

## CAEP 8 Annual Reporting Measures

2021-2022

The information on this page presents the eight annual reporting measures that are required by the Council for the Accreditation of Educator Preparation (CAEP). This document represents a proposal of a systematic assessment plan and provides data where possible.

### 1. Impact on P-12 Learning and Development

To measure the impact on P-12 student learning and development, the EPP analyzes P-12 assessment data provided by alumni. The EPP has created a transition plan with action steps to collect data that demonstrates completers have an impact on P-12 student learning and development. This transition plan is being implemented in the Spring of 2023 and the submitted data will be analyzed by EPP faculty in the Summer and Fall. The EPP is also continuing to work with the Office of Alumni to collect meaningful data that shows the impact on learning and development.

#### Description of Future Assessment Instrument:

The OKWU Educator Preparation Provider (EPP) plans to rely on alumni who are teaching in P-12 classrooms to provide evidence of student learning. Alumni are invited to submit de-identified results on assessments that measure student learning. Such assessments include but are not limited to the following: [STAR Reading](#), [STAR Math](#), [ACT assessments](#), [District Assessments](#), etc.

The EPP requests this information in the Spring semester (to allow for first semester assessments in P-12 schools) from recent graduates via a [survey](#). The survey asks them to upload de-identified data that shows evidence of student learning. It also asks for a reflection on student learning growth and for a reflection on the application of the knowledge, skills, and dispositions in current classrooms. The EPP plans to examine the submitted data in the spring each year to determine the impact our graduates are having on P-12 students. At monthly meetings, EPP faculty plan to examine data sets and discuss interventions to address concerns. As a part of our data analysis, the EPP discusses programmatic improvements.

## Summary of Data Analysis/Findings

The EPP received two responses from 2021-2022 graduates in the Spring of 23 and will analyze and discuss this data in the Summer to address concerns and make improvements.

## Link to Data

The two responses are provided as attachments.

## Programmatic Improvement Based on Data Analysis

The EPP received two responses from 2021-2022 graduates in the Spring of 23 and will analyze and discuss this data in the Summer to address concerns and make improvements. The EPP is also discussing additional strategies to encourage a response from their graduates including a special dinner, professional development opportunities, and incentives for participation.

## Indicators of Teaching Effectiveness

The EPP uses a survey to measure the teaching effectiveness of graduates. The survey is [validated](#) by The Office of Educational Quality and Assessment (OEQA).

The Teacher-Leader Effective Evaluation System (TLE) informs instruction, creates professional development opportunities, and promotes continuous improvement of the practice and art of teaching and leading (OK-TLE, 2020). This evidence-based process includes evaluation, feedback, and support through five domains and 20 indicators.

Administrators evaluate teachers on the indicators. Ratings range from 1 (Needs Improvement) to 5 (Superior). A score three indicates the educator has met the expectations of the domain. Scores of 4-5 indicate the educator has exceeded the expectations of the domain.



## Data

[2017](#)

[2018](#)

[2019](#) Traditional Teachers      [2019](#) All Teachers

[2020](#)

2021- data has not been made available by the SDE

## Programmatic Improvement Based on Data Analysis

The EPP is working on developing and maintaining strong partnerships with external stakeholders. EPP administration is communicating with partner schools about the importance of completing OEQA surveys and providing the necessary data to show EPP efficacy. The EPP has also put into effect opportunities for external stakeholders to return to campus for research days, visit days, and professional development. The EPP hopes that with this renewed effort on partnerships, external stakeholders will complete surveys to aid in the accreditation process.

## 2. Satisfaction of Employer and Employment Milestones

The EPP uses the First-Year Teacher Administrator survey to measure how prepared EPP graduates are for the duties of their assignments.

### Learner and Learning

Survey Questions 1, 2, 3, 4, 5, 6

- InTASC Standard 1: Learner Development
- InTASC Standard 2: Learner Differences
- InTASC Standard 3: Learning Environments

### Content

#### Knowledge

Survey Questions 7, 8, 9, 10

- InTASC Standard 4: Content Knowledge
- InTASC Standard 5: Application of Content

### Instructional

#### Practice

Survey Questions 11, 12, 13, 14, 15

- InTASC Standard 6: Assessment
- InTASC Standard 7: Planning for Instruction
- InTASC Standard 8: Instructional Strategies

### Professional

#### Responsibility

Survey Questions 17, 18, 19, 20

- InTASC Standard 9: Professional Learning and Ethical Practice
- InTASC Standard 10: Leadership and Collaboration

## Description of Assessment Instrument

The [Office of Educational Quality and Accountability](#) (OEQA) administers an [independent survey](#) to first year teachers and administrators annually. First year teachers are asked to rate their preparedness on the InTASC Standards that assess the degree to which first year teachers feel prepared for the work required in a P-12 classroom. Data is self-reported, and response rates vary.

