



AAQEP Annual Report for 2025

Provider/Program Name:	Oakland City University School of Education Graduate Programs
End Date of Current AAQEP Accreditation Term (or "n/a" if not yet accredited):	12-31-30

PART I: Publicly Available Program Performance and Candidate Achievement Data

1. Overview and Context

This overview describes the mission and context of the educator preparation provider and the programs included in its AAQEP review.

The School of Education at Oakland City University (OCU) prepares effective educators who demonstrate the knowledge, skills, and dispositions essential for servant leadership and positive impact on future generations of learners. Grounded in a Christian mission, the foundational core emphasizes cognitive, social, physical, and affective development through an integrated curriculum.

Since 1988, when the Board of Trustees designated the School of Education as the official Educator Preparation Program (EPP) recognized by the Indiana Department of Education (IDOE), OCU has maintained a strong history of preparing educators who serve in regional, state, national, and international settings. Full-time faculty who teach in early childhood, elementary, secondary, health and physical education, special education, curriculum and instruction, and educational leadership serve as voting members of the School of Education, with content-area faculty consulted on secondary program decisions.

The School of Education is led by a Dean who reports directly to the Provost. Its mission, articulated in the Conceptual Framework, aligns closely with the broader mission of Oakland City University by preparing educators to serve with integrity, professionalism, and a commitment to continuous improvement.

Public Posting URL

Part I of this report is posted at the following web address (accredited members filing this report must post at least Part I):

<https://www.oak.edu/about/accreditation/>

2. Enrollment and Completion Data

Table 1 shows current enrollment and recent completion data, disaggregated by program and license/certificate, for each program included in the AAQEP review.

Table 1. Program Specification: Enrollment and Completers for Academic Year 2024-2025

Degree or Program offered by the institution/organization	Certificate, License, Endorsement, or Other Credential granted by the state	Number of Candidates Enrolled in most recently completed academic year (12 months ending 08/25)	Number of Completers in most recently completed academic year (12 months ending 08/25)	
Programs that lead to initial teaching credentials				
Master of Arts in Teaching: Elementary	Elementary Generalist, K-6	3	2	

Master of Arts in Teaching: Secondary	Business,5-12/Career and Technical Education: Business Information and Technology/LanguageArts,5-12/LifeScience,5-12/ Mathematics,5-12/Social Studies: Economics,5-12, GeographicalPerspectives,5-12, GovernmentandCitizenship,5-12, HistoricalPerspectives,5-12, Psychology,5-12, Sociology,5-12	2	0	
Master of Arts in Teaching: Special Education	Exceptional Needs: Mild Intervention, P-12	3	2	
Total for Programs that lead to initial credentials		8	4	
Programs that lead to additional or advanced credentials for already-licensed educators				
Master of Science in Education: Building-Level	Building-Level Administrator, P-12	10	3	
Educational Specialist in Education: Superintendency	District Administrator: Superintendent, P-12	2	2	
Doctor of Education: Superintendency	District Administrator: Superintendent, P-12	25	16	
Total for Total for programs that lead to P-12 Leader Credentials		37	21	
Programs that lead to credentials for specialized professionals or to no specific credential				
Master of Science in Education: Curriculum and Instruction	n/a	2	2	

Educational Specialist in Education: Curriculum and Instruction	n/a	3	1	
Doctor of Education: Curriculum and Instruction	n/a	9	4	
Master of Science in Education: School Counseling	School Counselor, P-12	5	1	
Doctor of Education: Organizational Management	n/a	14	4	
Total for programs that lead to specialized professional or no specific credentials		33	12	
Total Enrollment and productivity for all programs		78	37	
Unduplicated total of all program candidates and completers		78	37	

Added or Discontinued Programs

Any programs within the AAQEP review that have been added or discontinued within the past year are listed below. (This list is required only from providers with accredited programs.)

None

3. Program Performance Indicators

The program performance information in Table 2 applies to the academic year indicated in Table 1.

