

2020 EPP Annual Report

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

Section 1. EPP 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"/>

1.2 [For EPPs seeking Continuing CAEP Accreditation]. Please provide a link to your webpage that demonstrates accurate representation of your Initial-Licensure Level and/or Advanced-Level programs as reviewed and accredited by CAEP (NCATE or TEAC).

<https://www.oak.edu/academics>

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 2018-2019 ?

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 79

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 2018-2019 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

Both the undergraduate and graduate initial license conceptual frameworks have been revised to include the National Institute for Effective Teaching (NIET) standards for initial license programs. In addition, the NELP standards have been included in advanced programs conceptual framework. The Masters of Arts in School Counseling, 48 hour, program has been submitted for final approval to the Indiana Department of Education (March 2020).

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

3.7 Change in state program approval

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>

Description of data accessible via link: Description of OCU School of Education undergraduate and graduate programs

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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advanced-Level Programs			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2

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

Description of data accessible via link: Annual Report, 1388 Report, Title II Reports (Traditional and Alternative)

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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advanced-Level Programs			<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3

Link: https://drive.google.com/file/d/1wDsm2tsNz_2pvkUbWFUTSOU7y7nKNqCy/view

Description of data accessible via link: Indiana Department of Education's EPP Comparison Matrix with multiple data points entered

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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Advanced-Level Programs			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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?*

Data Trends:
 OCU SOE EPP GPA data Required for Entry: Traditional (3.0) Alternative (2.5)
 Average GPA of Admitted Teacher Candidates: 3.41 (Traditional) 3.30 (Alternative)
 OCU SOE Attrition Rate Data showed that 71.4 % were retained in Education as compared to 62.7% reported for the state
 OCU Teacher Survey Results "How well were you prepared to teach by your EPP?": 21 out of 22 respondents (95%) identified as Agree or Strongly Agree
 Effectiveness Data: 36 Rated "Effective", 12 Rated "Highly Effective"; 48 for combination out of 49 teachers evaluated overall (98%)
 CORE Assessment Pass Rate Data:
 Initial Licensure pass rate data: Elementary Education - 78% (52 out of 67) , Early Childhood - 69% (11 out of 16), SPED - 0% (0 of 1); HPE - 82% (9 out of 11), English Ed - 20% (1 of 5); Historical Perspectives- 50% (3 of 6); Life Science - 33% (1 of 3); and Mathematics Education - 0% (0 of 2)
 Advanced Programs percentage below state average: School Administrator Building - 83% (15 of 18); and School Administrator District - 80% (4 of 5)
 Pass Rates Compared to State Pass Percentage:
 Elementary Education - 3% below , Early Childhood -14% below, HPE - 7% below, English Ed - 50% below; Historical Perspectives- 2% below; Life Science - 20% below; and Mathematics Education - 50% below
 Advanced Programs percentage below state average: School Administrator Building - 4% below; and School Administrator 14% Below
 Strategies for 19/20: Stronger Alignment between Course Syllabi/Activities and National/State CORE Standards and Assessment, Strengthen the clinical experiences and "effective teaching pedagogy" for all secondary teacher candidates, Alignment and utilization of data to inform course adjustments, Review of course and program assessments for alignment/congruence to CORE standards, Strategies for teacher candidate and school administrator CORE assessment practice and feedback sessions, SOE program review/alignment embedded process, Clinical/Field Experiences hours must be increased across all programs

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 OCU School of Education added one male, African-American, faculty member with expertise in psychology who is teaching in both the undergraduate (Developmental Psychology) and graduate (BLA/DLA) programs. All undergraduate students must take Developmental Psychology; therefore, more initial license teacher candidates have the opportunity to work with a diverse faculty member. In addition, the SOE will be adding one additional African-American candidate to the faculty in the summer of 2020 who will also work with both undergraduate and graduate programs.

The SOE has recently formalized a stronger partnership with the Evansville-Vanderburgh School Corporation in southern Indiana. EVSC serves 22,450 students and represents the third largest school district in Indiana. The district type is considered urban, rural and suburban. EVSC includes five specialized schools which includes the New Tech Institute; Early College High School; Virtual Academy; STEM Academy; Academy for Innovative Studies. Student teacher placements and teacher candidate field experiences within this diverse school corporation have also increased during the 2019/20 school year. Ongoing meetings between the EVSC Outreach Coordinator and the OCU SOE dean and student teacher coordinator have been established on an annual basis to support this partnership. EVSC will also serve as an essential partner for the newly developed Masters of Arts in School

Counseling Program.

The SOE undergraduate initial licensure field experience locations are Stockwell Elementary School in EVSC and East Gibson Elementary...