## Summary of Data Analysis/Findings Link to Data

2022 – data has not been made available by SDE

[2021](#);  $n=5$ ;

[2020](#);  $n= 0$ ; no EPP alumni completed the survey

[2019](#)  $n= 0$ ; no EPP alumni completed the survey.

[2018](#)

[2017](#)

[2016](#)

### **Programmatic Improvement Based on Data Analysis**

The EPP has worked to ensure administrators and mentors understand how their participation in this survey helps the EPP make decisions. The data for 2022 has not yet been made available by the SDE. However, five survey results from last academic year is a marked improvement for the EPP in this data collection effort. An initial examination of the data prove the EPP is teaching the InTASC Standards well. All respondents indicated “Agree” or “Strongly agree” to each of the questions posed about EPP candidate preparation. Two areas where mentors/administrators believe additional instruction is needed is in the areas of classroom management and student engagement. The EPP continues to create learning opportunities for candidates in all areas of the InTASC Standards.

### **3. Satisfaction of Completers**

The EPP uses an InTASC survey to measure satisfied completers are with their program instruction. One data point comes from the Office [of Educational Quality and Accountability](#) (OEQA), but the EPP also uses an exit survey for program completers. Both data sets are included in this report.

#### **Description of Assessment Instrument:**

OEQA administers an [independent survey](#) to first-year teachers and administrators annually. First year teachers are asked to rate their preparedness on the InTASC Standards that assess the degree to which they feel prepared for the work required in a P-12 classroom. First year teachers are asked to measure their preparedness in the areas of Learners and Learning, Content,

Instructional Practice, and Professional Responsibility. The survey also asks for areas where more preparation is needed. Data is self-reported, and response rates vary.

The EPP administers an [exit survey](#) to program completers at the culmination of their clinical experiences. Program completers are asked to rate their satisfaction on the InTASC Standards that assess the degree to which they feel prepared for the work required in a P-12 classroom. The scale is a 4 point scale: 1 - not satisfied 2 – somewhat satisfied; 3 – mostly satisfied; 4 – extremely satisfied. Program completers are asked to measure their preparedness in the areas of Learners and Learning, Content, Instructional Practice, and Professional Responsibility. The survey also asks for areas where more preparation is needed. Data is self-reported, and response rates vary.

### **Summary of Data Analysis/Findings**

An initial examination of the data from previous years prove the EPP is teaching the InTASC Standards well. Data from prior year candidates indicated additional assistance was needed in the area of classroom management. In a report from local partner schools demonstrating EPP Graduates TLE performance one of the highest score averages was in the area of classroom management. This includes both initial and advanced candidates and indicates the EPP emphasis on classroom management in education courses has had a direct impact on completer performance. Additional analysis of the data will take place once it is made available by the SDE.

#### **Link to OEQA Data**

2021- data has not been made available by the SDE

[2020](#)

[2019](#)

[2018](#)

[2017](#)

[2016](#)

#### **Link to EPP Data**

2022- data has not been made available by the SDE

[2021](#); n=6

[2020](#)

[2019](#)

## Programmatic Improvement Based on Data Analysis

The EPP continues to offer learning experiences aligned to the concept of classroom management for candidates. Additionally, the EPP requests mentors who have systematic and effective classroom management for their clinical experiences. These program improvements have yielded positive results as discussed in the summary of data analysis/findings.

### 4. Graduation Rates

The EPP uses university graduate rates for initial completers' ability to complete their degrees within 150% of the published time for a four-year degree. Data is provided to the EPP by the OKWU Office of the Registrar.

#### Description of Assessment Instrument

Graduation rates are defined as “the percentage of a school’s first-time, first-year undergraduate students who complete their program within 150% of the published time for the program. For example, for a four-year degree program, entering students who complete within six years are counted as graduates” (FAFSA, 2020). IPEDS uses graduation rates reflective of “full-time, first-time, degree/certificate-seeking students who started and finished at the same institution” (IPEDS, 2020). The EPP calculates graduation rates by program.

