

2019 EPP Annual Report

CAEP ID:	11607	AACTE SID:	3575
Institution:	Oakland City University		
Unit:	School of Education		

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 2017-2018 ?

Enter a numeric value for each textbox.

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

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

Total number of program completers 73

¹ For a description of the scope for Initial-Licensure Programs, see Policy 3.01 in the Accreditation Policy Manual

² For a description of the scope for Advanced-Level Programs, see Policy 3.02 in the Accreditation Policy Manual

Section 3. Substantive Changes

Have any of the following substantive changes occurred at your educator preparation provider or institution/organization during the 2017-2018 academic year?

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

3.2 Any change in the legal status, form of control, or ownership of the EPP.

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

Education Specialist Certification was approved for Curriculum and Instruction in the Advanced Degree Program. The Curriculum and Instruction Advanced Degree Program has been approved for licensure. School Counseling courses were added as elective options in both the District Level Administration and the Building Level Administration Programs. Additionally, 95% of the 48 credit hours for the School Counseling Program have been researched and developed.

3.4 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

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

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

3.6 Change in regional accreditation status

Section 4. Display of Annual Reporting Measures.

Annual Reporting Measures (CAEP Component 5.4 A.5.4)	
Impact Measures (CAEP Standard 4)	Outcome Measures
1. Impact on P-12 learning and development (Component 4.1)	5. Graduation Rates (initial & advanced levels)
2. Indicators of teaching effectiveness (Component 4.2)	6. Ability of completers to meet licensing (certification) and any additional state requirements; Title II (initial & advanced levels)
3. Satisfaction of employers and employment milestones (Component 4.3 A.4.1)	7. Ability of completers to be hired in education positions for which they have prepared (initial & advanced levels)
4. Satisfaction of completers (Component 4.4 A.4.2)	8. Student loan default rates and other consumer information (initial & advanced levels)

4.1 Provide a link or links that demonstrate data relevant to each of the Annual Reporting Measures are public-friendly and prominently displayed on the educator preparation provider's website.

1

Link: <https://www.oak.edu/academics/school-education>

Description of data accessible via link: Indiana Department of Education EPP collection data

Tag the Annual Reporting Measure(s) represented in the link above to the appropriate preparation level(s) (initial and/or advanced, as offered by the EPP) and corresponding measure number.

Level \ Annual Reporting Measure	1.	2.	3.	4.	5.	6.	7.	8.
Initial-Licensure Programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Advanced-Level Programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

4.2 Summarize data and trends from the data linked above, reflecting on the prompts below.

What has the provider learned from reviewing its Annual Reporting Measures over the past three years?

Discuss any emerging, long-term, expected, or unexpected trends? Discuss any programmatic/provider-wide changes being planned as a result of these data?

Are benchmarks available for comparison?

Are measures widely shared? How? With whom?

As per the Indiana Department of Education's 2017-18 Statewide Teacher Survey focused around the percent of teachers achieving effective or highly effective ratings, the following summarizes the results for Oakland City University graduates with one year experience, two years experience and three years experience:

Grand Total Rated Effective: 40

Grand Total Rated Highly Effective: 18

Grand Total Rated Effective and Highly Effective: 58

Grand Total Teachers Evaluated: 63

Final Percent: 92% (58 out of 63 Completers Evaluated)

The data related to years of experience and ratings are summarized as follows: 100% (14) of the 14 completers with one year experiences were rated effective or highly effective; 84% (21) of the 23 completers with two years experience were rated effective or highly effective; and 88.4% (23) of the 26 completers with three years experiences were rated effective or highly effective.

Overall, OCU teachers in the field have proven to be effective in their full-time teaching roles. This data should be monitored for continued strong effectiveness ratings of the candidates produced by the School of Education.

The average cumulative GPA of Admitted Teacher Candidates for OCU Teacher Candidates was 3.29 for traditional teacher candidates compared to 3.31 for the state of Indiana and was 3.27 for alternative teacher candidates compared to 3.39 for the state of Indiana. The GPA's for the School of Ed were slightly below the state averages for admitted teacher candidates. The faculty and staff should continue to review the rigor of 100 and 200 level undergraduate as well as the Masters level Transition to

Teaching courses for alignment with InTASC standards, CAEP standards, and the Indiana Department of Education academic standards. In addition, the SOE faculty should review ongoing support structures (tutoring, TRIO referrals, etc.) for low performing students in an ongoing, systematic manner.

