2023 Annual Accreditation Report

CAEP ID:	24770	**AACTE SID:**	
Institution:	Vincennes University		
Unit:			

Section 1. EPP Profile Updates in AIMS

After reviewing and/or updating the Educator Preparation Provider's (EPP's) profile in AIMS, check the box to indicate that the information in the system is up-to-date and accurate.

1.1 Update Contact Information in AIMS:

1.1.1 I confirm that the EPP has listed and updated the contact information for the individual(s) designated as "EPP Head."

[The individual(s) identified as the EPP head should be authorized to receive time-sensitive CAEP-accreditation related communications.]

Agree Disagree
◉ ○

1.1.2 I confirm that the EPP has listed and updated the contact information for the individual(s) designated as "CAEP Coordinator".

[The individual(s) identified as the CAEP Coordinator is primarily assigned the role in coordinating accreditation activities. This contact may be carbon copied on communications to the EPP head and should be authorized by the EPP to receive CAEP-accreditation related communications.]

Agree Disagree
◉ ○

1.1.3 I confirm that the EPP has provided updated contact information for two distinct people for these roles.

[CAEP requires that EPPs provide information for at least two distinct contact persons to ensure that automatic communications sent from AIMS are received by the EPP in the event of personnel turnover.]

Agree Disagree
◉ ○

1.2 Update EPP Information in AIMS:

1.2.1 *Basic Information* - I confirm that the EPP's basic information (including mailing address and EPP name) are up to date and accurately reflected in AIMS.

[The individual(s) identified as the EPP head should have authority over the EPP. This contact may receive time-sensitive communications related to the accreditation of the EPP.]

Agree Disagree
◉ ○

1.2.2 *EPP Characteristics and Affiliations* - I confirm that the EPP characteristics and affiliations (including Carnegie classification, EPP type, religious affiliation, language of instruction, institutional accreditation, and branch campuses/sites) are up to date and accurately reflected in AIMS

[The individual(s) identified as the CAEP Coordinator should have a role in coordinating accreditation activities. This contact may be carbon copied on communications to the EPP head.]

Agree Disagree
◉ ○

1.2.3 *Program Options* - I confirm that EPP's licensure area listings (including program title, licensure level, degree or certificate level, licensure(program) category, and program review option) are up to date and accurately reflected in AIMS under Program Options, for all licensure areas that fall within CAEP's scope of accreditation; (programs outside of CAEP's scope of accreditation should either be marked as non-CAEP review or archived, as applicable, in AIMS).

Agree Disagree

Section 2. EPP's Program Graduates [Academic Year 2021-2022]

2.1 What is the total number of candidates who graduated from programs that prepared them to work in P-12 settings during Academic Year 2021-2022?

Enter a numeric value for each textbox.

2.1.1 Number of graduates in programs leading to <u>initial</u> teacher certification or licensure[1]

`11`

2.1.2 Number of graduates in <u>advanced</u> programs or programs leading to a degree, endorsement, or some other credential that prepares the holder to serve in P-12 schools (Do not include those completers counted above.)[2]

`0`

Total number of program graduates   11

---

[1]In Section 2 of the Annual Report, the EPP will provide the total number of graduates who finished the program and licensing requirements in the academic year specified.

[2] For a description of the scope for Initial and Advanced programs, see Policy II in the CAEP Accreditation Policies and Procedures

Section 3. Substantive Changes

Please report on any substantive changes that have occurred at the EPP/Institution or Organization, as well as the EPP's current regional accreditation status.

Have any of the following substantive changes occurred at your educator preparation provider or institution/organization during the 2021-2022 academic year?

3.1 Has there been any change in the EPP's legal status, form of control, or ownership?

◯ **Change** ◉ **No Change / Not Applicable**

3.2 Has the EPP entered a contract with other providers for direct instructional services, including any teach out agreements?

◯ **Change** ◉ **No Change / Not Applicable**

3.3 Since the last reporting cycle, has the EPP seen a change in state program approval?

◯ **Change** ◉ **No Change / Not Applicable**

3.4. What is the EPP's current regional accreditation status?

Accreditation Agency:

CAEP

Status:

Full Accreditation

Does this represent a change in status from the prior year?

