

2017 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...

	Agree	Disagree
1.1.1 Contact person	<input checked="" type="radio"/>	<input type="radio"/>
1.1.2 EPP characteristics	<input checked="" type="radio"/>	<input type="radio"/>
1.1.3 Program listings	<input checked="" type="radio"/>	<input type="radio"/>

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 2015-2016 ?

Enter a numeric value for each textbox.

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

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.)

Total number of program completers 21

**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 2015-2016 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.

The Vincennes University Education Department is currently revising the webpage due to the program restructuring its website. Currently, the 2014-15 Title II Report Card and 2012-2015 informational reports regarding program completers are posted on the web page.:

<https://www.vinu.edu/web/quest/education>

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.

Areas for Improvement related to Standard 3 cited as a result of the last NCATE review:

1. The unit does not provide secondary candidates sufficient field experience opportunities at the middle and high school levels to observe in schools, work with students, and interact with families, teachers, and other school professionals before clinical practice.	(ITP)
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1. In EDUC 421, Teaching Secondary Mathematics I, teacher candidates are required to complete three classroom observations. Students are placed in middle school or high schools. Teacher candidates in EDUC 422, Teaching Secondary Mathematics II, are required to teach three times under the supervision of the cooperating middle or high school classroom teacher.

Areas for Improvement related to Standard 4 cited as a result of the last NCATE review:

1. The unit cannot ensure that all candidates have the opportunity to interact with faculty members from diverse racial and ethnic backgrounds.	(ITP)
2. Secondary candidate placement does not include an opportunity to work with students from diverse backgrounds.	(ITP)

1. Vincennes University (VU) is an Equal Employment Opportunity/Affirmative Action employer and encourages applicants from diverse racial and ethnic backgrounds to apply for faculty and staff positions. VU employs faculty in other areas and disciplines who represent a range of racial and ethnic backgrounds. Education students have the opportunity to interact with these faculty members during the first two years of their four-year program. The Education Department strives to extend the area in which students are placed for student teaching and observation placements. This allows students to have the opportunity to interact with school personnel from diverse backgrounds. VU is collaborating with K-12 institutions and community-based organizations to develop a comprehensive approach toward education in low-income and racially or ethnically diverse areas.

2. Secondary candidates enroll in EDUC 295 Cultural Immersion Project. This year the Education Department participated in a pilot study with SimSchool. This is a web-based training platform which allows VU teacher candidates to teach and experience their own diverse group of students with varying cultural, racial, and ethnic backgrounds. This simulated experience provides opportunities for teacher candidates to learn how to address the needs and interests of all learners. The Education Department has received funding from the Vincennes University Foundation to continue this web-based class.

Areas for Improvement related to Standard 5 cited as a result of the last NCATE review:

1. The unit lacks sufficient evidence that professional education faculty members are actively engaged in scholarship.	(ITP)
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1. Due to budget constraints, professional development and scholarship opportunities for all VU faculty have decreased. Funds have not been allocated for non-essential continuous learning experiences. Furthermore, the Education Department has decreased from six FTEs to three FTEs and are assuming a more interdisciplinary approach with FTEs within our College.

Areas for Improvement related to Standard 6 cited as a result of the last NCATE review:

1. Faculty workload policies and lack of support staff do not allow professional education faculty members to be effectively engaged in teaching, scholarship, advisement, program administration (e.g., design and development of field experiences and clinical practice) and university governance.	(ITP)
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1. An Education Coordinator was hired in 2016 to work with field experience placements, licensure requirements, data collection, orientation, and recruitment efforts. VU has eliminated compensation of increased workloads for full-time faculty. Therefore, more part-time adjunct faculty are hired to teach in all areas and departments.

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 regularly interact with teachers, administrators, university supervisors, and families about their practice. The current expectation is that secondary candidates will experience both middle school and high school settings during their student teaching semester. The unit is taking measures to increase observations and interactions through both education courses and secondary content courses.

STANDARD 4: The unit is moving toward target with students completing university core curriculum as regulated by the state of Indiana; therefore, they have the opportunity to interact with diverse faculty and students. Also, all the education majors are required to take an Introduction to Exceptionalities class. This course prepares candidates to work with students with diverse learning and behavioral needs and provides research-based methods to address the diversity. Furthermore, all elementary and secondary candidates are required to enroll in a cultural diversity project. This web-based program (beginning in Fall 2016) expands the opportunities for candidates to explore a wide range of diversities in a virtual school setting.

STANDARD 5: This unit is part of a predominately 2-year college setting with only seven baccalaureate programs. The institution is a teaching-based institution as opposed to a research-based institution, which would have a mission of scholarly work supported by the institution. Funds for profession development and scholarly opportunities have been decreased for all VU faculty due to budget constraints.

STANDARD 6: Faculty workloads currently are heavy with teaching responsibilities and an advisor role which meets with advisees at least once per semester. VU has eliminated compensation of increased workloads. As of 2016, an Education Coordinator was hired to assist with placement, orientation, and licensure responsibilities. The unit is down more than 3 FTEs from the NCATE visit, which requires more part-time adjunct faculty to be hired to teach in all areas of the department.

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 2017 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.