Urban
- ( ) Rural
- ( ) Suburban or Town

17. - A_18 » Minority Serving institution (MSI)

If your institution is a Minority Serving institution (MSI),which type?

Minority Serving Institutions: Institutions of higher education enrolling populations with significant percentages of minority students, or that serve certain populations of minority students under various programs created by Congress.

- ( ) Hispanic Serving Institution
- ( ) Historically Black College or University/Predominantly Black College
- ( ) Tribal College (Tribal College or University, American Indian/Native American serving nontribal institution, or Alaska Native Serving Institution.)
- ( ) Other Minority Serving Institutions
- (•) Not a Minority Serving Institution

Comments (optional):

B-1A » 2015 PEDS » Institutional Undergraduate Enrollment

Inst Id: 1592

Institutional total undergraduate enrollment by gender and race/ethnicity categories as of the institution's official fall reporting date or as of October 15, 2014.

1. - M » Male Enrollment

Race / Ethnicity	Undergraduate Students			
	Full-Time		Part-Time	
	2015 Survey Year	Prior Survey Year	2015 Survey Year	Prior Survey Year
Hispanic/Latino of any race	31	36	11	8
American Indian or Alaska Native	4	2	3	1
Asian	8	6	3	4
Black or African American	33	22	10	9
Native Hawaiian or Other Pacific Islander	3	2	1	1
White	578	559	151	172
Two or more races	12	24	2	4
Nonresident alien	5	4	1	0
Unknown	19	22	6	10
Totals:	693	677	188	209

2. - W » Female Enrollment

Race / Ethnicity	Undergraduate Students			
	Full-Time		Part-Time	
	2015 Survey Year	Prior Survey Year	2015 Survey Year	Prior Survey Year
Hispanic/Latino of any race	71	56	25	14
American Indian or Alaska Native	6	4	0	1
Asian	7	10	4	5
Black or African American	50	42	25	28
Native Hawaiian or Other Pacific Islander	1	1	0	0
White	1178	1101	391	397
Two or more races	32	34	9	6
Nonresident alien	3	2	1	0
Unknown	33	40	15	23
Totals:	1381	1290	470	474

Comments (optional):

B-1B » 2015 PEDS » Institutional Graduate Enrollment

Inst Id: 1592

Institutional total graduate enrollment by gender and race/ethnicity categories as of the institutions official fall reporting date or as of October 15, 2014.

1. - M » Male Enrollment

Race / Ethnicity	Graduate Students			
	Full-Time		Part-Time	
	2015 Survey Year	Prior Survey Year	2015 Survey Year	Prior Survey Year
Hispanic/Latino of any race	0	0	0	2
American Indian or Alaska Native	0	0	0	0
Asian	1	0	0	2
Black or African American	0	0	2	1
Native Hawaiian or Other Pacific Islander	0	0	0	0
White	7	8	26	34
Two or more races	0	0	0	0
Nonresident alien	28	11	6	3
Unknown	2	0	5	5
Totals:	38	19	39	47

2. - W » Female Enrollment

Race / Ethnicity	Graduate Students			
	Full-Time		Part-Time	
	2015 Survey Year	Prior Survey Year	2015 Survey Year	Prior Survey Year
Hispanic/Latino of any race	1	1	2	0
American Indian or Alaska Native	0	0	0	1
Asian	0	0	0	0
Black or African American	1	0	3	3
Native Hawaiian or Other Pacific Islander	0	0	0	0
White	12	6	65	86
Two or more races	1	0	0	1
Nonresident alien	6	3	2	0
Unknown	2	0	4	5
Totals:	23	10	76	96

Comments (optional):

B-2 » 2015 PEDS » New Candidates Enrollment

Inst Id: 1592

Total Enrollment of New Candidates in the Education Preparation Provider (EPP) at initial licensure level During Academic Year 2013-2014

1. - M » Male

Total NEW education candidates admitted/enrolled into educator preparation programs in -2--1	Full-Time		Part-Time	
	2015 Survey Year	Prior Survey Year	2015 Survey Year	Prior Survey Year
Undergraduate degree programs	4	10	0	2
Undergraduate non-degree education programs	0	0	0	0
Graduate degree programs	0	0	0	0
Graduate non-degree education programs	1	0	9	0

2. - W » Female

Total NEW education candidates admitted/enrolled into educator preparation programs in -2--1	Full-Time		Part-Time	
	2015 Survey Year	Prior Survey Year	2015 Survey Year	Prior Survey Year
Undergraduate degree programs	25	45	0	8
Undergraduate non-degree education programs	0	0	0	0
Graduate degree programs	0	0	0	0
Graduate non-degree education programs	1	0	8	0

Comments (optional):

B-2A » 2015 PEDS » Undergraduate Enrollment in Educator Preparation – Degree Programs

Inst Id: 1592

Undergraduate program enrollment (CIP 13.0000) by gender and race/ethnicity as of the institutions official fall reporting date or as of October 15, 2014. See Q&A and flowchart for definition

Help flowchart

1. - M » Male Enrollment

Race / Ethnicity	Undergraduate Students			
	Full-Time		Part-Time	
	2015 Survey Year	Prior Survey Year	2015 Survey Year	Prior Survey Year
Hispanic/Latino of any race	0	0	0	0
American Indian or Alaska Native	0	0	0	0
Asian	0	0	0	0
Black or African American	0	0	0	0
Native Hawaiian or Other Pacific Islander	0	0	0	0
White	5	9	0	2
Two or more races	0	0	0	0
Nonresident alien	0	1	0	0
Unknown	0	0	0	0
Totals:	5	10	0	2

2. - W » Female Enrollment

Race / Ethnicity	Undergraduate Students			
	Full-Time		Part-Time	
	2015 Survey Year	Prior Survey Year	2015 Survey Year	Prior Survey Year
Hispanic/Latino of any race	0	0	0	0
American Indian or Alaska Native	0	1	0	0
Asian	0	0	0	0
Black or African American	1	1	0	0
Native Hawaiian or Other Pacific Islander	0	0	0	0
White	38	39	0	8
Two or more races	1	0	0	0
Nonresident alien	0	4	0	0
Unknown	0	0	0	0
Totals:	40	45	0	8

