

## Section 1. EPP Profile Updates in AIMS

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2024 Annual Accreditation Report : Annual Accreditation Report : Section 1. EPP Profile Updates in AIMS

### 1.1. Update Contact Information in AIMS 2.0:

**1.1.1. I confirm that the EPP has listed the correct contact information for both individuals designated as "EPP Primary" and "EPP Secondary" under the Role section for the EPP.**

To update these users, please click on the "Users" tab at the top of the current page or via the left sidebar, then click the pencil shaped icon to edit that user. Please be sure to update the individuals with the correct contact information and to ensure one individual, usually the EPP Primary role, is selected as the **User Access Manager**.

The individuals identified should be authorized by the EPP to receive time-sensitive CAEP accreditation related communications.

- Agree  
 Disagree

### 1.2. Update EPP Information in AIMS 2.0:

**Organization Name**

Vincennes University

**EPP Name**

Vincennes University

**Carnegie Classification**

Baccalaureate/Assoc ▾

**Control of Organization**

Public ▾

**Population Served**

Not Applicable ▾

**Degree of Urbanization**

Rural ▾

**Language of Instruction**

English ▾

**Religious Affiliations**

Not Religiously Affilia ▾

### Organizational Accreditation

Higher Learning Commiss ▾

### Degree Granting

Yes

No

### Address

1002 North First Street

### Address 2

Summers Center, Room 110

### City

Vincennes

### State

Indiana ▾

### Zip

47591

### Country

United States ▾

### Phone

812-888-5789

### Website

www.vinu.edu

**1.2.1. I confirm that the above information displayed from the EPP Details tab (including mailing address, EPP name, Carnegie classification, EPP type, religious affiliation, language of instruction, and institutional accreditation) is up-to-date and accurately reflected in AIMS 2.0. Additionally, I confirm that the EPP Locations tab accurately reflects the EPP's main campus, as well as any associated branch campuses or auxiliary locations.**

The questions appearing above need to be updated and verified. The rest of the questions noted on your EPP Details tab are read only.

EPP Locations must be updated on the EPP Locations tab, accessible at the top of this page and via the left sidebar on the "My Locations" page. Your **Main Campus**, which should be reflected in the address information above, needs to be added and saved in your EPP Locations tab.

Any additional campuses also offering your EPP's programs should each be listed in the EPP Locations tab as an **Auxiliary Location**.

- Agree
- Disagree

**1.2.2. I confirm that EPP's licensure area listings [including program name, degree level, licensure level, licensure (program) category, and selected program review option for your CAEP Review] are up-to-date and accurately reflected in AIMS 2.0 for all licensure areas that fall within CAEP's scope of accreditation.**

The listing of programs can be found on the EPP Programs tab, or via the My Programs page on the left sidebar. Please click into each program to ensure all program information is both filled out and accurate.

- Agree
- Disagree

**AR Reviewer Question 1.1 Did the EPP provide updated contacts with at least one EPP Primary and one EPP Secondary Contact?**

- Yes
- No

**AR Reviewer Question 1.2 Did the EPP provide updated EPP Details information including noting all EPP Locations?**

- Yes
- No

**AR Reviewer Question 1.3 Did the EPP provide updated information for all programs under the EPP Programs section?**

- Yes
- No

**Section 2. EPP's Program Graduates [Academic Year 2022-2023]**

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**2024 Annual Accreditation Report : Annual Accreditation Report :  
Section 2. EPP's Program Graduates [Academic Year 2022-2023]**

**2.1. Total number of candidates who graduated from programs that prepared them to work in P-12 settings during Academic Year 2022-2023. Enter a numeric value for each textbox below. Note that some fields will be automatically calculated or prepopulated with last year's data.**

**2.1.1 What is the number of graduates in programs leading to initial teacher certification or licensure?**

For a description of the scope for initial-licensure level and advanced level programs, see Policy II in the [CAEP Accreditation Policies and Procedures](#).

**Previous Year Number of initial-licensure level Graduates:**

**2.1.2 What is the number of graduates in advanced programs or programs leading to a degree, endorsement, or some other credential that prepares the holder to serve in P-12 schools? Please do not include those completers counted above.**

For a description of the scope for initial-licensure level and advanced level programs, see Policy II in the [CAEP Accreditation Policies and Procedures](#).

