COLLEGE OF EDUCATION
UNIT OPERATIONS DATA DRIVEN CHANGES

Unit Components	Assessments and Evaluations
Governance System	The Graduate and Undergraduate Councils generate policies and procedures that are submitted to the full School of Education Faculty Senate for approval. Curriculum changes are submitted to the VP for Academic Affairs/Provost to ensure that changes are in compliance with institutional policies and are included in the catalog and the registrar's office. Committees are formed, and faculty members rotate committee responsibilities. Elections for the unit's Faculty Senate are held annually.
Admissions Process	The institution continually reviews and updates the admissions process. An annual report is prepared and reviewed by the Board of Regents. The unit's admission process into its professional programs is outlined in the handbooks. Annual reviews of the handbooks are conducted to ensure the unit is in compliance with national and state requirements and to ensure that unit practices are aligned with the policies and procedures outlined in the handbooks. Handbooks are revised annually.
Advising	The unit has a very intrusive advising process. Candidates at the initial level are required to meet with advisors a minimum of two times a semester, while candidates at the advanced level meet with their advisors via face-to-face, email, or by phone on an as needed basis. Candidate exit interviews conducted at the initial level provide evidence that the unit uses to evaluate the advising program, and end-of-course evaluations at the advance levels provide feedback related to advisement issues.
Recruitment and Retention	Institutional, state, and national annual reports are completed and are used to track the number of candidates both at the initial and advanced levels. Data is used to determine the necessity of programs.
Assessment Technology	An annual inventory of hardware and software is conducted and equipment is replaced or additional software is ordered. The unit has entered into a partnership agreement with the company that provides the electronic portfolio. Part of that agreement involves on-going beta testing of new products. This ensures that the unit is always on the cutting edge in using assessment technology. An evaluation is conducted at the end of each of the portfolio training sessions both at the advanced and initial levels. This information is used to inform decisions for future training sessions. Exit interview information is also utilized to assess technology.
Faculty Evaluations	Both full-time and adjunct faculty members are evaluated at the end of each course by candidates. They are also observed annually by the chairs of the departments and/or their peers. Additionally, they are required to complete a self-evaluation. Evaluation results are uploaded into their portfolios. Faculty members discuss the results of evaluations with the unit heads at the time of their annual review and contract renewal.

The follow are specific data driven unit operations changes made from 2006 to 2013:

Unit Operations	Data Sources	Challenge	Program Changes	Results
Recruitment and Retention	Faculty meetings with K/12/secondary representatives and department chairs in each subject area.	Recruitment of Secondary/K-12 candidates in all programs.	2007 - Degree Plans were revised to condense pedagogy coursework and increase content area coursework on each of the 9 secondary/k-12 plans.	Pedagogy I and Pedagogy II courses were created to be team taught by 3 faculty in each course. Work was combined and inter-related with an attached 20 hour practicum in each course.
Governance System	Undergraduate Council faculty discussion minutes. Assessment Week minutes	Increase field experience hours in the K-12/secondary programs.	2007 –addition of Field experience hours in three courses.	Pedagogy I – 20 hour practicum with emphasis on special needs/ELL students and increased technology application.
Governance System	Curriculum Committee minutes and reports.	Strengthening the content of the ELL minor and concentration as identified in faculty discussion with the ELL faculty and English and Modern Foreign language faculty.	2010 - Delete ELL 303 – TESL Principles and add ELL 453 – Structure of Modern English as a stronger course in the ELL concentration and minor.	Improving the ELL minor and concentration through adding a stronger course for candidate training.
Governance System	Undergraduate Council minutes Curriculum Committee minutes	Faculty in secondary/k-12 majors were only teaching methods once in 2 years due to low numbers of candidates in those programs.	2011/ 2012 -Secondary/K-12 Methods courses were reconfigured. Most were now .5 hours for 6 semesters or 1 hour for 3 semesters.	This restructuring of methods courses allows faculty to focus on one type issue along with practicum experiences. Faculty load hours are more consistent and contact with candidates more consistent as all levels from Freshmen through Seniors may be included allowing faculty to monitor candidate progress through each checkpoint in the program.