Comments (optional):

B-2B » 2015 PEDS » Undergraduate Enrollment in Educator Preparation - Non-Degree Education Programs

UserID: 1592

Undergraduate program enrollment of students who have been formally admitted in professional education programs by the department of education as of October 15, 2014. See Q&A and flowchart for definition

Help flowchart

Not applicable

B-2C » 2015 PEDS » Graduate Enrollment in Educator Preparation – Degree Programs

Inst Id: 1592

Graduate program enrollment (CIP 13.0000) by gender and race/ethnicity as of the institutions official fall reporting date or as of October 15, 2014. See Q&A and flowchart for definition

Help flowchart

1. - M » Male Enrollment

Race / Ethnicity	Graduate Students			
	Full-Time		Part-Time	
	2015 Survey Year	Prior Survey Year	2015 Survey Year	Prior Survey Year
Hispanic/Latino of any race	0	0	0	0
American Indian or Alaska Native	0	0	0	0
Asian	0	0	0	0
Black or African American	0	0	0	0
Native Hawaiian or Other Pacific Islander	0	0	0	0
White	0	0	0	0
Two or more races	0	0	0	0
Nonresident alien	0	0	0	0
Unknown	0	0	0	0
Totals:	0	0	0	0

2. - W » Female Enrollment

Race / Ethnicity	Graduate Students			
	Full-Time		Part-Time	
	2015 Survey Year	Prior Survey Year	2015 Survey Year	Prior Survey Year
Hispanic/Latino of any race	0	0	0	0
American Indian or Alaska Native	0	0	0	0
Asian	0	0	0	0
Black or African American	0	0	0	0
Native Hawaiian or Other Pacific Islander	0	0	0	0
White	0	0	0	0
Two or more races	0	0	0	0
Nonresident alien	0	0	0	0
Unknown	0	0	0	0
Totals:	0	0	0	0

Comments (optional):

The State of Indiana no longer considers a MS degree in Education as the sole criterion for salary/leadership advancement in public school systems. This change in policy has significantly impacted graduate enrollment has smaller, regional campuses.

B-2D » 2015 PEDS » Graduate Enrollment - Non-Degrees Education Program

Inst Id: 1592

Graduate program enrollment of students that have been formally admitted and enrolled in professional education programs by the department of education as of October 15, 2014. See Q&A and flowchart for definition

Help flowchart

1. - M » Male Enrollment

Race / Ethnicity	Graduate Students			
	Full-Time		Part-Time	
	2015 Survey Year	Prior Survey Year	2015 Survey Year	Prior Survey Year
Hispanic/Latino of any race	0	0	0	0
American Indian or Alaska Native	0	0	0	0
Asian	0	0	0	0
Black or African American	0	0	0	0
Native Hawaiian or Other Pacific Islander	0	0	0	0
White	0	7	9	0
Two or more races	0	0	0	0
Nonresident alien	0	0	0	0
Unknown	0	0	0	0
Totals:	0	7	9	0

2. - W » Female Enrollment

Race / Ethnicity	Graduate Students			
	Full-Time		Part-Time	
	2015 Survey Year	Prior Survey Year	2015 Survey Year	Prior Survey Year
Hispanic/Latino of any race	0	0	0	0
American Indian or Alaska Native	0	0	0	0
Asian	0	0	0	0
Black or African American	0	1	1	0
Native Hawaiian or Other Pacific Islander	0	0	0	0
White	0	4	8	0
Two or more races	0	0	0	0
Nonresident alien	0	0	0	0
Unknown	0	0	0	0
Totals:	0	5	9	0

Comments (optional):

B-3A » 2015 PEDS » Bachelor's-Level Initial Teacher Preparation, Number of Degrees Between September 1, 2013 and August 31, 2014

Postsecondary completion in education programs (CIP 13.0000) awards/degrees conferred between September 1, 2013 and August 31, 2014, by gender and race/ethnicity.

Help flowchart

Section 1

Male Degree Recipients

IPEDS CIP code	Program area	Hispanic/Latino of any race	American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White	Two or more races	Nonresident alien	Unknown	Total students
13.1001	Special Education, General.	0	0	0	0	0	0	0	0	0	0
13.1202	Elementary Teacher Education.	0	0	0	0	0	3	0	0	1	4
13.1302	Art Teacher Education.	0	0	0	0	0	0	0	0	0	0
13.1305	English Teacher Education.	0	0	0	0	0	1	0	0	0	1
13.1311	Mathematics Teacher Education.	0	0	0	0	0	1	0	0	0	1
13.1316	Science Teacher Education, General.	0	0	0	0	0	1	0	0	0	1
13.1318	Social Studies Teacher Education.	0	0	0	0	0	2	0	0	0	2
	Totals:	0	0	0	0	0	8	0	0	1	9
	Last year totals:	**0**	**0**	**0**	**0**	**0**	**16**	**0**	**0**	**0**	**16**

Female Degree Recipients

IPEDS CIP code	Program area	Hispanic/Latino of any race	American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White	Two or more races	Nonresident alien	Unknown	Total students
13.1001	Special Education, General.	0	0	0	0	0	1	0	0	0	1
13.1202	Elementary Teacher Education.	0	0	0	0	0	22	0	0	0	22
13.1302	Art Teacher Education.	0	0	0	0	0	1	0	0	0	1
13.1305	English Teacher Education.	0	0	0	0	0	2	0	0	0	2
13.1311	Mathematics Teacher Education.	0	0	0	0	0	0	0	0	0	0
13.1316	Science Teacher Education, General.	0	0	0	0	0	0	0	0	0	0
13.1318	Social Studies Teacher Education.	0	0	0	0	0	1	0	0	0	1
	Totals:	0	0	0	0	0	27	0	0	0	27
	Last year totals:	**0**	**0**	**0**	**0**	**0**	**37**	**0**	**0**	**2**	**39**

Section 2

For programs that award degrees in more than one area or that award additional endorsements, indicate in this table the number of degrees, certificates or endorsements awarded on the additional/secondary focus of the program for students already counted above.