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.

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

1. Candidates do not all have the opportunity to work with diverse university and field-based faculty. (ITP) (ADV)

The Oakland City School of Education has taken tangible steps toward improving the diversity access and opportunities for all teacher candidates in both the undergraduate and graduate programs. In April 2018, The School of Education adopted a new Diversity Statement. The School of Education is committed to a core set of values that are reflected in a culture that promotes development of personal and professional integrity and engagement for the benefit of our society. As an academic community, the faculty and staff of the School of Education values: Diversity in all of its manifests; Respect for the individual and deviating perspectives that challenge us; Collaboration; and Creativity in thought and action. To further the mission of diversity in the School of Education, a primary goal would be to encourage and support an environment which presents and values diversity defined in accordance with the CAEP cross-cutting theme as differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographic area. The School of Education is dedicated to preparing educators who value diversity in all forms, differentiate instruction to accommodate diverse student populations, and interact with others in a professional and ethical manner. The adoption of an updated diversity statement signals a strong commitment in the School of Education to encourage diversity throughout the teacher candidates experience.

The Ethnicity percentages have been analyzed for the Doctorate, Masters, and Bachelor's Programs in the OCU School of Education. The 2017/18 data revealed the following percentages: Doctorate Students - 75% White (67), 19% African American (17), 2.5% Multiple (2), 2.5% Hispanic (2); 1% Asian (1) with an enrollment of 89 students. Masters Students - 95.5% White (86); 1% African-American (1); 2% Asian (2); 1% Multiple (1) with an enrollment of 90 students. Undergraduate Bachelors Completers - 77% White (10); 7.5% African American (1); 15.5% Multiple (2) with an enrollment of 13.

The Indiana State Population Race Analysis from 2017 yielded the following information: 83% White (5,546,787); 9% African American (613,060); 25 Two or More Races (153,438); 2% Some Other Race (145,791); 2% Asian (137,680); .2% American Indian and Alaska Native (15,027); .03% Native Hawaiian/Pacific Islander (2,635)

The programs within the OCU School of Education mirrors the race/ethnicity data extrapolated from the state of Indiana.

The Doctorate Program candidates is 2/3rds online and reaches both urban and rural locations throughout Indiana, Illinois, Kentucky, Tennessee, and Texas.

The Masters Program candidates participate in face to face courses every other Saturday during each semester and most of these candidates represent Indiana, Illinois and Kentucky. The Bachelors Program candidates participate in face to face courses and either commute or reside on campus. The Masters and Bachelors candidates are more representative rural, southern Indiana. School of Education graduate adjunct faculty include the following ethnicity percentage data: 90% White (19); 5% African American (1); 5%Hispanic. As the graduate school has vacancies, faculty member to be added should be more ethnically diverse.

As a School of Educaiton, we should continue to strengthen the diverse opportunities for teacher candidates in the Bachelors program to participate in clinical, field based experiences early in their coursework as to expose them to as many authentic classroom experiences as possible.

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

1. Professional education faculty have limited involvement in scholarship. (ITP) (ADV)

Scholarship enhancements have been evident during the 2017/18 academic year. The following information represents the most recent efforts to create a university culture of scholarly research and presentations.

Dr. Randy K. Mills, Graduate Faculty Professor

(2017) Summer Wind: A Soldier's Journey from Indiana to Vietnam. Blue River Press. The book is essentially a study of the dynamics of leadership in an army rifle company during the Vietnam War.

(2017) The Wonderful One: The Vietnam War Letters of Richard "Dick" Wolfe. Traces of Indiana and Midwest History. 29(3), 4-15.

(2017) Recovering and Reconstruction the Stories of WWII Veterans' War Experiences. Connections Genealogy Journal, 57(1), 4-14.

(2017) One of the Proudest Honors of my Life: A Forgotten Hoosier Abolitionist in the Civil War." Traces of Indiana and Midwest History. Winter Issue.

Conference Attendance:

Fall 2018 CAEP Conference

National Field Experience Conference- Spring 2018 /Spring 2019

Camy Davis, Assistant Professor and Cathy Gonzales, Assistant Professor

Conference Presentations:

National Field Experience Conference Presenter- "The Trifecta Methodology: Field Experience, Service Learning & Recruitment. A recipe for growth, success, and excellence!"

