

# **Northwestern Oklahoma State University**

## **Annual Reporting Measures**

2021 Report  
(Academic Year 2019-2020)

# **Education Preparation Provider Mission Statement:**

“We enlighten and empower our graduates through program excellence to educate those whom they serve.”

## Education Preparation Provider Goals Graduates will:

- Apply content and pedagogical skills to activate learning. (InTASC #1, #2, #3, #4, #8; CAEP A.1, CAEP A.3)
- Establish collaborative relationships with students, families, colleagues, and stakeholders. (InTASC #10; CAEP A.3)
- Respond to the needs of diverse learners. (InTASC #2; CAEP A.3)
- Engage in continuous learning. (InTASC #9; CAEP A.4)
- Employ reflective practices. (InTASC #10; CAEP A.4)

# Accreditation

The following education programs at Northwestern Oklahoma State University are accredited by Specialized Professional Associations through CAEP and by the Oklahoma Office for Educational Quality and Accountability:

Program Name	Review by	Status
Agriculture Education	State	Recognized until Fall 2023
Early Childhood Education	NAEYC	Recognized until 8/1/2026
Educational Leadership	ELCC	Recognized until 2/1/2026
Elementary Education	ACEI	Recognized until 2/1/2026
Health and Physical Education	NASPE	Recognized until 2/1/2026
Instrumental Music Education	State	Recognized until Fall 2023
Math Education	State	Recognized until Fall 2023
Mild/Moderate Disabilities	CEC	Recognized until 2/1/2026
Reading Specialist	ILA/IRA	Recognized until 8/1/2027
School Counseling	State	Recognized until Fall 2023
Science-Natural	NSTA	Recognized until 8/1/2027
Science-Chemistry	NSTA	Recognized w/conditions (data)
Science-Physics	NSTA	Recognized w/conditions (data)
Social Science Education	NCSS	Recognized until 8/1/2027
Vocal Music Education	State	Recognized until Fall 2023

# **Impact on P-12 Student Learning and Development**

# P-12 Benchmark Data: Provided by Partner Schools

RIT Score - MAPS Benchmark Data				
Program Completer	Subject	Beginning Average RIT	Ending Average RIT	Net Gain or Loss
Teacher 1-Early Childhood	Early Childhood	44.0	77.0	32.0
Teacher 2-Elementary	Reading	182.0	188.0	6.0
Teacher 3-Secondary	Chemistry	31.2		
Teacher 4-Elementary	Reading	50.0	66.0	16.0
Teacher 5-Early Childhood	Math	614.0	666.0	52.0
	Reading	509.0	597.0	88.0

# P-12 Benchmark Data

The EPP partnered with area schools to obtain student benchmark data as assessed from Measures of Academic Progress (MAPS) for completers of the EPP. The data show a gain for each program completer's P-12 student average except for chemistry. That teacher was unable to complete benchmark testing due to the pandemic.

The largest gain was in early childhood reading with a gain of 88. The smallest gain was in elementary reading with a gain of 6. Overall, the average gain was 38.8.

# Indicators of Teaching Effectiveness



# Teacher Leader Effectiveness

Teacher Leader Effectiveness (TLE) aggregate data are submitted as evidence that program completers effectively apply professional knowledge, skills and dispositions. The TLE instruments are approved by the Oklahoma State Department of Education (OSDE), and the Office of Educational Quality and Accountability (OEQA).

The Tulsa TLE Rubric uses the scale 1=ineffective, 2=needs improvement, 3=effective, 4=highly effective, 5=superior. The Tulsa TLE measures five domains: Classroom Management, Instructional Effectiveness, Professional Growth and Improvement, Interpersonal Skills, and Leadership. A score of 3 is the expected rating for teachers; a score of M=3 is the EPP's expected target score for completers.

# Teacher Leader Effectiveness

No data were provided from the Oklahoma State Department of Education for the TLE for 2019-2020.