Example:
For students obtaining a degree with dual focus on math education and social science education, report them as math education in table above and count them in the social science education code in this table.

IPEDS CIP code	Program area	Total students	
		Male	Female
13.1001	Special Education, General.	0	10
13.1202	Elementary Teacher Education.	4	22
13.1302	Art Teacher Education.	0	1
13.1305	English Teacher Education.	1	2
13.1311	Mathematics Teacher Education.	1	0
13.1316	Science Teacher Education, General.	1	0
13.1318	Social Studies Teacher Education.	2	1

Comments (optional):

One middle school generalist: Science and Math

B-3B » 2015 PEDS » Post-Bachelor's or Master's-Level Initial Teacher Preparation, Number of Degrees Between September 1, 2013 and August 31, 2014

Postsecondary completion in education programs (CIP 13.0000) awards/degrees conferred between September 1, 2013 and August 31, 2014, by gender and race/ethnicity.

Help flowchart

Not applicable

B-3C » 2015 PEDS » Post-Bachelor's or Master's-Level Advanced Preparation, Number of Degrees Between September 1, 2013 and August 31, 2014

Postsecondary completion in education programs (CIP 13.0000) awards/degrees conferred between September 1, 2013 and August 31, 2014, by gender and race/ethnicity.

Help flowchart

Section 1

Male Degree Recipients

IPEDS CIP code	Program area	Hispanic/Latino of any race	American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White	Two or more races	Nonresident alien	Unknown	Total students
13.0101	Education, General.	0	0	0	0	0	0	0	0	0	0
	Totals:	0	0	0	0	0	0	0	0	0	0
	Last year totals:	0	0	0	0	0	0	0	0	0	0

Female Degree Recipients

IPEDS CIP code	Program area	Hispanic/Latino of any race	American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White	Two or more races	Nonresident alien	Unknown	Total students
13.0101	Education, General.	0	0	0	0	0	0	0	0	0	0
	Totals:	0	0	0	0	0	0	0	0	0	0
	Last year totals:	0	0	0	0	0	0	0	0	0	0

Section 2

For programs that award degrees in more than one area or that award additional endorsements, indicate in this table the number of degrees, certificates or endorsements awarded on the additional/secondary focus of the program for students already counted above.

Example:
For students obtaining a degree with dual focus on math education and social science education, report them as math education in table above and count them in the social science education code in this table.

IPEDS CIP code	Program area	Total students	
		Male	Female
13.0101	Education, General.	0	0

Comments (optional):

B-3D » 2015 PEDS » CAS/Specialist Level Advanced Preparation, Number of Degrees Between September 1, 2013 and August 31, 2014

Postsecondary completion in education programs (CIP 13.0000) awards/degrees conferred between September 1, 2013 and August 31, 2014, by gender and race/ethnicity.

Help flowchart

Not applicable

B-3E » 2015 PEDS » Doctorate Level Advanced Preparation, Number of Degrees Between September 1, 2013 and August 31, 2014

Postsecondary completion in education programs (CIP 13.0000) awards/degrees conferred between September 1, 2013 and August 31, 2014, by Gender and Race/ethnicity.

Help flowchart

Not applicable

B-4A » 2015 PEDS » Bachelor's-Level Initial Educator Preparation Program Completers in Professional Education between September 1, 2013 and August 31, 2014, Non-Degree Education Programs

Students who completed a professional education program at the initial teacher preparation level, but did not receive a degree in education, by gender and race/ethnicity.

Help flowchart

Not applicable

B-4B » 2015 PEDS » Post-Bachelor's or Master's-Level Initial Educator Preparation Program Completers in Professional Education Between September 1, 2013 and August 31, 2014, Non-Degree Education Programs

First Id: 1592

Students who completed a professional education programs at the initial teacher preparation level, but did not receive a degree in education, by gender and race/ethnicity.

Help flowchart

Section 1

Male Completers

Program area	Hispanic/Latino of any race	American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White	Two or more races	Nonresident alien	Unknown	Total students
Art Teacher Education.	0	0	0	0	0	0	0	0	0	0
English Teacher Education.	0	0	0	0	0	1	0	0	0	1
Mathematics Teacher Education.	0	0	0	0	0	1	0	0	0	1
Science Teacher Education, General.	0	0	0	0	0	1	0	0	0	1
Social Studies Teacher Education.	0	0	0	0	0	0	0	0	0	0
Totals:	0	0	0	0	0	3	0	0	0	3
Last year totals:	0	0	0	0	0	1	0	0	0	1

Female Completers

Program area	Hispanic/Latino of any race	American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White	Two or more races	Nonresident alien	Unknown	Total students
Art Teacher Education.	0	0	0	0	0	0	0	0	0	0
English Teacher Education.	0	0	0	0	0	0	0	0	0	0
Mathematics Teacher Education.	0	0	0	0	0	0	0	0	0	0
Science Teacher Education, General.	0	0	0	0	0	1	0	0	0	1
Social Studies Teacher Education.	0	0	0	0	0	0	0	0	0	0
Totals:	0	0	0	0	0	1	0	0	0	1
Last year totals:	0	0	0	0	0	3	0	0	0	3

Section 2

For programs that award degrees in more than one area or that award additional endorsements, indicate in this table the number of degrees, certificates or endorsements awarded on the additional/secondary focus of the program for students already counted above.

Example:
For students obtaining a degree with dual focus on math education and social science education, report them as math education in table above and count them in the social science education code in this table.