**Previous Year Number of advanced level Graduates:**

**Total number of program graduates**

**Previous Year Total Number of Graduates:**

**Change from last year:**

Display calculation Difference between last year and this year

—

-4.00

**AR Reviewer Question 2. Comparing the EPP's reported completer numbers from this year to last year, has the EPP changed fee brackets with CAEP? [No EPP action is required, unless the EPP finds the reported numbers to be in error.]**

Fee Brackets based on completer numbers:

1. 0-50
2. 51-150
3. 151-300
4. 301-500
5. 501-1000
6. 1000+
7. International

- Yes
- No

### Section 3. Substantive Changes

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[2024 Annual Accreditation Report](#) : [Annual Accreditation Report](#) : [Section 3. Substantive Changes](#)

**Please report on any of the following substantive changes that may have occurred at your Educator Preparation Provider (EPP) or institution/organization since the submission of the prior year's Annual Accreditation Report.**

**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 institution's current regional accreditation status?**

**3.4.1. Institutional Accreditation Agency:**

Higher Learning Commiss ▾

**3.4.2. Institutional Accreditation Status:**

Accredited/Accreditation F ▾

**3.4.3. 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?**

Please see Policy V.4.01 of the [CAEP Accreditation Policies and Procedures](#) document for CAEP's definition of substantive changes.

- Change  
 No Change / Not Applicable

**AR Reviewer Question 3. Please provide feedback on the EPP's substantive changes, if any. Type "None" if no substantive changes were identified.**

None.

**Section 4. CAEP Accreditation Details on EPP's Website**

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**2024 Annual Accreditation Report : Annual Accreditation Report :**  
**Section 4. CAEP Accreditation Details on EPP's Website**

**Please update the EPP's public-facing website to include:**

4.1) the EPP's current CAEP accreditation status with an accurate listing of the EPP's CAEP (NCATE/TEAC) reviewed programs, and

4.2) the EPP's data display of the CAEP Accountability Measures for Academic Year 2022-2023

#### 4.1. EPP's current CAEP (NCATE/TEAC) Accreditation Status & Reviewed Programs

In the box below, please provide a direct URL link to the EPP's website where information on its current CAEP accreditation status and a list of CAEP-reviewed programs can be found.

<https://www.vinu.edu/ac>

#### 4.2. CAEP Accountability Measures [2022-2023 Academic Year]

Please provide a direct URL link to the EPP's website where the CAEP Accountability Measures data display is made available to the public. The EPP's data display must include data relevant to the Four Measures listed below.

**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).**

*Data provided may come from various sources, including state or EPP collected data related to completers' employment in teaching positions for which they were prepared.*

##### 4.2.1. URL Link for EPP's Data Display of CAEP Accountability Measures - Initial-Licensure Level

In the box below, please provide a direct URL link to the EPP's CAEP Accountability Measures data for your initial-licensure level programs.

<https://www.vinu.edu/ac>

##### 4.2.2. URL Link for EPP's Data Display of CAEP Accountability Measures - Advanced Level

In the box below, please provide a direct URL link to the EPP's CAEP Accountability Measures data for your advanced level programs. If it is the same as the initial-licensure level link, repeat the link here.

**AR Reviewer Question 4.1. Did the EPP provide a weblink that displays its current accreditation status and an accurate list of programs included during the most recent CAEP (NCATE/TEAC) accreditation review?**

- Yes
- No

**AR Reviewer Question 4.2. Did the EPP provide a direct weblink to its website where the EPP's display of data for the CAEP Accountability Measures is available to the public?**

- Yes
- No

**AR Reviewer Question 4.3. Are the CAEP Accountability Measures clearly identified and tagged? (Includes header identifying the CAEP Accountability Measures and sub-headings/tags to each of the four measures as defined by CAEP)**

- Yes
- No

**AR Reviewer Question 4.4. Do the data, tagged to each of the four CAEP Accountability Measures, appear to be collected using appropriate data collection instruments/procedures for the relevant CAEP Component?**

- Yes
- No

**AR Reviewer Question 4.5. Does the data for the CAEP Accountability Measures reflect data collected in the 2022-2023 Academic Year? (\*If data are currently unavailable, does the EPP provide a placeholder statement that details why data are unavailable, and an expected timeline for when updated data will be shared?)**

- Yes
- No

**AR Reviewer Question 4.6. Has the EPP shared and explained the relevance of each of its data measures in a way that can be easily understood by the public?**

- Yes  
 No

**AR Reviewer Question 4.7. Has data been disaggregated and shared at the program level? Did the EPP separate its Initial Level Program data and Advanced Level Program data for the CAEP Accountability Measures? [\*Relevant to EPPs that receive/will receive CAEP accreditation at both the initial and advanced level.]**

- Yes  
 No

#### Section 5: Areas for Improvement and/or Stipulations

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**2024 Annual Accreditation Report : Annual Accreditation Report :**  
**Section 5: Areas for Improvement 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) and/or stipulations until the EPP's next CAEP Accreditation Site Review.**

To write your summary, please click on the pencil icon next to each AFI/stipulation to edit the AFI/stipulation. Once there, please provide narrative in the "2024 Annual Accreditation Report Summary/Narrative and Supporting Documents" box at the bottom of the page.

