

## Section 1. EPP Profile Updates in AIMS

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### 2025 Annual Accreditation Report : Annual Accreditation Report : Section 1. EPP Profile Updates in AIMS

**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.**

- Agree  
 Disagree

**1.2. I confirm that the information displayed in 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.**

- Agree  
 Disagree

**1.3. 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.**

- 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?**

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Yes

No

**Section 2. EPP's Program Graduates [Academic Year 2023-2024]**

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**2025 Annual Accreditation Report : Annual Accreditation Report :  
Section 2. EPP's Program Graduates [Academic Year 2023-2024]**

**2.1. Total number of candidates who graduated from programs that prepared them to work in P-12 settings during Academic Year 2023-2024. 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](#).

22

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

15

**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](#).

0

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

0

**Total number of program graduates**

22.00

**Previous Year Total Number of Graduates:**

15.00

**AR Reviewer Question 2.1. 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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2025 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 3.1. Please provide feedback on the EPP's substantive changes, if any. Type "None" if no substantive changes were identified.**

*Insert text here ...*

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

**2025 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:**

1. the EPP's current CAEP accreditation status with an accurate listing of the EPP's CAEP reviewed programs, and
2. the EPP's reported data for each of the required CAEP Accountability Measures for the 2023-2024 Academic Year.

#### 4.1. URL Link for EPP's current CAEP Accreditation Status & Reviewed Programs

In the box below, please provide the direct URL link to the EPP's public facing webpage where its current CAEP accreditation status and a list of CAEP-reviewed programs are available.

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

#### 4.2. CAEP Accountability Measures [2023-2024 Academic Year]

EPPs are required to provide data addressing the four CAEP Accountability Measures. These data must be collected or reported for the 2023-2024 Academic Year (September 1, 2023 – August 31, 2024) and be relevant to the requirements outlined below. Data should be clearly labeled to each of the four CAEP Accountability Measures and made publicly available with explanations that are easily understood by a general audience.

- **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 the direct URL link to the EPP's public facing webpage where data for the required CAEP Accountability Measures for initial-licensure level programs are available. If the EPP does not offer initial-licensure level programs, then please leave this box blank.

<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 the direct URL link to the EPP's public facing webpage where data for the required CAEP Accountability Measures for advanced level programs are available. If the link is the same as for the initial-licensure level, please provide it again in this box. If the EPP does not offer advanced-level programs, then please leave this box blank.

N/A

**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 2023-2024 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

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

**2025 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 the edit button next to each AFI/stipulation to edit the AFI/stipulation. Once there, please provide narrative in the "2025 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 5.1. 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**

<b>Component</b>	<b>Type</b>	<b>Status</b>	<b>Rationale</b>
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.
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.

5.1 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.

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

**2025 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 most significant continuous improvement to our programs has been the integration of the Science of Reading Curriculum. In compliance with Indiana House Bill 1558, it was necessary to modify our curriculum to incorporate the methodologies outlined in the Science of Reading. In collaboration with the Curriculum and Academic Affairs departments, six courses within our Special Education Mild Interventions program with dual licensure in Elementary Education have been revised, modified, or newly added. Four of these courses were introduced for the first time in the Fall 2024 semester, with the remaining two scheduled for the Spring 2025 semester.

Furthermore, our program has made substantial progress in offering Education courses at the Early College level. By encouraging high school students to enroll in Education courses, we aim

to inspire and prepare more individuals to pursue teaching as a lifelong career. As of March 2025, five schools and career centers are actively participating in these courses.

In addition, we have established partnerships with the Early Childhood Apprenticeship Program through the Indiana Department of Education. Currently, we have two active partnerships, with three more in development. These initiatives collectively serve to enhance the quality and reach of our programs, contributing to the preparation of future educators.

**AR Reviewer Question 6.1. 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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**2025 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?**

No questions.

**7.2. Preparer's authorization. By checking the box below, I indicate that I am authorized by the EPP to complete the 2025 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

This is listed for informational purposes only. If you notice an issue with this information, please reach out to CAEP staff.

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

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

### Next Visit Date [Semester] - Advanced Level

### Next Visit Date [Year] - Advanced Level

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

*Insert text here ...*

**AR Reviewer Question 7.2. The EPP report preparer indicated that they were authorized by the EPP to complete the 2025 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