IPEDS CIP code	Program area	Total students	
		Male	Female

13.1302	Art Teacher Education.	0	0
13.1305	English Teacher Education.	1	0
13.1311	Mathematics Teacher Education.	1	0
13.1316	Science Teacher Education, General.	0	1
13.1318	Social Studies Teacher Education.	1	0

Comments (optional):

B-4C » 2015 PEDS » Post-Bachelor's or Master's-Level Advanced Educator Preparation Program Completers in Professional Education Between September 1, 2013 and August 31, 2014, Non-Degree Education Programs

Students who completed a professional education program at the advanced teacher preparation level, but did not receive a degree in education, by gender and race/ethnicity.

Help flowchart

Not applicable

B-4D » 2015 PEDS » CAS/Specialist Level Advanced Educator Preparation Program Completers in Professional Education Between September 1, 2013 and August 31, 2014, Non-Degree Education grams

Students who completed a professional education program at the advanced teacher preparation level, but did not receive a degree in education, by gender and race/ethnicity.

Help flowchart

Not applicable

B-4E » 2015 PEDS » Doctorate Level Advanced Educator Preparation Program Completers in Professional Education Between September 1, 2013 and August 31, 2014, Non-Degree Education Programs

Item Id: 1592

Students who completed a professional education program at the advanced teacher preparation level, but did not receive a degree in education, by gender and race/ethnicity.

Help flowchart

Not applicable

B-5A » 2015 PEDS » Professional Education Faculty

Inst Id: 1592

Number of professional education faculty members in each category, fall, 2014.

1. - M » Male Faculty

Race / Ethnicity	Full-Time		Part-Time		Adjunct	
	2015 Survey Year	Prior Survey Year	2015 Survey Year	Prior Survey Year	2015 Survey Year	Prior Survey Year
Hispanic/Latino of any race	0	0	0	0	0	0
American Indian or Alaska Native	0	0	0	0	0	0
Asian	1	1	0	0	0	0
Black or African American	0	0	0	0	0	0
Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0
White	4	5	0	0	3	1
Two or more races	0	0	0	0	0	0
Nonresident alien	0	0	0	0	0	0
Unknown	0	0	0	0	0	0
Totals:	5	6	0	0	3	1

2. - W » Female Faculty

Race / Ethnicity	Full-Time		Part-Time		Adjunct	
	2015 Survey Year	Prior Survey Year	2015 Survey Year	Prior Survey Year	2015 Survey Year	Prior Survey Year
Hispanic/Latino of any race	0	0	0	0	0	0
American Indian or Alaska Native	0	0	0	0	0	0
Asian	0	0	0	0	0	0
Black or African American	0	0	0	0	0	0
Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0
White	5	5	0	0	17	7
Two or more races	0	0	0	0	0	0
Nonresident alien	0	0	0	0	0	0
Unknown	0	0	0	0	0	0
Totals:	5	5	0	0	17	7

Comments (optional):

Female Faculty count includes university supervisors (8), and academic advisors (2).

B-5B » 2015 PEDS » Faculty Counts and Teaching Loads

Inst Id: 1592

Faculty counts and teaching loads for faculty members appointed by EPP in fall, 2014.

1. - B5B_1 » Full-time faculty in professional education

Indiana University Kokomo	Faculty in professional education who are: Teaching only undergraduate courses		Teaching only graduate courses		Teaching both undergraduate and graduate courses		Not Teaching this fall semester	
	2015 Survey Year	Prior Survey Year	**2015 Survey Year**	Prior Survey Year	**2015 Survey Year**	Prior Survey Year	**2015 Survey Year**	Prior Survey Year
Number of full-time faculty	**8**	9	**0**	0	**1**	0	**0**	1
Total number of credit hours taught	**59**	65	**0**	0	**6**	0	**0**	0
Total number of courses taught (count each section)	**20**	22	**0**	0	**2**	0	**0**	0

2. - B5B_2 » Part-time faculty in professional education

Indiana University Kokomo	Faculty in professional education who are: Teaching only undergraduate courses		Teaching only graduate courses		Teaching both undergraduate and graduate courses		Not Teaching this fall semester	
	2015 Survey Year	Prior Survey Year	**2015 Survey Year**	Prior Survey Year	**2015 Survey Year**	Prior Survey Year	**2015 Survey Year**	Prior Survey Year
Number of part-time faculty	**0**	0	**0**	0	**1**	0	**0**	0
Total number of credit hours taught	**0**	0	**0**	0	**6**	0	**0**	0
Total number of courses taught (count each section)	**0**	0	**0**	0	**2**	0	**0**	0

3. - B5B_3 » Adjunct faculty in professional education

Indiana University Kokomo	Faculty in professional education who are: Teaching only undergraduate courses		Teaching only graduate courses		Teaching both undergraduate and graduate courses		Not Teaching this fall semester	
	2015 Survey Year	Prior Survey Year	**2015 Survey Year**	Prior Survey Year	**2015 Survey Year**	Prior Survey Year	**2015 Survey Year**	Prior Survey Year
Number of adjunct faculty	**8**	8	**0**	0	**0**	0	**0**	0
Total number of credit hours taught	**34**	43	**0**	0	**0**	0	**0**	0
Total number of courses taught (count each section)	**11**	14	**0**	0	**0**	0	**0**	0

Comments (optional):

The Director of Student Teaching is listed as the "instructor of record" for all student teaching experiences. The K-6 and Special Education student teaching experiences count for a total of 12-credit hours. The Secondary (5-12) student teaching is for 12-credit hours. These experiences are supervised by clinical adjuncts, who report to the Director of Student Teaching. The 12-credit hours for both K-6 and the secondary student teaching experience, are not counted in B-5B » 2015 PEDS » Faculty Counts and Teaching Loads The

B-5C » 2015 PEDS » Tenure and Non-Tenure Full-time Professional Education Faculty

Inst Id: 1592

Tenure of full-time professional education faculty in schools, colleges, or departments of education fall, 2014.