Table 2. Program Performance Indicators

<p>A. Total enrollment in the educator preparation programs shown in Table 1. This figure is an unduplicated count, i.e., individuals earning more than one credential may be counted in more than one line above but only once here.</p>
<p>8</p>
<p>B. Total number of unique completers (across all programs) included in Table 1. This figure is an unduplicated count, i.e., individuals who earned more than one credential may be counted in more than one line above but only once here.</p>
<p>4</p>
<p>C. Number of recommendations for certificate, license, or endorsement included in Table 1.</p>
<p>8</p>
<p>D. Cohort completion rates for candidates who completed the various programs within their respective program's expected timeframe and in 1.5 times the expected timeframe.</p>
<p>Our expected timeframe for GRAD (Programs that lead to initial teaching credentials) graduation is: Master of Arts in Teaching: Elementary is 18 months, Master of Arts in Teaching: Secondary is 18 months, and Master of Arts in Teaching: Special Education is 18 months.</p>
<p>E. Summary of state license examination results, including teacher performance assessments, and specification of any examinations on which the pass rate (cumulative at time of reporting) was below 80%.</p>
<p>Our expected timeframe for GRAD (Programs that lead to additional or advanced credentials for already-licensed educators) graduation is: Master of Science in Education: Building-Level is 18 months; Educational Specialist in Education: Superintendency is 18 months, and the Doctor of Education: Superintendency is three (3) years.</p> <p>Our expected timeframe for GRAD (Programs that lead to credentials for specialized professionals or to no specific credential) graduation is: Master of Science in Education: Curriculum and Instruction is 18 months, Educational Specialist in Education: Curriculum and Instruction is 18 months, the Doctor of Education: Curriculum and Instruction is three (3) years,</p>

Master of Science in Education: School Counseling is 18 months, and the Doctor of Education: Organizational Management is three (3) years,

Actual completion time periods based on those who completed their degrees during 2024-2025 - This is only SOE data:

Degree	Average Years	Median Years	Min Years	Max Years
Bachelor of Arts	3.54	3.69	1.72	5.31
Master of Arts in Teaching	3.41	3.68	1.6	4.96
Master of Science in Education	3.3	2.97	1.34	5.7
Bachelor of Science	2.96	3.2	1.74	3.69
Education Specialist	2.85	3.69	0.57	4.29
Doctor of Education	2.76	2.64	1.34	5.7

F. Explanation of **evidence available from program completers**, with a characterization of findings.

The Educator Preparation Provider (EPP) is examining employment outcomes for program completers as part of its evaluation of workforce alignment and program effectiveness. Employment outcome data for the current reporting year are being collected from two primary sources: Indiana Department of Education (IDOE) Educator Preparation Program (EPP) performance reports and an institution-administered completer survey, scheduled for administration approximately 6–12 months after program completion.

G. Explanation of **evidence available from employers of program completers**, with a characterization of findings.

IDOE employment indicators provide externally validated information regarding completers who are licensed and employed in Indiana public schools and serve as the primary external benchmark for employment outcomes. These data are reviewed annually. Because IDOE data do not capture employment in private schools, charter-only settings, or out-of-state placements, the EPP has developed a local completer survey to supplement state data. This survey will collect self-reported information related to employment status, school type, and time to employment.

H. Explanation of how the program investigates **employment rates for program completers**, with a characterization of findings. This section may also indicate rates of completers' ongoing education, e.g., graduate study.

At the time of this report, the completer survey data collection is pending. Once survey administration is complete and response rates are reviewed, employment rates will be calculated by dividing the number of completers employed in P–12 educational settings by the number of completers eligible for employment. Individuals who report that they are not seeking employment or are enrolled full-time in additional education will be excluded from the denominator.

The results from this initial year of data collection will establish a baseline for future longitudinal analysis. Employment outcome findings will be reviewed by program faculty and administrators and incorporated into ongoing continuous improvement discussions on curriculum alignment, clinical experiences, and candidate support strategies.

