Indiana Department of Education

Dr. Katie Jenner, Secretary of Education

2022 1388 Annual EPP Report

Indiana Department of Education

Section I: Comparative Data Matrix/1388 Annual EPP Report

Prior to submitting this report, please thoroughly review the guidance located here. If you have questions or technical difficulties, please contact Renee Baratta at rbaratta@doe.in.gov.

Please note that data points will be based upon the **September 1, 2020 – August 31, 2021** Title II timeframe (2022 Report).

Institution Name *

Vincennes University   ˅

Attrition-Retention-Completion

Provide the following information using the corresponding table below.

1. The total number of education candidates, including the following candidates: enrolled, completers, those who left the program or those that left the institution (traditional and/or alternative).
2. The total number of education candidates that completed or graduated (traditional and/or alternative).
3. Percentage of education candidates that completed or graduated (traditional and/or alternative).
4. The total number of education candidates that were retained in education (traditional and/or alternative).
5. Percentage of education candidates that were retained in education (traditional and/or alternative).
6. The total number of education candidates that left the education program (program attrition) [traditional and/or alternative].
7. Percentage of education candidates that left the education program (program attrition) [traditional and/or alternative].
8. The total number of education candidates that left the institution (institutional attrition) [traditional and/or alternative].
9. Percentage of education candidates that left the institution (institutional attrition) [traditional and/or alternative].

Attrition-Retention-Completion *

	Number/percentage
[1] Total # of Candidates	45
[2] # Candidates Completed	17
[3] % Candidates Completed	37.78
[4] # Candidates Retained	27
[5] % Candidates	60

Retained

[6] # Program
Attrition

[7] % Program
Attrition

[8] # Institutional
Attrition   1

[9] %
Institutional   .02
Attrition

EPP Candidate Selection

Provide the following information using the corresponding table below.

1. Minimum overall GPA required for entry into a traditional program, includes both admitted candidates and program completers in any program leading to initial instructional licensure.
2. Minimum overall GPA required for entry into an alternative, includes both admitted candidates and program completers in any program leading to initial instructional licensure.
3. The average overall GPA of admitted teacher candidates to a traditional program, including admitted candidates and program completers in any program leading to initial instructional licensure.
4. The average overall GPA of admitted teacher candidates to an alternative program, including admitted candidates and program completers in any program leading to initial instructional licensure.

EPP Candidate Selection *

	Minimum GPA
[1] Minimum GPA Entry-Traditional	3.0
[2] Minimum GPA Entry-Alternative	N/A
[3] Average GPA Admitted Candidates-Traditional	3.299711
[4] Average GPA Admitted Candidates-Alternative	N/A

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Completer GPA

Provide the number of teacher candidates in each content area who complete the teacher preparation program during the year, disaggregated by ranges of cumulative grade point averages. Note: No need to enter "0" for any unused boxes.

Completer GPA *

	3.00-4.00	2.50-2.99	2.00-2.49	0.01-1.99
Blended and Online Teaching				
Business (5-12)				
Career and Technical Education - Agriculture (5-12)				

Career and Technical Education - Business Information/Technology (5-12)		
Career and Technical Education - Family and Consumer Sciences (5-12)		
Career and Technical Education - Health Science Education (5-12)		
Career and Technical Education - Marketing (5-12)		
Career and Technical Education - Trade and Industrial Education (5-12)		
Computer Science (P-12)		
Early Childhood Education (P-3)		
Elementary Generalist (K-6)	**11**	**4**
Elementary STEM (K-6)		
Engineering and Technology (5-12)		
Exceptional Needs - Mild Intervention	**11**	**4**
Exceptional Needs - Intense Intervention		
Exceptional Needs - Blind and Low Vision		
Exceptional Needs - Deaf and Hard of Hearing		
Fine Arts - Instrumental and General Music		
Fine Arts - Theater Arts		
Fine Arts - Visual Arts		
Fine Arts - Vocal and General Music		
Gifted/High Ability Education		
Health Education		
Journalism (5-12)		
Language Arts (including speech) (5-12)		
Mathematics (5-12)		
Middle School Language Arts (5-9)		
Middle School Mathematics (5-9)		
Middle School Science (5-9)		
Middle School Social Studies (5-9)		
Physical Education		
Reading		
Science - Chemistry (5-12)		
Science - Earth/Space Science (5-12)		
Science - Life Science (5-12)		**2**
Science - Physical Science (5-12)		
Science - Physics (5-12)		
Social Studies - Economics (5-12)		
Social Studies - Geographical Perspectives (5-12)		
Social Studies - Government and Citizenship (5-12)		

Social Studies - Historical Perspectives (5-12)

Social Studies - Psychology (5-12)

Social Studies - Sociology (5-12)

Teachers of English Learners

Virtual Instruction

World Languages - Arabic

World Languages - American Sign Language

World Languages - Chinese

World Languages - French

World Languages - German

World Languages - Italian

World Languages - Japanese

World Languages - Latin

World Languages - Russian

World Languages - Spanish

**Posting of Data: Provide a link or links that demonstrate data from the 2021 report are
prominently displayed on the EPPs website. IDOE will use this link to verify compliance.** *

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

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Section II: Transition to Teaching Report

If your institution does not offer a Transition to Teaching program, you may indicate this in the
Jotform and proceed to "submit."

Does your institution offer a Transition to Teaching program? *

○ Yes
◉ No

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Clear

Submit