ORAL ROBERTS UNIVERSITY SCHOOL OF EDUCATION
2010-2011 ANNUAL REPORT AND STRATEGIC PLANNING GOALS
DR. KIM E. BOYD - DEAN

SCHOOL OF EDUCATION GENERAL INFORMATION

ACCREDITATION

NCATE: National Council for Accreditation of Teacher Education: Seven year cycle: 2006 – 2013. Next Scheduled Visit: **Fall 2014** (extended by NCATE)

OCTP: Oklahoma Commission for Teacher Preparation: Seven year cycle: 2006 - 2013. Next Scheduled Visit: Fall 2014 (extended by OCTP)

Program Reports: A year prior to the accreditation visit the College of Education is required to submit a Program Report similar to a self-study for each of the **15** programs offered that lead to certification. Five programs are submitted to the state for review and seven are submitted for national reviews. The music program is recognized as a part of the music department's national accreditation.

UNDERGRAD MAJORS 2010-11

The Undergraduate education faculty and administration served **188** teacher candidates (up from **158** last year), as reflected in the AACTE/NCATE/OCTP Annual Report.

MAJORS OFFERED WITH INITIAL CERTIFICATIONS

Early Childhood Education	Art Education	Communication Arts Ed
Elementary Education	Modern Foreign Language	English Education
English Language Learners Ed	Health & Physical Education	Math Education
Special Education	Music Education	Science Education
		Social Studies Education

The Challenge

The increased cost to attend a private institution to obtain a teaching degree is prohibitive for many students given the average beginning salaries of classroom teachers. Additionally, recruiting and retaining minority students who desire to major in education is an increasing challenge. Therefore, it will become increasingly important for leadership to seek opportunities to secure grant funding for recruiting purposes, as well as help to offset the amount of debt teacher candidates obtain while matriculating through our programs.

GRADUATE MAJORS 2010-11

The Graduate education faculty and administration served **129** candidates in the Master of Education program and **256** candidates in the Doctoral program, as reflected in the AACTE/NCATE/OCTP Annual Report, making a total of **385** candidates served in the Graduate School of Education.

M.A.T. Teaching Initial Certification - Licensure	Ed.D. Educational Leadership
M.A.T. Teaching Initial Certification – Alternative	Ed.D. Higher Education Administration
M.Ed. Curriculum and Instruction	Ed.D. Christian School Administration
M.Ed. School Administration	Ed.D. Public School Administration.
M.Ed. Teaching English as a Second Language* (*The TESL Program was placed on Hiatus due to low enrollment.	

The Challenge
The number of new students admissions to graduate programs decreased slightly, **74** (09-10) and **65** (10-11). New admits to the doctoral program continues to outnumber those admitted in the master's program almost two to one. The COE leadership worked with the enrollment, admissions, and financial aid offices to examine scholarship policies for graduate programs and was success in reversing the policy for part-time and full-time graduate students. We believe these efforts; in addition to recruitment efforts focused on the master's program will result in increased enrollment in the master's program, which is a feeder into the doctoral program.

RECRUITING EFFORTS
The Graduate School of Education has made intentional efforts to reconnect with those students who have been deemed "inactive". Inactive is defined by the COE Graduate Council as those who have not enrolled in courses two consecutive semesters. By May 2011, over **300** inactive students were contacted by email. Many received follow up phone calls. Throughout the year the inactive students are contacted monthly by email and **135** ORU greeting cards were mailed to inactive students (**64** MA & **71** Ed.D.) These cards contained a personal note from the Graduate Chair.

While the overall admissions from 2009-10 to 2010-11 was down by **12%**, the Annual Credit Hours Enrollment from FTE Reports for 2009-10 to 2010-11 was up by **7%.** Additionally, the Summer Institute 2010 enrollment (which is not included in FTE reports) was up **8%** from 2009. This would suggest that the intentional efforts to reconnect with inactive students along with the method used to leverage scholarship funds may be producing good results.

Recruiting efforts targeted at Oral Roberts University Christian School Fellowship (ORUEF) member schools continues yield very successful results for both undergraduate and graduate programs. **Sixty-five** percent of the **107** ORUEF member schools responded to a recent survey disseminated by ORUEF. Of those who responded, administrators reported that **13 percent** of their graduating seniors where enrolling as freshmen at ORU, and **29** teachers and administrators were currently enrolled in advanced programs. Additionally, it was reported that **108** ORU alumni are currently employed by these schools.