University of Northern Colorado – Spring 2018 Grant Work:

Camy Davis:

Betty Ann McCullough Enrichment Project Grant – submitted February 2017-Granted April 2017

Betty Ann McCullough Enrichment Project Grant – submitted February 2018-Granted April 2018

Camy Davis and Cathy Gonzales:

Acorn Academy Mentoring/Tutoring- Director and Tutor 2016-Present

Next Generation Hoosier Educators Scholarship Regional Interviewer 2017-2018

Ivy Tech Education Advisory Board- Presentation of OCU programs 2016-Present

Acorn Academy Mentoring/Tutoring- Director and Tutor 2016-Present

Next Generation Hoosier Educators Scholarship Regional Interviewer 2017-2018

Ivy Tech Education Advisory Board- Presentation of OCU programs 2016-Present

Nancy Miller, Director of Graduate Programs

Clark, S, Miller, N. (2018) Students Perceptions of the Effectiveness of a Four Year Anti-Bullying Program in a Rural School System Setting: A Descriptive Study. SUBMITTED FOR PUBLICATION TO RURAL EDUCATOR JOURNAL- October 10, 2017

Miller, N.S. (2017) A Model for Improving Student Retention in Adult Accelerated Education Programs, Education Journal. Education, vol.138 issue 1.

Grant: Comprehensive Counseling Initiative:

Implementation Grant for Principal Preparation Program

Grant Number: 2017 0647

Amount of Grant: \$150,000 (Year 1 of 3 year grant)

Grant Period: October 1, 2017 – June 30, 2018

Pat Swails, Graduate Professor

Action in Teacher Education, journal article reviewer, 2014-Present

CAEP Site Visitor training team leader, 2013-Present

Association of Teacher Educators, Committee on Committees chairman

Association of Teacher Educators, Leadership Academy fellow

Association of Teacher Educators-Indiana, Executive Director

Karen Bevis, Assoc Dean

•Co-Chair of Indiana Educator Preparation Program Review Team (INPREP) committee for new program proposals

•CAEP state reviewer Fall and Spring semester

•License Advisor

Committee Work

•Educator Rising Advisory Committee

OCU School of Education faculty members hold seats on various councils both national and local. There is ongoing work with the Indiana Department of Education to ensure appropriate licensing.

Dissertations successfully defended during the 2017/18 academic school year include the following:

Glen Nelson: Review of recent legislative enactments and their impact on the educational environment on public schools on Indiana.

Brenda Mcvicker: The impact of an elementary alternative to suspension program.

Brad Lindsay: Implementing and leading a sustainable high quality LitNvm process in a high poverty urban school district.

Christina Collins: Institutional Inclusive Excellence.

Lisa Price: The impact of a mentoring program on retention at a community college.

Thomas Brillhart: Block Course: scheduling vs. traditional course scheduling: Which is most effective?

Bridget Lueken: Parents as Advocates in Special Education: Is training effective?

Troy Friedersdorf: What motivates at-risk students to graduate from high-school?

Leslie King: Followership in the servant leadership model.

Dennis Jones: Change Management: An examination of resistance by Mid-Level Management to enterprise resource planning program in the future.

Zach Hood: Evaluating the success of new athletic facilities for school districts.

Sheila Kenny-Bryant: The constructivist theory and its impact concerning social justice.

Tim Ziebarth: Effectiveness of open educational resources (OER) at a small, faith-based liberal arts college.

Kelly Winter: A study on the perception of leadership skills influenced by teacher leadership training.

Brenda Mcvicker: The impact of an elementary alternative to suspension program.

Bryan Waltz: Grade inflation at a private Christian college.

Will Smith: The possible impact of extracurricular activities on Latino students and the specific dynamics that may influence participation.

Lavonia Lewis: Faculty, administrative, and student's awareness of laws and resources available to students with disabilities at xyz university.

Katelynn Willis: The Perceived Effects of Inclusion in an Elementary School Setting.

Wendel Moccollum: The effectiveness of teaming at the high school.

Tamara Miley: Revitalizing of the small rural church: What stakeholders believe should be done

Kim Neufelder: Bullying in rural Indiana schools..

Michale Winters: A study on the perception of leadership skills influenced by teacher leadership training.

Timothy Ziebarth: Effectiveness of open educational resources (OER) at a small, faith-based, liberal arts college.