The OCU School of Education ethnicity percentages have been analyzed for the Doctorate, Masters, and Bachelor's Programs. The 2018/19 data revealed the following percentages: Doctorate Students - 72% White (61), 24% African American (20), 1% Multiple (1); 2% Hispanic (2); and 1% Asian (1) with an enrollment of 85 students. Masters Students - 87% White (60); 7% African-American (5); 3% Asian (2); 3% Multiple (2) with an enrollment of 69 students. Undergraduate program enrollment- 95% White (40); 5% Hispanic (1) with an enrollment of 41.

The deliver model utilized for the Doctoral program is primarily online and reaches beyond the Indiana, Illinois, and Kentucky areas for enrollment.

The Master's 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 Bachelor 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); and 5%Hispanic (1).

The Oakland City University School of Education continues to improve on teacher and leadership candidates engagement with diverse university and field-based faculty.

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 2018/19 academic year. The following information represents the most recent efforts to create a university culture of scholarly research and presentations.

Dr. Rachel Yarbrough, Dean

Founded the OCU School of Education "Learn&Lead" Series events each semester beginning with the Fall 2018 through present. The focus on Learn&Lead events is to provide current, research-based, relevant educational experts to serve as guest speakers for regional school and district level educational leaders. (Fall 2018 to Present)

Consulted with a New Jersey Public School District's Four Day School Week Committee to review implementation process, to provide personnel information and other related questions. (Fall 2018/Spring 2019)

Dissertation Chairperson: 2 Committees

Conferences:

Attended the AACTE Conference Fall 2018

Attended CAEP Annual Conference in Spring 2019

Dr. Randy K. Mills, Graduate Faculty Professor

"The Hero of the Game: The Forgotten Collegiate Basketball Days of Baseball Great Gil Hodges" *Traces of Indiana and Midwestern History*, 2019.

"Battles Like These Don't Happen Every Day" *Alabama Heritage Magazine* (University of Alabama History Department), 2019.

"How do You get to be one of those Guys: The Forgotten Story of Basketball Phenom Dave Schellhase" *Indiana Basketball History Magazine*, 2019.

"Everybody Get Together: Constructing Baby Boomer Coming of Age Stories for Future Generations" *Hoosier Genealogy Journal*, 2019.

Camy Davis, Professor (Portfolio and Rank Change Spring 2019)

Grant Work:

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

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

Dr. 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

Nancy Miller, Director of Graduate Programs

Perceived academic outcomes of adult online students and faculty utilizing OER at a small, faith-based, liberal arts college.

Ziebarth, T., Miller, N, (2018)

School Safety: Building Relations Between District Leadership and School Resource Officers. Ashby, D., Miller, N. (2018)

Co-Authored: Master's in School Counseling Program (Scheduled to be presented to Indiana Department of Education (Fall 2019)

Pat Swails, Graduate Professor

CAEP Program Review with Feedback 2019, (April 2019), Midwest Association of Teacher Educators (MWATE) Annual

Conference, West Lafayette, IN.

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.

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

Holly Arnold :The Effect of Elementary School Counselors on Student Achievement, Attendance, and Disciplinary Suspensions

Jim Bennett: Student Perceptions of Online Courses and the Role of Faculty Engagement

Khari Grant: Perceptions of African American Males Regarding the Factors that Hinder Their Academic Success

Azhar Hussain: Scenario-Based Learning and Airport Emergency Planning

Philip Colquitt: The Mis-Education of Exceptional Education: The Misunderstanding and Misappropriation of Exceptional Education Toward Minorities (Specifically African Americans: Black) Qualifying under the categories of Emotional Behavior Disturbed (EBD) and Other Health Impaired (OHI)

Christopher Davis: Stakeholder Perspectives of Academic Advising Practices at a Community College

Chad Flannery: Impact of Academic Early Alert System on Low SES Student Success and Relation Rates at a Rural Community College

Lisa Kendall: Social-Emotional and Behavioral Intervention Implications on the Academic Performance and Disciplinary Performance of Elementary Students within an Alternative Educational Setting

Captain Jimmy Beasley: Relationship of Grade-span Configurations and How They Impact Middle Grade Students

At Small, High-poverty, Rural Schools in Indiana

Paul Bowdre: Information and Intelligence Sharing Between Rural Law Enforcement and Federal Homeland Security Agencies in New York

Iran Daniels: Perceptions and Perspectives of Black Male Educators on the Lack of Diversity, Recruitment, Motivation, Role Modeling and Mentoring in the State of Indiana

Lavonia Lewis: Faculty, Administrative, and Students Awareness of Laws and Resources Available to Students with Disabilities at XYZ University

Shannon Gossett-Webb: Does the American High School Education System have Inflated Graduation Rates Resulting in Poorly Prepared Students for Career and College Readiness?