GRADUATION NUMBERS
- The School of Education had **43** program completers including **25** undergraduate teacher candidates, **11** master's candidates, and **seven** doctoral candidates.
- Since 1988 over **676** educators have graduated with a Masters Degree from the ORU Graduate School of Education, and since the first year of offering the Doctorate in Education Leadership (1999), **67** individuals have earned an Ed.D.
- **20** of the graduates in the Doctorate in Educational Leadership Program are in leadership positions in institutions of higher education at private and state colleges or universities serving as deans or associate deans.

TEST SCORES

- The Oral Roberts University School of Education teacher candidates have consistently had high passing scores on the Oklahoma Certification Examinations. Testing results from the 2009-2010 school year (the latest year of complete reporting) revealed that **100** percent of program completers passed all components of the certification examination for initial teacher licensure. The National Council of Accreditation for Teacher Education (NCATE) requires that **80** percent or more of the Unit's program completers pass the content examinations.

- **Eleven** candidates took the Master's of Arts Comprehensive exams for the first time in the 2010-11 exam cycle. **Three** of the responses failed to pass. **Three** exams were taken as retakes. All of the retakes earned passing scores. **Ten** doctoral candidates took the exam for the first time in the 2010-11 exam cycle. **Two** of the candidates failed to pass. **Six** exams were taken as retakes. All of the retakes earned passing scores.

ACCOMPLISHMENTS

- **The ORU Chapter of Kappa Delta Pi Wins the Chapter Program Award:** The Alpha Beta Lambda chapter, the College of Education's local chapter of the Kappa Delta Pi, won a Chapter Program Award for the Induction Ceremony – Becoming a Transformational Leader in the Professional Development category. The ORU College of Education has won this nationally prestigious award three times. Dr. Trish Livingston will receive the award on behalf of the chapter at the national Convocation meeting in November. Dr. Tim Norton serves as faculty advisor.

- **Mathematics Education Major wins the DaVinci Scholar Award:** Dominick Cooper, ORU Mathematics Education major, was named one of 6 DaVinci Scholars for 2011. The DaVinci Institute is a private partnership of leaders in higher education in Oklahoma. Each year the DaVinci Institute honors a special group of Oklahoma teachers or teacher candidates by recognizing them as DaVinci/Martin Scholars. Each scholar has either graduated from or is a senior in an Oklahoma college or university and has chosen to remain in Oklahoma to build a teaching career. Each scholar receives $3,000 from the DaVinci Institute during his or her first year of teaching in Oklahoma.

- **College of Education Hosts its first Webinar:** Dr. Roxanne Morris and Ms. Patrina Singleton, two of ORU's distinguished College of Education alumni, presented at the ORU College of Education's Professional Development Webinar. Ms. Singleton presented from her home here in Tulsa and Dr. Morris presented from her office in New Mexico. More than 30 ORU alums and current teacher candidates participated face-to-face, from their dorm rooms and from various locations around the world, including one from Sweden.

- **National Council for Accreditation of Teacher Education Advisory Board:** Dr. Kim Boyd was invited to serve as one of nine Advisory Board members for the National Council for Accreditation of Teacher Education (NCATE). The purpose of the Advisory Board is to provide guidance as NCATE implements the new Continuous Improvement model and the Transformational model of accreditation for education units. Additionally, the Advisory Board is responsible for guiding the development of

the NCATE online learning modules used to train future Board of Examiner (BOE) members and to serve as mentors during the face-to-face training of new BOE members.

- **Faculty Participate in Oklahoma Commission for Teacher Preparation (OCTP) Training:** Dr. Catherine Klehm, science education secondary representative, and Dr. Calvin Roso, graduate faculty member, participated in the Oklahoma Commission for Teacher Preparation Board of Examiners training. They are now eligible to serve on state teams accrediting other colleges, schools, and departments of education. In addition, two faculty members attended the OCTP Program Review training, Denise Miller, communication arts secondary representative, and Dr. Jean Mosley. Ms. Miller served as a reviewer on two program review committees for Oklahoma institutions.

Residency Program
- Oklahoma legislators suspended the Oklahoma Teacher Residency Program for new teachers due to lack of funding; however, undergraduate faculty continued to serve as mentors for ORU alumni with new teaching assignments in the Tulsa and surrounding areas by developing a program similar to the Residency Program. Faculty received no compensation for travel to schools, observing teachers and providing feedback, but felt it was important to provide the support for new teachers in an effort to keep them in the classroom. Faculty mentored **18** first-year teachers.