Unit Operations	Data Sources	Challenge	Program Changes	Results
Assessment Technology	Student Teaching coordinator end of year report. Assessment and Unit Evaluation Committee minutes.	Performance Evaluations needed to be in electronic format in order to improve the process for off-site faculty and cooperating teachers' submission of assessments. Faculty discussions began in 2011.	2013 -Electronic Performance Evaluations for student teaching internship assessment.	Electronic Performance Evaluations were Beta tested and in place by spring 2013.
Advising	2013 notes on Senior Day activities and list of candidate job placements.	Teacher candidate connection to teaching position openings for early hiring after graduation.	2013 – 2013 - Restructuring of the Senior Activities Day to include a job fair. All interested recruiters set up recruiting tables as part of the morning activities. Both local and international recruiters were invited and attended.	All 2013 graduates had teaching positions by the end of June 2013.
Governance System	Curriculum Committee minutes and proposals. Undergraduate Council minutes.	P-12 and university students need improved writing skills.	2013 – Addition of a one hour course in senior cohort to improve candidate writing knowledge and skill.	PED 407 – Elementary Writing Methods was added to spring cohort schedule.
Recruitment and Retention	Faculty Research/State Teacher Shortage Area Reports	Improved recruitment strategies for high needs areas of Mathematics and Science.	Math and Science Scholarship Teaching grant has been submitted in 2013 and 2014 in order to attract candidates in these high needs areas.	TBA
Recruitment and Retention	Faculty Research/State Teacher Shortage Area Reports	Improved recruitment strategies for high needs area of special education.	A partnership with Jenks Public Schools initiated a Bootcamp designed to train alternatively certified teachers with temporary license for Oklahoma for those individuals who are interested in becoming special education teachers.	This is a service project partnership between ORU College of Education and Jenks Public Schools and is not a program change as such but is an endeavor to train special education teachers to meet a need in this area.

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Assessment Technology Governance System	Unit program course rotation schedules	The unit utilized simultaneously multiple online course platforms.	<u>Spring 2007</u> The unit began converting all online courses into a common platform.	All online courses offered in the program were brought under a unified online platform; reducing confusion for the candidate and faculty.
Assessment Technology Faculty Evaluations	Faculty Professional Development data	Faculty lacked comprehensive training for new online course software.	<u>Spring 2007</u> Began training faculty on D2L software	All online courses offered in the program were brought under a unified online platform and all faculty teaching online were trained in the software.
Recruitment and Retention	Admissions data	Consistently low enrollment in the M.A. (CPSA) College and Higher Education Administration degree.	<u>Fall 2008</u> M.A. CPSA degree was put in hiatus status.	The program allowed the few candidates in the CPSA degree to complete the degree, but no new candidates were admitted
Recruitment and Retention	Admissions Data, Current Candidate Survey	Sought candidate input regarding declining enrollment	<u>Fall 2009</u> The Graduate School of Education conducted a survey of current Graduate level candidates. The purpose of the survey was to determine reasons for the reduced enrollments of current candidates. One hundred and one graduate candidates responded to the survey.	This survey caused us to review our tuition and compare it to our competitors. It reinforced our earlier decision to restructure our scholarship protocols toward a tuition discount model. It would become the basis for additional reprioritizing recruitment efforts specifically designed for M.A. candidates.
Governance System	Ed.D. matriculation data	Unrelated to declining enrollments; a review of Ed.D. matriculation data suggested that the dissertation process needed to be streamlined.	<u>Fall 2010</u> The Graduate School of Education redesigned the dissertation prospectus class.	While this change did streamline the early stages of the dissertation process; no immediate completion improvements were seen.

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Governance System	Ed.D. matriculation data	Unrelated to declining enrollments; the number of dissertation completers was declining. Quality of writing was noted as a contributing factor for the decline.	Fall 2010 The Graduate School of Education introduced a Academic level writing class.	Those candidates who completed the class did improve their level of writing.
Recruitment and Retention	Admissions Data, Current Candidate Survey,	Declining enrollment.	Spring 2010 Tuition Comparison Study: Sampled 19 Cost structures (11 M.A., 8 Ed.D.) This survey also considered in-state and out of state costs for the three state schools.	The study found that the ORU Graduate School of Education overall cost of enrollment (tuition & fees) for the M.A. program was higher than all but one of the sample schools. This survey caused us to review and reprioritize our recruitment efforts specifically focusing on increasing M.A. candidates.
Governance System	Ed.D. matriculation data	Unrelated to declining enrollments; the number of dissertation completers was declining. Quality of writing was noted as a contributing factor for the decline.	Spring 2013 The Graduate School of Education held a free 3 day dissertation Mod. All of the Ed.D. candidates who had been granted an extension to their matriculation time limit were required to attend. The purpose was twofold. First was to reignite an enthusiasm to make progress and the second was to provide refresher training.	Following the Dissertation Mod an online survey was sent out. We had nearly a 100% return rate. The follow up was very positive. It was decided that we would hold the event again in 2014. Follow up data shows that several of the participants are currently working on their dissertations with several of those nearly complete.

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Admissions Process	Ed.D. matriculation data	Unrelated to declining enrollments; the number of dissertation completers was declining. Quality of writing was noted as a contributing factor for the decline.	Fall 2013 The Graduate School of Education strengthened the Ed.D. Entrance writing requirements and began to require the successful completion of the Academic level writing class as a condition of Admission.	Those candidates who completed the class did improve their level of writing.