# **Satisfaction of Employers and Employment Milestones**

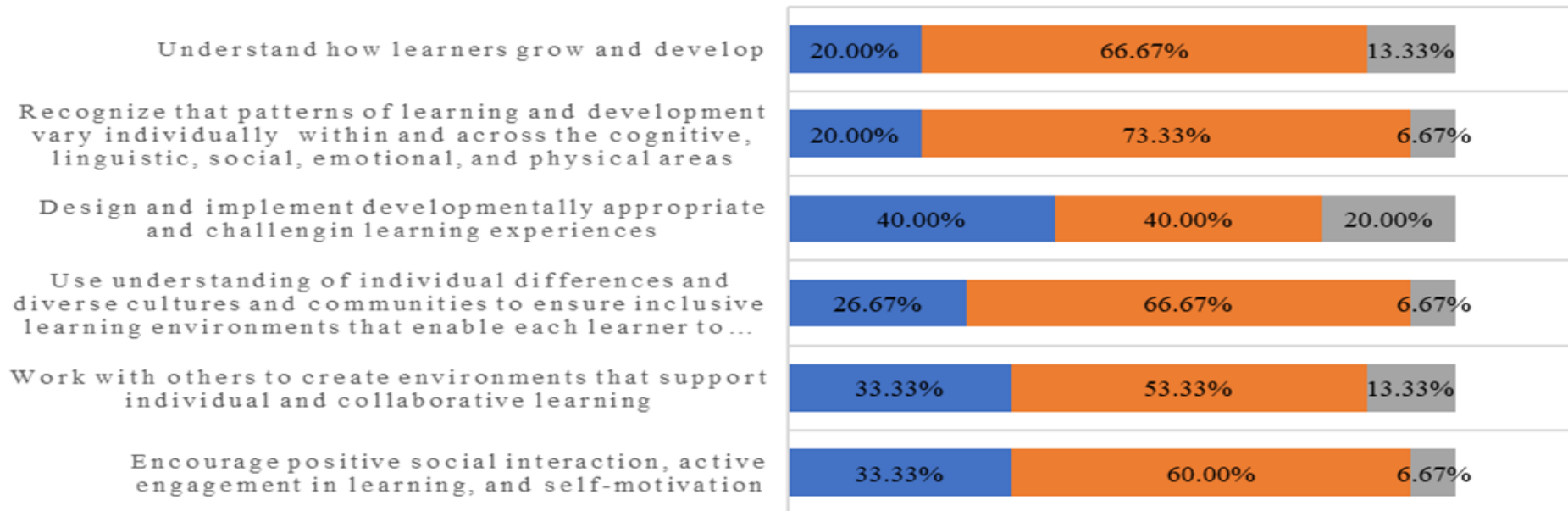
# Administrator/Mentor Survey

The Oklahoma Office of Educational Quality and Accountability (OEQA) creates and administers the First Year Teacher 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 InTASC standards and seeks information from mentors/administrators about the EPP's program completer's preparedness and overall satisfaction with NWOSU graduates.

# Administrator/Mentor Survey

## Learner & Learning

■ Strongly Agree ■ Agree ■ Disagree ■ Strongly Disagree



# Administrator/Mentor Survey

## Content Knowledge

■ Strongly Agree ■ Agree ■ Disagree ■ Strongly Disagree

Understand the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches



Create learning experiences that make the discipline accessible and meaningful for learners to assure mastery of content



Understand how to connect concepts to each other and to authentic local and global issues



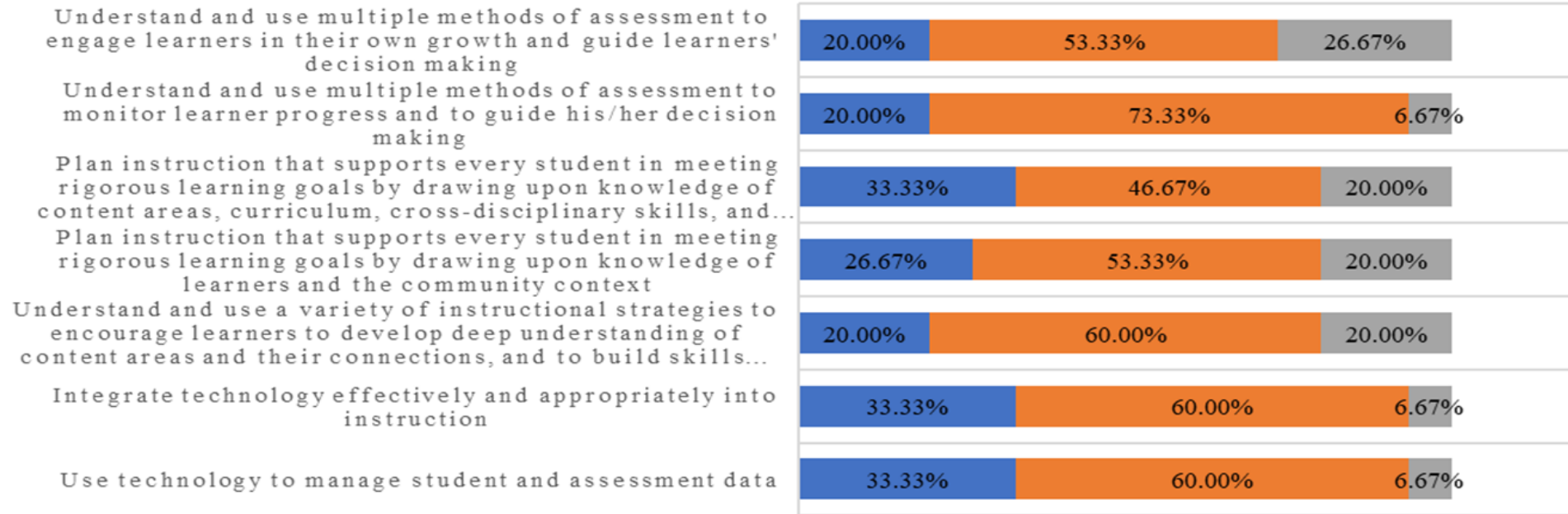
Know how to use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving



# Administrator/Mentor Survey

## Instructional Practice

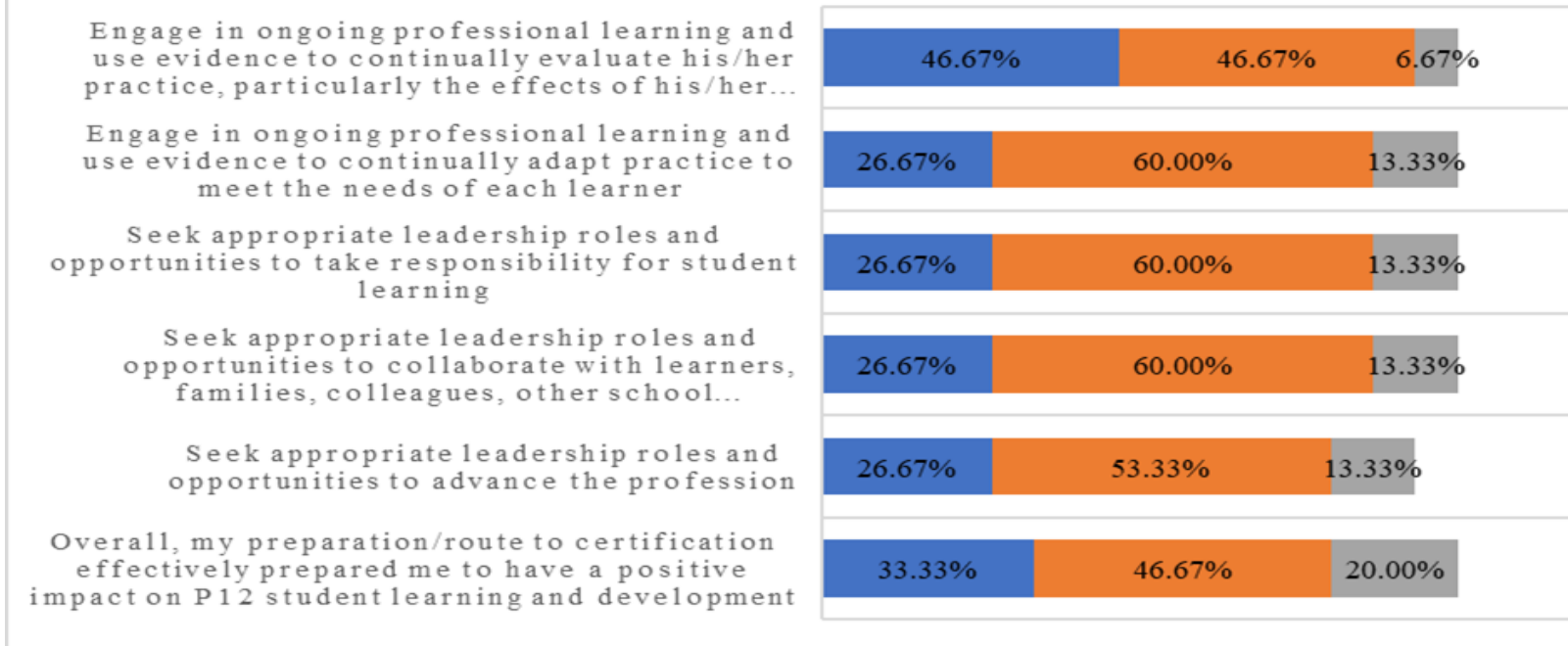
■ Strongly Agree 
 ■ Agree 
 ■ Disagree 
 ■ Strongly Disagree



# Administrator/Mentor Survey

## Professional Responsibility

■ Strongly Agree 
 ■ Agree 
 ■ Disagree 
 ■ Strongly Disagree





# Analysis of Data:

- The survey consists of statements aligned with the InTASC standards to which respondents indicate the extent to which they agree using a Likert rating scale of 1-4 with 1=Strongly Disagree; 2-Disagree; 3=Agree; 4=Strongly Agree to each of the statements.
- The results of the survey of mentors/administrator show responses of “Strongly Agree” and “Agree” in all areas by a large majority.
- Nine out of the ten mentors/administrators responding to the survey indicated they “Strongly Agree” or “Agree” that the EPP’s program effectively prepares completers to have a positive impact on P-12 student learning and development.
- Qualitative data show mentors/administrators recommend more preparation in classroom management, differentiated instruction, and working with students from diverse backgrounds.