1. - B5C_1 » Does this professional education unit have a tenure track system?

(•) Yes

( ) No

2. - B5C_2 » Faculty

Indiana University Kokomo	Number of faculty with tenure		On tenure track		Not on tenure track	
	2015 Survey Year	Prior Survey Year	2015 Survey Year	Prior Survey Year	2015 Survey Year	Prior Survey Year
Professors	2	2	0	0	0	0
Associate professors	2	3	0	0	0	0
Assistant professors	0	0	5	4	0	0
Instructors	0	0	0	0	0	0
Lecturers	0	0	0	0	0	0
No academic rank	0	0	0	0	0	0
Totals:	4	5	5	4	0	0

Comments (optional):

B-6 » 2015 PEDS » Revenues and Expenditures

Inst Id: 1592

Selected fiscal revenues and expenditures, 2013-2014

1. - B6_1 » Total amount

Total operating budget for the entire university, -2--1?	29620378
Total amount allocated to the professional education unit?	1066916

2. - B6_2 » Revenue From

Indiana University Kokomo	Institutional Total		School, College, or Department of Education portion	
	2015 Survey Year	Prior Survey Year	2015 Survey Year	Prior Survey Year
Private gifts, private grants and private contract	366470	$299,565.00	0	$0.00
Endowment Income	282885	$14,282.00	0	$0.00
Federal funding	243752	$0.00	205897	$0.00
Totals:	$893,107.00	$313,847.00	$205,897.00	$0.00

3. - B6_3 » Expenditures

Indiana University Kokomo	Institutional Total		School, College, or Department of Education portion	
	2015 Survey Year	Prior Survey Year	2015 Survey Year	Prior Survey Year
Instruction	13786379	$13,284,598.00	884748	$844,591.00
Research	199686	$184,023.00	6821	$0.00
Public Service	309051	$510,657.00	0	$0.00
Academic support	4302165	$4,564,075.00	119515	$119,515.00
Student Services	2948633	$3,186,636.00	160581	$160,581.00
Totals:	$21,545,914.00	$21,729,989.00	$1,171,665.00	$1,124,687.00

Comments (optional):

Number of online learning courses, total enrollment in online learning, and number of online learning programs offered.

1. - B7_1 » Which of the following best describes the use of technology by teacher candidates in your program(s)?

- In order to complete the teacher education program, teacher candidates must demonstrate that they can deliver instruction using various technologies.
- (•) Teacher candidates use various technologies as course requirements.
- There are no specific technology requirements for students in the education program.
- Other »

2. - B7_3 » How closely does your school, college, or department of education (SCDE) partner with K-12 school districts in preparing teachers in technology use for instruction?

- Our institution has a formal arrangement with one or more K-12 schools to provide technology-related professional development opportunities to teachers.
- Our institution provides occasional technology-related training to teachers in one or more K-12 schools, but it is not part of an ongoing professional development program.
- (•) Our institution does not provide technology-related training to teachers in the K-12 schools.

3. - B7_4 » Did your SCDE offer any college-level, credit-granting courses by means of online education* in the -2--1 academic year?

*Online education refers to courses delivered to off-campus locations via live or prerecorded video, or computer technologies. Online education excludes:

- Courses conducted exclusively on campus
- Courses conducted by written correspondence
- Courses for which the instructor travels to an off-campus site to deliver instruction in person.

- (•) Yes - if so, please complete table below
- No

4. - B7_5 » Please report the following SCDE data for your undergraduate and graduate online education courses in the 12-month -2--1 academic year.

Indiana University Kokomo	Undergraduate		Graduate	
	2015 Survey Year	Prior Survey Year	2015 Survey Year	Prior Survey Year
Total number of educator preparation programs offered by your institution	0	0	0	0
Number of programs that are offered as online degree or certificate programs	0	0	0	0
Number of courses that are Blended/Hybrid (30-79% delivered online)	0	0	0	0
Number of courses that are 80% or more online delivery	2	3	0	0
Number of enrollments in blended/hybrid courses	0	0	0	0
Number of enrollments in online courses (80% or more online delivery)	23	74	0	0

5. - B7_6 » What types of technology and technology tools does your program(s) make available to teacher candidates?

Choose all that apply

- [x] Computer labs with internet access
- [x] Laptops and/ or tablets (ie., iPad, Kindle, Galaxy, etc)
- [x] Interactive SMART Boards
- [x] Access to video cameras, video recording equipment
- [x] Access to online research databases
- [x] Electronic learning management system (ie., Blackboard, Canvas, etc)
- [ ] Assessment management system (LiveText, Taskstream, etc)
- [ ] Virtual reality/computer games/simulation programs
- [x] Other » **I-Rubric**

6. - B7_8 » What types of technology and technology tools does your program(s) make available to faculty?

Choose all that apply

- [x] Computer labs with internet access
- [x] Laptops and/ or tablets (ie., iPad, Kindle, Galaxy, etc)
- [x] Interactive SMART Boards
- [x] Access to video cameras, video recording equipment
- [x] Access to online research databases
- [x] Electronic learning management system (ie., Blackboard, Canvas, etc)
- [ ] Assessment management system (LiveText, Taskstream, etc)
- [ ] Virtual reality/computer games/simulation programs
- [ ] Other »

7. - B7_9 » For which of the following technologies or technology tools does your program require candidates to demonstrate proficiency in order to complete the teacher preparation program?

Choose all that apply

- [x] Laptops and/ or tablets (ie., iPad, Kindle, Galaxy, etc)
- [x] Interactive SMART Boards
- [ ] Video cameras, video recording equipment
- [x] Online research databases
- [x] Electronic learning management system (ie., Blackboard, Canvas, etc)
- [ ] Assessment management system (LiveText, Taskstream, etc)
- [x] Instructional technology used to deliver course content
- [x] Technology used to facilitate online learning and/ or support virtual learning environments
- [ ] Interactive web 2.0 tools
- [x] Technology used to deliver and collect assessment data on student performance

- [x] Technology used to support accessibility
- [ ] Social media
- [ ] Other »

8. - B7_10 » What types of professional development are made available to faculty on use of technology and online learning?

