



**2017-2018**  
**SCHOOL OF EDUCATION**

**8 CAEP ANNUAL MEASURES**

## **C.A.E.P. Measure #1: Impact on P-12 Learning & Development**

Data are not currently available. OKWU's EPP is researching and developing tools to measure our educator licensure program completers' impact on P-12 student learning & development. We will present data when it is available.

## C.A.E.P. Measure #2: Indicators of Teaching Effectiveness

The EPP is currently using the TLE data received from the State Department of Education to demonstrate teaching effectiveness for EPP graduates. P-12 administrators assess the effectiveness of teachers using the TLE rubric and the OSDE collects the data and sends it to the EPP.

| <b>QUESTIONS</b><br><b>Rating Scale:5=Superior; 4=Highly Effective; 3=Effective; 2=Needs Improvement; 1=Ineffective</b>   | <b>2016-2017</b>                     | <b>2017-2018</b>                       | <b>2018-2019</b>                    |
|---|--------------------------------------|--|-------------------------------------|
|   | OKWU<br>Completer TLE<br>Mean (N= 3) | OKWU<br>Completer TLE<br>Mean (N= 14 ) | OKWU<br>Completer TLE<br>Mean (N= ) |
| <b>DOMAIN #1: CLASSROOM MANAGEMENT</b>  | <b>3.11</b>                          | <b>3.63</b>                            |                                     |
| <b>Dimension 1:</b> PREPARATION – Teacher plans for and executes a lesson relating to short-term and long-term objectives   | 3                                    | 3.71                                   |                                     |
| <b>Dimension 2:</b> DISCIPLINE – Teacher clearly defines and effectively manages student behavior   | 3                                    | 3.5                                    |                                     |
| <b>Dimension 3:</b> BUILDING-WIDE CLIMATE RESPONSIBILITIES – Teacher assures a contribution to building-wide positive climate   | 3.33                                 | 3.64                                   |                                     |
| <b>Dimension 4:</b> LESSON PLANS – Teacher develops daily lesson plans designed to achieve the identified objectives  | 3                                    | 3.5                                    |                                     |
| <b>Dimension 5:</b> ASSESSMENT PRACTICES – Teacher acknowledges student progress and uses assessment practices that are fair, based on identified criteria, and support effective instruction                                   | 3                                    | 3.5                                    |                                     |
| <b>Dimension 6:</b> STUDENT RELATIONS – Teacher optimizes the learning environment through respectful and appropriate interactions with students, conveying high expectations for students and an enthusiasm for the curriculum | 3.33                                 | 3.93                                   |                                     |
| <b>DOMAIN #2: INSTRUCTIONAL EFFECTIVENESS</b>   | <b>3.11</b>                          | <b>3.66</b>                            |                                     |
| <b>Dimension 7:</b> LITERACY – Teacher embeds the components of literacy into all instructional content   | 3                                    | 3.64                                   |                                     |
| <b>Dimension 8:</b> CURRENT STATE STANDARDS – Teacher understands and optimizes the delivery focus of current state standards and the expectations derived from same on student learning and achievement                        | 3                                    | 3.5                                    |                                     |
| <b>Dimension 9:</b> INVOLVES ALL LEARNERS – Teacher uses active learning, questioning techniques and/or guided practices to involve all students  | 3.33                                 | 3.57                                   |                                     |
| <b>Dimension 10:</b> EXPLAINS CONTENT – Teacher teaches the objectives through a variety of methods   | 3.33                                 | 3.79                                   |                                     |
| <b>Dimension 11:</b> CLEAR INSTRUCTION & DIRECTIONS – Teacher provides clear instructions and directions  | 3.33                                 | 3.93                                   |                                     |
| <b>Dimension 12:</b> MODELS – Teacher demonstrates/models the desired skill or process.   | 3                                    | 3.77                                   |                                     |
| <b>Dimension 13:</b> MONITORS – Teacher checks to determine if students are progressing toward stated objectives  | 3                                    | 3.71                                   |                                     |
| <b>Dimension 14:</b> ADJUSTS BASED ON MONITORING – Teacher changes instruction based on the results of monitoring   | 3                                    | 3.64                                   |                                     |
| <b>Dimension 15:</b> ESTABLISHES CLOSURE – Teacher summarizes and fits into context what has been taught  | 3                                    | 3.5                                    |                                     |
| <b>Dimension 16:</b> STUDENT ACHIEVEMENT – Effective development and use of modified assessments and curriculum for special education students and other students experiencing difficulties in learning                         | 3                                    | 3.57                                   |                                     |
| <b>DOMAIN #3: PROFESSIONAL GROWTH &amp; CONTINUOUS IMPROVEMENT</b>  | <b>3.16</b>                          | <b>3.64</b>                            |                                     |
| <b>Dimension 17:</b> PROFESSIONAL LEARNING – Uses professional growth as a continuous improvement strategy  | 3                                    | 3.43                                   |                                     |
| <b>Dimension 18:</b> PROFESSIONAL ACCOUNTABILITY – Exhibits behaviors and efficiencies associated with professionalism  | 3.33                                 | 3.86                                   |                                     |