◯ **Change** ◉ **No Change / Not Applicable**

3.5 Since the last reporting cycle, does the EPP have any other substantive changes to report to CAEP per CAEP's Accreditation Policy?

◯ **Change** ◉ **No Change / Not Applicable**

Section 4. CAEP Accreditation Details on EPP's Website

Please update the EPP's public facing website to include: 1) the EPP's current CAEP accreditation status with an accurate listing of the EPP's CAEP (NCATE, or TEAC) reviewed programs, and 2) the EPPs data display of the CAEP Accountability Measures for Academic Year 2021-2022.

4.1. EPP's current CAEP (NCATE/TEAC) Accreditation Status & Reviewed Programs

4.1 Provider shares a direct link to the EPP's website where information relevant to the EPP's current accreditation status is provided along with an accurate list of programs included during the most recent CAEP (NCATE or TEAC) accreditation review.

https://www.vinu.edu/accreditation-and-annual-reports

4.2. CAEP Accountability Measures (for CHEA Requirements) [2021-2022 Academic Year]
Provider shares a direct link to its website where the EPP's display of data for the CAEP Accountability Measures, as gathered during the 2021-2022 academic year, are clearly tagged, explained, and available to the public.

CAEP Accountability Measures (for CHEA Requirements) [2021-2022 Academic Year]

- **Measure 1 (Initial): Completer[3] effectiveness. (R4.1)** Data must address: (a) completer impact in contributing to P-12 student-learning growth **AND** (b) completer effectiveness in applying professional knowledge, skills, and dispositions.
- **Measure 2 (Initial and Advanced): Satisfaction of employers and stakeholder involvement. (R4.2|R5.3| RA4.1)**
  Data provided should be collected on employers' satisfaction with program completers.
- **Measure 3 (Initial and Advanced): Candidate competency at completion. (R3.3)**
  Data provided should relate to measures the EPP is using to determine if candidates are meeting program expectations and ready to be recommended for licensure. (E.g.: EPP's Title II report, data that reflect the ability of EPP candidates to meet licensing and state requirements or other measures the EPP uses to determine candidate competency at completion.)
- **Measure 4 (Initial and Advanced): Ability of completers to be hired** (in positions for which they have prepared.)

---

[3]For the CAEP Accountability Measures, the EPP will share information on the website pertaining to completer data per CAEP's definition of the term completer: "A candidate who successfully satisfied all program requirements of a preparation program at least six months previously and who is employed in a position for which they were prepared for state licensure."

CAEP Accountability Measures (Initial) [LINK] https://www.vinu.edu/accreditation-and-annual-reports

CAEP Accountability Measures (Advanced) [LINK] N/A

Section 5. Areas for Improvement, Weaknesses, and/or Stipulations

Summarize EPP activities and the outcomes of those activities as they relate to correcting the areas cited in the last Accreditation Action/Decision Report. The EPP will continue to report its action and progress on addressing its AFI(s), weaknesses and/or stipulations until the EPP's next CAEP Accreditation Site Review.

CAEP: **Areas for Improvement (ITP)**   2 Clinical Partnerships and Practice

EPP has insufficient data demonstrating tracking of clinical experiences with diverse students. (component 2.3)

We continually strive to place our students in clinical settings that provide diverse experiences reflected in the surrounding communities. Since our most recent site visit, we have made several strides toward improving the tracking of our candidates. In particular, our new program coordinator has worked to streamline the processes for placement in our area schools and to strengthen our partnerships. We have also been working with our clinical partners to gain a wider variety of experiences and have been attempting to broaden our number of partner schools to gain a larger pool of possible placements. These diverse classrooms include Amish, Haitian, Mennonite and Hispanic populations. Additionally, our Cultural Immersion course gives our students opportunities to interact with the EAL population at Vincennes University. Education students provide EAL students with authentic conversation as well as exchanges of cultural traditions and experiences.

