

Completer Outcome and Impact Measures (2022-23)

State and national accreditors require that all educator preparation programs (EPPs) publicly report completer data across four outcome and impact measures. The University of Tulsa (TU) EPP reports the following completer data for the 2022-2023 academic year.

Measure 1: Completer effectiveness (R4.1). Data must address (a) completer impact in contributing to P-12 student-learning growth and (b) completer effectiveness in applying professional knowledge, skills, and dispositions.

- Completer teaching effectiveness is measured by Teacher Leader Effectiveness (TLE) evaluation scores, which address both P-12 student growth and application of knowledge, skills, and dispositions.

Oklahoma teachers can be evaluated with the TLE Tulsa Model or Marzano Model. Administrators use a TLE rubric for both models in which teachers are rated on a five-point scale: 1) Ineffective; 2) Needs improvement; 3) Effective; 4) Highly Effective; 5) Superior. The Tulsa Model prompts administrators to evaluate teachers across five domains: 1) Classroom Management; 2) Instructional Effectiveness; 3) Professional Growth & Continuous Improvement; 4) Interpersonal Skills; and 5) Leadership. The Marzano Model prompts administrators to evaluate teachers across four domains: 1) Standards-Based Planning; 2) Standards-Based Instruction; 3) Conditions for Learning; 4) Professional Responsibilities.

School districts throughout the state of Oklahoma provide TLE data to Oklahoma State Department of Education (OSDE). OSDE shares this data annually with the Oklahoma Office of Educational Quality and Accountability (OEQA), which in turn shares it with the EPP.

For the 2022-2023 academic year, the EPP received TLE Tulsa Model data only.

TLE Tulsa Model: 2022-2023 Completer Data	
Domain	mean
Classroom Management (n=10)	3.40
Instructional Effectiveness (n=10)	3.37
Professional Growth & Continuous Improvement (n=10)	3.30
Interpersonal Skills (n=10)	3.20
Leadership (n=10)	3.40
OVERALL EVALUATION SCORE (n=10)	3.34

Measure 2: Satisfaction of employers and stakeholder involvement (R4.2, R5.3). Data provided should be collected on employers' satisfaction with program completers.

- In addition to the TLE data included above under CAEP Measure 1, the First Year Teacher (FYT) survey administered by the Oklahoma Office of Educational Quality and Accountability (OEQA) to administrators/mentors of first year teachers/TU EPP completers also provides evidence of employer satisfaction. The relevant item (Q7) on the FYT Survey asks first-year teachers' administrators to respond to the following question on a scale of 1 (strongly disagree) to 4 (strongly agree): "Overall, [insert name of first-year teacher]'s preparation/route to certification effectively prepared him/her to have a positive impact on P12 student learning and development."

Note: OEQA was unable to distribute the FYT survey in the 2022-2023 year. Thus, data from the 2021-2022 FYT survey is included again this year for reference below.

FYT Survey: 2021-2022 Completer Data	
Survey Item #	mean
Q7 (n=1)	4.0

- Stakeholder involvement occurs in different ways throughout the academic year. The TU EPP has an Advisory Board comprised of partner school educators, community members, and EPP alumni. It also has a Teacher Education Council comprised of faculty from academic units that collaborate with the EPP in educator preparation. The Advisory Board and Teacher Education Council both meet annually in the spring to discuss new developments in the EPP, review candidate and completer data, and provide feedback on the program.

In addition, the Coordinator of Field Experiences holds two meetings each semester for public and private P12 building administrators and cooperating teachers from partner schools. The first meeting is held at the beginning of the semester to distribute packets of our materials, gain feedback, and answer any questions before the semester starts regarding the candidate field and clinical placements. The second meeting is held at the end of the semester to gather feedback about their experiences working with the EPP and its candidates. The Coordinator of Field Experiences also meets with building administrators and cooperating teachers throughout each semester by checking in with them while she is in their building to observe EPP candidates.

Measure 3: Candidate competency at completion (R3.3). Data provided should relate to measures the EPP is using to determine if candidates are meeting program expectations and ready to be recommended for licensure.

- Completer licensure rate represents the percentage of TU EPP completers who fulfilled all the requirements for licensure in the state of Oklahoma.

Completer Year	Licensure Rate
2022-2023 (n=9)	100%

In addition to fulfilling all requirements for their accredited teacher education program, TU EPP candidates must pass certification examinations required by OSDE and OEQA in order to be recommended for Oklahoma teacher certification, at which point they are considered program completers. The certification examinations include

- Oklahoma Subject Area Tests (OSATs): assessments which measure candidates' knowledge and skills in a specific subject area
 - Praxis Performance Assessment for Teachers (PPAT): an assessment which measures how candidates apply content knowledge and teaching skills in the classroom
- Pass rates for all TU EPP candidates are reported annually in Title II reports linked [here](#).

Measure 4: Ability of completers to be hired.

- Employment rate represents the percentage of TU EPP completers who are employed or pursuing graduate work within six months of graduation.

Completer Year	Employment Rate
2022-2023 (n=9)	100%

Speech-Language Pathology

The M.S. program in Speech-Language Pathology at TU is nationally accredited by the American Speech-Language-Hearing Association (ASHA). Updated completer data for the M.S. program in Speech-Language Pathology is linked [here](#).

University-Wide Consumer information

University-wide information and data are available through the links below.

[The University of Tulsa Student Consumer Information](#)

[The University of Tulsa Student Achievement Data](#)