

## CAEP Annual Reporting Measures

2022-2023

The information on this page presents the 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 created a plan with action steps to collect data that demonstrates completers have an impact on P-12 student learning and development. This plan was 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.

#### **Program Completer 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 examines data sets and discusses interventions to address concerns. As a part of our data analysis, the EPP discusses programmatic improvements.

## Summary of Data Analysis/Findings

The EPP received 4 responses from undergraduate program completers in the Spring of 23. Of those 4 participants, 2 were elementary education, 1 secondary social studies, and 1 secondary math. All 4 completers submitted data for this task.

Overall data results indicated the following:

- Elementary math students demonstrated an increase of overall math scores of 13% with a 60% increase in overall proficiency
- Elementary students demonstrated an overall proficiency with 84% of student being on level in reading and 79% being on level in math
- 100% of secondary math students demonstrated mastery on a locally created quarterly summative assessment
- Elementary math students were more proficient in computations and algebraic thinking and less proficient in measurement and data analysis
- Elementary reading students were more proficient in reading comprehension and less proficient in text fluency

This data provides specific areas of emphasis for our education programs based on real P-12 student results. Overall, the OKWU EPP program completers demonstrated proficiency in their ability to deliver effective instruction that resulted in student learning and growth. The qualitative data in these responses also demonstrated that program completers are able to analyze student data efficiently and effectively.

## 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

[2020](#)

[2021](#)

[2022](#)

2023- data not provide by 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 Employers and Stakeholder Involvement

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

### Description of Assessment Instruments

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.

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 Link to Data

2023; data not provided by SDE

[2022](#);  $n=2$

Learner and Learning	Survey Questions 1, 2, 3, 4, 5, 6
	<ul style="list-style-type: none"><li>• InTASC Standard 1: Learner Development</li><li>• InTASC Standard 2: Learner Differences</li><li>• InTASC Standard 3: Learning Environments</li></ul>
Content Knowledge	Survey Questions 7, 8, 9, 10
	<ul style="list-style-type: none"><li>• InTASC Standard 4: Content Knowledge</li><li>• InTASC Standard 5: Application of Content</li></ul>
Instructional Practice	Survey Questions 11, 12, 13, 14, 15
	<ul style="list-style-type: none"><li>• InTASC Standard 6: Assessment</li><li>• InTASC Standard 7: Planning for Instruction</li><li>• InTASC Standard 8: Instructional Strategies</li></ul>
Professional Responsibility	Survey Questions 17, 18, 19, 20
	<ul style="list-style-type: none"><li>• InTASC Standard 9: Professional Learning and Ethical Practice</li><li>• InTASC Standard 10: Leadership and Collaboration</li></ul>

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

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

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.

### **Education Advisory Council**

The Dean has reestablished the Education Advisory Council consisting of local area school administration. The introductory meeting was held April 2024 and the aim was to establish the purpose and objectives of the committee. Discussion included CAEP report results, alumni highlights, and an opportunity for specific stakeholder feedback and input. Feedback topics included but were not limited to:

- Current issues facing education – how OKWU can address these issues
- Current state of collaboration and how to develop more ways to collaborate
- Preparedness of program completers and opportunities for improvement

The next meeting will be held Fall 2024.

### **Mentor and Student Teacher Involvement**

An additional step the EPP has taken to increase stakeholder involvement includes mentors from our clinical experiences and student teachers. Pilot surveys were created and distributed in the Fall of 23 for both mentors and student teachers. The mentor survey is asking for feedback about the EPP

program and areas we can improve. These survey results will allow for consistent communication and input from a variety of partners leading to program improvement. The student teacher survey is asking for feedback about their clinical experience site and mentor qualifications. This survey will ensure and verify the EPP is utilizing quality mentors. Results for both of these surveys will be available in Spring 2024.

### **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 state data for 2023 has not yet been made available by the SDE. However, seven survey results from the last two academic years is a marked improvement for the EPP in this data collection effort. An initial examination of the data proves 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 parent communication. Opportunities to improve in these areas will be added to education courses for the Fall semester. The EPP continues to create learning opportunities for candidates in all areas of the InTASC Standards.

### **3. Candidate Competency at Program Completion**

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 Subject Area Test](#) (OSAT), [Praxis Performance Assessment for Teachers](#) (PPAT).

## **Description of Assessment Instruments**

**Title II Report:** The 2023 State Reports include data that states reported to the Department in Fall of 2023. For many data elements, such as the number of individuals enrolled in teacher preparation programs, states reported on AY 2022-23 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 two certification exams assessing subject-area knowledge (OSAT) and professional knowledge (PPAT) in order to be eligible for standard certification. (Oklahoma Title 70, Section 6-187).