CAEP: **Areas for Improvement (ITP)**   3 Candidate Quality, Recruitment, And Selectivity

EPP's recruitment plan was limited. (component 3.1)

The EPP is in the process of updating our recruitment plan to include more specific goals and the better utilization of student and demographic data to establish baseline demographics for our student population in the Department and to make more informed decisions regarding our goals and the intended direction of future recruitment. Using the CAEP recruitment plan template, we have worked with admissions and our office of Institutional Research (OIER) to determine baseline demographic data for all students who have declared an education major. The EPP has also done some independent research into the demographic data of some of our "gateway" courses to establish norms from a retention point of view. As these data have become available to the EPP, we have worked to use these data to be more intentional with our goals and to set realistic standards for improving the overall diversity of the program. By exploring the retention data of our "gateway" courses, we are looking to create goals for retaining our students in the program to create a more diverse graduating population in turn.

As an institution, the EPP has taken the following steps to improve the recruitment process of prospective students. In particular, Vincennes University has hired a new admissions person for recruitment of the B.S. programs, including our EPP programs. We have also increased our recruitment efforts through our Early College program. The EPP has also begun to make course offerings available at three high school sites in the region, creating a pipeline of potential candidates for the EPP program. As a program we have also participated in the Be A Teacher Day gathering in Indianapolis as a recruiting tool and have increased scholarship opportunities for students studying Math Education.

CAEP: **Areas for Improvement (ITP)**   3 Candidate Quality, Recruitment, And Selectivity

The EPP provided limited evidence of candidates academic achievement. (component 3.2)

In light of CAEP's removal of the Praxis program admission requirement, the EPP continues to look closely at GPA for incoming cohorts as they enter the program in their third year. We require our cohorts to have an overall 3.0 GPA. This GPA requirement is among the highest in the state. Our advisory council has supported the maintaining of this higher standard of academic achievement. Additionally at the completion of each EDUC course, students are evaluated using a disposition form. Recently we have updated these forms to better measure program professional comportment of student expectations.

CAEP: **Areas for Improvement (ITP)**   4 Program Impact

The EPP provided a plan that did not meet sufficiency criteria. (component 4.1)

In order to meet the sufficiency criteria to show completers' impact on student learning, we have implemented the following measures. The My Class Inventory (MCI) and our EPP-created and reviewed Program Impact Assessment (PIA) - were tapped as the best options for our institution size and goals and both assessments are currently being used. Through a collaboration with our Office of Institutional Effectiveness and Research (OIER) we have developed these measures into a digital format. The digitization process for data collection now allows OIER to generate both aggregate and disaggregated data reports that the EPP reviews and utilizes for the purposes of improved instruction and to address programmatic needs. These measures align with our newly developed quality assurance system.

CAEP: **Areas for Improvement (ITP)**   5 Provider Quality Assurance and Continuous Improvement

The EPP provided limited evidence that its quality assurance system is comprised of measures that monitor operational effectiveness. (component 5.1)

Through biweekly meetings, a quality assurance system continues to be refined. Many measures have been in place but there is now a system for tracking distribution, collection and analyzing of data. This system includes data from the Principal Survey, MCI, PIA, Dispositions, State Survey Data, and input from the biannual meetings of our advisory council (TEAC). Our system also includes a set plan for when the EPP will meet to discuss the results of these measures, how to report said results to TEAC and other stakeholders, and what necessary steps must be undertaken to use the data to make changes to the program or our data collection methods.

CAEP: **Areas for Improvement (ITP)**   5 Provider Quality Assurance and Continuous Improvement

There was limited evidence that the EPP's quality assurance system relies on relevant, verifiable, representative cumulative or actionable measures. (component 5.2)

Now that an annual and systematic QAS has been developed, the EPP continues to look at our program data. Those data are reported to stakeholders through biannual TEAC meetings as well as publicly on our website. The input of TEAC is used to create change and improvement. Our QAS also includes a set plan for when the EPP will meet to discuss the results of these measures, how to report said results to TEAC and other stakeholders, and what necessary steps must be undertaken to use the data to make changes to the program or our data collection methods. It is also important to note that our QAS is continually updated according to program needs.