#### Data

TOTAL PROGRAM	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Entering Student Teaching (Overall)	14	3	9	7	10
Intervention / (Dismissal) During Student Teaching (Overall)	0 / (0)	0 / (0)	0 / (0)	0 / (0)	0 / (0)
Successful Completion (Overall)	14	3	9	7	10
Entering Student Teaching ( <b>Elementary Education</b> )	8	3	2	6	4
Intervention / (Dismissal) During Student Teaching	0 / (0)	0 / (0)	0 / (0)	0 / (0)	0 / (0)
Successful Completions	8	3	2	6	4
Entering Student Teaching ( <b>Health &amp; PE</b> )	3	0	0	0	1
Intervention / (Dismissal) During Student Teaching	0 / (0)	0 / (0)	0 / (0)	0 / (0)	0 / (0)

Successful Completions	3	0	0	0	1
Entering Student Teaching ( <b>Vocal Music</b> )	0	0	1	0	0
Intervention / (Dismissal) During Student Teaching	0 / (0)	0 / (0)	0 / (0)	0 / (0)	0 / (0)
Successful Completions	0	0	1	0	0
Entering Student Teaching ( <b>Secondary Math Education</b> )	2	0	1	1	2
Intervention / (Dismissal) During Student Teaching	0 / (0)	0 / (0)	0 / (0)	0 / (0)	0 / (0)
Successful Completions	0	0	1	1	2
Entering Student Teaching ( <b>Secondary English Education</b> )	0	0	4	0	2
Intervention / (Dismissal) During Student Teaching	0 / (0)	0 / (0)	0 / (0)	0 / (0)	0 / (0)
Successful Completions	0	0	4	0	2
Entering Student Teaching ( <b>Secondary Social Studies Educ</b> )	1	0	1	0	1
Intervention / (Dismissal) During Student Teaching	0 / (0)	0 / (0)	0 / (0)	0 / (0)	0 / (0)
Successful Completions	0	0	1	0	1
Entering M.Ed. Internship ( <b>Master in Education</b> )	0	12	15	9	10
Intervention / (Dismissal) During M.Ed. Internship	0 / (0)	0 / (0)	0 / (0)	0 / (0)	0 / (0)
Successful Completions	0	12	15	9	10

## 5. Ability of Completers to Meet Licensing Requirements

The EPP utilizes the Title II definition of program completers. A [program completer](#) is “A person who has met all the requirements of a state-approved teacher preparation program. Program completers include all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, transcript or other written proof of having met the program’s requirements. In applying this definition, the fact that an individual has or has not been recommended to the state for initial certification or licensure may not be used as a criterion for determining who is a program completer” (Title II, 2020).

In accordance with the [Title II of the Higher Education Act](#) (HEA), the OKWU EPP uses data from the Title II Federal Pass Rate Reports and posts the publicly on the university website. Additionally, the EPP uses program completer data consisting of pass/fail rates on the [state examinations for certification](#): [Oklahoma General Education Test](#) (OGET), [Oklahoma Subject Area Test](#) (OSAT), [Oklahoma Professional Teaching Examination](#) (OPTE)/[Praxis Performance Assessment for Teachers](#) (PPAT).

## Description of Assessment Instruments

**Title II Report:** The 2022 State Reports include data that states reported to the Department in October 2022. For many data elements, such as the number of individuals enrolled in teacher preparation programs, states reported on AY 2020-21 data. For other data elements, such as the admission requirements for each teacher preparation program and descriptions of the state's alternative routes to a teacher credential, states reported on the most current information available.

**State Certification Exam Results:** According to [Oklahoma law](#), all teacher candidates must pass three certification exams assessing examinations assessing general knowledge (\*OGET), subject-area knowledge (OSAT) and professional knowledge (OPTE or PPAT) in order to be eligible for standard certification. (Oklahoma Title 70, Section 6-187) \*dropped in 2022.

**Cumulative GPA of program completers:** OKWU EPP program completers are required to maintain a 3.0 GPA throughout the program. Should a candidate fall below a 3.0, the candidate is placed on probation by the EPP. The EPP designates a team of support for the candidate that can include the following positions: Dean of School of Education and Exercise Science, candidate advisor, Director of Academic Center for Excellence (ACE), and a representative from Student Development. The team works with the candidate to develop action steps to help him/her improve. Additionally, the team can require ACE hours with a tutor for the candidate.

OKWU calculates a cumulative GPA as an average of grades for all classes taken. It is calculated by adding all earned quality points (1-4) and dividing by the number of credit hours taken. The median GPA for program completers is calculated as part of the Title II Report.