|  |             |             |  |
|--|-------------|-------------|--|
| <b>DOMAIN #4: INTERPERSONAL SKILLS</b>   | <b>3.33</b> | <b>3.64</b> |  |
| <b>Dimension 19:</b> EFFECTIVE INTERPERSONAL SKILLS – Effective interactions and collaboration with stakeholders     | 3.33        | 3.64        |  |
| <b>DOMAIN #5: LEADERSHIP</b>   | <b>3</b>    | <b>3.57</b> |  |
| <b>Dimension 20:</b> PROFESSIONAL INVOLVEMENT & LEADERSHIP – Exhibits positive leadership through varied involvement | 3           | 3.57        |  |

## C.A.E.P. Measure #3: Satisfaction of Employers & Other Employment Milestones

### SURVEY #1: State of Oklahoma Administrator/Mentor Survey Results for ALL EPP's Completers      COMPARED TO State of Oklahoma Administrator/Mentor Survey Results for OKWU Completers

This survey was given by the Oklahoma State Department of Education (OSDE) to Administrators & Mentor Teachers asking for feedback on 1<sup>st</sup> Year teachers directly. The OSDE sends complete results along with results specifically for EPP completers.

| <b>QUESTIONS</b><br><b>Rating Scale:4=Strongly Agree; 3=Agree; 2=Disagree; 1=Str. Disagree</b> |  | 2016-2017                      |  | 2017-2018                     |      | 2018-2019                      |                                      |
|--|--|--------------------------------|--|-------------------------------|------|--------------------------------|--------------------------------------|
|  |  | All EPP's<br>Completer<br>Mean | OKWU's<br>Completer<br>Mean<br>(N= 0 ) | <i>*Moved to 4 pt Rubric*</i> |      | All EPP's<br>Completer<br>Mean | OKWU's<br>Completer<br>Mean<br>(N= ) |
| 1.   | The teacher understands how learners grow and develop  | 4.8<br>(n=322)                 | N/A                                    | 3.24<br>(n=1212)              | 3.67 |                                |                                      |
| 2.   | The teacher recognizes that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas          | 4.83<br>(n=321)                | N/A                                    | 3.25<br>(n=1213)              | 3.67 |                                |                                      |
| 3.   | The teacher designs and implements developmentally appropriate and challenging learning experiences  | 4.64<br>(n=321)                | N/A                                    | 3.19<br>(n=1209)              | 3.33 |                                |                                      |
| 4.   | The teacher uses understanding of individual differences and diverse cultures communities to ensure inclusive learning envirs that enable each learner to meet high standards. | 4.68<br>(n=319)                | N/A                                    | 3.19<br>(n=1212)              | 3.67 |                                |                                      |
| 5.   | The teacher works with others to create environments that support individual and collaborative learning  | 4.89<br>(n=320)                | N/A                                    | 3.31<br>(n=1213)              | 3.67 |                                |                                      |
| 6.   | The teacher encourages positive social interaction, active engagement in learning, and self-motivation   | 4.88<br>(n=318)                | N/A                                    | 3.36<br>(n=1211)              | 3.67 |                                |                                      |
| 7.   | The teacher understands the central concepts, tools of inquiry, and structures of discipline(s) he or she teachers   | 4.75<br>(n=318)                | N/A                                    | 3.24<br>(n=1205)              | 3.67 |                                |                                      |
| 8.   | The teacher creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content                                      | 4.67<br>(n=3.18)               | N/A                                    | 3.24<br>(n=1204)              | 3.33 |                                |                                      |
| 9.   | The teacher understands how to connect concepts to each other and to authentic local and global issues   | 4.53<br>(n=317)                | N/A                                    | 3.18<br>(n=1201)              | 3.33 |                                |                                      |
| 10.  | The teacher knows how to use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving                                     | 4.47<br>(n=316)                | N/A                                    | 3.17<br>(n=1204)              | 3.33 |                                |                                      |
| 11.  | The teacher understands and uses multiple methods of assessment to engage learners in their own growth and guide learners' decision-making                                     | 4.50<br>(n=319)                | N/A                                    | 3.16<br>(n=1193)              | 3.67 |                                |                                      |
| 12.  | The teacher understands and uses multiple methods of assessment to monitor learner progress and to guide his/her decision making   | 4.56<br>(n=318)                | N/A                                    | 3.16<br>(n=1189)              | 3.67 |                                |                                      |