CAEP: **Areas for Improvement (ITP)**   5 Provider Quality Assurance and Continuous Improvement

The EPP did not provide sufficient evidence of meetings to address data and data driven results that are used in decision making. (component 5.3)

We continue to hold biannual TEAC meetings at which data and ideas are shared. The EPP takes input from TEAC and modifies processes, forms, and overall program actions. Our improved QAS model also includes set times of the year when data are to be discussed by the EPP for the purposes of making data-driven decisions. Biweekly accreditation team meetings review data primarily for the purposes of recruitment, GPA and sufficiency standards, and course/curricular improvements. Information from these meetings are shared at our monthly staff meetings.

CAEP: **Areas for Improvement (ITP)**   5 Provider Quality Assurance and Continuous Improvement

There was limited evidence that the EPP shares and acts upon measures and data results of completer impact on P-12 student growth. (component 5.4)

Through our biweekly accreditation team meetings, we have developed a quality assurance system. Through multiple measures we collect data and review that data for necessary and appropriate programmatic changes. Specifically the two measures that track completers' impact on student growth (MCI and PIA) are implemented and the acquired data from those measures are reviewed.

Section 6. EPP's Continuous Improvement & Progress on (advanced level) Phase-in Plans and (initial-level) Transition Plans

Please share any continuous improvement initiatives at the EPP, AND (if applicable) provide CAEP with an update on the EPP's progress on its advanced level phase-in plans and/or initial level transition plans.

6.1 Summarize any data-driven EPP-wide or programmatic modifications, innovations, or changes planned, worked on, or completed in the last academic year.
This is an opportunity to share targeted continuous improvement efforts your EPP is proud of. Focus on one to two major efforts the EPP made and the relationship among data examined, changes, and studying the results of those changes.

Last year our quality assurance system was developed. The past year has been spent reviewing and refining the specifics of the individual measures and processes. We have worked diligently to digitize our forms with the aim of greater access to data and allowing us to make better informed decisions and improve processes in our program.
Additionally the EPP has reconstructed a class called Cultural Immersion. In conjunction with the English as Additional Language Program,
this class helps to meet the needs of exposure to diversity for our teacher candidates.

6.1.2 Optional Comments

N/A

> **A.5.1 Quality and Strategic Evaluation**
> **A.5.2 Quality and Strategic Evaluation**
> **A.5.3 Continuous Improvement**
> **A.5.4 Continuous Improvement**
> **A.5.5 Continuous Improvement**
> **R5.1 Quality Assurance System**
> **R5.2 Data Quality**
> **x.1 Diversity**
> **x.4 Previous AFI / Weaknesses**

Upload data results or documentation of progress on phase-in/transition plans if applicable (This is optional and for the EPP's records as it prepares for the next CAEP review).

Section 8: Feedback for CAEP & Report Preparer's Authorization

8.1 . [OPTIONAL] Just as CAEP asks EPPs to reflect on their work towards continuous improvement, CAEP endeavors to improve its own practices. To this end, CAEP asks for the following information to identify areas of priority in assisting EPPs.

8.1 Questions: Does the EPP have any questions about CAEP Standards, CAEP sufficiency criteria, or the CAEP accreditation process generally?
NO

8.2 Preparer's authorization. *By checking the box below, I indicate that I am authorized by the EPP to complete the 2023 EPP Annual Report, and that the details provided in this report and linked webpages are up to date and accurate at the time of submission..*

    ☑ **I am authorized to complete this report.**

Report Preparer's Information

Name:	Jonathan Leonard
Position:	Associate Professor of Education
Phone:	812-888-5951
E-mail:	jleonard@vinu.edu

Secondary Contact Person for Annual Report Feedback*(Notification of Annual Report Feedback will be sent to the report preparer and the secondary contact person listed to ensure receipt of feedback in the event of EPP turnover.)*

Name:	Aaron Bruck
Position:	Associate Professor of Chemistry
Phone:	812-888-5705
E-mail:	abruck@vinu.edu

I understand that all the information that is provided to CAEP from EPPs seeking initial accreditation, continuing accreditation or having completed the accreditation process is considered the property of CAEP and may be used for training, research and data review. CAEP reserves the right to compile and issue data derived from accreditation documents.

See [CAEP Accreditation Policy](#)

    ☑ **Acknowledge**