FACULTY SCHOLARSHIP
- Faculty at both the graduate and undergraduate levels continue to participate in multiple scholarly activities.
- The undergraduate faculty presented or conducted **10**workshops during the year and attended over **25** conferences or workshops, and had **four** publications. **Three** undergraduate faculty continue to work on advanced degrees with two in the final reviewing stage of the dissertation.
- The graduate faculty 2009-2010 Scholarly Activities Report indicates that faculty completed **129** scholarly and K-12 / Community service activities, including **12** publications, **15** higher education presentations, **3** grant related activities, **15** other scholarly activities and **84** K-12 / Community service activities (This list does include activities conducted during summer 2009.)
- Graduate Education faculty members conducted **54** workshops for Christian Schools and or Christian School conferences. Including **5** International conferences: Ghanaian Christian School Leadership Conference, (Accra, Ghana), West African Christian School Conference (Benin City, Nigeria), Northern European Christian School Leaders Conference (Uppsala Sweden) and, the ORUEF Conference in Honduras.

ORAL ROBERTS UNIVERSITY COLLEGE OF EDUCATION
2010-2011 STRATEGIC PLANNING GOALS
Goals and Objectives for College Strategic Plans

The College of Education goals and objectives are color coded as follows:
Green =Accomplished   **Blue = Ongoing**   **Red =Not Accomplished**   **Black = New or Rewritten**

Faculty members have met to develop strategies to address the goals and objects that were not accomplished and those that were new or rewritten.

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1. **RETAIN STUDENTS.**

    1.1   **Each school will review current retention rates and devise strategies to improve retention rates.**
    - The School of Education Assessment Committee will secure retention data that has been disaggregated by school from the Office of Institutional Research. (Unit)
    - The data will be analyzed to determine if there are challenges with retention. (Unit).
    - Seniors will be interviewed with suggestions for program improvement.(UG)
    - Cooperating Teachers will be surveyed for suggestions for program improvement.(UG)
    - The graduate department will track the communications with inactive students. (G)
    - Based on the Graduate Department survey of our current students and an internal review of its admissions policies and procedures, the department will focus more of our scholarship monies on inactive students in hopes of increasing the rate of return for this population.(G)
    - The Graduate Department will update the survey used to gain feedback from current students and alumni in an effort to increase enrollments.(G)
    - The Graduate Department will analyze data based on the tracking system to increase inactive student re-enrollments.(G)

    1.2   **Each school will provide specific plans to improve student advisement.**
    - The unit will provide faculty and staff professional development on advisement strategies. (Unit)
    - The advisement system will be re-evaluated during the end of the fall and spring semesters with faculty input.(UG)
    - The Graduate Department will develop a system for tracking faculty advisement contacts. The act of tracking faculty advisement contacts may cause an increase in such contacts. This tracking will provide baseline data for improvement.(G)
    - Once baseline data is collected it will be analyzed to establish goals for faculty advisement contacts.(G)

1.3   Each school will collaborate with university student service areas to increase retention.

- The unit will create a Task Force to review the website to ensure education majors have access to current handbooks, degree plan sheets, advisement materials, and human resources. (Unit)
- The unit will look at disaggregated data provided through the Office of Institutional Research to identify areas of concern for education majors and will work with university departments to address concerns. (Unit)

1.4   Each school will be intentional in improving its customer service efforts.

- The unit will provide faculty and staff professional development on customer service strategies. (Unit)
- Reduce the number of requirements in Education ePortfolio.(UG)
- Continue improving advisement.(UG)
- The department will explore ways of maintaining high customer service through the current budget and personnel challenges.(G)
- The Graduate Department will continue to survey students in an effort to maintain and improve the high quality customer service efforts reputation.(G)
- The Graduate Department will continue to train new staff and Graduate assistants in high quality customer service specific to the needs of our students (adult, working professional distance learners).(G)

