

CAEP Annual Reporting Measures

2024-2025

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 is analyzed by EPP faculty every Summer and Fall. The EPP is also continuing to work with the Office of Alumni and the Provost's Office 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, the initial year of the new survey. The EPP sent out survey invites to completers in the Spring of 24 and Spring of 25 and did not receive any responses. One item of note is that the EPP has received 1 response for Spring of 26, which will be discussed and analyzed. Discussions are being held on how to improve completer responses. Of those 4 participants from 2023, 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.



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 has also reestablished the Educators Advisory Council made of local area administrators. This Council comes on campus multiple times throughout the year to provide direct feedback on completer effectiveness. 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

2025; $n=5$

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

2024; $n=2$

2023; data not provided by SDE

2022; $n=2$

2021; $n=5$;

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 data illustrated that continued professional leadership is an area where graduates would have liked more assistance. Reestablishment of the Education Advisory Council allows for further opportunities to prepare graduates for professional opportunities.

Evidence that employers are satisfied with EPP Graduates can be seen in the end of year awards offered to OKWU Graduates. An OKWU Graduate was the 2023 National Teacher of the Year, an OKWU Graduate was a local 2023 District Level Teacher of the Year, and there were 6 OKWU Grads that were recognized as Site Level Teacher of the Year and/or Rising Star. With a small n of graduates, this is a significant percentage that demonstrates high employer satisfaction as well as graduate proficiency.

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

Additional EAC meetings were held in Fall 2024 and Spring 2025 and some topics discussed included:

- Using OKWU students as tutors and test proctors
- OKWU offering assistance for emergency certified teachers
- Continued training on the diversity of academic needs

A Future Educator Academy partnership with a local high school has been created and the program is being piloted in this academic year. Additionally, a new online Staff to Educator Program partnership is being piloted this academic year with local districts to help current school staff pursue a Bachelor's degree in Elementary Education.

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. These surveys have continued to be disseminated each relevant semester. 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. The student teacher survey results had 6 respondents from elementary education majors. Student teachers responses demonstrated that the majority of mentor teachers

effectively supported and assisted students in multiple areas including, but not limited to, planning, assessment, and instruction. The majority of students also recommended their mentor for future clinical experiences with 1 mentor teacher not recommended. For the mentor survey, there were 11 total respondents from both the practicum and student teaching clinical experiences. All mentors agreed that students communicated and collaborated well and improved during their clinical experience. Some specific feedback included suggestions on more preparation for practicum mentors before the clinical experience begins. This is quality feedback that will be implemented in future semesters. Other feedback included information that “Oklahoma Wesleyan University (OKWU) consistently produces some of the most well-prepared and knowledgeable students. The caliber of their teacher candidates far exceeds expectations”. Comments such as these demonstrate the quality of our students and EPP preparation.

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. Eleven survey results from the last three 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 continued instruction on the diversity of student’s needs. 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 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 2025 State Reports include data that states reported to the Department in Fall of 2024. For many data elements, such as the number of individuals enrolled in teacher preparation programs, states reported on AY 2024-25 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 Humanities, 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
2020-2021	5	3.65
2021-2022	4	3.51
2022-2023	6	3.82
2023-2024	2	3.72
2024-2025	6	3.68

Test	Academic Year			Academic Year			Academic Year		
	2022-2023			2023-2024			2024-2025		
	N=	EPP Pass Rate	State Pass Rate	N=	EPP Pass Rate	State Pass Rate	N=	EPP Pass Rate	State Pass Rate
OSAT 1	6	100%	86%	2	100%	83%	3	100%	79.5%
OSAT 2	6	100%	70%	2	100%	63%	3	66.7%	64.8%
PPAT	6	100%		2	100%		6	83.3%	

P-12 Health/P.E. Program

Academic Year	Number of Program Completers	Major GPA of Program
		Completers
2020-2021	N/A	N/A

2021-2022	1	3.91
2022-2023	N/A	N/A
2023-2024	3	3.57
2024-2025	N/A	N/A

Test	Academic Year 2022-2023			Academic Year 2023-2024			Academic Year 2024-2025		
	N=	EPP Pass Rate	State Pass Rate	N=	EPP Pass Rate	State Pass Rate	N=	EPP Pass Rate	State Pass Rate
OSAT	N/A	N/A	52%	2	0%	41%	2	0%	39%
PPAT	N/A	N/A		3	100%		N/A	N/A	

