

# **Eight Annual Reporting Measures**

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

## **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.

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

The OKWU Educator Preparation Provider (EPP) relies on alumni who are teaching in P-12 classrooms to provide evidence of student learning. Alumni 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 December and examines the submitted data in the Spring each year to determine the impact our graduates are having on P-12 students. As a part of our data analysis, the EPP discusses programmatic improvements.

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

#### **Link to Data**

2019-2020 Survey Results

2018-2019 Survey Results

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

## 2. Indicators of Teaching Effectiveness

The EPP uses a survey to measure the teaching effectiveness of graduates.

### Description of Assessment Instrument

The Teacher-Leader Effectiveness 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.

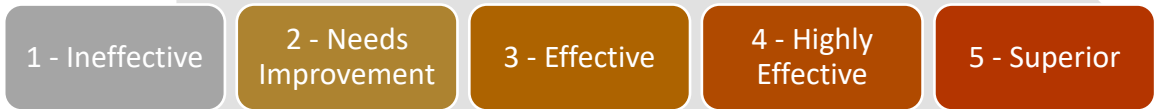
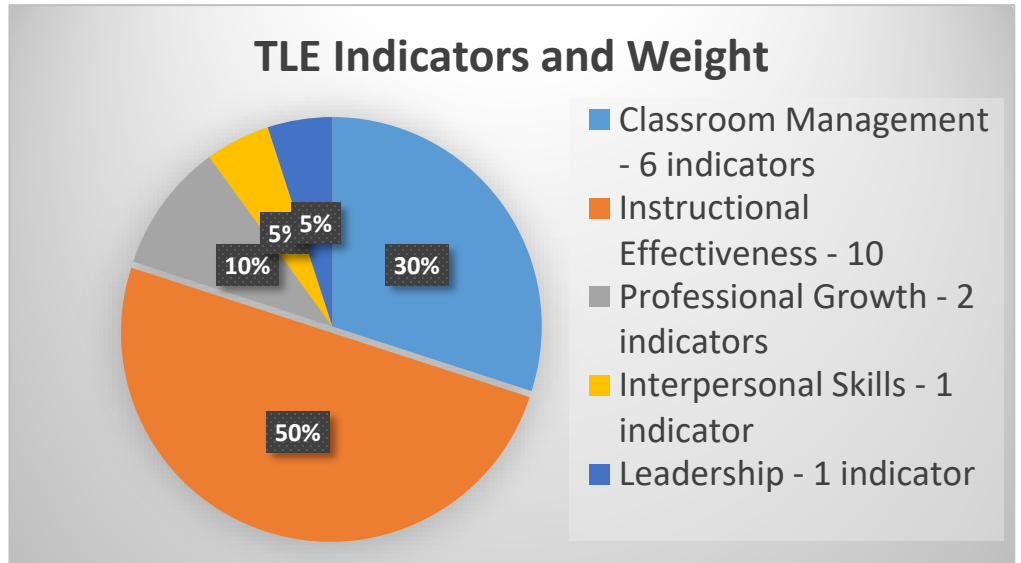
Administrators evaluate teachers on the indicators. Ratings range from 1 (Needs Improvement) to 5 (Superior). A score of a 3 indicates the educator has met the

expectations of the domain.

Scores of a 4-5

indicate the educator has

exceeded the expectations of the domain.



### Summary of Data Analysis/Findings

#### Link to Data

2018-2019 TLE Observation and Evaluation Scores;  $n=$

2017-2018 TLE Observation and Evaluation Scores;  $n=$

2016-2017 TLE Observation and Evaluation Scores;  $n=$

### Programmatic Improvement Based on Data Analysis

### 3. Satisfaction of Employer and employment milestones

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

#### Description of Assessment Instrument

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

#### Summary of Data Analysis/Findings

##### Link to Data

[2019](#)

[2018](#)

[2017](#)

[2016](#)

#### Programmatic Improvement Based on Data Analysis

##### 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

## 4. Satisfaction of Completers

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

### Description of Assessment Instrument:

The [Office of Educational Quality and Accountability](#) (OEQA) administers an [independent survey](#) to first-year teachers and administrators annually. First year teachers are asked to rate their preparedness on the InTASC Standards that assess the degree to which they feel prepared for the work required in a P-12 classroom. First year teachers are asked to measure their preparedness in the areas of Learners and Learning, Content, Instructional Practice, and Professional Responsibility. The survey also asks for areas where more preparation is needed. Data is self-reported, and response rates vary.