2.   RESPOND APPROPRIATELY TO SOCIETAL AND ECONOMIC TRENDS.

2.1   Each school will analyze curriculum in light of societal and economic trends.

- The unit leadership will attend the national conference of the American Association for Colleges of Teacher Education (AACTE) and the National Council of Accreditation for Teacher Education (NCATE). (Unit)
- The undergraduate department will continue to recruit student teachers to complete one student teaching internship with the ORU eAcademy.(UG)
- All teacher candidates will complete either a field experience or a student teaching internship with eAcademy.
- The C.O.E. Accreditation Review Task Force, will be reinstituted with the additional task of "Forward Looking – Forward Thinking" to inform the Graduate School of Education of the current and future trends in the field of Education, Teaching, and Curriculum. They will meet with the Graduate Faculty once a year to convey their findings.(G)
- The Graduate Faculty will incorporate the Accreditation Review Task Force "Forward Looking – Forward Thinking" findings into the curriculum. During the August In Service meetings or the April Assessment week meetings, the Graduate faculty members will give an informal report to the full C.O.E. faculty regarding the their inclusion of the "Forward Looking – Forward Thinking" findings. (G)
- Curriculum adjustments will be made as these trends become apparent.(G)

2.2   Each school will consider creative curriculum delivery options.

- The unit will conduct a study to determine alternate delivery systems for undergraduate education programs.(Unit)
- The Undergraduate faculty are working on D2L format for three courses. One is part of the Secondary/K-12 degree plans and the remaining two are in order to meet the needs of non-education students who decide they would like to certify to teach their subjects late in their programs. These two courses will be offered at the graduate level to help the student meet new certification requirements.(UG)
- The Graduate Department will explore avenues for implementing the Graduate Education Online Initiative.(G)

2.3 Each school will respond to industry demands for career placements.
- The unit will provide a presentation given by the authors Andy Hargreaves and Dennis Shirley of the book *A Fourth Way: The Inspiring Future for Educational Change* via webinar for faculty members during faculty orientation. (Unit)
- The unit is working with Dr. Steffens, president of the Infopoverty International Conference to establish support systems to implement programs in the native countries of our international students to address poverty. (Unit)
- The Graduate School of Education is in discussions with Dr. William Cook founder of The Cambridge Group exploring the possibility of becoming a Strategic Planning Center of Excellence. The Cambridge Group, is a leader in the field of institutional strategic planning and has a long informal relationship with the Graduate Education Department.(G)
- A timeline will be developed to implement a partnership agreement with Dr. Cook. (G)

3. ENGAGE STUDENTS FROM DIVERSE POPULATIONS IN THE LEARNING PROCESS.

3.1 Each school will use the NSSE results to identify undergraduate student engagement by school and ethnicity including international students.
- The unit will re-establish the Assessment Committee. (Unit)
- The Assessment Committee will obtain disaggregated data by school and ethnicity including international students from the Office of Institutional Research and will analyze the data to determine the level of student engagement of education majors. (UG)
- The undergraduate department of education will use data from the NSSE to implement program and unit level changes to enhance student engagement of education majors. (UG)

3.2 Each graduate program will identify or develop an instrument to measure graduate student engagement by school and ethnicity including International students.
- The Graduate Department will develop an instrument to measure graduate student engagement by school and ethnicity including International students.(G)
- The Graduate Department will utilize the instrument developed to measure graduate student engagement by school and ethnicity including International students.(G)

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- The Assessment Committee will analyze the data to determine the level of student engagement of graduate education students.(G)

3.3 Each school will identify areas for improvement related to student engagement based on the analysis of data from objective 2.1 and 2.2.
- The unit will identify areas of concern based on the analysis of the NSSE data. (UG)
- The unit will identify areas of concern based on the analysis of the results from the Graduate assessment instrument. (G)

3.4 Each school will develop strategies to address the areas for improvement identified.
- The unit will develop strategies to address student engagement areas of concern. (Unit)

4. DEVELOP AND MAINTAIN AN ACADEMICALLY RECOGNIZED FACULTY.

4.1 Each school will sustain respective accreditation(s) by following standards and procedures set forth for maintaining quality faculty.
- The unit leadership team will develop and implement an accreditation timeline in preparation for the 2014 combined state/NCATE site visit. (Unit)
- The unit leadership team will develop a strategy to have all faculty participate in training for the 2014 combined state/NCATE site visit. (Unit)
- All Undergraduate Education subject area faculty will redesign the Immediate Level ePortfolio in preparation for writing program reviews for the 2014 accreditation site team visit.(UG)
- Graduate education faculty will continue to monitor and report on progress made annually on the Area for Improvement cited in the 2006 accreditation site visit.(G)