Choose all that apply

- [x] Workshops
- [x] Demonstrations
- [x] One-on-one training
- [x] Webinars
- [ ] No professional development is offered to faculty on the use of technology and online learning
- [ ] Other »

Comments (optional):

School of Education has a formal partnership with 27-area school corporations. Students complete field experiences in these partnership schools. Many cooperating school districts use one-to-one technology in their classrooms. Faculty hold their regular classes in partnership schools, with students completing their field experience after attending class. All partnership schools utilize technology

Admission and graduation requirements for educator preparation programs at the initial certification level, 2013-2014. Please note the admission questions refer to the fall of 2014, while graduation questions refer to the whole academic year of 2013-2014

1. - B8_1 » What are the admission requirements for full acceptance * to your institution's educator preparation programs at the initial certification level?

(Check all that apply)

* Full or unconditional admission means that a student is admitted into the EPP with no additional conditions or stipulations other than what is required of all undergraduate or graduate students to maintain good academic standing. If conditional admission is granted, an additional stipulation (condition) is placed on the student by the EPP. Once this condition is met, the student becomes fully admitted.

Indiana University Kokomo	Bachelors level		Post Bachelors level		Master level	
	2015 Survey Year	Prior Survey Year	2015 Survey Year	Prior Survey Year	2015 Survey Year	Prior Survey Year
High School GPA		0		0		0
Undergraduate GPA	☑	1	☑	1		0
Minimum of **total** credit hours completed as undergraduate		1		0		0
Minimum of credit hours in **education-related courses** completed as undergraduate	☑	1		0		0
Praxis I Reading	☑	1	☑	1		0
Praxis I Writing	☑	1	☑	1		0
Praxis I Math	☑	1	☑	1		0
ACT composite score	☑	1	☑	1		0
SAT total score	☑	1	☑	1		0
GRE Verbal		0	☑	0		0
GRE Quantitative		0	☑	0		0
GRE Analytical Writing		0		0		0
MAT scaled score		0		0		0
Praxis II		0		0		0
Praxis Core Academic Skills for Educators	☑	1	☑	1		0
Previous Education related courses	☑	1		0		0
Education related bachelor's degree		0		0		0
Any bachelor's degree		0	☑	1		0
Previous teaching experience/or experience working		0		0		0
State specific tests		0		0		0
Goals statement		0	☑	1		0
Statement/assessment of professional dispositions		0		0		0
Letters of recommendation		0		0		0
Background checks	☑	1	☑	1		0

2. - B8_2 » Please enter the minimum required criteria and average scores of fall -1 enrolled student cohort for the following admission requirements (if selected above)

Indiana University Kokomo	Bachelors level		Post Bachelors level		Master level	
	2015 Survey Year	Prior Survey Year	**2015 Survey Year**	Prior Survey Year	**2015 Survey Year**	Prior Survey Year
Average **High School** GPA of new candidates enrolled in Fall -1	**0**	0	**0**	0	**0**	0
Minimum Undergraduate GPA Required	**2.5**	2.5	**2.5**	2.5	**0**	0
Average **Undergraduate** GPA of new candidates enrolled in Fall -1	**3.0**	3.037	**3.4**	3.05	**0**	0
Minimum required **total** credit hours completed as undergraduate	**60**	60	**120**	120	**0**	0
Minimum required credit hours in **education courses** completed as undergraduate	**16**	15	**0**	0	**0**	0

3. - B8_3 » What are the graduation/completion requirements for your institution's initial teacher certification programs?

(Check all that apply)

Indiana University Kokomo	Bachelors level		Post Bachelors level		Master level	
	2015 Survey Year	Prior Survey Year	**2015 Survey Year**	Prior Survey Year	**2015 Survey Year**	Prior Survey Year
Minimum Program GPA	☑	1	☑	1		0
Minimum credit hours completed	☑	1	☑	1		0
A mininmum number of clock hours spent on **early field experiences**	☑	1	☑	1		0
A minimum number of clock hours on **supervised clinical experience/student teaching** (excluding early field experience)	☑	1	☑	1		0
Praxis I	☑	1	☑	1		0
Praxis II	☑	1	☑	1		0
State specific tests	☑	0	☑	0		0
Paper-based Portfolio		0		0		0
Electronic Portfolio		0		0		0
edTPA		0		0		0
Other Performance Assessment	☑	0	☑	0		0

4. - B8_4 » Please enter the required criteria for the following graduation requirements (if selected above)

If all programs have the same clock hour requirements enter the same number for the lowest and highest required hours.

Indiana University Kokomo	Bachelors level		Post Bachelors level		Master level	
	2015 Survey Year	Prior Survey Year	**2015 Survey Year**	Prior Survey Year	**2015 Survey Year**	Prior Survey Year
Minimum Program GPA required	**2.5**	2.5	**2.5**	2.5	**0**	0
Average GPA of -2--1 degree completers	**3.4**	3.36	**3.4**	3.3	**0**	0

Minimum credit hours completed	120	120	24	24	0	0
Minimum number of clock hours spent on early field experiences for program with lowest number of required hours	100	100	100	100	0	0
Minimum number of clock hours spent on early field experiences for program with highest number of required hours	159	159	160	160	0	0
Minimum number of clock hours on supervised clinical experience/student teaching (excluding early field experience) for program with lowest number of required hours	480	560	480	560	0	0
Minimum number of clock hours on supervised clinical experience/student teaching (excluding early field experience) for program with highest number of required of hours	480	560	560	560	0	0
Number of programs that have implemented edTPA?	0	0	0	0	0	0

5. - B8_5 » Mid-program selectivity and attrition

Indiana University Kokomo	Total 2015 Survey Year	Prior Survey Year
Total number of candidates that withdrew from educator preparation programs during academic year -2--1	8	9
Number of candidates that withdrew during academic year -2--1 who were counseled out of the program	1	2
Number of candidates that withdrew at own initiative during academic year -2--1	7	7

	2015 Survey Year	Prior Survey Year
Describe the process used to counsel candidates out of programs	A Fitness for the Teaching Profession form is completed by a faculty member Teacher Education Admission and Retention (TEAR) Committee meeting is convened. The TEAR Committee makes a	A Fitness for the Teaching Profession form is completed by a faculty member Teacher Education Admission and Retention (TEAR) Committee meeting is convened. The TEAR Committee makes a recommendation to the Dean of the School of Education, who makes a final decision. Students are referred to an academic advisor who will advise them to transfer to another program. Typically such students receive their BS in General Studies.