# Satisfaction of Completers

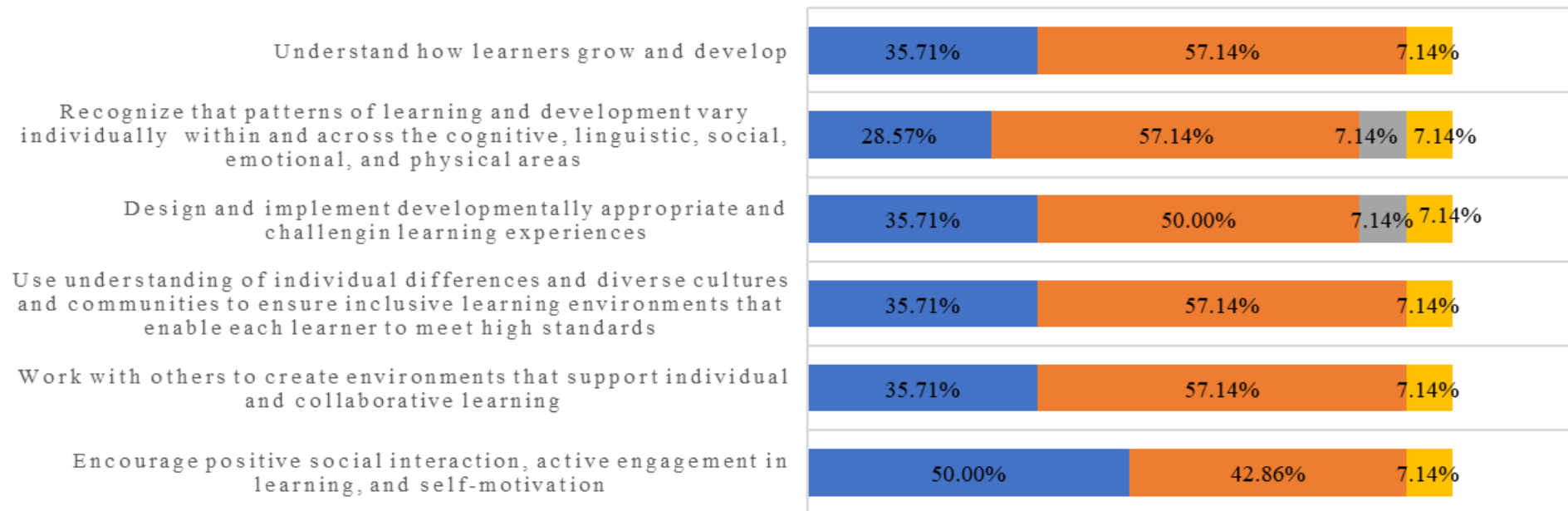
# First Year Teacher Survey

The Office of Educational Quality and Accountability creates and administers a survey to all first year teachers every spring. The survey is aligned to the InTASC standards and seeks information from program completers about the preparation provided by the EPP.