Steve Grissom: A Study of Character Curriculum and Changing Meaning of the Term Hero

Jarrold Martin: The Relationship of Hospital CEO Leadership Styles, Patient Outcomes, and Patient Satisfaction

Travis Madison: Identifying Expectations of Public School Superintendents and School Board Members

Jennifer Nickell: Measuring a Staff's Actions and Commitment to School-Wide Positive Behaviors Interventions and Support Over the Course of a School Year

Wilburt Smith: The Possible Impact of Extracurricular Activities on Latino Students

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?

Increase Diverse Faculty and Field Experiences for Undergraduate and Graduate Candidates (x.1, x.4)

As per the CAEP identified need to the OCU School of education, in the Summer of 2019 one full-time male, African-American faculty member was hired with funding through the Lily Grant. Dr. Daniels has a background in psychology and taught Developmental Psychology in the undergraduate program and worked primarily in the graduate program to teach School Counseling electives. He also worked with the graduate programs director to develop the Masters in Education School Counseling proposal.

Increase Need for Clinical Experiences: Secondary Education (A.2.2, A.1.1)

Gaps existed between the clinical experience of secondary education teacher candidates as compared to all other licensure programs (elementary education, special education, early childhood, and HPE). The degree program for secondary education teacher candidates was embedded in the School of Arts and Sciences and extremely discipline specific with a lack of pedagogy/clinical experience hours; therefore, collaboration occurred between the School of Ed and School of Arts and Sciences to create a 2.0 credit hour Secondary Education Practicum course, co-advising process between discipline faculty and a designated secondary education faculty member, and move to place all education related courses back into the School of Education such as the EDUC Senior Capstone Course. Full implementation of these changes will be evident for the 2019/20 academic year.

Implementation of an online Associates of Arts Degree for Early Childhood Program (A.1.1)

In response to a need reported by regional Head Start Coordinators, the access of staff in public/private daycares or pre-schools to online degrees was limited. The SOE developed an 8 week online course sequence that would meet the degree requirements of an Associates of Arts in Early Childhood Education degree and align with continuation of a bachelor's degree in Early Childhood. This degree program was available in the Fall of 2019. The EC faculty member also developed an articulation agreement with Ivy Tech so that candidates in this program would be eligible for the T.E.A.C.H. grant funding which offsets the cost per course for individuals working full-time in an early childhood field.

HPE Course/Program Review Process (5.1, A1.1, A.2.1, A.2.2)

The Health/Physical Education degree options for OCU teacher candidates and students prior to the Summer of 2019 were licensure or a category referred to as "Non-licensure". In the Fall and Spring of 2018/19, the HPE faculty worked to revised the licensure course and degree program needs. They also researched other peer and aspirant university's approach to a more "applied" degree program. The result of this work created a stronger HPE licensure course experience and program while initiating a new "Applied Health and Fitness" Degree for those students who would not be pursuing licensure. Both degree programs focused on an increase in clinical experiences as part of the revised curriculum.

Initial License Faculty Training in Effective Teaching Practices: National Institute for Excellence in Teaching (NIET) (1.2, 5.1,A.1.1, 5.3)

Due to the fact that several of the initial licensure faculty in both undergraduate and graduate programs had not been in the teaching profession themselves in several years; it was necessary to provide research based effective teaching training for them. In August 2019, seven faculty members spent three days in National Institute for Excellence in Teaching (NIET) training in collaboration with Marion University. The NIET rubric for teaching effectiveness and POP cycle evaluation pre-observation, observation, and post-observation tools informed the work beginning in the Fall 2019. The OCU SOE lesson plan template was aligned with the Rubric for Effective Teaching standards and an implementation model was developed for roll out of these new strategies. The TAP standards were cross walked with INTASC and CAEP standards appropriate utilization across programs and courses. More data will be available about this implementation in the 2021 Annual Report. This training and subsequent implementation have been a "game changer" in ramping up the rigor and research-based teaching practices presented to teacher candidates.

School of Education participated in 2019 University of Iowa Teacher Education Student Satisfaction Survey for the first time. (1.2, 5.1, 5.3)

This study provided feedback to the SOE faculty with regard to current student perceptions about the learning, courses, faculty engagement, barriers to learning and professional experiences. This candid feedback from the open ended questions lead to several communication improvements with regard to student teachers and was one additional data evidence source to support the removal of one full-time HPE faculty member from the staff.