|     |   |                 |     |                  |      |  |  |
|-----|---|-----------------|-----|------------------|------|--|--|
| 13. | The teacher plans instruction that supports every student in meeting rigorous learn goals by drawing on knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy                                       | 4.51<br>(n=318) | N/A | 3.14<br>(n=1192) | 3.33 |  |  |
| 14. | The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of learners and the community context  | 4.50<br>(n=318) | N/A | 3.13<br>(n=1192) | 3.0  |  |  |
| 15. | The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. | 4.57<br>(n=317) | N/A | 3.16<br>(n=1191) | 3.33 |  |  |
| 16. | The teacher integrates technology effectively and appropriately into instruction  | 4.82<br>(n=318) | N/A | 3.31<br>(n=1192) | 3.67 |  |  |
| 17. | The teacher uses technology to manage student assessment and data   |                 |     | 3.26<br>(n=1185) | 3.67 |  |  |
| 18. | The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her choices and actions on others (learners, families, other professionals, and the community)                             | 4.69<br>(n=319) | N/A | 3.28<br>(n=1183) | 3.33 |  |  |
| 19. | The teacher engages in ongoing professional learning and uses evidence to continually adapt practice to meet the needs of each learner  | 4.69<br>(n=318) | N/A | 3.29<br>(n=1161) | 3.33 |  |  |
| 20. | The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning  | 4.56<br>(n=317) | N/A | 3.16<br>(n=1178) | 3.0  |  |  |
| 21. | The teacher seeks appropriate leadership roles and opportunities to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth                               | 4.61<br>(n=318) | N/A | 3.09<br>(n=1182) | 3.0  |  |  |
| 22. | The teacher seeks appropriate leadership roles and opportunities to advance the profession  | 4.50<br>(n=318) | N/A | 3.14<br>(n=1182) | 2.67 |  |  |

## EMPLOYEMENT MILESTONES

### Graduate Outcome Data for Educator Preparation Program Graduates (2017-2018)

#### Graduation Outcomes for Education Majors for Class of 2017-2018

| Major (# of graduates)     | % Employed in field related to major | % Employed in unrelated field | Unknown Employment Information | % pursuing Continuing Education | % Unemployed/Seeking Employment |
|----------------------------|--------------------------------------|-------------------------------|--------------------------------|---------------------------------|---------------------------------|
| Elementary Education (9)   | <b>56%</b>                           | <b>11%</b>                    | <b>22%</b>                     |                                 | <b>11%</b>                      |
| Health & PE (3)            | <b>67%</b>                           |                               |                                | <b>33%</b>                      |                                 |
| P-12 Vocal Music (0)       |                                      |                               |                                |                                 |                                 |
| Sec. Math Education (3)    | <b>67%</b>                           |                               | <b>33%</b>                     |                                 |                                 |
| Sec. English Education (0) |                                      |                               |                                |                                 |                                 |
| Sec. Social Studies (1)    |                                      |                               | <b>100%</b>                    |                                 |                                 |
| Biology Education (0)      |                                      |                               |                                |                                 |                                 |

## C.A.E.P. Measure #4: Satisfaction of Completers (Initial & Advanced)

### Survey #1: State of Oklahoma 1<sup>st</sup> Year Teacher Survey Results for All EPP Completers COMPARED TO State of Oklahoma 1<sup>st</sup> Year Teacher Survey Results for OKWU Completers

This survey was given by the Oklahoma State Department of Education (OSDE) to all 1<sup>st</sup> Year teachers directly asking how well their educator preparation program prepared them. A comparison mean score is provided for all EPP completers versus OKWU EPP completers.