## Data

Title II [Report Link](#)

### Oklahoma Certification Exams Initial Programs Elementary Program

Academic Year	Number of Program Completers	Major GPA of Program
		Completers
2017-2018	9	3.8



2018-2019	3	3.88
2019-2020	2	3.92
2020-2021	5	3.65
2021-2022	4	3.51

Test	Academic Year 2019-2020			Academic Year 2020-2021			Academic Year 2021-2022		
	N=	EPP Pass Rate	State Pass Rate	N=	EPP Pass Rate	State Pass Rate	N=	EPP Pass Rate	State Pass Rate
<b>OSAT 1</b>	2	100%	82.6%	4	100%	76%	4	100%	92%
<b>OSAT 2</b>	2	100%	73.7%	4	100%	69%	4	75%	81%
<b>PPAT</b>	2	50%		5	100%		4	100%	91%

**P-12 Health/P.E. Program**

Academic Year	Number of Program Completers	Major GPA of Program Completers
2017-2018	3	3.62
2018-2019	N/A	N/A
2019-2020	N/A	N/A
2020-2021	N/A	N/A
2021-2022	1	3.91

Test	Academic Year 2019-2020			Academic Year 2020-2021			Academic Year 2021-2022		
	N=	EPP Pass Rate	State Pass Rate	N=	EPP Pass Rate	State Pass Rate	N=	EPP Pass Rate	State Pass Rate
<b>OSAT</b>	N/A	N/A	56.6%	N/A	N/A	62%	0	N/A	62%
<b>PPAT</b>	N/A	N/A	N/A	N/A	N/A		1	100%	91%

**Secondary English Program**

Academic Year	Number of Program Completers	Major GPA of Program Completers
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2017-2018	0	N/A
2018-2019	N/A	3.37
2019-2020	4	3.66
2020-2021	0	N/A
2021-2022	2	3.32

Test	Academic Year 2019-2020			Academic Year 2020-2021			Academic Year 2021-2022		
	N=	EPP Pass Rate	State Pass Rate	N=	EPP Pass Rate	State Pass Rate	N=	EPP Pass Rate	State Pass Rate
<b>OSAT</b>	3	100%	59.6%	N/A	N/A	59.6%	1	100%	66%
<b>PPAT</b>	3	66.6%		N/A	N/A		2	100%	91%

## Secondary Math Program

Academic Year Number of Program Completers		Major GPA of Program Completers
2017-2018	1	4.0
2018-2019	1	3.94
2019-2020	1	3.94
2020-2021	1	4.0
2021-2022	1	3.43

Test	Academic Year 2019-2020			Academic Year 2020-2021			Academic Year 2021-2022		
	N=	EPP Pass Rate	State Pass Rate	N=	EPP Pass Rate	State Pass Rate	N=	EPP Pass Rate	State Pass Rate
<b>OSAT: Middle Int.</b>	N/A	N/A	43.9%	2	100%	50%	1	100%	62%
<b>PPAT</b>	1	0%	N/A	1	100%		2	50%	91%

## Secondary Social Studies Program

Academic Year		Number of Program Completers			Major GPA of Program Completers				
2017-2018		1			4.0				
2018-2019		0			N/A				
2019-2020		1			3.6				
2020-2021		0			N/A				
2021-2022		1			3.85				
Test	Academic Year 2019-2020			Academic Year 2020-2021			Academic Year 2021-2022		
	N=	EPP Pass Rate	State Pass Rate	N=	EPP Pass Rate	State Pass Rate	N=	EPP Pass Rate	State Pass Rate
<b>US Hist/OK HistOSAT</b>	N/A	N/A	69.8%	N/A	N/A	72%	1	100%	71%
<b>PPAT</b>	1	0%		N/A	N/A		1	100%	91%

## Advanced Program

Academic Year	Number of Program Completers	Major GPA of Program Completers
2017-2018	11	3.8
2018-2019	11	3.5
2019-2020	13	3.6
2020-2021	9	3.72
2021-2022	10	3.89

Test	Academic Year 2019-2020			Academic Year 2020-2021			Academic Year 2021-2022		
	N=	EPP Pass Rate	State Pass Rate	N=	EPP Pass Rate	State Pass Rate	N=	EPP Pass Rate	State Pass Rate
<b>Elementary</b>									
<b>Principal OSAT</b>	2	50%	66.6%	3	66.6%	62%	N/A	N/A	53%
<b>Secondary</b>									
<b>Principal OSAT</b>	2	50%	63.4%	2	100%	63%	3	100%	47%

## Programmatic Improvement Based on Data Analysis

Previously, the GPA required for admission to Teacher Education was a 2.5 on a 4-point scale. During the 2019-2020 school year, the EPP agreed to make a change and raise that to a 3.0 on a 4-point scale. To be fully admitted to the Teacher Education program candidates must now meet the following requirements: minimum GPA of 3.0, a passing score on the Oklahoma General Education Test (\*OGET), completed at least one professional education course with a B- or better, and satisfied all portfolio requirements. \*since removed

Previously, the EPP required candidates to pass program courses with a 70%. During GPA discussions in the 2019-2020 school year, the EPP agreed to make a change. The EPP now requires candidates to pass education courses with an 80% or higher. If a candidate makes lower than a B- in a major education course, the candidate must retake the course.