I. Explanation of how the **staffing capacity** for program delivery and administration and quality assurance system monitoring have changed during the reporting year, if at all, and how capacity matches the current size of the program.

Staffing capacity for program delivery, administration, and quality assurance changed during the 2024–2025 year with the addition of a Reading Specialist and Programs Coordinator. Dr. Kevin Smith concluded his service with OCU in April 2025 interim Dean was not appointed until August 2025.

The following faculty and their roles are defined here:

- **Camy Davis, Ed.D.** – Interim Dean; Professor of Education; Director, Acorn Academy
- **Patti Buchta, M.A.** – Lecturer, Physical Education, Sports Administration, and History
- **Bob Hacker, Ed.D.** – Director of Educational Studies; Associate Professor
- **Sarah Kruse, M.S.** – Science of Reading Specialist
- **Matt Malin, M.S.** – Lecturer, Elementary Education
- **Aared Sampson, M.S.** – Lecturer, Physical Education, Health, and Exercise Science
- **Katelyn Thomas, M.A.** – Lecturer, Elementary/Secondary Education
- **Stanley Wilm, M.S.** – Lecturer, Special Education; Director of Disability Services
- **Various Adjunct Faculty**

Administrative Support

Lenzie Ewin, B.A in Early Childhood Business Minor, School of Education Programs Coordinator

These staffing adjustments enhance the School of Education’s ability to support program growth, field experiences, quality assurance monitoring, and compliance with state requirements.

4. Candidate Academic Performance Indicators

Tables 3 and 4 report on select measures (3 to 5 measures for each standard) of candidate/completer performance related to AAQEP Standards 1 and 2, including the program’s expectations for performance (criteria for success) and indicators of the degree to which those expectations are met.

Table 3. Expectations and Performance on Standard 1: Candidate and Completer Performance

Provider-selected measures (name and description)	Criteria for success	Level or extent of success in meeting the expectation
1a. Content, pedagogical, and/or professional knowledge relevant to the credential or degree sought	Candidates demonstrate appropriate depth and accuracy of content knowledge, apply effective pedagogical practices, and use professional knowledge consistent with program and professional standards.	All candidates met or exceeded expectations, demonstrating competent and effective use of content, pedagogical, and professional knowledge as evidenced across coursework and supervised clinical experiences.
1e. Creation and development of positive learning and work environments	Candidates establish respectful, inclusive, and supportive learning and professional environments that promote engagement, collaboration, and positive outcomes for all learners.	All candidates met or exceeded expectations by consistently creating positive and inclusive learning and work environments aligned with AAQEP expectations for professional responsibility.

1f. Dispositions and behaviors required for successful professional practice	Candidates demonstrate professional dispositions, ethical conduct, reflective practice, and responsibility appropriate to the profession and consistent with program expectations.	All candidates met or exceeded expectations, exhibiting professional dispositions and behaviors indicative of readiness for successful professional practice.
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Table 4. Expectations and Performance on Standard 2: Completer Professional Competence and Growth

Provider-selected measures (name and description)	Criteria for success	Level or extent of success in meeting the expectation
2a. Understand and engage local school and cultural communities, and communicate and foster relationships with families/guardians/caregivers in a variety of communities	Candidates demonstrate understanding of school and community contexts and engage in respectful, culturally responsive communication and relationship-building with families and caregivers.	All preservice candidates met or exceeded expectations by effectively engaging with diverse school communities and demonstrating culturally responsive communication practices.
2c. Create productive learning environments and use strategies to develop productive learning environments in a variety of school contexts	Candidates use appropriate strategies to establish, maintain, and adapt productive learning environments that support learning across varied educational settings.	All preservice candidates met or exceeded expectations by implementing effective strategies that supported productive learning environments in multiple school contexts.
2f. Collaborate with colleagues to support professional learning	Candidates engage in collaborative practices with peers, faculty, and school-based professionals to support professional learning and continuous improvement.	All preservice candidates met or exceeded expectations through active participation in collaborative professional learning and effective collegial engagement.