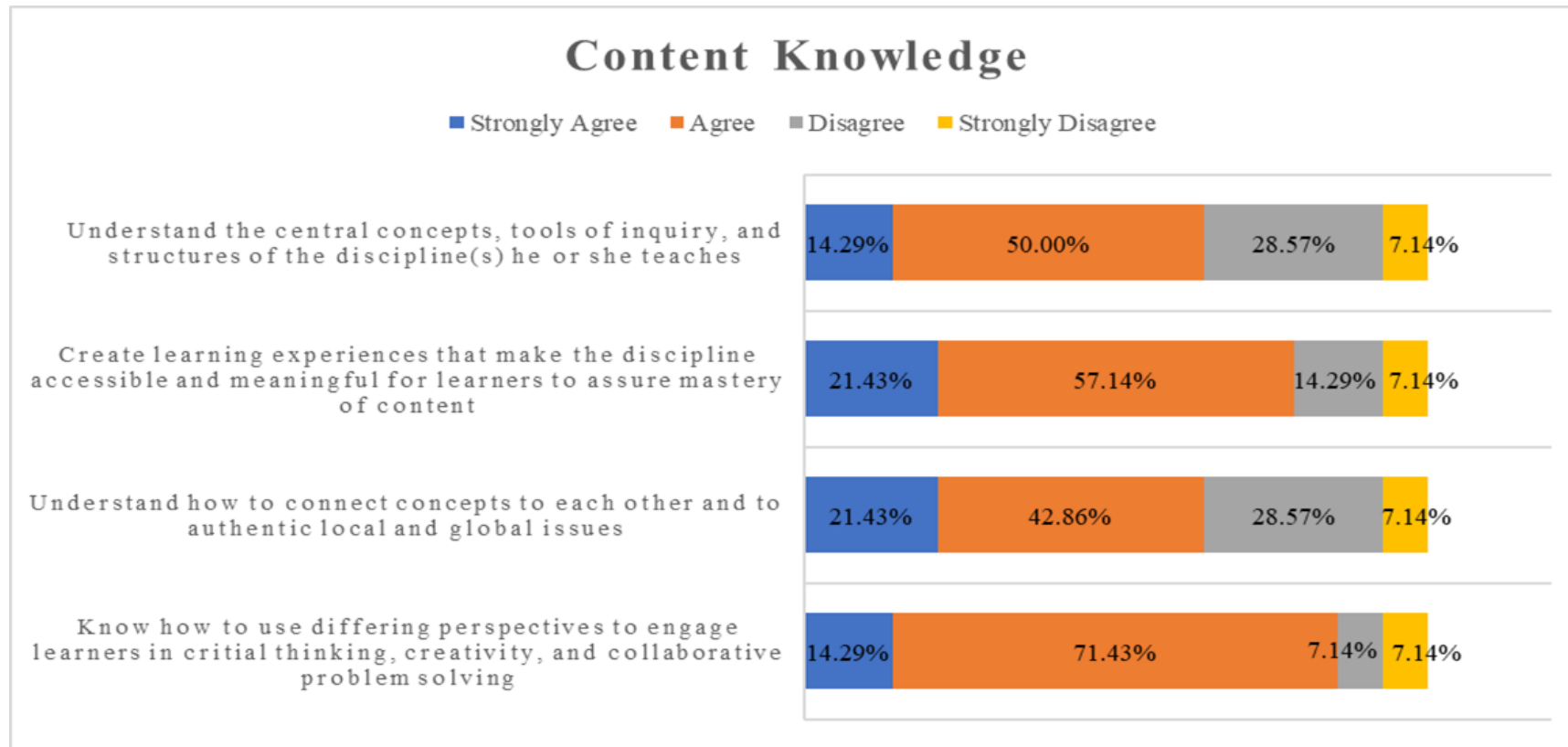
# First Year Teacher Survey

## Learner & Learning

■ Strongly Agree ■ Agree ■ Disagree ■ Strongly Disagree



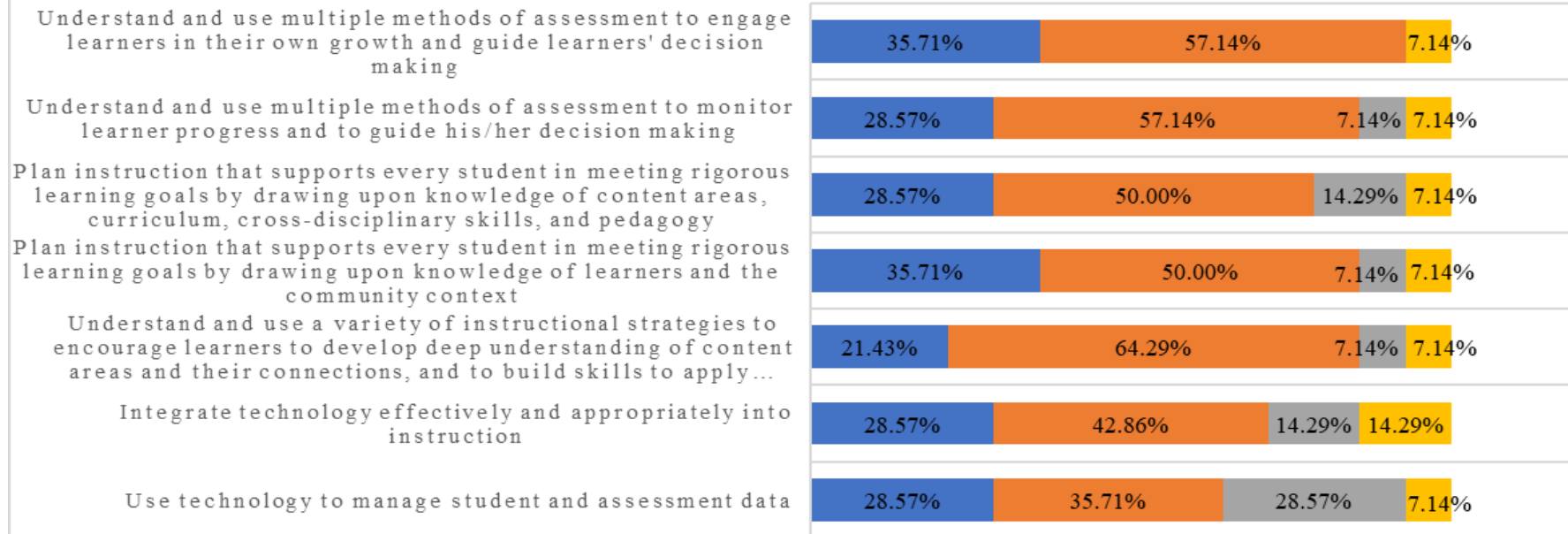
# First Year Teacher Survey



# First Year Teacher Survey

## Instructional Practice

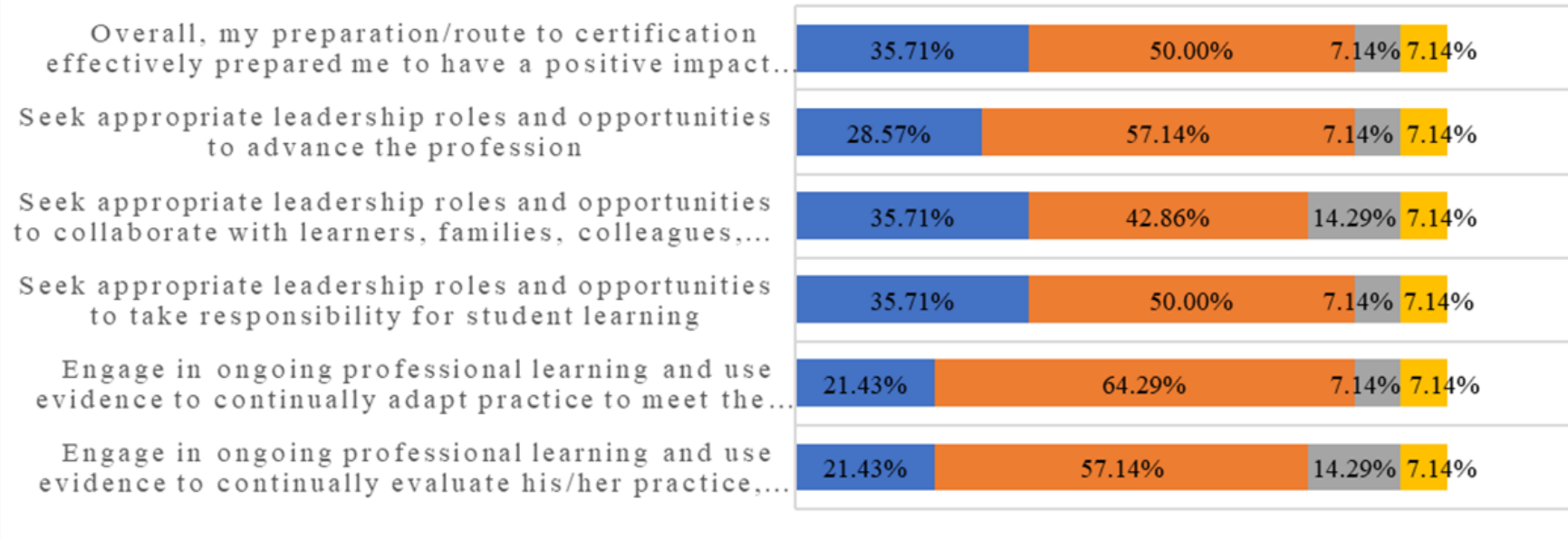
■ Strongly Agree ■ Agree ■ Disagree ■ Strongly Disagree