#### 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

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

### Summary of Data Analysis/Findings

#### Link to Data

[2019](#)

[2018](#)

[2017](#)

[2016](#)

### Programmatic Improvement Based on Data Analysis

## **5. Graduation Rates**

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

### **Description of Assessment Instrument**

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

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

#### **Link to Data**

2019

2018

2017

2016

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

## 6. Ability of Completers to Meet Licensing Requirements

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

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

### Description of Assessment Instruments

**Title II Report:** The 2018 State Reports include data that states reported to the Department in October 2018. For many data elements, such as the number of individuals enrolled in teacher preparation programs, states reported on AY 2016-17 data. For other data elements, such as the admission requirements for each teacher preparation program and descriptions of the state's alternative routes to a teacher credential, states reported on the most current information available.

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

**Cumulative GPA of program completers:** OKWU EPP program completers are required to maintain a 2.5 GPA throughout the program. Should a candidate fall below a 2.5, 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 Links**

2018

2017

2016

**Oklahoma Certification Exams**

**Initial Programs**

**Elementary Program**

| Academic Year | Number of Program Completers | Major GPA of Program Completers |
|---------------|------------------------------|---------------------------------|
| 2016-2017     | 7                            | 3.83                            |
| 2017-2018     | 9                            | 3.8                             |
| 2018-2019     | 3                            | 3.88                            |

| Test          | Academic Year 2016-2017 |               |                 | Academic Year 2017-2018 |               |                 | Academic Year 2018-2019 |               |                 |
|---------------|-------------------------|---------------|-----------------|-------------------------|---------------|-----------------|-------------------------|---------------|-----------------|
|               | 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> | 5                       | 100%          | 94.2%           | 8                       | 100%          | 91.4%%          | 3                       | 100           | 91.4%           |
| <b>OSAT 2</b> | 5                       | 80%           | 87.5%           | 8                       | 87.5%         | 84.8            | 3                       | 100           | 84%             |
| <b>PPAT</b>   | 0                       | N/A           | N/A             | 0                       | N/A           | N/A             | 2                       | 50%           | N/A             |

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

| Academic Year | Number of Program Completers | Major GPA of Program Completers |
|---------------|------------------------------|---------------------------------|
| 2016-2017     | 1                            | 3.25                            |
| 2017-2018     | 3                            | 3.62                            |
| 2018-2019     | N/A                          | N/A                             |

| Test        | Academic Year<br>2016-2017 |                     |                       | Academic Year<br>2017-2018 |                     |                       | Academic Year<br>2018-2019 |                     |                       |
|-------------|----------------------------|---------------------|-----------------------|----------------------------|---------------------|-----------------------|----------------------------|---------------------|-----------------------|
|             | N=                         | EPP<br>Pass<br>Rate | State<br>Pass<br>Rate | N=                         | EPP<br>Pass<br>Rate | State<br>Pass<br>Rate | N=                         | EPP<br>Pass<br>Rate | State<br>Pass<br>Rate |
| <b>OSAT</b> | 0                          | N/A                 | 72.4%                 | 4                          | 50%                 | 71.3%                 | 1                          | 100%                | 63%                   |
| <b>PPAT</b> | N/A                        | N/A                 | N/A                   | N/A                        | N/A                 | N/A                   | N/A                        | N/A                 | N/A                   |

Secondary English Program

| Academic Year    | Number of Program Completers | Major GPA of Program<br>Completers |
|------------------|------------------------------|------------------------------------|
| <b>2016-2017</b> | 4                            | 3.89                               |
| <b>2017-2018</b> | 0                            | N/A                                |
| <b>2018-2019</b> | 2                            | 3.37                               |

| Test        | Academic Year<br>2016-2017 |                     |                       | Academic Year<br>2017-2018 |                     |                       | Academic Year<br>2018-2019 |                     |                       |
|-------------|----------------------------|---------------------|-----------------------|----------------------------|---------------------|-----------------------|----------------------------|---------------------|-----------------------|
|             | N=                         | EPP<br>Pass<br>Rate | State<br>Pass<br>Rate | N=                         | EPP<br>Pass<br>Rate | State<br>Pass<br>Rate | N=                         | EPP<br>Pass<br>Rate | State<br>Pass<br>Rate |
| <b>OSAT</b> | 2                          | 100%                | 70.7%                 | 0                          | N/A                 | 72.6%                 | 1                          | 0%                  | 76.4%                 |
| <b>PPAT</b> | N/A                        | N/A                 | N/A                   | N/A                        | N/A                 | N/A                   | N/A                        | N/A                 | N/A                   |