5. Notes on Progress, Accomplishment, and Innovation

This section describes program accomplishments, efforts, and innovations (strengths and outcomes) to address challenges and priorities over the past year.

The Oakland City University School of Education has spent much time building relationships with public school systems from the north side of Indianapolis to the Ohio River. Outreach includes partnerships for the Transition-to-Teaching program and a balance of marketing for public school employees wanting to earn advanced degrees. The goal of making four contacts per semester was maintained in the Spring semester of 2025 with follow-up both in-person and via electronic marketing means.

Closer to campus, School of Education partnerships have been formed with 12 public school systems for the mentoring of undergraduate education students. Academic year 25-26 is the second year of the program with all initial districts continuing the relationship. Two districts are being approached for an even bigger role as a partner as we explore building methods courses that both meet and are relevant daily through practicums that match our graduate students with undergraduate students learning pedagogy and methodology skills.

Part II: Self-Assessment and Continuous Growth

AAQEP does not require public posting of the information in Part II, but programs **may** post it at their discretion.

6. Self-Assessment and Continuous Growth and Improvement

This section charts ongoing improvement processes in relation to each AAQEP standard and recent activities related to investigating data quality. Table 5 may focus on an aspect of one or two standards each year, with only brief entries regarding ongoing efforts for those standards that are not the focus in the current year.

Table 5. Provider Self-Assessment and Continuous Improvement

Standard 1: Candidate and Completer Performance	
Goals for the 2025-26 year	Our SOE goals include strengthening each aspect of the following: 1A: Content Knowledge 1B: Pedagogical Skills 1C: Professional Dispositions 1D: Positive Impact on P-12 Learning
Actions	Directed focus in 2025-2026, Oakland City University School of Education graduate personnel are updating syllabi curricula at the end of each semester to upgrade course content, quality, and learning outcomes. Through this systemic approach, continuous improvement is occurring in all courses, including those taught by adjunct professors from the field.
Expected outcomes	The impact of the systemic approach is becoming much-needed continuous improvement.
Reflections or comments	Through a systemic approach to improvement, faculty works consistently rebuilding courses that are more rigorous and more relevant for practicing professionals enrolled in our School of Education graduate programs.
Standard 2- Completer Professional Competence and Growth	

Goals for the 2025-26 year	<p>Our SOE goals include strengthening each aspect of the following: 2A: Effectiveness as Professional Educators 2B: Completer Persistence 2C: Growth and Development 2D: Professional Engagement</p> <p>GOAL ONE: Reconstruct both the building principal internship program and the superintendency internship program with more focus on individual contact between the university and the candidate.</p> <p>GOAL TWO: Realign the syllabi to both internship with AAQEP standards with focus on individual growth through a mentor-mentee relationship.</p> <p>GOAL THREE: Build partnerships between the Oakland City University School of Education and are public school systems that help both the partnering districts and our university students, especially in times of employee shortages in southwestern Indiana public schools.</p>
Actions	<p>*The Director of Education Studies will reconstruct syllabi for LDR 698-99 and LDR 750-751.</p> <p>*The course instructor will plan weekly mentor-mentee meetings with all course participants with focus on leadership trait recognition through self-analysis and analysis of a public-school mentor.</p> <p>*The instructor will tabulate the number of weekly mentoring appointments with instructors and garner feedback prior to each semester regarding personal preference of meeting times for the program participants.</p>
Expected outcomes	<p>The school administration development program will become a more personal arm of the School of Education graduate program. Through building better relationships, the School</p>

