

2021 EPP Annual Report

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

Section 1. EPP Profile

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

1.1 In AIMS, the following information is current and accurate...

	Agree	Disagree
1.1.1 Contact person	<input checked="" type="radio"/>	<input type="radio"/>
1.1.2 EPP characteristics	<input checked="" type="radio"/>	<input type="radio"/>
1.1.3 Program listings	<input checked="" type="radio"/>	<input type="radio"/>

1.2 [For EPPs seeking Continuing CAEP Accreditation]. Please provide a link to your webpage that demonstrates accurate representation of your Initial-Licensure Level and/or Advanced-Level programs as reviewed and accredited by CAEP (NCATE or TEAC).

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

Section 2. Program Completers

2.1 How many candidates completed programs that prepared them to work in preschool through grade 12 settings during Academic Year 2019-2020 ?

Enter a numeric value for each textbox.

2.1.1 Number of completers in programs leading to initial teacher certification or licensure¹

2.1.2 Number of completers in advanced 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

Total number of program completers 22

¹ For a description of the scope for Initial-Licensure Programs, see Policy 3.01 in the Accreditation Policy Manual

² For a description of the scope for Advanced-Level Programs, see Policy 3.02 in the Accreditation Policy Manual

Section 3. Substantive Changes

Have any of the following substantive changes occurred at your educator preparation provider or institution/organization during the 2019-2020 academic year?

3.1 Changes in the established mission or objectives of the institution/organization or the EPP

3.2 Any change in the legal status, form of control, or ownership of the EPP.

3.3 The addition of programs of study at a degree or credential level different from those that were offered when most recently accredited

3.4 The addition of courses or programs that represent a significant departure, in terms of either content or delivery, from those that were offered when most recently accredited

3.5 A contract with other providers for direct instructional services, including any teach-out agreements

Any change that means the EPP no longer satisfies accreditation standards or requirements:

3.6 Change in regional accreditation status

3.7 Change in state program approval

Section 4. Display of Annual Reporting Measures.

Annual Reporting Measures (CAEP Component 5.4 A.5.4)	
Impact Measures (CAEP Standard 4)	Outcome Measures
1. Impact on P-12 learning and development (Component 4.1)	5. Graduation Rates (initial & advanced levels)
2. Indicators of teaching effectiveness (Component 4.2)	6. Ability of completers to meet licensing (certification) and any additional state requirements; Title II (initial & advanced levels)
3. Satisfaction of employers and employment milestones (Component 4.3 A.4.1)	7. Ability of completers to be hired in education positions for which they have prepared (initial & advanced levels)
4. Satisfaction of completers (Component 4.4 A.4.2)	8. Student loan default rates and other consumer information (initial & advanced levels)

4.1 Provide a link or links that demonstrate data relevant to each of the Annual Reporting Measures are public-friendly and prominently displayed on the educator preparation provider's website.

1

Link: <https://www.vinu.edu/data-reports-measures>

Description of data accessible via link: Currently, this webpage contains our data for several of the measures related to this annual report. Our University is currently going through the process of updating our website, so there exists a possibility that some of the data may move. If such a thing happens, we will inform CAEP of the move so that the reviewers can appropriately view our information.

Tag the Annual Reporting Measure(s) represented in the link above to the appropriate preparation level(s) (initial and/or advanced, as offered by the EPP) and corresponding measure number.

Level \ Annual Reporting Measure	1.	2.	3.	4.	5.	6.	7.	8.
Initial-Licensure Programs	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Advanced-Level Programs			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2

Link: <https://www.vinu.edu/education-preparation-program-data>

Description of data accessible via link: This webpage is specific to our testing data for our teacher candidates and completers working toward licensure. Specifically, it addresses Measure #6. We are working with our IT department and webmaster to move this information to the same page as our other measures.

Tag the Annual Reporting Measure(s) represented in the link above to the appropriate preparation level(s) (initial and/or advanced, as offered by the EPP) and corresponding measure number.

Level \ Annual Reporting Measure	1.	2.	3.	4.	5.	6.	7.	8.
Initial-Licensure Programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advanced-Level Programs			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3

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

Description of data accessible via link: This webpage contains all of our Title II data, all of our previous years' annual reports and other statewide measures including HEA 1388 data matrices which house information related to Measures #2-5

Tag the Annual Reporting Measure(s) represented in the link above to the appropriate preparation level(s) (initial and/or advanced, as offered by the EPP) and corresponding measure number.

Level \ Annual Reporting Measure	1.	2.	3.	4.	5.	6.	7.	8.
Initial-Licensure Programs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advanced-Level Programs			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4.2 Summarize data and trends from the data linked above, reflecting on the prompts below.

What has the provider learned from reviewing its Annual Reporting Measures over the past three years?

Discuss any emerging, long-term, expected, or unexpected trends? Discuss any programmatic/provider-wide changes being planned as a result of these data?

Are benchmarks available for comparison?

Are measures widely shared? How? With whom?

The EPP recognizes a gap in our data regarding Measure #1. As a response to previous concerns raised by CAEP in both our Annual Reports and during our site visit in 2019, we began work to create an assessment that would address our completers' impact on P-12 learning and development more directly. While some of our survey data does seem to address different dimensions of teaching and learning (and therefore P-12 learning impacts indirectly), we did not have a direct measure to use for Standard 4. This led to the development of the Program Improvement Assessment (PIA). The PIA was developed to address dimensions of teaching effectiveness and P-12 learning and development through an easy-to-implement instrument distributed to principals that directly supervise our completers during their first three years post-graduation. This instrument will be distributed for the first time in May 2021. Working with the EPP's Office of Institutional Effectiveness and Research, the EPP aims to determine the validity and reliability of the instrument during its first few iterations.