# First Year Teacher Survey

## Professional Responsibility

■ Strongly Agree 
 ■ Agree 
 ■ Disagree 
 ■ Strongly Disagree



# Analysis of Data:

- The survey consists of statements aligned with the InTASC standards to which respondents indicate the extent to which they agree using a Likert rating scale of 1-4 with 1=Strongly Disagree; 2-Disagree; 3=Agree; 4=Strongly Agree to each of the statements.
- The results of the survey of mentors/administrator show responses of “Strongly Agree” and “Agree” in all areas by a large majority.
- Eleven of 13 first year teachers “Strongly Agree” or “Agree” the EPP’s program effectively prepares them to have a positive impact on P-12 student learning and development.
- Qualitative data show that classroom management, using technology in the classroom, and working with English language learners are the areas in which completers believe they need more preparation.



# Advanced Employers

# Analysis of Data: Employer

- Focus groups of employers of advanced completers were not held due to the pandemic.
- Formal survey forthcoming, delayed due to pandemic.

# Advanced Completers

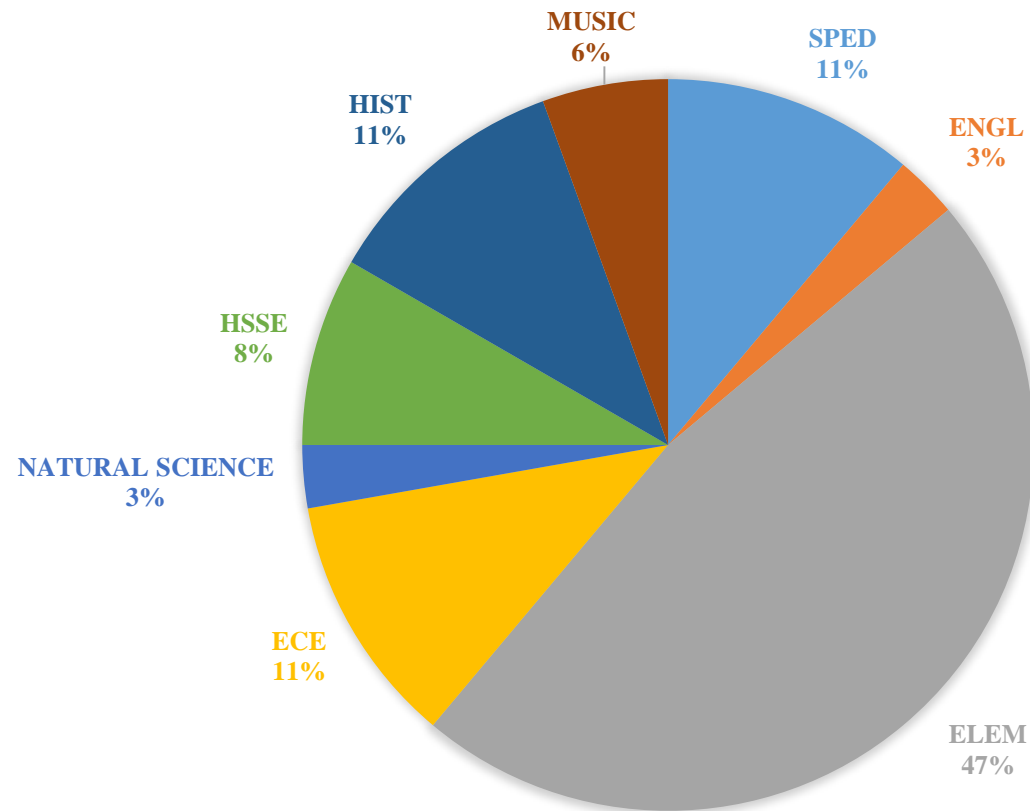
# Analysis of Data: Completers

- Focus groups of advanced completers were not held due to the pandemic.
- Formal survey forthcoming, delayed due to pandemic.