SOE External Partnership Efforts

SOE and Evansville-Vanderburgh School Corporation forged a stronger partnership with regard to clinical experiences and field experiences in schools with diverse student populations (Stockwell Elementary). Several meetings have occurred beginning in the Spring of 2019 between EVSC district personnel and OCU SOE faculty to review stronger collaboration and partnership opportunities. The Neuro Education Team from EVSC will be the featured OCU SOE "Learn&Lead" Series speakers in the Fall of 2020.

SOE Hosted/Sponsored "Learn&Lead" Series Events each semester

The SOE sponsored "Learn&Lead" Series focuses on bringing educational expertise with cutting edge, innovative, research-based problems of practice to the OCU campus for high quality regional school teachers and leader learning for stronger leading. The first Learn&Lead Series #1 event was hosted in the Fall of 2018 with a focus on school safety/school shootings. Superintendent Trent Lovett (Marshall County, KY) was the featured speaker. He brought firsthand leadership experience connected to a Spring 2018 school shooting at his high school. Learn&Lead Series #2 in the Spring of 2020 featured Early Learning Neuroscientist and Executive Director of Children's Inc as the featured speakers. Children's Inc is a non-profit organization located in northern Kentucky with a focus on expanding early learning programs and research.

SOE sponsored "Acorn Academy" after school tutoring/mentoring program for local elementary students.

On Wednesday afternoons from 3:30-5:00pm, students in grades 3-6 who meet the eligibility criterion, are bussed by the East Gibson School Corporation to the Kennedy Center (SOE classrooms) on the OCU campus to participate in tutoring and mentoring activities. The SOE teacher candidates and all student athletes serve as tutors and mentors for the 80+ students who participate in "Acorn Academy". The SOE faculty member coordinating Acorn Academy has received community grants to supply snacks and drinks for each student. This program has been a "win-win" for both the university and the local school district.







CORE Assessment Data/Trends document OCU SOE teacher and school leader results below state averages. (1.2, 5.3)

Continuous work and quality assurance measures should be reviewed and revised to better align course syllabi, learning activities, and assessments with the National standards and CORE assessment measures. Systematic processes should provide for teacher candidate and school leader CORE assessment practice sessions with feedback to support effective assessment strategies and to better identify gaps in the SOE curriculum.

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

- 1.2 Use of research and evidence to measure students' progress
- 2.1 Partners co-construct mutually beneficial P-12 partnerships
- 5.1 Effective quality assurance system that monitors progress using multiple measures
- 5.3 Results for continuous program improvement are used
- A.1.1 Candidate Knowledge, Skills, and Professional Dispositions
- A.2.1 Partnerships for Clinical Preparation
- A.2.2 Clinical Experiences
- x.1 Diversity
- x.4 Previous AFI / Weaknesses

Upload data results or documentation of data-driven changes.

-  **SOESecondaryEducationPracticumProposal219.docx**
-  **2019_ Univ_ Iowa_ Teacher_ Ed_ Student_ Satisfaction_ Survey_ Results.pdf**
-  **SoE_Strategic_Plan_20192021_final_version.docx**
-  **Associate_of_Arts_in_EC_.docx**
-  **HPE_Curriculum_Review_102018.xlsx**
-  **SOE_1819_Core_Assessment_Data.xlsx**

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 "Learn & Lead" Series events and the "Acorn Academy" Tutoring/Mentoring program would be great OCU School of Education activities to highlight and promote on a larger scale.

Section 7: Transition

In the transition from legacy standards and principles to the CAEP standards, CAEP wishes to support a successful transition to CAEP Accreditation. The EPP Annual Report offers an opportunity for rigorous and thoughtful reflection regarding progress in demonstrating evidence toward CAEP Accreditation. To this end, CAEP asks for the following 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 on addressing those gaps. This is an opportunity to share the EPP's™ assessment of its evidence. It may help with the 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 applies.

As the new Dean joined the OCU School of Education in August 2018, many of these improvements have been added recently. It will take time to fully embed and collect data on impact and continuous improvement efforts. We are getting better at utilizing data to drive changes and program improvements but this is a work in progress. Student Data Tracking sheets that are congruent and aligned are necessary and in the works. The undergraduate and graduate Conceptual Framework are being revised to reflect the NIET standards. Program Assessment Data is being collected for the first time in Campus Labs (Start was May 2019). This process will provide more quality assessment data across courses/programs for further review. Full implementation of the NIET model throughout all courses for initial licensure began in Fall 2019 and still need time for analysis.

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

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.5.1 Quality and Strategic Evaluation
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 2020 EPP Annual Report.*

I am authorized to complete this report.

Report Preparer's Information

Name: Sara (Rachel) Yarbrough

Position: Dean, School of Education

Phone: 812-749-1399

E-mail: ryarbrough@oak.edu

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