Comments (optional):

Praxis I has been replaced by Pearson CASA Praxis II has been replaced by Pearson CORE

Supervised clinical experience as a component of your initial certification level teacher preparation programs, 2013-2014

1. - B9_1 » Indicate the number of candidates in supervised clinical experience/student teaching during the -2--1 academic year

Exclude those who were fulfilling early field experience requirements

Indiana University Kokomo	Bachelors level		Post Bachelors level		Master level	
	2015 Survey Year	Prior Survey Year	2015 Survey Year	Prior Survey Year	2015 Survey Year	Prior Survey Year
Number of students	36	67	4	4	0	0

2. - B9_2 » Select the name of the largest initial educator licensure program at your institution for the Baccalaureate, Post-Baccalaureate, and/or Masters Level

Indiana University Kokomo	Bachelors level		Post Bachelors level		Master level	
	2015 Survey Year	Prior Survey Year	2015 Survey Year	Prior Survey Year	2015 Survey Year	Prior Survey Year
Program name	Elementary Education (2)	2	Multiple Subject (17)	17	- Select -	0

3. - B9_3 » What is the average duration of the early field experiences in the initial certification programs enumerated in question 9.2 above?

Indiana University Kokomo	Bachelors level		Post Bachelors level		Master level	
	2015 Survey Year	Prior Survey Year	2015 Survey Year	Prior Survey Year	2015 Survey Year	Prior Survey Year
Average number of total clock hours spent in early field experiences (before Student Teaching)	159	159	160	160	0	0

4. - B9_4 » What is the average length and intensity of the supervised clinical experience/student teaching in the initial certification programs enumerated in question 9.2 above?

Exclude early field experiences

Indiana University Kokomo	Bachelors level		Post Bachelors level		Master level	
	2015 Survey Year	Prior Survey Year	2015 Survey Year	Prior Survey Year	2015 Survey Year	Prior Survey Year
Number of semesters / quarters	1	1	1	1	0	0
Weeks per semester / quarter	12	16	12	16	0	0
Hours per week	40	40	40	40	0	0

5. - B9_8 » What is the average length and intensity of the supervised clinical **Residencies** in the initial certification programs enumerated in question 9.2 above?

Exclude early field experiences

Indiana University Kokomo	Bachelors level		Post Bachelors level		Master level	
	2015 Survey Year	Prior Survey Year	2015 Survey Year	Prior Survey Year	2015 Survey Year	Prior Survey Year
Number of semesters / quarters	0	0	0	0	0	0
Weeks per semester / quarter	0	0	0	0	0	0
Hours per week	0	0	0	0	0	0

6. - B9_5 » Select all **URBAN** settings where your teacher candidates typically complete their supervised clinical experience / student teaching placements.

Select all that apply for **Urban** areas **(Note: school performing standard is defined by your state education agency)**

Indiana University Kokomo	Bachelors level		Post Bachelors level		Master level	
	2015 Survey Year	Prior Survey Year	2015 Survey Year	Prior Survey Year	2015 Survey Year	Prior Survey Year
Professional development schools / Partner Schools		0		0		0
Lab schools		0		0		0
Low performing schools*	☑	1	☑	1		0
High performing schools*	☑	1	☑	1		0
Title I schools	☑	1	☑	1		0
Full-time residencies		0		0		0
Other		0		0		0
Does not apply		0		0		0

7. - B9_6 » Select all **SUBURBAN and/or TOWN** settings where your teacher candidates typically complete their supervised clinical experience / student teaching placements

Select all that apply for **Suburban and Town** areas **(Note: school performing standard is defined by your state education agency)**

Indiana University Kokomo	Bachelors level		Post Bachelors level		Master level	
	2015 Survey Year	Prior Survey Year	2015 Survey Year	Prior Survey Year	2015 Survey Year	Prior Survey Year
Professional development schools / Partner Schools		0		0		0
Lab schools		0		0		0
Low performing schools*	☑	1	☑	1		0
High performing schools*	☑	1	☑	1		0
Title I schools	☑	1	☑	1		0
Full-time residencies		0		0		0
Other		0		0		0

Does not apply		0		0		0

8. - B9_7 » Select all RURAL settings where your teacher candidates typically complete their supervised clinical experience / student teaching placements.

Select all that apply for **Rural** areas **(Note: school performing standard is defined by your state education agency)**

Indiana University Kokomo	Bachelors level		Post Bachelors level		Master level	
	2015 Survey Year	Prior Survey Year	**2015 Survey Year**	Prior Survey Year	**2015 Survey Year**	Prior Survey Year
Professional development schools / Partner Schools		0		0		0
Lab Schools		0		0		0
Low Performing Schools	☑	1	☑	1		0
High performing schools*	☑	1	☑	1		0
Title I schools	☑	1	☑	1		0
Full-time residencies		0		0		0
Other		0		0		0
Does not apply		0		0		0

9. - B9_9 » University Supervisors/Clinical Faculty

How many of your faculty members supervised clinical experiences in -2--1?