| QUESTIONS<br>Rating Scale:4=Strongly Agree; 3=Agree; 2=Disagree; 1=Str. Disagree |   | 2016-2017                      |                                       | 2017-2018                      |  | 2018-2019                      |                                      |
|--|---|--------------------------------|---------------------------------------|--------------------------------|--|--------------------------------|--------------------------------------|
|  |   | All EPP's<br>Completer<br>Mean | OKWU's<br>Completer<br>Mean<br>(N= 7) | All EPP's<br>Completer<br>Mean | OKWU's<br>Completer<br>Mean<br>(N= 1 ) | All EPP's<br>Completer<br>Mean | OKWU's<br>Completer<br>Mean<br>(N= ) |
| 1.   | understand how learners grow and develop  | 4.91<br>(n=746)                | 4.43                                  | 3.17<br>(n=812)                | 4.0                                    |                                |                                      |
| 2.   | recognize that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas                    | 4.99<br>(n=744)                | 4.57                                  | 3.07<br>(n=814)                | 4.0                                    |                                |                                      |
| 3.   | design and implement developmentally appropriate and challenging learning experiences   | 4.74<br>(n=742)                | 4.57                                  | 3.13<br>(n=812)                | 4.0                                    |                                |                                      |
| 4.   | use understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. | 4.83<br>(n=744)                | 4.57                                  | 3.09<br>(n=812)                | 4.0                                    |                                |                                      |
| 5.   | work with others to create environments that support individual and collaborative learning  | 4.96<br>(n=742)                | 5                                     | 3.23<br>(n=779)                | 4.0                                    |                                |                                      |
| 6.   | encourage positive social interaction, active engagement in learning, and self-motivation   | 4.99<br>(n=742)                | 4.86                                  | 3.21<br>(n=815)                | 4.0                                    |                                |                                      |
| 7.   | understand the central concepts, tools of inquiry, and structures of discipline(s) he or she teachers   | 4.78<br>(n=739)                | 4.43                                  | 3.09<br>(n=814)                | 2.0                                    |                                |                                      |
| 8.   | create learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content  | 4.77<br>(n=740)                | 4.86                                  | 3.16<br>(n=813)                | 3.0                                    |                                |                                      |
| 9.   | understand how to connect concepts to each other and to authentic local and global issues   | 4.69<br>(n=740)                | 4.57                                  | 3.13<br>(n=815)                | 4.0                                    |                                |                                      |
| 10.  | know how to use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving   | 4.83<br>(n=736)                | 4.43                                  | 3.07<br>(n=812)                | 4.0                                    |                                |                                      |
| 11.  | understand and uses multiple methods of assessment to engage learners in their own growth and guide learners' decision-making   | 4.78<br>(n=737)                | 4.57                                  | 3.21<br>(n=814)                | 4.0                                    |                                |                                      |
| 12.  | understand and uses multiple methods of assessment to monitor learner progress and to guide his/her decision making   | 4.76                           | 4.71                                  | 3.13                           | 4.0                                    |                                |                                      |



|     |   |                 |      |                 |     |  |  |
|-----|---|-----------------|------|-----------------|-----|--|--|
|     |   | (n=739)         |      | (n=815)         |     |  |  |
| 13. | plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy                                 | 4.67<br>(n=737) | 4.71 | 3.07<br>(n=814) | 4.0 |  |  |
| 14. | plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of learners and the community context   | 4.64<br>(n=739) | 4.71 | 3.09<br>(n=814) | 4.0 |  |  |
| 15. | understand and use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. | 4.78<br>(n=737) | 4.86 | 3.18<br>(n=812) | 4.0 |  |  |
| 16. | integrate technology effectively and appropriately into instruction   | 4.66<br>(n=737) | 4.71 | 3.11<br>(n=815) | 4.0 |  |  |
| 17. | Uses technology to manage student and assessment data   |                 |      | 3.03<br>(n=810) | 4.0 |  |  |
| 18. | engage in ongoing professional learning and uses evidence to continually evaluate his/her choices and actions on others (learners, families, other professionals, and the community)                            | 4.95<br>(n=738) | 5    | 3.23<br>(n=779) | 4.0 |  |  |
| 19. | engage in ongoing professional learning and uses evidence to continually adapt practice to meet the needs of each learner   | 4.92<br>(n=737) | 4.86 | 3.21<br>(n=778) | 4.0 |  |  |
| 20. | seek appropriate leadership roles and opportunities to take responsibility for student learning   | 4.81<br>(n=739) | 5    | 3.16<br>(n=777) | 4.0 |  |  |
| 21. | seek appropriate leadership roles and opportunities to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth                              | 4.80<br>(n=738) | 4.86 | 3.17<br>(n=778) | 4.0 |  |  |

## Survey #2: OKWU's EPP Survey Results for All EPP Completers

This survey was given by OKWU's School of Education Dean to students directly after completing their educational program and graduating.

