

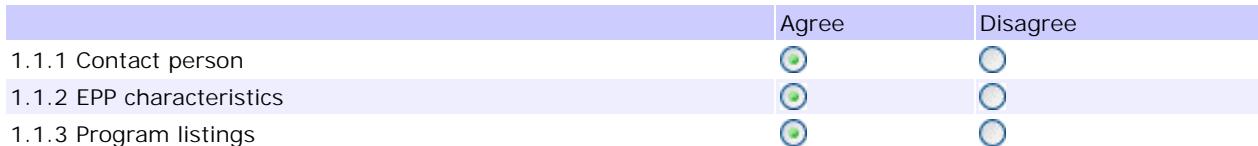
2016 EPP Annual Report

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

Section 1. AIMS 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...



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 2014-2015 ?

Enter a numeric value for each textbox.

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

15

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.)

0

Total number of program completers 15

*2.2 Indicate whether the EPP is currently offering a program or programs leading to initial teacher certification or licensure.

Yes, a program or programs leading to initial teacher certification is currently being offered.

Section 3. Substantive Changes

Have any of the following substantive changes occurred at your educator preparation provider or institution/organization during the 2014-2015 academic year?

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

No Change / Not Applicable

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

No Change / Not Applicable

3.3 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

No Change / Not Applicable

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

No Change / Not Applicable

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

3.5 Change in regional accreditation status

No Change / Not Applicable

3.6 Change in state program approval

No Change / Not Applicable

Section 4. Display of candidate performance data.

Provide a link that demonstrates candidate performance data are public-friendly and prominently displayed on the school, college, or department of education homepage.

Candidate Knowledge, Skills, and Professional Dispositions:

<http://bak16.vinu.edu/content/ncate-standard-one>

Section 6. 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.

Section 7. Accreditation Pathway

Selected Improvement. *Summarize progress on the Selected Improvement plan for the standard(s) or component(s) selected.*

STANDARD 3: The unit is moving toward target by creating opportunities for secondary candidates to obtain more field experience and opportunities to interact with schools, families, and the community. The current expectation is that secondary candidates will experience both middle school and high school settings during their student teaching semester. However, the unit is continuing to take measures to increase observations and interactions through other courses, both in education courses and their secondary course content.

STANDARD 4: The unit is moving toward target because students are completing university core curriculum as regulated by the state of Indiana and therefore, they have the opportunity to interact with diverse faculty and students from diverse backgrounds. All education majors are required to take an Introduction to Exceptionalities course. This class prepares candidates to work with students with diverse learning and behavioral needs and provides research-based strategies to address the diversity accordingly. Further, all candidates (elementary and secondary) are required to participate in an intensive cultural diversity project by spending two days in a highly diverse school setting. The unit is planning to expand the opportunities in which students can fulfill the cultural immersion project during the 2016-17 academic year.

STANDARD 5: While 6 faculty involved with the unit, who have attended CAEP, have not seen the same expectation of scholarly work as indicated clearly in NCATE Standards. The unit is part of a predominantly 2-year community college setting with 7 baccalaureate programs, which is a teaching-based institution as opposed to a research-based. It is the desire of the unit to have more support from the administration of the importance of scholarship, but it is not currently supported. Professional Development has been supported and all faculty within the unit attend CAEP and other national conferences with the hope to glean as much current information as possible. Scholarship and other funding is not readily available outside of the contracted academic year.

STANDARD 6: The unit has a 5/5 teaching load with a minimum of 40 advisees each, who are required to meet at least once during each semester. In addition to losing additional long-term full-time faculty without replacement, the unit is also responsible for increasing demands of assessment at the university level. Given the unit houses three associate degree programs, along with the three baccalaureate programs, the university assessment as required for the Higher Learning Commission. There is some help from support staff in organizing and preparing paperwork. However, the unit is still down more than 3 FTEs from the NCATE visit.

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 2016 EPP Annual Report.*

I am authorized to complete this report.

Report Preparer's Information

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I understand that all the information that is provided to CAEP from EPPs seeking initial accreditation, going forward 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.