**Southwestern Oklahoma State University (SWOSU)**

**Department of Education Annual Reporting Measures (CAEP 5.4/A.5.4)**

***2021-2022***

* **Measure 1 (Initial): Completer effectiveness. (R4.1)**

**Teacher Leader Effectiveness (TLE)**

TLE data are submitted as evidence to demonstrate that program completes have an effective impact on P-12 student learning and development. The TLE evaluations are approved by the Oklahoma State Department of Education (OSDE) and the Office of Educational Quality and Accountability (OEQA). The OSDE provides the TLE data to OEQA. OEQA then shares the data with the EPP. *No data were provided from the Oklahoma State Department of Education for the TLE for 2021-2022. Data on completers for 2021-2022 will be provided when the current Memorandum of Understanding for the data-sharing agreement is approved by the Oklahoma State Department of Education.*

**First Year Teacher Survey**

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 preparation provided by the EPP. The survey uses a Likert rating scale of 1 – 4 with 1=Strongly Disagree; 2-Disagree; 3=Agree; 4=Strongly Agree to each of the statements.

2021-2022 First Year Teacher (FYT) Survey Analysis

* + - [First Year Teacher Survey Report](https://www.swosu.edu/education/accreditation/files/first-year-teacher-survey-report-a.docx)
* **Measure 2 (Initial and Advanced): Satisfaction of employers and stakeholder involvement. (R4.2|R5.3| RA4.1)**

**Mentor/Administrator Survey**

OEQA administers the Mentor/Administrator Survey to mentors/administrators within the state who have hired the EPP’s graduates as first year teachers. The survey is aligned to the InTASC standards and seeks information from mentors/administrators about the EPP’s program completer preparedness and overall satisfaction with the SWOSU Department of Education graduates. The survey uses a Likert rating scale of 1 – 4 with 1=Strongly Disagree; 2=Disagree; 3=Agree; 4=Strongly Agree to each of the statements.

2021-2022 Mentor/Administrator Survey Analysis

* + - [Mentor/Administrator Survey Report](https://www.swosu.edu/education/accreditation/files/mentor-administrator-survey-report-a.docx)
* **Measure 3 (Initial and Advanced): Candidate competency at completion. (R3.3)**

**Certification Examinations for Oklahoma Educators**

Teacher candidates across the EPP programs demonstrate content knowledge, knowledge of learners and learning, knowledge of instructional practice, and professional knowledge and responsibility in a variety of ways. One measure is licensure tests. Candidates from all programs are required to pass the Certification Exams for Oklahoma Educators (CEOE) OSAT (Oklahoma Subject Area Test) with a passing score of 240 and the PPAT (Praxis Performance Assessment for Teachers) with a passing score of 38. The OPTE (Oklahoma Professional Teaching Exam) was discontinued as of September 2021 and was replaced with the PPAT. The PPAT measures how teacher candidates apply content knowledge and teaching skills in the classroom. The Oklahoma Department of Education and OEQA require candidates at the initial level to pass these exams to receive teacher certification.

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| --- | --- | --- |
| 2021-2022 SWOSU CEOE Results  Certification Exam Pass Rates - Test Taker best attempt (rates provided by OEQA) | | |
| **Exam** | **SWOSU Passing Percentage** | **State Passing Percentage** |
| OGET | 79 | 76 |
| OSAT\* | 79 | 82 |
| OPTE P-8 | 44 | 56 |
| OPTE 6-12 | 75 | 87 |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **2021-2022 PPAT (rates provided by OEQA)** | | | | | | | | |
|  | **2021-2022 Overall** | | | **Fall 2021** | | | **Spring 2022** | | |
|  | **Passed** | **Taken** | **% Pass** | **Passed** | **Taken** | **% Pass** | **Passed** | **Taken** | **% Pass** |
| Southwestern Oklahoma State University | 24 | 34 | 70.6 | 3 | 6 | 50.0 | 21 | 28 | 75.0 |
| Prepared Out of State | 15 | 16 | 93.7 | 1 | 1 | 100.0 | 14 | 15 | 93.3 |
| Alternative Pathway | 250 | 350 | 71.2 | 12 | 24 | 50.0 | 238 | 326 | 73.0 |
|  |  |  |  |  |  |  |  |  |  |
| Program | 909 | 995 | 91.4 | 349 | 375 | 93.1 | 560 | 620 | 90.3 |
| Non-Program | 265 | 366 | 72.4 | 13 | 25 | 52.0 | 252 | 341 | 73.9 |
| **State Total** | **1174** | **1361** | **86.3** | **362** | **400** | **90.5** | **812** | **961** | **84.5** |

**Grade Point Average (GPA) for Graduating Seniors in Initial and Advanced Programs**

|  |  |  |
| --- | --- | --- |
| **INITIAL PROGRAMS (2021-2022 academic year)** | **# of candidates** | **GPA** |
| Art Education | 3 | 3.53 |
| Early Childhood | 12 | 3.45 |
| Elementary Education | 21 | 3.56 |
| English Education | 3 | 3.91 |
| History Education | 5 | 3.36 |
| Secondary Mathematics Education | 2 | 3.18 |
| Health and Physical Education | 14 | 3.36 |
| Science Education | 0 | N/A |
| Special Education | 6 | 3.48 |
|  |  |  |
|  |  |  |
| **ADVANCED PROGRAMS (2021-2022 academic year)** | **# of candidates** | **GPA** |
| Education Administration (Building Level) | 38 | 3.94 |
| Reading Specialist | 14 | 3.95 |
| School Psychology | 16 | 3.78 |
| School Psychometry, School Counseling | 50 | 3.82 |
| Special Education | 13 | 3.87 |

**Title II Report**

Part A of Title II includes provisions on program accountability and evaluation (program data collection, state and institutional report cards, and identifying low-performing programs). Part A of Title II also features the [Teacher Quality Partnership grant](https://aacte.org/policy-and-advocacy/federal-policy-and-legislation/435-teacher-quality-partnership-grants) program, the only federal initiative designed to strengthen and reform teacher preparation in concert with higher education. Part B of Title II features provisions for increasing educator diversity, educator use of technology in classrooms, and the creation of an adjunct teacher corps to recruit and train individuals with subject matter expertise to staff high-need fields. Additionally, Part B includes a grant program to prepare general education teachers to educate students more effectively with disabilities.

* + - [SWOSU Department of Education Title II Report](https://www.swosu.edu/education/accreditation/files/2021-2022-title-ii-program-report-a.pdf)
* **Measure 4 (Initial and Advanced): Ability of completers to be hired**

Due to the extreme and continuing teacher shortage in the state of Oklahoma, the ability of initial and advanced completers to be hired in education positions for which they are prepared continues to be 100%.

*Initial and advanced completers from 2021-2022 had a hiring rate of 100% hiring rate.*