| Rating Scale:6=Strongly Agree; 5=Agree;4=Somewhat Agree<br>3=Somewhat Disagree; 2=Disagree; 1=Str. Disagree |   | 2016-2017                           | 2017-2018                            | 2018-2019                         |
|---|---|-------------------------------------|--------------------------------------|-----------------------------------|
| My Educator Preparation Program will have prepared me to:   |   | OKWU's<br>Completer Mean<br>(N= 11) | OKWU's<br>Completer Mean<br>(N= 14 ) | OKWU's<br>Completer Mean<br>(N= ) |
|   | <b>InTASC COMPETENCY 1:</b>   |                                     |                                      |                                   |
| 1.  | understand how learners grow and develop  | 5.18                                | 5.35                                 |                                   |
| 2.  | recognize that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas                        | 5.45                                | 5.78                                 |                                   |
| 3.  | design and implement developmentally appropriate and challenging learning experiences   | 4.54                                | 4.5                                  |                                   |
|   | <b>InTASC COMPETENCY 2:</b>   |                                     |                                      |                                   |
| 4.  | use understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.     | 4.81                                | 4.79                                 |                                   |
|   | <b>InTASC COMPETENCY 3:</b>   |                                     |                                      |                                   |
| 5.  | work with others to create environments that support individual and collaborative learning  | 5.18                                | 5.29                                 |                                   |
| 6.  | encourage positive social interaction, active engagement in learning, and self-motivation   | 5.26                                | 5.07                                 |                                   |
|   | <b>InTASC COMPETENCY 4:</b>   |                                     |                                      |                                   |
| 7.  | understand the central concepts, tools of inquiry, and structures of discipline(s) I will teach   | 5.26                                | 5.14                                 |                                   |
| 8.  | create learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content  | 5.27                                | 4.93                                 |                                   |
|   | <b>InTASC COMPETENCY 5:</b>   |                                     |                                      |                                   |
| 9.  | understand how to connect concepts to each other and to authentic local and global issues   | 4.63                                | 4.71                                 |                                   |
| 10.   | know how to use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving   | 5.21                                | 5.29                                 |                                   |
|   | <b>InTASC COMPETENCY 6:</b>   |                                     |                                      |                                   |
| 11.   | understand and uses multiple methods of assessment to engage learners in their own growth and guide learners' decision-making   | 4.63                                | 4.57                                 |                                   |
| 12.   | understand and uses multiple methods of assessment to monitor learner progress and to guide my decision making  | 5.18                                | 5.36                                 |                                   |
|   | <b>InTASC COMPETENCY 7:</b>   |                                     |                                      |                                   |
| 13.   | plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy | 5.18                                | 4.35                                 |                                   |

|     |   |      |      |  |
|-----|---|------|------|--|
| 14. | plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of learners and the community context   | 4.81 | 4.79 |  |
|     | <b>InTASC COMPETENCY 8:</b>   |      |      |  |
| 15. | understand and use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. | 5.27 | 5.07 |  |
| 16. | integrate technology effectively and appropriately into instruction   | 3.99 | 2.76 |  |
|     | <b>InTASC COMPETENCY 9:</b>   |      |      |  |
| 17. | engage in ongoing professional learning and uses evidence to continually evaluate my practice particularly effects of my choices/actions on others (learners, families, other professionals, and the community) | 4.90 | 4.64 |  |
| 18. | engage in ongoing professional learning and uses evidence to continually adapt practice to meet the needs of each learner   | 4.63 | 4.43 |  |
|     | <b>InTASC COMPETENCY 10:</b>  |      |      |  |
| 19. | seek appropriate leadership roles and opportunities to take responsibility for student learning   | 4.77 | 5.07 |  |
| 20. | seek appropriate leadership roles and opportunities to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth                              | 4.5  | 4.64 |  |
| 21. | seek appropriate leadership roles and opportunities to advance the profession.  | 4.5  | 4.21 |  |
|     | <b>InTASC COMPETENCY 11:</b>  |      |      |  |
| 22. | understand positive influence of Christian faith, principles and values have on teaching and learning.  | 5.81 | 5.76 |  |

\*During 2017-2018, OKWU assisted two students from St. Gregory's university for student teaching. As a result, only 14 of the 16 students were surveyed since these two students were not prepared in class in OKWU's educator preparation program\*