Secondary English Program

Academic Year	Number of Program Completers	Major GPA of Program Completers
2020-2021	0	N/A
2021-2022	2	3.32
2022-2023	1	3.75
2023-2024	1	3.93
2024-2025	0	N/A

Test	Academic Year 2022-2023			Academic Year 2023-2024			Academic Year 2024-2025		
	N=	EPP Pass Rate	State Pass Rate	N=	EPP Pass Rate	State Pass Rate	N=	EPP Pass Rate	State Pass Rate
OSAT	1	100%	52%	1	100%	60%	1	100%	78.5%
PPAT	2	100%		1	100%		N/A	N/A	

Secondary Math Program

Academic Year		Number of Program Completers	Major GPA of Program Completers
2020-2021		1	4.0
2021-2022		1	3.43
2022-2023		N/A	N/A
2023-2024		1	3.97
2024-2025		N/A	N/A

Test	Academic Year 2022-2023			Academic Year 2023-2024			Academic Year 2024-2025		
	N=	EPP Pass Rate	State Pass Rate	N=	EPP Pass Rate	State Pass Rate	N=	EPP Pass Rate	State Pass Rate
OSAT: Middle Int.	N/A	N/A	40%	1	100%	58%	1	100%	54.4%
PPAT	N/A	N/A		1	100%		N/A	N/A	

Secondary Social Studies Program

Academic Year		Number of Program Completers		Major GPA of Program Completers					
2020-2021		0		N/A					
2021-2022		1		3.85					
2022-2023		1		3.38					
2023-2024		2		3.88					
2024-2025		0		N/A					
Test	Academic Year 2022-2023			Academic Year 2023-2024			Academic Year 2024-2025		
	N=	EPP Pass Rate	State Pass Rate	N=	EPP Pass Rate	State Pass Rate	N=	EPP Pass Rate	State Pass Rate
US Hist/OK HistOSAT	0	N/A	53%	2	100%	53%	1	100%	59.2%
PPAT	1	100%		2	100%		N/A	N/A	

Advanced Program

Academic Year	Number of Program Completers	Major GPA of Program Completers
2020-2021	9	3.72
2021-2022	10	3.89
2022-2023	6	3.95
2023-2024	3	4.0
2024-2025	5	3.72

Test	Academic Year 2022-2023			Academic Year 2023-2024			Academic Year 2024-2025		
	N=	EPP Pass Rate	State Pass Rate	N=	EPP Pass Rate	State Pass Rate	N=	EPP Pass Rate	State Pass Rate
Elementary									
Principal OSAT	N/A	N/A	63%	N/A	N/A	61%	N/A	N/A	
Secondary									
Principal OSAT	N/A	N/A	63%	N/A	N/A	62%	N/A	N/A	

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 regularly collects data on student mastery of course objectives (InTASC standards). The EPP conducted reliability and validity testing of the key assessment rubrics in Spring of 2024. Results of that analysis revealed that the rubrics are valid and EPP faculty is reliable in assessment. This was also acknowledged by CAEP in the April 2024 visit.

Additionally, OKWU continues to use 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.

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 86% of graduates have found employment within their preparation area – both at the initial and advanced category. Of the remaining 14% some candidates are pursuing graduate degrees while others are teaching in an area other than their major based on school need.

Data

TOTAL PROGRAM	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Number of Graduates	15	20	14	12	11
Percent of Graduates Employed within their Preparation Area	93%	90%	93%	83%	82%
BY PROGRAM					
Elementary Education					
Number of Graduates	5	4	6	2	6
Number of Graduates Employed within their Preparation Area	4	4	6	2	4
Health & PE					
Number of Graduates	0	1	0	3	0
Number of Graduates Employed within their Preparation Area	0	0	0	2	0
Secondary Math Education					
Number of Graduates	1	2	0	1	0
Number of Graduates Employed within their Preparation Area	1	2	0	1	0
Secondary English Education					
Number of Graduates	0	2	1	1	0
Number of Graduates Employed within their Preparation Area	0	1	1	0	0
Secondary Social Studies Educ					
Number of Graduates	0	1	1	2	0
Number of Graduates Employed within their Preparation Area	0	1	0	2	0
Master in Education					
Number of Graduates	9	10	6	3	5

Links to Data

[EPP Institution Disclosure](#)