Measures 2 and 3 show that our completers are performing relatively well in the workforce once they leave VU. State-provided data about teaching effectiveness show that VU completers (in their first 3 years of teaching) are being rated as either effective or highly effective 95.5% of the time over the last three years of data by their administrators. Digging deeper, we have noted an upward trend in the data also. In 2016-17 (three data cycles ago), our effectiveness rating (effective + highly effective) was 93%. This was below the state average value of 95%. In 2017-18 (two data cycles ago), our effectiveness rating was 96%. This matched the state average value of 96%. In 2018-19 (most recent data cycle), our effectiveness rating was 100%, outmatching the state average of 98%.

Principal survey data evaluating the EPP's preparation of the recent completers also shows a similar trend. The 2019 Principal Survey was administered by the State of Indiana in the spring of 2019 to evaluate the preparation of teachers who had received their initial licenses in the past two years. Principals were asked to evaluate the EPP in three different domains - knowledge, pedagogy, and dispositions- and offer a summary judgment on how satisfied they are with the preparation their teachers received by the EPP. The overall satisfaction rating (Very Satisfied + Satisfied) was 100% for VU (n=11). This compares well against the state average of 92.8% for that same survey year. Internal administrator's survey data collected by the EPP tell a similar story. Over the past three data cycles (2017, 2018, 2020), employers rate their satisfaction with our graduates at 93% overall. It will be noted, however, that the 2019 data are missing - we attempted to convert the Administrator's Survey to a Google form in that year and received no responses. One disturbing trend of note out of these survey data, however, is the overall decline in our ratings between 2017 (n=1), 2018 (n=12), and 2020 (n=15). Since n=1 for 2017, it is hard to take any of the data coming from that response seriously as far as determining trends. However, given the relatively robust response rates in 2018 and 2020, it is interesting to note that the 2020 cohort was rated lower for all of the teaching effectiveness measures than the 2018 cohort. Also noticeable was that the percent of very satisfied employers went down from 75% in 2018 to 33% in 2020. Since there is no year in between to help evaluate if this is a slow slide downward, a response to how well our graduates dealt with COVID, or a statistical anomaly, it will be interesting to see where the 2021 cohort fits into this trend. This, however, does not match qualitative data drawn from our discussions with TEAC or informal conversations held with stakeholders in our community.

For measure #4, we rely mostly on survey data from our recent completers. The survey is given to our completers immediately after completing student teaching/graduation (Teacher Candidate Exit Survey). In this survey, we ask the completers to evaluate their preparation for the different aspects of teaching, broken up into groups based upon VU's 5 Guiding Principles as well as a series of questions related to their satisfaction with VU and their preparation for their jobs. Although the survey was sent out in 2020, we received no responses from our graduating cohort. We theorize that the combination of COVID massively disrupting the last few weeks of their student teaching paired with job uncertainty and a lack of face-to-face interaction with our students after March led to this survey being pushed aside by most of our completers. Looking over the past three years of data (2017, 2018, 2019), one important trend of note has emerged; Our students have recognized that they simply have not had the opportunity to teach students from diverse backgrounds. In some ways, our location in rural southwestern Indiana has constrained our access to students of such varieties. We have attempted to address this problem in several ways and with different solutions. The 2019 cohort, which was one of the first to see some of the changes in action, still recognizes that diversity (or lack thereof) is an issue that we continue to deal with in the experiential domain. The EPP has begun working closely with Dr. Robert Dotson, VU Associate Dean of Students, on minority student recruitment efforts within the Vincennes, Indiana community, the VU service area of southwest Indiana, and the State of Indiana at large. Finally, the EPP has taken steps to revise EDUC 395, Cultural Immersion Project to better address the issues of teaching in schools in communities of greater cultural diversity. These improvements have

been shared with TEAC.

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

Waived

Section 6. Continuous Improvement

Waived

Section 8: Preparer's Authorization

Preparer's authorization. *By checking the box below, I indicate that I am authorized by the EPP to complete the 2021 EPP Annual Report.*

I am authorized to complete this report.

Report Preparer's Information

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.

CAEP Accreditation Policy

Policy 6.01 Annual Report

An EPP must submit an Annual Report to maintain accreditation or accreditation-eligibility. The report is opened for data entry each year in January. EPPs are given 90 days from the date of system availability to complete the report.

CAEP is required to collect and apply the data from the Annual Report to:

1. Monitor whether the EPP continues to meet the CAEP Standards between site reviews.
2. Review and analyze stipulations and any AFIs submitted with evidence that they were addressed.
3. Monitor reports of substantive changes.
4. Collect headcount completer data, including for distance learning programs.
5. Monitor how the EPP publicly reports candidate performance data and other consumer information on its website.

CAEP accreditation staff conduct annual analysis of AFIs and/or stipulations and the decisions of the Accreditation Council to assess consistency.

Failure to submit an Annual Report will result in referral to the Accreditation Council for review. Adverse action may result.

Policy 8.05 Misleading or Incorrect Statements

The EPP is responsible for the adequacy and accuracy of all information submitted by the EPP for accreditation purposes, including program reviews, self-study reports, formative feedback reports and addendums and site review report responses, and information made available to prospective candidates and the public. In particular, information displayed by the EPP pertaining to its accreditation and Title II decision, term, consumer information, or candidate performance (e.g., standardized test results, job placement rates, and licensing examination rates) must be accurate and current.

When CAEP becomes aware that an accredited EPP has misrepresented any action taken by CAEP with respect to the EPP and/or its accreditation, or uses accreditation reports or materials in a false or misleading manner, the EPP will be contacted and directed to issue a corrective communication. Failure to correct misleading or inaccurate statements can lead to adverse action.

Acknowledge