The EPP also engaged in a curriculum audit in 2017-2018 and aligned every professional education course to InTASC (2011) sub standards and SPA sub standards (see attachment). This ensures all

students receive instruction (including remediation and enrichment) on the standards by which they will be assessed. All rubrics for all program and course artifacts were also updated to align to the standards. Students are both formatively and summatively assessed on these standards throughout the program. The courses were introduced in the Fall of 2019, and the EPP collected data on student mastery of course objectives (InTASC standards). The EPP continues to look at ways to make the data collection and analysis process more efficient and effective.

Additionally, OKWU recently introduced the Academic Center for Excellence (ACE), which serves as a writing remediation and tutoring center for OKWU students. An education faculty member serves in ACE as a tutor for a minimum of two hours a week. The EPP also now refers students to ACE to assist with writing and can require students to utilize the services of ACE on writing assignments. ACE interventions have been proven with internal data (OKWU - HLC Mid-Cycle Report, 2020) to have a positive impact on student performance on writing and GPA.

The EPP continues to offer individual tutoring on any assessment if data determines students need it or if students specifically request it.

## 6. Ability of Completers to be Hired in Education Positions for Which They Have Been Prepared (Initial and Advanced)

The OKWU EPP calculates the percentage of program completers who are employed within their certification area.

**Ability to be Hired Percentage:** Program completers indicate their employment after graduation. The EPP tracks alumni and notes those who are employed in a P-12 district/site within their certification area.

### Data

TOTAL PROGRAM	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Number of Graduates	14	14	23	15	20
Number of Graduates Employed within their Preparation Area					
BY PROGRAM					
Elementary Education					

Number of Graduates	9	3	2	5	4
Number of Graduates Employed within their Preparation Area			2	4	4
<b>Health &amp; PE</b>					
Number of Graduates	3	0	0	0	1
Number of Graduates Employed within their Preparation Area		0	0	0	0
<b>Vocal Music</b>					
Number of Graduates	0	0	1	N/A	N/A
Number of Graduates Employed within their Preparation Area	0	0	1	N/A	N/A
<b>Secondary Math Education</b>					
Number of Graduates	1	0	1	1	2
Number of Graduates Employed within their Preparation Area		0	0	1	2
<b>Secondary English Education</b>					
Number of Graduates	0	0	4	0	2
Number of Graduates Employed within their Preparation Area	0	0	3	0	1
<b>Secondary Social Studies Educ</b>					
Number of Graduates	2	0	1	0	1
Number of Graduates Employed within their Preparation Area		0	0	0	1
<b>Master in Education</b>					
Number of Graduates	0	11	13	9	10

## 7. Student Loan Default Rate (Initial and Advanced)

A cohort default rate is the percentage of a school's borrowers who enter repayment on certain Federal Family Education Loan (FFEL) Program or William D. Ford Federal Direct Loan (Direct Loan) Program loans during a particular federal fiscal year (FY), October 1 to September 30, and default or meet other specified conditions prior to the end of the second following fiscal year. This information is reported by the Department of Education each year, usually in September.

**OKWU Cohort Default Rates:** Information provided by the Office of the Registrar annually.

**Estimated Expenses for Academic Year** – The National Center for Education Statistics (NCES) calculates the estimated expenses for beginning students who are entering postsecondary education for the first time.

**Types of Financial Aid Offered at OKWU** - The Office of Student Financial Services makes sure money does not stand in the way of achieving higher education that students may be eligible to receive. The types of aid students can obtain for OKWU include Grants, Loans, OKWU Scholarships, and Outside Scholarships. Scholarships specific to the EPP include the Hazel Craker Scholarship and the Dunn Family Promising Educator Scholarship.

### **Links to Data**

[EPP Institution Disclosure](#)

[School Default Rates – Cohorts for FY2016, FY2017, FY2018](#)

[Estimated Expenses for Academic Years 2016-2020 –Published by NCES](#)

[Cohort Default Rates for Academic Years 2014-2016 – Published by NCES](#)

[Financial Aid Offered at OKWU](#)