

University of Science and Arts of Oklahoma
Teacher Education
2021 Annual Reporting Measures (CAEP Component 5.4/A.5.4)

Measure 1: Impact on P-12 Learning and Development (Component 4.1)

The EPP is continuing efforts to strengthen our data collection on the impact of our program completers on P-12 student learning and development. Current data includes relevant data from First Year Teacher Survey results from surveys administered by the Office of Educational Quality and Accountability (OEQA) to **administrators/mentors** of First Year Teachers/USAO EPP program completers and to our **First Year Teachers/USAO EPP Program Completers** themselves.

Administrator/Mentor Survey on First Year Teachers 2019-2020, EPP Program Completers

Survey Item Q16 – Overall, the First Year Teacher’s preparation/route to certification effectively prepared him/her to have a positive impact on P12 student learning and development.

Strongly Disagree	14.29%	N = 1
Disagree	14.29%	N = 1
Agree	42.86%	N = 3
Strongly Agree	28.57%	N = 2

Note – The EPP feels that it is significant to recognize that the one “Strongly Disagree” ranking was for an EPP Program Completer who graduated a decade before completing the program requirements in 2019 and entering the teaching profession in 2019-2020. The majority of surveys indicate positive impact on P-12 student learning and development.

First Year Teacher 2019-2020 Survey, EPP Program Completers

Survey Item #7 – Overall, my preparation/route to certification effectively prepared me to have a positive impact on P12 student learning and development.

Strongly Disagree	0.00%	N = 0
Disagree	0.00%	N = 0
Agree	75.00%	N = 3
Strongly Agree	25.00%	N = 1

The EPP is in the process of strengthening our data collection for Impact on P-12 Learning and Development. The EPP has plans to continue reaching out to partnering school districts to collect and analyze data from various benchmark assessment scores of P-12 students taught by our EPP Program Completers in order to provide further evidence of positive impact on P-12 learning and development. We have obtained the following data for the 2019-2020 Academic Year, and we will continue to update our data collection evidence for recent years as we receive score reports.

Measures of Academic Progress (MAP) Growth Test Rasch Unit (RIT) Mean Scores 2019-2020

Completer Area	Grade Level/Subject	Fall 2019 Assessment	Winter 2020 Assessment	Spring 2020 Assessment
Completer 1 Elementary	4th Grade Science/Social Studies	N = 21 Mean RIT = 193.1	N = 20 Mean RIT = 195.5	N = 21 Mean RIT = 197.1
Completer 2 Elementary	5th Grade Math (Section 1)	N = 22 Mean RIT = 204.2	N = 22 Mean RIT = 205	N = 21 Mean RIT = 212
Completer 2 Elementary	5th Grade Math (Section 2)	N = 21 Mean RIT = 206.1	N = 21 Mean RIT = 209.3	N = 21 Mean RIT = 214
Completer 2 - Elementary	5th Grade Math (Section 3)	N = 22 Mean RIT = 196.9	N = 21 Mean RIT = 198.8	N = 21 Mean RIT = 201.8

This small sample of assessment data for 2019-2020 provides further evidence that USAO EPP Program Completers are having a positive impact on P-12 student learning. Again, we will continue to collect and add to this data as school districts allow and as score reports are received.

Measure 2: Indicators of Teaching Effectiveness (Component 4.2)

Teacher Leader Effectiveness (TLE) evaluation scores are what USAO's EPP would normally provide as evidence of the teaching effectiveness of our program completers. TLE evaluations were unavailable for 2019-2020 due to the school districts not being able to collect and report those TLE evaluation scores due to the COVID-19 pandemic. This is an unprecedented situation that all EPPs in Oklahoma (and presumably in other states as well) are dealing with for this reporting year. We will report TLE data for USAO EPP Program Completers in the next 2022 EPP Annual Accreditation Report for CAEP as TLE evaluation scores are collected and reported to us for the 2020-2021 Academic Year.