Secondary Math Program

| Academic Year    | Number of Program Completers | Major GPA of Program<br>Completers |
|------------------|------------------------------|------------------------------------|
| <b>2016-2017</b> | 1                            | 4.0                                |
| <b>2017-2018</b> | 1                            | 4.0                                |
| <b>2018-2019</b> | 1                            | 3.94                               |

| Test                             | Academic Year<br>2016-2017 |                     |                       | Academic Year<br>2017-2018 |                     |                       | Academic Year<br>2018-2019 |                     |                       |
|----------------------------------|----------------------------|---------------------|-----------------------|----------------------------|---------------------|-----------------------|----------------------------|---------------------|-----------------------|
|                                  | N=                         | EPP<br>Pass<br>Rate | State<br>Pass<br>Rate | N=                         | EPP<br>Pass<br>Rate | State<br>Pass<br>Rate | N=                         | EPP<br>Pass<br>Rate | State<br>Pass<br>Rate |
| <b>OSAT:<br/>Middle<br/>Int.</b> | 1                          | 100%                | 50%                   | 2                          | 50%                 | 66.7%                 | N/A                        | N/A                 | 63%                   |
| <b>PPAT</b>                      | N/A                        | N/A                 | N/A                   | N/A                        | N/A                 | N/A                   | 1                          | 0%                  | N/A                   |

Secondary Social Studies Program



| Academic Year | Number of Program Completers | Major GPA of Program Completers |
|---------------|------------------------------|---------------------------------|
| 2016-2017     | 2                            | 3.73                            |
| 2017-2018     | 1                            | 4.0                             |
| 2018-2019     | 0                            | N/A                             |

| Test                            | Academic Year 2016-2017 |               |                 | Academic Year 2017-2018 |               |                 | Academic Year 2018-2019 |               |                 |
|---------------------------------|-------------------------|---------------|-----------------|-------------------------|---------------|-----------------|-------------------------|---------------|-----------------|
|                                 | 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 Hist/Gov OSAT</b> | 2                       | 100%          | 85.3%           | 1                       | 0%            | 78.1%           | 1                       | 100%          | 91.7%           |
| <b>ST 2</b>                     | N/A                     | N/A           | N/A             | N/A                     | N/A           | N/A             | N/A                     | N/A           | N/A             |

## Advanced Program

M.Ed.

| Academic Year | Number of Program Completers | Major GPA of Program Completers |
|---------------|------------------------------|---------------------------------|
| 2016-2017     | 14                           | 3.7                             |
| 2017-2018     | 11                           | 3.8                             |
| 2018-2019     | 8                            | 3.5                             |

| Test                             | Academic Year 2016-2017 |               |                 | Academic Year 2017-2018 |               |                 | Academic Year 2018-2019 |               |                 |
|----------------------------------|-------------------------|---------------|-----------------|-------------------------|---------------|-----------------|-------------------------|---------------|-----------------|
|                                  | N=                      | EPP Pass Rate | State Pass Rate | N=                      | EPP Pass Rate | State Pass Rate | N=                      | EPP Pass Rate | State Pass Rate |
| <b>Elementary Principal OSAT</b> | 2                       | 50%           | 70.9%           | 1                       | 100           | 69.3            | 0                       | N/A           | 61.4%           |
| <b>Secondary Principal OSAT</b>  | 5                       | 60%           | 65.3%           | 3                       | 66.7%         | 64%             | 0                       | N/A           | 65.5%           |

## 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 2019-2019 school year, the EPP agreed to make a change and raise that to a 3.0 on a 4-point

scale. To be fully admitted to the Teacher Education program candidates must now meet the following requirements: minimum GPA of 3.0, a passing score on the Oklahoma General Education Test (OGET), completed at least one professional education course with a B- or better, and satisfied all portfolio requirements.

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) substandards and SPA substandards (see attachment). This ensures all students receive instruction (including remediation and enrichment) on the standards by which they will be assessed. All rubrics for all program and course artifacts were also updated to align to the standards. Students are both formatively and summatively assessed on these standards throughout the program.

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

## **7. 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.

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

**Ability to be Hired Percentage:** Program completers indicate their employment after graduation. The EPP uses this information to calculate the percentage of alumni who are employed in a P-12 district/site within their certification area. *Add description of survey to be developed.*

**Alumni Survey:** Beginning in the Fall of 2020, OKWU EPP alumni participate in an alumni survey every October. *Add description of survey to be developed.*

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

#### **Link to Data**

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

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

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

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

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

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

### Summary of Data Analysis/Findings

#### Links to Data

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

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

[Types of Financial Aid Offered at OKWU](#)

### Programmatic Improvement Based on Data Analysis