## C.A.E.P. Measure #5: Graduation Rates (Initial & Advanced)

| Student Teaching Success Rates                                     | 2016-2017 | 2017-2018 | 2018-2019 |
|--|-----------|-----------|-----------|
| <b>TOTAL PROGRAM</b>   |           |           |           |
| Entering Student Teaching (Overall)                                | 10        | 16        |           |
| Intervention / (Dismissal) During Student Teaching (Overall)       | 0 / (0)   | 0 / (0)   |           |
| Successful Completion (Overall)                                    | 10        | 16        |           |
|  |           |           |           |
| <b>BY PROGRAM</b>  |           |           |           |
| Entering Student Teaching ( <b>Elementary Education</b> )          | 5         | 9         |           |
| Intervention / (Dismissal) During Student Teaching                 | 0 / (0)   | 0 / (0)   |           |
| Successful Completions   | 5         | 9         |           |
|  |           |           |           |
| Entering Student Teaching ( <b>Health &amp; PE</b> )               | 0         | 3         |           |
| Intervention / (Dismissal) During Student Teaching                 | 0 / (0)   | 0 / (0)   |           |
| Successful Completions   | 0         | 3         |           |
|  |           |           |           |
| Entering Student Teaching ( <b>Vocal Music</b> )                   | 0         | 0         |           |
| Intervention / (Dismissal) During Student Teaching                 | 0 / (0)   | 0 / (0)   |           |
| Successful Completions   | 0         | 0         |           |
|  |           |           |           |
| Entering Student Teaching ( <b>Secondary Math Education</b> )      | 1         | 3         |           |
| Intervention / (Dismissal) During Student Teaching                 | 0 / (0)   | 0 / (0)   |           |
| Successful Completions   | 1         | 3         |           |
|  |           |           |           |
| Entering Student Teaching ( <b>Secondary English Education</b> )   | 2         | 0         |           |
| Intervention / (Dismissal) During Student Teaching                 | 0 / (0)   | 0 / (0)   |           |
| Successful Completions   | 2         | 0         |           |
|  |           |           |           |
| Entering Student Teaching ( <b>Secondary Social Studies Educ</b> ) | 1         | 1         |           |
| Intervention / (Dismissal) During Student Teaching                 | 0 / (0)   | 0 / (0)   |           |
| Successful Completions   | 1         | 1         |           |
|  |           |           |           |
| Entering M.Ed. Internship ( <b>Master in Education</b> )           | 14        | 0         |           |
| Intervention / (Dismissal) During M.Ed. Internship                 | 0 / (0)   | 0 / (0)   |           |
| Successful Completions   | 14        | 0         |           |

*\*Biology Program does not currently have any declared majors*

**C.A.E.P. Measure #6: Ability of Completers to Meet Licensing (Certification) & any Additional State Requirements; Title II (Initial & Advanced)**

**OKLAHOMA SUBJECT AREA TEST (OSAT)**

| Major/Year   | # Completer Tests Taken | # Completer Tests Passed | % Pass | Test Cut Score | Avg. Test Score | Test Score Min. | Test Score Max |
|--|-------------------------|--------------------------|--------|----------------|-----------------|-----------------|----------------|
| <b>TOTAL</b>   |                         |                          |        |                |                 |                 |                |
| 2016-2017  | 25                      | 16                       | 64%    | 240            | 250             | 206             | 291            |
| 2017-2018  | 27                      | 16                       | 62%    | 240            | 244.6           | 222             | 272            |
| 2018-2019  |                         |                          |        |                |                 |                 |                |
| <b>BY PROGRAM</b>                                    |                         |                          |        |                |                 |                 |                |
| <b>ELEMENTARY EDUCATION</b>                          |                         |                          |        |                |                 |                 |                |
| Subtest 1  |                         |                          |        |                |                 |                 |                |
| 2016-2017  | 5                       | 5                        | 100%   | 240            | 256.6           | 248             | 265            |
| 2017-2018  | 7                       | 7                        | 100%   | 240            | 253.1           | 244             | 266            |
| 2018-2019  |                         |                          |        |                |                 |                 |                |
| Subtest 2  |                         |                          |        |                |                 |                 |                |
| 2016-2017  | 7                       | 4                        | 57.1%  | 240            | 251.4           | 206             | 291            |
| 2017-2018  | 10                      | 6                        | 60%    | 240            | 246.5           | 227             | 272            |
| 2018-2019  |                         |                          |        |                |                 |                 |                |
| <b>HEALTH &amp; PHYSICAL EDUC</b>                    |                         |                          |        |                |                 |                 |                |
| 2016-2017  | 0                       |                          |        | 240            |                 |                 |                |
| 2017-2018  | 5                       | 2                        | 40%    | 240            | 241.4           | 233             | 264            |
| 2018-2019  |                         |                          |        |                |                 |                 |                |
| <b>SEC. SOCIAL STUDIES</b>                           |                         |                          |        |                |                 |                 |                |
| World History & Geography                            |                         |                          |        |                |                 |                 |                |
| 2016-2017  | 1                       | 0                        | 0%     | 240            | 237             | 237             | 237            |
| 2017-2018  | 0                       |                          |        | 240            |                 |                 |                |
| 2018-2019  |                         |                          |        |                |                 |                 |                |
| US Hist/OK Hist/Gov/Economics                        |                         |                          |        |                |                 |                 |                |
| 2016-2017  | 1                       | 1                        | 100%   | 240            | 278             | 278             | 278            |
| 2017-2018 ( <i>same student failed all 4 tests</i> ) | 4                       | 0                        | 0%     | 240            | 228             | 222             | 236            |
| 2018-2019  |                         |                          |        |                |                 |                 |                |