Dr DeGeorge and Dr. Nancy Miller conducted research school districts that showed expemprary P-12 school counseling programs. Vermont, Ohio and Indiana were reviewed for school counseling quality and need.

Section 6. Continuous Improvement

CAEP Standard 5

The provider maintains a quality assurance system comprised of valid data from multiple measures, including evidence of candidates' and completers' positive impact on P-12 student learning and development. The provider supports continuous improvement that is sustained and evidence-based, and that evaluates the effectiveness of its completers. The provider uses the results of inquiry and data collection to establish priorities, enhance program elements and capacity, and test innovations to improve completers' impact on P-12 student learning and development.

CAEP Standard 5, Component 5.3

The provider regularly and systematically assesses performance against its goals and relevant standards, tracks results over time, tests innovations and the effects of selection criteria on subsequent progress and completion, and uses results to improve program elements and processes.

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 three major efforts the EPP made and the relationship among data examined, changes, and studying the results of those changes.

- Describe how the EPP regularly and systematically assessed its performance against its goals or the CAEP standards.
- What innovations or changes did the EPP implement as a result of that review?
- How are progress and results tracked? How will the EPP know the degree to which changes are improvements?

The following questions were created from the March 2016 handbook for initial-level programs sufficiency criteria for standard 5, component 5.3 and may be helpful in cataloguing continuous improvement.

- What quality assurance system data did the provider review?
- What patterns across preparation programs (both strengths and weaknesses) did the provider identify?
- How did the provider use data/evidence for continuous improvement?
- How did the provider test innovations?
- What specific examples show that changes and program modifications can be linked back to evidence/data?
- How did the provider document explicit investigation of selection criteria used for Standard 3 in relation to candidate progress and completion?
- How did the provider document that data-driven changes are ongoing and based on systematic assessment of performance, and/or that innovations result in overall positive trends of improvement for EPPs, their candidates, and P-12 students?

The following thoughts are derived from the September 2017 handbook for advanced-level programs
How was stakeholders' feedback and input sought and incorporated into the evaluation, research, and decision-making activities?

CORE Assessment Summary Data presentation from February 2018 is inserted that was presented to all School of Education faculty for data review. The findings revealed that overall students performed well on Pedagogy and that each program was asked to review their syllabi, assignments and assessments for alignment with the CORE domains and InTASC standards. (CAEP 5.2) To better orient all Doctoral students, LDR 750: Introduction to Internship Seminar I and all expectations, requirements, processes, comprehensives, APA format, etc are discussed. All new faculty, adjunct or full-time, receive a face to face orientation with Dr. Miller, Graduate Program Coordinator. This process has improved the consistency in delivery of succes in the program. (CAEP 5.5)

For initial licensure Bachelors students, the exit interview has been revised to better match InTASC standards. In addition, doctoral students coursework includes assessments such as Strength Finder 2.0, Communication Styles Inventories and Personality Temperament Styles information. These assessments should be reviewed for inclusion in the Senior Capstone Course for initial licensure candidates. (CAEP 5.3)

The 2017/18 Academic year the School of Education utilized a data review process for course and program review. This analysis was communicated to the OCU SOE faculty in February 2018., OCU's School level data was communicated and shared with the OCU Strategic Planning Advisory Committee and this informatoin will be incorporated into the 2017-2021 Strategic Plan for the University. (CAEP 5.4)

School of Ed Program Reviews included Elementary Education, Early Childhood and Special Education. The Masters of Science in Building Level Administration Bachelors of Science Curriculum and Instruction and the Master of Arts in Teaching underwent successful Program Reviews.

Tag the standard(s) or component(s) to which the data or changes apply.

- 5.2 Quality assurance system relies on measures yielding reliable, valid, and actionable data.
- 5.3 Results for continuous program improvement are used
- 5.4 Measures of completer impact are analyzed, shared and used in decision-making
- 5.5 Relevant stakeholders are involved in program evaluation

Upload data results or documentation of data-driven changes.

 **CORE_assessment_data22018.pdf**

6.2 Would the provider be willing to share highlights, new initiatives, assessments, research, scholarship, or s activities during a CAEP Conference or in other CAEP Communications?

Yes No

6.3 Optional Comments

The Oakland City University began a systemic strategic planning process during the 2017/18 school year. In addition, an assessment integration system (CAMS) was utilized across the university to monitor course goals and assessment data for courses taught. Work will continue with the establishment of unit level Assessment Plans as well as updated unit level strategic plans.

