

2022 Annual Accreditation Report

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

Section 1. EPP Profile Updates in AIMS

Please review the Educator Preparation Provider's (EPP's) profile in AIMS and update the following information for: Contact Persons, EPP Characteristics, Program Listings. [See the Annual Report Technical Guide for additional guidance.]

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 have authority over the EPP. This contact may receive time-sensitive communications related to the accreditation of the EPP.]

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 should have a role in coordinating accreditation activities. This contact may be carbon copied on communications to the EPP head.]

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 two distinct contact persons to ensure that automatic communications sent from AIMS are received by the EPP in the event of personal 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 program listings (including program name, program

review level, certificate level, program category, and program review option) are up to date and accurately reflected in AIMS for all EPP programs that fall within CAEP's scope of accreditation; (programs outside of CAEP's scope of accreditation should be archived and not listed in AIMS).

Agree Disagree



Section 2. EPP's Program Completers [Academic Year 2020-2021]

2.1 How many candidates completed programs that prepared them to work in P-12 settings during Academic Year 2020-2021?

Enter a numeric value for each textbox.

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

17

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

0

Total number of program completers 17

¹ 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 2020-2021 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:

Higher Learning Commision

Status:

Accredited

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 EPP's data display of the CAEP Accountability Measures for Academic Year 2020-2021.

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) [2020-2021 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 2020-2021 academic year, are clearly tagged, explained, and available to the public.

CAEP Accountability Measures (for CHEA Requirements) [2020-2021 Academic Year]

- **Measure 1 (Initial): Completer 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.)

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

CAEP Accountability Measures (Advanced) [LINK] [No Link Provided](#)

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)

Since our most recent site visit, we have made several strides toward improving the tracking of our candidates and improving the diversity of their field experiences. In particular, we improved the processes that our placement coordinator uses for placing candidates in unique settings and tracking when and where our candidates are placed as they progress through the program. 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. In addition, we have made a number of changes to our cultural immersion course to give students a more diverse experience than in previous years. We have also created a partnership with Southwest Indiana Youth Village in Vincennes, Indiana. This provides our students the opportunity to interact with diverse youth.

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

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

The EPP continues to examine the CAEP recruitment plan template to determine ways to make our processes more formalized. We are currently working with our admissions department to establish a baseline for our student population as it is related to each demographic population. As these data come in from admissions, we will be using the data to establish goals for creating a more diverse student population of enrolled candidates as well as a more diverse cohort of graduates from our programs.

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. The EPP is also looking to augment course GPA and performance by looking at a revision of our dispositions form and enhancing our pre-program admission evaluation and field experience performance metrics. We are also seeking the input of our Teacher Education Advisory Council (TEAC) as we transition away from testing requirements as a part of the gateway for entry into the program.

CAEP: Areas for Improvement (ITP) 4 Program Impact

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

The EPP recognized that we needed improvement in the plan for evaluating the impact of our program completers on P-12 learning. Since the last site visit, measures have been taken to create a means for determining this impact through the use of instruments such as the My Class Inventory (MCI) and our EPP-made Program Impact Assessment (PIA) - both of which we intend to use to address this component of the standards. Since the last annual report the EPP has met with the Vincennes University Office of Institutional Effectiveness and Research (OIER). Those meetings have resulted in the development of an annual quality assurance system for the gathering and tracking of data. Through the development of this system the EPP will be able to more accurately disaggregate data with the aim of program improvement.

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)

As stated previously, a quality assurance system has been developed in cooperation with OIER. 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 TEAC input from biannual meetings. 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, systematic, QAS has been developed, the EPP continues to look at our program data. Those data are reported to stakeholders through biannual TEAC meetings. That input 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.

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.

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)

We have recognized in previous reports that we didn't have data to act upon, especially in the area of completer impact on student learning. Beginning in the Fall of 2022, the EPP will begin the implementation of the QAS to show completer impact on P-12 student growth. Those measures include state data (when available), as well as the Program Impact Assessment, and My Class Inventory. We believe these measures will provide the EPP with sufficient data to show completer impact of student growth.

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.

In conjunction with the Office of Institutional Effectiveness, the VU Education department has created a Quality Assurance System. 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 Would the provider be willing to share highlights, new initiatives, assessments, research, scholarship, or other activities during a CAEP Conference or in other CAEP Communications?

Yes No

6.1.3 Optional Comments

N/A

R2.3 Clinical Experiences
R5.1 Quality Assurance System

Upload data results or documentation of data-driven changes.

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.

8.1.1 What semester is your next accreditation visit?

Spring 2026

8.1.2 Does the EPP have any questions about CAEP Standards, CAEP sufficiency criteria, or the CAEP accreditation process generally?

8.2 Preparer's authorization. *By checking the box below, I indicate that I am authorized by the EPP to complete the 2022 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

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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.

Acknowledge