|                                  |   |   |       |     |       |     |     |
|----------------------------------|---|---|-------|-----|-------|-----|-----|
| <b>SEC. MATH EDUCATION</b>       |   |   |       |     |       |     |     |
| Advanced Math                    |   |   |       |     |       |     |     |
| 2016-2017                        | 3 | 2 | 66.6% | 240 | 251   | 222 | 269 |
| 2017-2018                        | 0 |   |       | 240 |       |     |     |
| 2018-2019                        |   |   |       |     |       |     |     |
| Middle Level/Intermediate Math   |   |   |       |     |       |     |     |
| 2016-2017                        | 0 |   |       | 240 |       |     |     |
| 2017-2018                        | 1 | 1 | 100%  | 240 | 249   | 249 | 249 |
| 2018-2019                        |   |   |       |     |       |     |     |
| <b>SEC. ENGLISH EDUCATION</b>    |   |   |       |     |       |     |     |
| English                          |   |   |       |     |       |     |     |
| 2016-2017                        | 2 | 2 | 100%  | 240 | 262.5 | 257 | 268 |
| 2017-2018                        | 0 |   |       | 240 |       |     |     |
| 2018-2019                        |   |   |       |     |       |     |     |
| <b>SEC. BIOLOGY EDUCATION</b>    |   |   |       |     |       |     |     |
| 2016-2017                        | 0 |   |       | 240 |       |     |     |
| 2017-2018                        | 0 |   |       | 240 |       |     |     |
| 2018-2019                        |   |   |       |     |       |     |     |
| <b>P-12 VOCAL MUSIC</b>          |   |   |       |     |       |     |     |
| 2016-2017                        | 0 |   |       | 240 |       |     |     |
| 2017-2018                        | 0 |   |       | 240 |       |     |     |
| 2018-2019                        |   |   |       |     |       |     |     |
| <b>MASTER OF EDUCATION</b>       |   |   |       |     |       |     |     |
| Elementary Principal Comp Assess |   |   |       |     |       |     |     |
| 2016-2017                        | 3 | 1 | 33.3% | 240 | 234.3 | 224 | 241 |
| 2017-2018                        | 0 |   |       | 240 |       |     |     |
| 2018-2019                        |   |   |       |     |       |     |     |
| Secondary Principal Comp Assess  |   |   |       |     |       |     |     |
| 2016-2017                        | 3 | 1 | 33.3% | 240 | 237   | 225 | 254 |
| 2017-2018                        | 0 |   |       | 240 |       |     |     |
| 2018-2019                        |   |   |       |     |       |     |     |



**C.A.E.P. Measure #7: Ability of Completers to be Hired in Education Positions for Which They are Prepared (Initial & Advanced)**

**OVERALL PROGRAM**

|           | Total # of Completers | Employed in an Education position for which they are prepared | Employed in an education position outside of their preparation | Enrolled in higher education | Employed outside the field of education | Not employed | Employment status unknown |
|-----------|-----------------------|---|--|------------------------------|---|--------------|---------------------------|
| 2017-2018 | 16                    | 7   | 1  | 1                            |   |              | 7                         |
| 2018-2019 |                       |   |  |                              |   |              |                           |
| 2019-2020 |                       |   |  |                              |   |              |                           |

