

# 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 45 Candidates

[2] # Candidates 17 Completed

[3] %

Candidates 37.78 Completed

[4] # Candidates 27 Retained

[5] % Candidates 60 Retained
[6] # Program
Attrition
[7] % Program
Attrition
[8] # Institutional
Attrition
[9] %
Institutional
Attrition
Joe

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

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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 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 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
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  (ii) No
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Indiana Department of Education

Report Preparer Information \*

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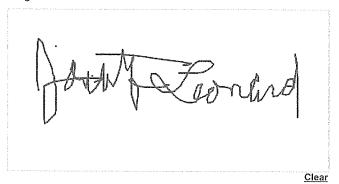
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Submit