If you do not have any AFIs or stipulations listed, please mark this section complete.

**AR Reviewer Question 5. Has the EPP summarized its activities and the outcomes of those activities as they relate to correcting the area cited in the last Accreditation Action/Decision Report? [As a reminder: 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.]**

- Yes  
 No

#### **AFI/STIPULATION**

Component	Type	Status	Rationale
5.1 Quality and Strategic Evaluation	AFI	Open	There was limited evidence that the EPP ensures operational effectiveness such as timelines, regular reviews of system operations and data, and that the system supports disaggregation of data.
2.3 Clinical Experiences	AFI	Open	EPP does not include documentation of specific, required clinical experiences that prepare its candidates to teach in diverse settings or to teach diverse students.
5.2 Quality and Strategic Evaluation	AFI	Open	The EPP's new quality assurance system was in its initial stages of implementation, so limited data was available. There was no evidence reflecting reliable and actionable measures associated with the EPP's new quality assurance system.
3.1 Plan for Recruitment of Diverse Candidates who Meet Employment Needs	AFI	Open	EPP did not provide evidence of a recruitment plan that targets diverse teacher applicants.
5.3 Continuous Improvement	AFI	Open	The EPP did not provide sufficient evidence to demonstrate that assessments are consistently analyzed and used in program changes, or will be in the future.
3.2 Admission Standards Indicate That Candidates Have High Academic Achievement and Ability	AFI	Open	The EPP does not regularly collect nationally normed assessments and has limited data to monitor candidates' academic achievement from admissions to completion.
5.4 Continuous Improvement	AFI	Open	There was limited evidence from the the new quality assurance system. Evidence of actionable

measures and data were not evident.

4.1 Impact on P-12  
Student Learning and  
Development

AFI

Open

The EPP has not conceptualized or developed a sufficient plan for collecting data focused on completers' impact on student learning.

Items per page:

10 ▾

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## Section 6. EPP's Continuous Improvement & Progress on (advanced level) Phase-in Plans and (initial-licensure level) Transition Plans

### 2024 Annual Accreditation Report : Annual Accreditation Report :

### Section 6. EPP's Continuous Improvement & Progress on (advanced level) Phase-in Plans and (initial-licensure 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, progress with any Transition Plans (initial-licensure level) and/or Phase-in Plans (advanced level), and studying the results of those changes.

The past year has been spent reviewing and refining the specifics of the individual measures and processes of our Quality Assurance System. We have worked diligently to digitize our forms with the aim of greater access to data and allowing us to make better informed decisions and improve processes in our program.

In response to state-mandated Science of Reading implementation, our EPP has created or revised several courses. At the associate's level we have added a foundational reading course as well as a revised children's literature course. We have also added a diversity in education course. In answer to our Teacher Education Advisory Council (TEAC) we have added a professional practices and observation course. In the Special Education degree we have added a second language arts course, reading in the content area, and a revised corrective reading course.

The EPP also would like to highlight the creation of a Certificate of Program Completion for Education this year. This certificate program is targeted at high school students in our Early College programs across the state and will serve as an introduction to the EPP and its education programs.

**AR Reviewer Question 6. Has the EPP shared its continuous improvement initiatives, AND (if applicable) provided CAEP with an update regarding the EPP's progress on its advanced level phase-in plans and/or initial level transition plans?**

Yes

No

**Section 7: Feedback for CAEP & Report Preparer's Authorization**

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**2024 Annual Accreditation Report : Annual Accreditation Report :**  
**Section 7: Feedback for CAEP & Report Preparer's Authorization**

**7.1. [OPTIONAL] Does the EPP have any questions about CAEP Standards, CAEP sufficiency criteria, or the CAEP accreditation process generally?**

*Insert text here ...*

**7.2. Preparer's authorization. By checking the box below, I indicate that I am authorized by the EPP to complete the 2024 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.

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.

See [CAEP Accreditation Policies and Procedures](#).

Acknowledge

**Semester of EPP's next CAEP Site Review**

**Next Visit Date [Semester] - Initial-Licensure Level**

Spring ▼

**Next Visit Date [Year] - Initial-Licensure Level**

2026 ▼

**AR Reviewer Question 7.1. If the EPP asked any questions, please respond to the questions below.**

N/A

**AR Reviewer Question 7.2. The EPP report preparer indicated that they were authorized by the EPP to complete the 2024 EPP Annual Report and that the details provided in this report and linked webpages were up to date and accurate at the time of submission.**

- Yes
- No