# Graduation Rates

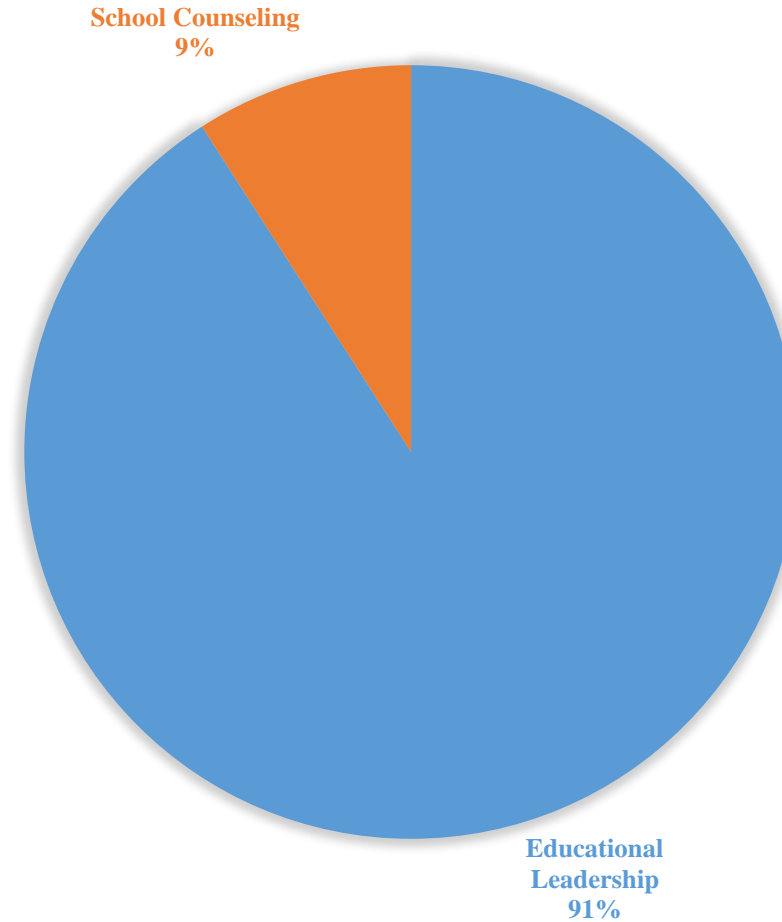
# Initial Level Graduation Rates

In 2019-2020, Northwestern Oklahoma State University had 36 completers in 8 content areas.



# Advanced Level Graduation Rates

In 2019-2020, Northwestern Oklahoma State University had 11 completers in 2 content areas.



# **Ability to Meet Licensing Requirements**



# Certification Exams

In addition to completing an accredited university program, Oklahoma requires three tests with passing scores in order to receive a teaching certificate. The tests are the Oklahoma General Education Test (OGET), the Oklahoma Subject Area Test (OSAT), and the Oklahoma Professional Teaching Examination (OPTE).

The Office of Educational Quality and Accountability (OEQA) is responsible for the development and implementation of the competency-based assessment system for educator licensure/certification in the state of Oklahoma.

- The **Oklahoma General Education Test (OGET)** designed to assess state core general education knowledge and skills, including critical thinking, computation, and communications (initial level).
- The **Oklahoma Subject Area Tests (OSAT)** designed to assess subject matter knowledge and skills (initial & advanced).
- The **Oklahoma Professional Teaching Examination (OPTE)** designed to assess professional knowledge and skills needed by entry-level Oklahoma educators (initial).

# Oklahoma General Education Test (OGET)

<b>Year</b>	<b>NWOSU N =</b>	<b>NWOSU % Pass</b>	<b>State N =</b>	<b>State % Pass</b>
2019-2020	11	63.6	2801	74

Candidates must have a passing score of 240 or higher in order to be admitted to the Teacher Education Program.

# Oklahoma Subject Area Test (OSAT)

2019-2020 OSAT SCORES				
TEST	NWOSU		STATE	
	N	%Pass	N	%Pass
Advanced Math	-		25	60.0%
Agric Educ	-		38	81.6%
Biological Sciences	-		16	62.5%
Chemistry	-		4	100.0%
Early Childhood	4	100.0%	219	67.6%
Elem Subtest 1	10	100.0%	391	93.1%
Elem Subtest 2	9	88.9%	395	80.8%
English	1	0.0%	80	60.8%
Instr/Gen Music	-		51	90.2%
Mid/Interm. Math	1	100.0%	20	50.0%
Mild/Moderate	4	25.0%	75	77.3%
Physical Science	-		1	100.0%
Physical Ed/Health/Safety	6	66.7%	71	70.4%
US/OK Hist./Econ/Gov	2	100.0%	77	85.7%
World Hist/Geog	-		32	78.1%
Vocal/Gen Music	-		33	63.6%
Principal, Elementary	5	80.0%	174	69.0%
Principal, Secondary	5	60.0%	185	62.7%
Reading Specialist	-		29	100.0%
School Counselor	2	100.0%	100	90.0%

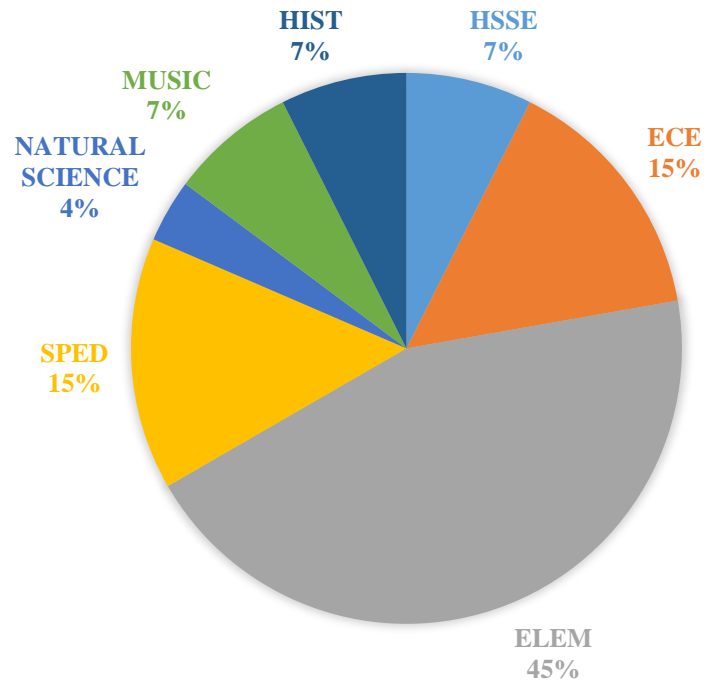
# Oklahoma Professional Teaching Examination Subject Area Test (OPTe)

	NWOSU		State	
	Taken	Pass Rate	Taken	Pass Rate
<b>OPTe PK-8</b>	25	74%	506	89.3%
<b>OPTe 6-12</b>	18	100.0%	294	94.9%