Indicators of Teaching Effectiveness can alternatively be found through connected data provided in Measure 1: Impact on P-12 Learning and Development and in Measure 3: Satisfaction of Employers and Employment Milestones. Data indicators show that the majority of USAO's EPP Program Completers demonstrate overall teaching effectiveness.

Measure 3: Satisfaction of Employers and Employment Milestones (CAEP 4.3/A.4.1)

The Administrator/Mentor Survey responses/ratings of satisfaction and evaluation of First Year Teachers in 2019-2020 provide evidence of satisfaction of employers of USAO EPP Program Completers. The Office of Educational Quality and Accountability (OEQA) administers the Administrator/Mentor Survey of First Year Teachers to mentors/administrators within the state of Oklahoma. The survey results presented in the document linked below are from administrators/mentors who have hired USAO EPP graduates and have completed the OEQA survey. The Administrator/Mentor Survey is aligned to the Interstate Teacher Assessment and Support Consortium (InTASC) standards.

- [Administrator/Mentor OEQA Survey of Employer Satisfaction/Evaluation of First Year Teachers – USAO EPP 2019-2020](#)

Measure 4: Satisfaction of Completers (CAEP 4.4/A.4.2)

The First Year Teacher Survey provides evidence of the satisfaction of USAO's EPP Program Completers. The Office of Educational Quality and Accountability (OEQA) administers the First Year Teacher survey every spring. The survey is aligned to the Interstate Teacher Assessment and Support Consortium (InTASC) standards and seeks information from program completers about their satisfaction of their preparation provided by the EPP. The First Year Teacher Survey results are reported annually by OEQA to the Oklahoma EPPs.

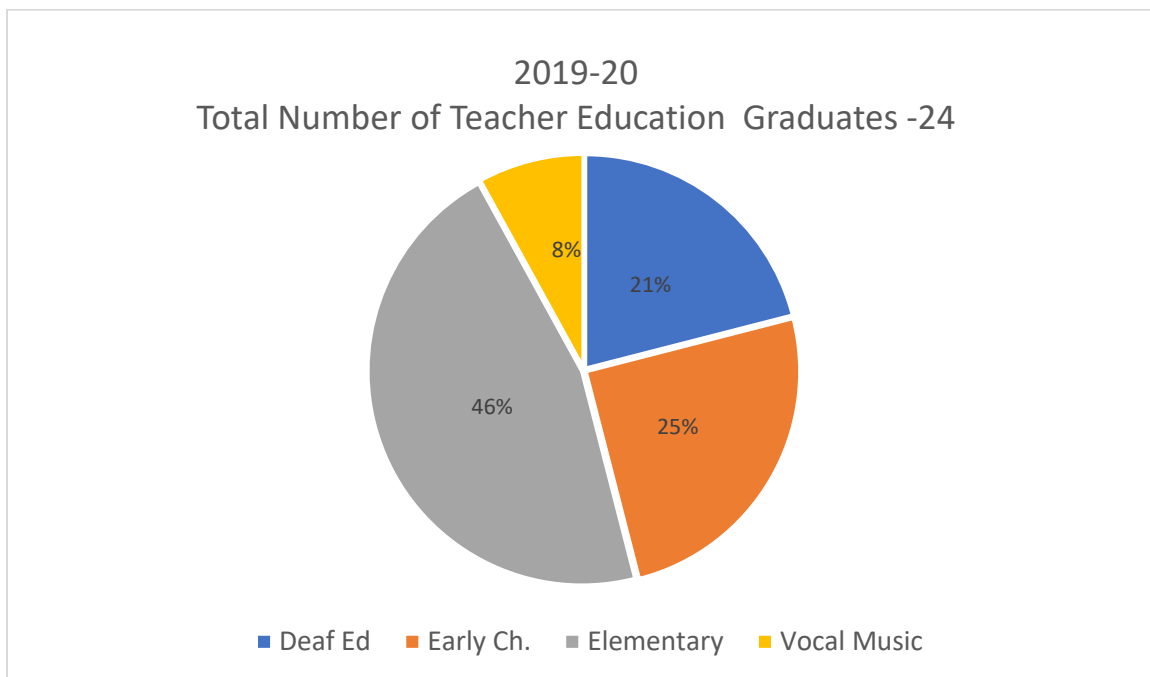
- [First Year Teachers OEQA Survey – USAO 2019-2020](#)

Measure 5: Graduation rates (Initial and Advanced Levels)

The EPP had 19 teacher candidates successfully complete their designated teacher preparation program requirements in 2019-2020.