**BY SPECIFIC PROGRAM**

**Elementary Education**

|           | Total # of Completers | Employed in an Education position for which they are prepared | Employed in an education position outside of their preparation | Enrolled in higher education | Employed outside the field of education | Not employed | Employment status unknown |
|-----------|-----------------------|---|--|------------------------------|---|--------------|---------------------------|
| 2017-2018 | 9                     | 5   |  |                              |   |              | 4                         |
| 2018-2019 |                       |   |  |                              |   |              |                           |
| 2019-2020 |                       |   |  |                              |   |              |                           |

**Health & Physical Education**

|           | Total # of Completers | Employed in an Education position for which they are prepared | Employed in an education position outside of their preparation | Enrolled in higher education | Employed outside the field of education | Not employed | Employment status unknown |
|-----------|-----------------------|---|--|------------------------------|---|--------------|---------------------------|
| 2017-2018 | 3                     |   | 1  | 1                            |   |              | 1                         |
| 2018-2019 |                       |   |  |                              |   |              |                           |
| 2019-2020 |                       |   |  |                              |   |              |                           |



**Vocal Music**

|           | Total # of Completers | Employed in an Education position for which they are prepared | Employed in an education position outside of their preparation | Enrolled in higher education | Employed outside the field of education | Not employed | Employment status unknown |
|-----------|-----------------------|---|--|------------------------------|---|--------------|---------------------------|
| 2017-2018 | 0                     |   |  |                              |   |              |                           |
| 2018-2019 |                       |   |  |                              |   |              |                           |
| 2019-2020 |                       |   |  |                              |   |              |                           |

**Secondary Math Education**

|           | Total # of Completers | Employed in an Education position for which they are prepared | Employed in an education position outside of their preparation | Enrolled in higher education | Employed outside the field of education | Not employed | Employment status unknown |
|-----------|-----------------------|---|--|------------------------------|---|--------------|---------------------------|
| 2017-2018 | 3                     | 2   |  |                              |   |              | 1                         |
| 2018-2019 |                       |   |  |                              |   |              |                           |
| 2019-2020 |                       |   |  |                              |   |              |                           |

**Secondary English Education**

|           | Total # of Completers | Employed in an Education position for which they are prepared | Employed in an education position outside of their preparation | Enrolled in higher education | Employed outside the field of education | Not employed | Employment status unknown |
|-----------|-----------------------|---|--|------------------------------|---|--------------|---------------------------|
| 2017-2018 | 0                     |   |  |                              |   |              |                           |
| 2018-2019 |                       |   |  |                              |   |              |                           |
| 2019-2020 |                       |   |  |                              |   |              |                           |

**Secondary Social Studies Education**

|           | Total # of Completers | Employed in an Education position for which they are prepared | Employed in an education position outside of their preparation | Enrolled in higher education | Employed outside the field of education | Not employed | Employment status unknown |
|-----------|-----------------------|---|--|------------------------------|---|--------------|---------------------------|
| 2017-2018 | 1                     |   |  |                              |   |              | 1                         |
| 2018-2019 |                       |   |  |                              |   |              |                           |
| 2019-2020 |                       |   |  |                              |   |              |                           |

**Biology Education**

|                  | <b>Total # of Completers</b> | <b>Employed in an Education position for which they are prepared</b> | <b>Employed in an education position outside of their preparation</b> | <b>Enrolled in higher education</b> | <b>Employed outside the field of education</b> | <b>Not employed</b> | <b>Employment status unknown</b> |
|------------------|------------------------------|--|---|-------------------------------------|--|---------------------|----------------------------------|
| <b>2017-2018</b> | 0                            |  |   |                                     |  |                     |                                  |
| <b>2018-2019</b> |                              |  |   |                                     |  |                     |                                  |
| <b>2019-2020</b> |                              |  |   |                                     |  |                     |                                  |

**Master of Education**

|                  | <b>Total # of Completers</b> | <b>Employed in an Education position for which they are prepared</b> | <b>Employed in an education position outside of their preparation</b> | <b>Enrolled in higher education</b> | <b>Employed outside the field of education</b> | <b>Not employed</b> | <b>Employment status unknown</b> |
|------------------|------------------------------|--|---|-------------------------------------|--|---------------------|----------------------------------|
| <b>2017-2018</b> | 0                            |  |   |                                     |  |                     |                                  |
| <b>2018-2019</b> |                              |  |   |                                     |  |                     |                                  |
| <b>2019-2020</b> |                              |  |   |                                     |  |                     |                                  |

**C.A.E.P. Measure #8: Student Loan Default Rates & Other Consumer Information (Initial & Advanced)**

For student loan default rates and other consumer information, click on the link:

<https://www.okwu.edu/disclosure/>.