**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
2018-2019	3	3.88
2019-2020	2	3.92
2020-2021	5	3.65
2021-2022	4	3.51
2022-2023	6	3.82

Test	Academic Year			Academic Year			Academic Year		
		2020-2021		2021-2022		2022-2023			
	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>	4	100%	76%	4	100%	92%	6	100%	86%
<b>OSAT 2</b>	4	100%	69%	4	75%	81%	6	100%	70%
<b>PPAT</b>	5	100%		4	100%	91%	6	100%	

P-12 Health/P.E. Program

Academic Year	Number of Program Completers	Major GPA of Program
		Completers
2018-2019	N/A	N/A
2019-2020	N/A	N/A
2020-2021	N/A	N/A
2021-2022	1	3.91
2022-2023	N/A	N/A



Test	Academic Year 2020-2021			Academic Year 2021-2022			Academic Year 2022-2023		
	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	62%	0	N/A	62%	N/A	N/A	52%
<b>PPAT</b>	N/A	N/A	N/A	1	100%		N/A	N/A	

### Secondary English Program

Academic Year	Number of Program Completers	Major GPA of Program Completers
2018-2019	N/A	3.37
2019-2020	4	3.66
2020-2021	0	N/A
2021-2022	2	3.32
2022-2023	1	3.75

Test	Academic Year 2020-2021			Academic Year 2021-2022			Academic Year 2022-2023		
	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	59.6%	1	100%	66%	1	100%	52%
<b>PPAT</b>	N/A	N/A		2	100%	91%	2	100%	

## Secondary Math Program

Academic Year	Number of Program Completers	Major GPA of Program Completers
2018-2019	1	3.94
2019-2020	1	3.94
2020-2021	1	4.0
2021-2022	1	3.43
2022-2023	N/A	N/A

Test	Academic Year 2020-2021			Academic Year 2021-2022			Academic Year 2022-2023		
	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>	2	100%	50%	1	100%	62%	N/A	N/A	40%
<b>PPAT</b>	1	100%		2	50%	91%	N/A	N/A	

## Secondary Social Studies Program

Academic Year	Number of Program Completers			Major GPA of Program Completers					
2018-2019	0			N/A					
2019-2020	1			3.6					
2020-2021	0			N/A					
2021-2022	1			3.85					
2022-2023	1			3.38					
Test	Academic Year 2020-2021			Academic Year 2021-2022			Academic Year 2022-2023		
	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	72%	1	100%	71%	0	N/A	53%
<b>PPAT</b>	N/A	N/A		1	100%	91%	1	100%	

## Advanced Program

Academic Year	Number of Program Completers	Major GPA of Program Completers
2018-2019	11	3.5
2019-2020	13	3.6
2020-2021	9	3.72
2021-2022	10	3.89
2022-2023	6	3.95

Test	Academic Year 2020-2021			Academic Year 2021-2022			Academic Year 2022-2023		
	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>	3	66.6%	62%	N/A	N/A	53%	N/A	N/A	63%
<b>Secondary</b>									
<b>Principal OSAT</b>	2	100%	63%	3	100%	47%	N/A	N/A	63%

## 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, completed at least one professional education course with a B- or better, and satisfied all portfolio requirements.

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. 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 EPP is also in the process of validity and reliability testing with all EPP faculty and key assessments. 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 as the ACE Director. 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.

#### **4. 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. The table below illustrates the percent of graduates employed in their preparation area and is also disaggregated by content area as well. Over the last three years 92% of graduates have found employment within their preparation area – both at the initial and advanced category.

#### **Data**

<b>TOTAL PROGRAM</b>	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>	<b>2021-2022</b>	<b>2022-2023</b>
Number of Graduates	14	23	15	20	14

Percent of Graduates Employed within their Preparation Area		83%	93%	90%	93%
<b>BY PROGRAM</b>					
<b>Elementary Education</b>					
Number of Graduates	3	2	5	4	6
Number of Graduates Employed within their Preparation Area		2	4	4	6
<b>Health &amp; PE</b>					
Number of Graduates	0	0	0	1	0
Number of Graduates Employed within their Preparation Area	0	0	0	0	0
<b>Vocal Music</b>					
Number of Graduates	0	1	N/A	N/A	N/A
Number of Graduates Employed within their Preparation Area	0	1	N/A	N/A	N/A
<b>Secondary Math Education</b>					
Number of Graduates	0	1	1	2	0
Number of Graduates Employed within their Preparation Area	0	0	1	2	0
<b>Secondary English Education</b>					
Number of Graduates	0	4	0	2	1
Number of Graduates Employed within their Preparation Area	0	3	0	1	1
<b>Secondary Social Studies Educ</b>					
Number of Graduates	0	1	0	1	1
Number of Graduates Employed within their Preparation Area	0	0	0	1	0
<b>Master in Education</b>					
Number of Graduates	11	13	9	10	6

## Links to Data

[EPP Institution Disclosure](#)