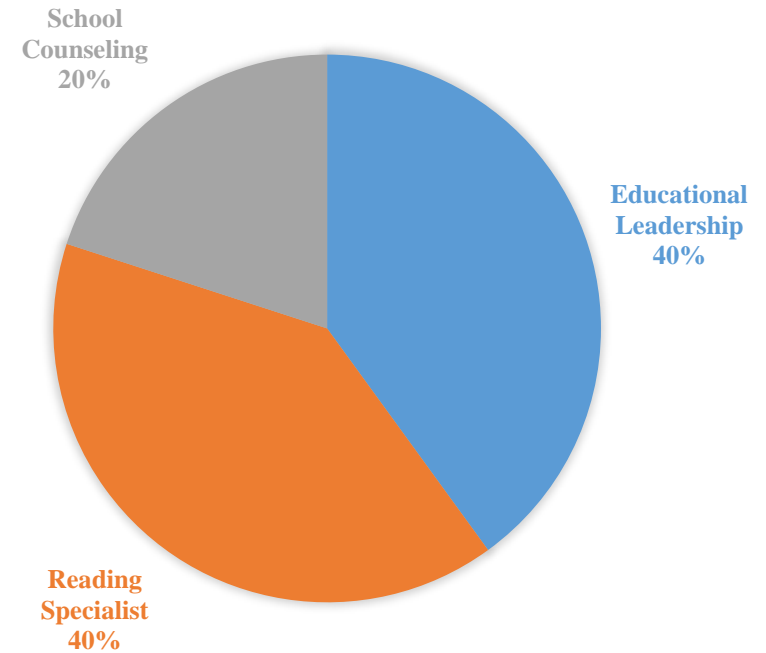
# **Ability of Completers to be Hired**

# NWOSU Completers Hired in Education Positions

## Initial Level Completers

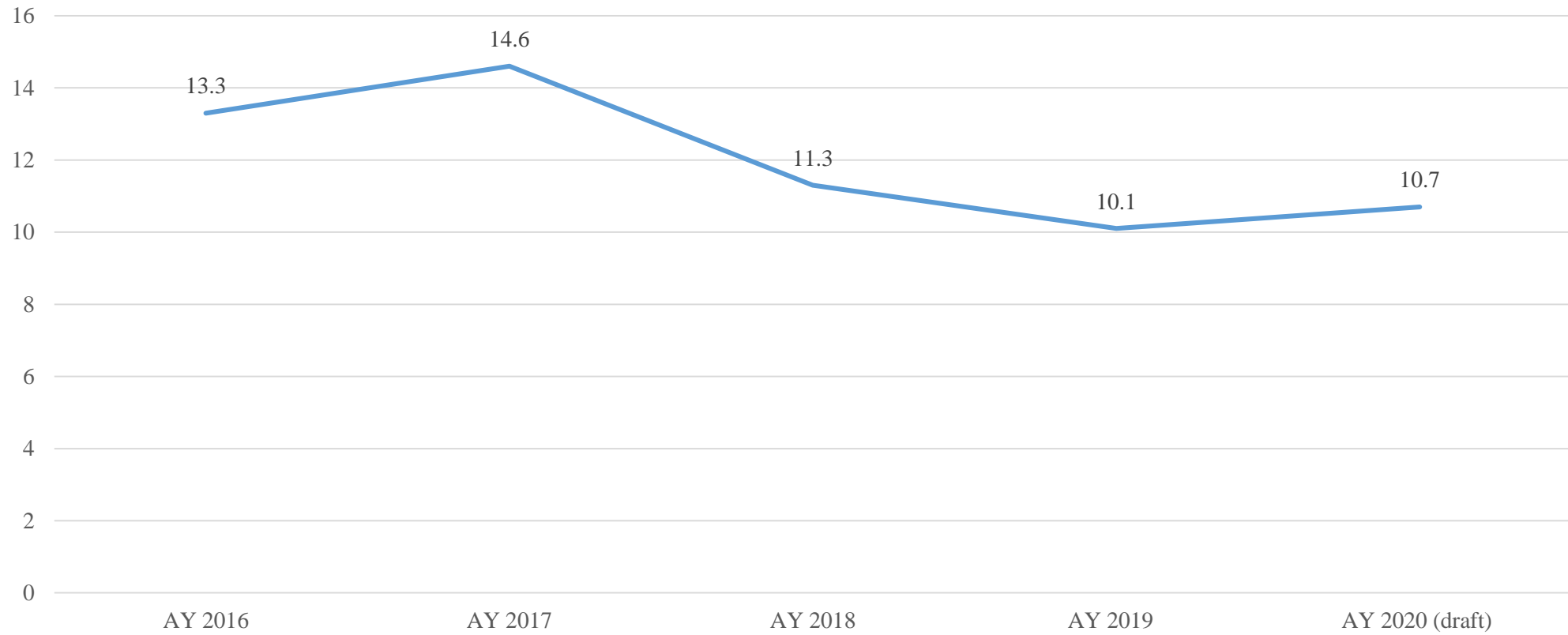


## Advanced Completers



# Consumer Information

# Institutional Loan Default Rate Initial/Advanced 3 Year Cohort





**Northwestern Oklahoma State University** provides additional consumer information on its website:

[Title II Report](#)

[CAEP Annual Report](#)

[Assessment and Institutional Effectiveness](#)

[Factbook for Northwestern Oklahoma State University](#)

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