4.2 Each school's Faculty will have the knowledge, skills and disposition to have a positive effect on student learning.
- The unit Assessment Committee will analyze data from the ePortfolio to identify areas of concern in the education program. (Unit)
- Unit faculty members will be observed by at least one member of the unit leadership team over a two year period. (Unit)
- Unit faculty will have peers across the university compete an observation.(Unit)
- Data from the EBI will be analyzed to areas of concern in the teacher education program. (UG)
- Continue to seek input from master teachers and administrators in the field.(UG)
- Continue to update programs as required by National and State accrediting bodies and learned societies. (UG)
- Undergraduate course evaluations will be analyzed to identify trend data related to faculty knowledge, skills, and dispositions. (UG)

- Graduate course evaluations will be analyzed to identify trend data related to faculty knowledge, skills, and dispositions. (G)

4.3 **Each school will recruit and maintain faculty that will bring ethnic and gender diversity to the learning process.**
- Given the opportunity to hire new faculty, the unit will follow the faculty hiring guidelines to hire faculty to match the ethnic demographics of our candidates.

4.4 **Each school will provide opportunities for faculty to engage in Professional Development activities in the areas of teaching, research and service.**
- The College of Education will work continuously to increase funding for professional development activities. (Unit)
- The unit leadership team will develop a budgetary strategy to engage faculty in appropriate professional development activities in the areas of teaching, research and service.(Unit)
- The School of Education Faculty Professional Development Committee will be given the responsibility to approve faculty development proposals. (Unit)
- The Graduate Department will clarify definitions for Scholarly activity as applies to higher education teaching, research and service. (Unit)
- The Undergraduate Education Department will continue to track Scholarly activity.(UG)
- The Graduate Education Department will continue to track Scholarly activity.(G)

5. OPTIMIZE ACADEMIC RESOURCES.

5.1 **Each school will support University efforts to attract quality students.**
- The unit leadership and faculty will continue to participate in university sponsored recruitment activities. (Unit)
- The unit will partner with the university's Hispanic Center in an effort to recruit more minority students to the teacher education program.(UG)
- The Undergraduate chair will continue to monitor the number of students majoring in education. (UG)
- The Undergraduate leadership will continue to work with secondary representatives to provide them with recruiting strategies for secondary education majors.(UG)
- The Graduate chair will work with the Graduate Recruiter to develop a strategy for travel, materials, booth rentals, etc. to support the recruitment efforts of graduate students. (G)
- The Graduate chair will continue to explore and implement new strategies for recruiting; specifically, radio and TV.

5.2 **Each school will support the pursuit of funding and resources to achieve academic excellence.**
- The Unit will work with the Office of Sponsored Programs to pursue outside funding.(Unit)

- The undergraduate faculty members will continue to serve as mentors to the area first year teachers who are ORU alumni. (UG)
- The unit leadership will reapply for the Temple Foundation Scholarship.(UG)
- The Graduate Department will create a Graduate Education Alumni advisory panel to assist in the exploring new sources of funding.(G)

5.3 Each school will maximize usage of facilities and equipment to best facilitate student learning.
- The unit will evaluate the enrollment in each of its courses to determine if the frequency for which courses are offered is appropriate. (Unit)
- The unit will evaluate the enrollment in each of its programs to determine the relevance if the program. (Unit)

5.4 Each school will provide access and training that facilitates the use of technology to enhance student learning.
- Conduct an assessment of materials, instructional strategies using an external education technology instructor to determine the relevance of current curriculum used to prepare educators. (Unit)
- The Undergraduate Education Department will conduct faculty development in Elluminate, Skype, Smartboard, 8th floor training, etc, in order to continuously improve and update faculty proficiency in technology.(UG)
- The Graduate Department leadership will encourage faculty members to maximize usage of equipment i.e. Elluminate to best facilitate student learning.(G)
- The Graduate Department will conduct oral examinations and dissertation defenses using Elluminate or Skype software. (G)

5.5 Each school will reinforce the need to bring faculty salaries and benefits to average levels of ORU comparison groups.
- The unit leadership will advocate bringing faculty members who received promotion or tenure salaries back into alignment with the current salary structure. (Unit)
- The unit leadership will provide data to the vice presidents on faculty salaries.(Unit)
- Graduate leadership will encourage candidates to conduct research studies on faculty salaries. (G)