	of Education will also increase marketing capabilities while also developing more self-aware candidates for the profession.
Reflections or comments	While experiencing success with this strategy, the graduate program across the board has benefited as the same strategies are being implemented for transition-to-teaching candidates, Master's Thesis participants, and Doctoral Dissertation participants. OCU personnel are working extremely hard to build better relationships with public school districts and their personnel across the bottom two-thirds of the state. An increased focus will also be coming to our public schools in Kentucky and eastern Illinois.
Standard 3- Standard 3: Program Practices	
Goals for the 2025-26 year	Our SOE goals include strengthening each aspect of the following: 3A: Coherent Curriculum 3B: Clinical Partnerships 3C: Program Quality Assurance System 3D: Continuous Improvement
Actions	While not a direct focus in 2025-2026, Oakland City University School of Education graduate personnel are updating syllabi curricula at the end of each semester to upgrade course content, quality, and learning outcomes. Through this systemic approach, continuous improvement is occurring in all courses, including those taught by adjunct professors from the field.
Expected outcomes	Quality surveying for each graduate level course will provide welcomed feedback and information to utilize for growth projects.
Reflections or comments	Through the implementation of a systemic review of all course content and programming, the School of Education graduate programming will be sustaining much needed growth.
Standard 4- Standard 4: Program Impact	
Goals for the 2025-26 year	Our SOE goals include strengthening each aspect of the following: 4A: Impact on P-12 Learning 4B: Stakeholder Perceptions

	4C: Program Engagement with Partners 4D: Public Accountability and Transparency
Actions	Encourage extensive communication and activities to effectively collaborate with all parties.
Expected outcomes	Secured placements, partnerships, and positive outcomes for all candidates leading to long term positions in the field of education.
Reflections or comments	Oakland City University has witnessed tremendous growth in public districts who desire a partnering relationship with the SOE students. With a huge personnel shortage in the area, districts are seeking highly trained and qualified candidates. Through building positive relationships with central office personnel and building-level leaders, OCU has gained trust with exciting new programs, and SOE students are being sought for current openings.

Update on Activities to Investigate Data Quality

Data quality investigations are essential to work across the standards. This section documents activities in the 2024-25 reporting year related to ensuring data quality.

Through a systemic approach to improvement, the SOE is consistently rebuilding courses that are more rigorous and more relevant for practicing professionals enrolled in our School of Education graduate programs. The impact of the systemic approach is becoming much-needed continuous improvement. The relationships that are being built across the area are leading to trust in our programs and leading to a more relevant learning experience for our students.

With a lean teaching staff in the School of Education, one or two full-time professors and adjunct faculty are carrying the graduate level load, which is a concern. As our program continues to build and growth occurs, the university leadership should investigate and address staffing critical needs.

7. Evidence Related to AAQEP-Identified Concerns or Conditions

This section documents how concerns or conditions that were noted in an accreditation decision are being addressed (indicate “n/a” if no concerns or conditions were noted). If a condition has been noted, a more detailed focused report will be needed in addition to the description included here. Please contact staff with any questions regarding this section.

n/a

8. Anticipated Growth and Development

This section summarizes planned improvements, innovations, or anticipated new program developments, including description of any identified potential challenges or barriers.

As previously listed, as The SOE concentrates on extending relationships between partner public school districts and the School of Education, growth and opportunities are being witnessed for greater connections between undergraduate students, graduate students, and area district leadership. A solid footing exists in twelve area districts, and words are spreading about the resurgence of the programs OCU is offering. As two districts are investigated for deeper experiences in the near future, the SOE must be adequately staffed in order to keep meeting the needs of those who are starting to rely on our programs and our students.

9. Regulatory Changes

This section notes new or anticipated regulatory requirements and the provider’s response to those changes (indicate “n/a” if no changes have been made or are anticipated).

n/a

10. Sign Off

Provider's Primary Contact for AAQEP (Name, Title)	Dean/Lead Administrator (Name, Title)
Dr. Camy Davis, Interim Dean, OCU School of Education	Dr. Camy Davis, Interim Dean, OCU School of Education

Date sent to AAQEP:	12/24/2025
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