Section 7: Transition

In the transition from legacy standards and principles to the CAEP standards, CAEP wishes to support a success transition to CAEP Accreditation. The EPP Annual Report offers an opportunity for rigorous and thoughtful r regarding progress in demonstrating evidence toward CAEP Accreditation. To this end, CAEP asks for the fo information so that CAEP can identify areas of priority in providing guidance to EPPs.

7.1 Assess and identify gaps (if any) in the EPP's evidence relating to the CAEP standards and the progress r addressing those gaps. This is an opportunity to share the EPP's assessment of its evidence. It may help to use Readiness for Accreditation Self-Assessment Checklist, the CAEP Accreditation Handbook (for initial level programs), or the CAEP Handbook: Guidance on Self-Study Reports for Accreditation at the Advanced Level

If there are no identified gaps, click the box next to "No identified gaps" and proceed to question 7.2.

No identified gaps

If there are identified gaps, please summarize the gaps and any steps planned or taken toward the gap(s) to be prepared by your CAEP site visit in the text box below and tag the standard or component to which the text ap

Data-Driven Decision Making processes and the communication of relevant state test results to stakeholders will continue to be embedded into the culture of the SOE in ways that best align the work with CORE assessments, InTASC alignment, and rigorous course assessments for all programs. Disposition audits for initial licensure candidates are being reviewed for implementation during the 2018/19 academic year. Faculty continue to review courses, syllabi and assessments for any gaps in student learning. Program clinical, field experiences for teacher candidates are under review for equity and consistency throughout teacher candidates overall program.

Tag the standard(s) or component(s) to which the text applies.

- 1.1 Understanding of InTASC Standards
- 5.1 Effective quality assurance system that monitors progress using multiple measures
- 5.2 Quality assurance system relies on measures yielding reliable, valid, and actionable data.

5.3 Results for continuous program improvement are used
5.4 Measures of completer impact are analyzed, shared and used in decision-making
A.1.1 Candidate Knowledge, Skills, and Professional Dispositions
A.2.2 Clinical Experiences
A.5.1 Quality and Strategic Evaluation
A.5.3 Continuous Improvement
A.5.4 Continuous Improvement

7.2 I certify to the best of my knowledge that the EPP continues to meet legacy NCATE Standards or TEAC Quality Principles, as applicable.

Yes No

7.3 If no, please describe any changes that mean that the EPP does not continue to meet legacy NCATE Standards or TEAC Quality Principles, as applicable.

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 2019 EPP Annual Report.

I am authorized to complete this report.

Report Preparer's Information

Name:

Position:

Phone:

E-mail:

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.

CAEP Accreditation Policy

Policy 6.01 Annual Report

An EPP must submit an Annual Report to maintain accreditation or accreditation-eligibility. The report is opened for data entry each year in January. EPPs are given 90 days from the date of system availability to complete the report.

CAEP is required to collect and apply the data from the Annual Report to:

1. Monitor whether the EPP continues to meet the CAEP Standards between site visits.
2. Review and analyze stipulations and any AFIs submitted with evidence that they were addressed.
3. Monitor reports of substantive changes.
4. Collect headcount completer data, including for distance learning programs.
5. Monitor how the EPP publicly reports candidate performance data and other consumer information on its website.

CAEP accreditation staff conduct annual analysis of AFIs and/or stipulations and the decisions of the Accreditation Council to assess consistency.

Failure to submit an Annual Report will result in referral to the Accreditation Council for review. Adverse action may result.

Policy 8.05 Misleading or Incorrect Statements

The EPP is responsible for the adequacy and accuracy of all information submitted by the EPP for accreditation purposes,

including program reviews, self-study reports, formative feedback reports and addendums and site visit report responses, and information made available to prospective candidates and the public. In particular, information displayed by the EPP pertaining to its accreditation and Title II decision, term, consumer information, or candidate performance (e.g., standardized test results, job placement rates, and licensing examination rates) must be accurate and current.

When CAEP becomes aware that an accredited EPP has misrepresented any action taken by CAEP with respect to the EPP and/or its accreditation, or uses accreditation reports or materials in a false or misleading manner, the EPP will be contacted and directed to issue a corrective communication. Failure to correct misleading or inaccurate statements can lead to adverse action.

 **Acknowledge**