**USAO Teacher Education
Graduation Rate**

Teacher Education Graduates 2019-20 Total Number 24				
Area	Fall 2019 Number of Graduates	Spring 2020 Number of Graduates	Total Number of 19-20 Grads (by Program Area)	Percentage of Graduates
Deaf Education	2	3	5	21%
Early Childhood	2	4	6	25%
Elementary Ed.	4	7	11	46%
Vocal Music	1	1	2	8%



Graduation Rates for USAO can be found in the [IPEDS Report](#).

Measure 6: Ability of completers to meet licensing (certification) and any additional state requirements; Title II (Initial and Advanced levels)

Certification Examinations for Oklahoma Educators (CEOE) The Oklahoma State Department of Education (OSDE) and the Office of Educational Quality and Accountability (OEQA) require teacher candidates to pass the three certification exams to receive teacher certification in addition to completing all requirements for their accredited teacher education program.

The required certification exams are:

Oklahoma General Education Test (OGET)

Oklahoma Subject Area Test (OSAT) (passing of designated program OSAT required)

Oklahoma Professional Teaching Examination (OPTE) (available through the end of August 2021)

OEQA 2020 Annual Report Aggregate CEOE Pass Rate by Teacher Preparation Institution

	OGET		OPTE		OSAT		TOTAL	
	N	%Pass	N	%Pass	N	%Pass	N	%Pass
University of Science and Arts of Oklahoma	30	83.3	22	86.4	42	76.2	94	80.9

The majority of USAO’s EPP graduates are successfully passing required certification exams and meeting certification requirements.

Note – All Program Completers must meet licensing (certification) and all additional state requirements in order to be counted as a Program Completer, thus 100% of Program Completers meet all licensing (certification) and state requirements. If a graduate does not meet all licensing (certification) and state requirements, then they are not counted as a Program Completer.

Title II Report 2021: <https://usao.edu/academics/education-and-speech-language-pathology/index.html>

Title II Reports can be accessed on the Division of Education & Speech-Language Pathology webpage linked above. Click on the dropdown menu for Accreditation and click on links to recent Title II Reports.

Measure 7: Ability of completers to be hired in education positions for which they have prepared (Initial and Advanced Levels)

**Program Completers 2019-2020
Employment Status**

Program Area	# Completers In Area	# Completers Employed in Area	% Completers Employed in Area	# Completers Employed Outside Area	% Completers Employed Outside Area	# Completers Not Currently Teaching	% Completers Not Currently Teaching
Art							
Deaf Education	4	3	75%			1	25%
Early Childhood	3	3	100%				
Elementary Educ.	7	6	86%			1	14%
English							
Math							
Music	2	2	100%				
Physical Ed.							
Science							
Social Studies	1	1	100%				
Total	17	15	88%			2	12%

Note – Data represented for all Program Completers that we have knowledge of Employment Status. All Program Completers that we are aware of applying for and seeking a teaching position, have been able to find a teaching position. We are aware that some Program Completers have chosen not to seek teaching positions due to personal, family, or graduate school decisions.

Measure 8: Student loan default rates (Initial and Advanced Levels)

USAO Student Loan Default Rates can be accessed at:

<https://nces.ed.gov/collegenavigator/?q=university+of+science+and+arts+of+Oklahoma&s=all&id=207722#fedloans>

THREE-YEAR OFFICIAL COHORT DEFAULT RATES

	FISCAL YEAR	2017	2016	2015
Default rate		8.8%	13.0%	10.8%
Number in default		20	29	28
Number in repayment		226	222	257

- For further information on default rates please visit the [Cohort Default Rate Home Page](#). This school's six-digit OPE ID is 003167. This chart represents the most current data found available on the NCES website.