Indiana University Kokomo	Tenured / Tenure-track		Not tenure track	
	2015 Survey Year	Prior Survey Year	**2015 Survey Year**	Prior Survey Year
Professors	**1**	1	**0**	0
Associate professors	**1**	1	**0**	0
Assistant professors	**2**	2	**0**	0
Instructors	**0**	0	**0**	0
Lecturers	**0**	0	**0**	0
Other	**0**	0	**0**	0
Totals:	4	**4**	0	**0**

10. - B9_10 » Do you have minimum requirements for selection of school-based personnel supervising your candidate's?

- ◉ Yes
- ○ No

11. - B9_11 » If yes, please enumerate those requirements

Please enumerate the requirements for selection of school-based personnel supervising your candidate's	Cooperating teachers/host teachers must complete the two-year IMAP (Indiana Mentor and Assessment Program) and rated as either Effective or Highly Effective by their school administrator

12. - B9_12 » Do you have minimum requirements for selection of university-based personnel supervising your candidate's?

- (•) Yes
- ( ) No

13. - B9_13 » If yes, please enumerate those requirements

Please enumerate the requirements for selection requirements for selection of university-based personnel supervising your candidate's	They must either be faculty or, if outside of the School of Education, have an Indiana license and taught for a minimum of 10-years in public school.

Comments (optional):

RE: The distinction between 'supervised clinical residencies' (B9.8) and 'supervised clinical experience/student teaching/ (B9.4) is not clearly defined, and there is NO notation in the Glossary to explain any differences. IF the Supervised Clinical Residencies (B9.8) is the same as 'supervised clinical experience/student teaching' then the same data reported (B9.4) obtains.

Graduate placement and K-12 impact data

1. - B10_1 » Did your institution track its -3--2 new teacher graduates into their initial job placements during -2--1 academic year?

- ( ) Yes
- ( ) Attempted to track them, but had limited success obtaining information
- (•) No, but planning to track them in the future
- ( ) No
- ( ) Other »

2. - B10_2 » If you answered **yes** or limited success above, for what percent of the -3--2 graduates were placement data obtained?

0 % of the new graduates' placement information was obtained

3. - B10_11 » Type of Placement: Of those -3--2 graduates for whom you obtained placement information in -2--1, how many are in

Placement Type	Number of Graduates	
	2015 Survey Year	Prior Survey Year
Public schools in your state working in the fields they were prepared for		
Public Schools in your state, but working in a different field		
Public Schools in your state, but no information / don't know field of work		
Other teaching placements (private schools or out of state)		
Not teaching		

4. - B10_12 » Please report placement data obtained in -2--1 for students who graduated in the years listed below

Year of Completion	Number of degree / completers		Number employed in your state's public schools first year after graduation		Number employed in your state's public schools second year after graduation		Number employed in your state's public schools both years	
	2015 Survey Year	Prior Survey Year	**2015 Survey Year**	Prior Survey Year	**2015 Survey Year**	Prior Survey Year	**2015 Survey Year**	Prior Survey Year
2012-2013 academic year	**36**	0	**38**	0	**0**	0	**0**	0
2011-2012 academic year	**44**	42	**25**		**28**		**23**	
2010-2011 academic year	**38**	38	**12**		**21**		**12**	

5. - B10_13 » Of those who were not employed in your state's public schools in the first two years after graduation, do you have information if they went

Check all that apply

- [ ] Out of State
- [ ] Private schools
- [ ] Military
- [ ] Advanced studies
- [ ] Left the field
- [x] Don't have information
- [ ] Other »

6. - B10_4 » if graduate placement data were collected, the source was

Check all that apply

- [x] Through self-reporting from the graduates
- [ ] From the schools/school districts
- [ ] From the state
- [ ] Other »

7. - B10_5 » Did your institution receive P-12 student achievement data from the state?

- ( ) Yes
- (•) No

8. - B10_14 » Were the data used for these purposes by institution?

If Yes in [B-10.5]

Purpose	Yes	No, have not used the data yet	Unknown
To help the institution assess the effectiveness of your graduates in their placements?			
To inform program improvement?			
For other purposes?			

9. - B10_15 » Were the data used for these purposes by state?

If Yes in [B-10.5]

Purpose	Yes	No, have not used the data yet	Unknown
To help the institution assess the effectiveness of your graduates in their placements?			
To inform program improvement?			
For other purposes?			

10. - B10_9 » Types of data obtained on graduates tracked in -2--1

- [x] Graduation rates
- [x] Placement rates
- [ ] Teacher persistence rates
- [ ] Teachers' satisfaction with preparation program
- [ ] Principals' satisfaction with teacher quality
- [ ] Student Value-Added measures
- [ ] Student growth measures
- [ ] Observational measures of teacher performance
- [ ] Other »

11. - B10_16 » For how many of your graduates/completers from the years listed below did you get evaluation data from the state in -2--1?

Year of completion	Total number of initial licensure degree / completers		Number for which evaluation data were received from the State	
	2015 Survey Year	Prior Survey Year	**2015 Survey Year**	Prior Survey Year
2012-2013 completion year	**0**	0	**0**	0
2011-2012 completion year	**0**	0	**0**	
2010-2011 completion year	**0**	0	**0**	

12. - B10_10 » Graduation and Licensure rates in -2--1

Graduation time frame is based on the expected time frame for completion after a student has been formally accepted and enrolled in the Educator Preparation program.

Out of the total number of initial certification candidates who graduated or completed programs in -2--1 at your institution

4	What is the nominal duration (number of semesters) in Bachelor Level programs for initial certification once candidates are admitted into the Education Preparation Provider (EPP)?
36	Number of teacher education undergraduate degree recipients/program completers who were eligible for initial licensure
4	Number of teacher education Post bachelor's degree recipients/program completers who were eligible for initial licensure
0	Number of teacher education Master's degree recipients/program completers who were eligible for initial licensure

Comments (optional):

Some data received from state. Three candidates ranked as 'highly effective' Eleven candidates received the ranking of 'effective.' Data received on fewer than ten candidates is not reported by the the state.