

# TEACHER EDUCATION PROGRAM ADMISSION STUDY



*March 31, 2005*

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**Oklahoma State Regents for Higher Education**

**TEACHER EDUCATION PROGRAM ADMISSION STUDY  
2003-04**

**Executive Summary**

**BACKGROUND:**

In response to the legislature in 1985, the State Regents selected the Pre-Professional Skills Test (PPST) as one criterion for admission to teacher education programs. The test has been required since 1990, initially of all students. Currently, the admission criteria are (1) earning a GPA of 3.00 or higher in all liberal arts and sciences courses (a minimum of 20 hours), (2) passing all three sections of the PPST, or (3) holding a baccalaureate degree from an accredited university in the United States.

In September 1997, a general education teacher certification test was added as one of the components of licensing required by the legislature. In May 2002, this Oklahoma General Education Test (OGET) was added to the admission criteria.

This is the fifth study of teacher education program admission since the policy was implemented in 1990. This report focuses on the period of time from 1995-96, one year before the last change in the policy, to 2003-04, the most recent data available.

**FINDINGS:**

**Students Admitted to Teacher Education Programs**

During 2003-04, the 12 Oklahoma public universities admitted a total of 2,021 students to teacher education programs. Most of the students admitted were Caucasians (80.1 percent). Compared to the population as a whole, minority students are underrepresented in teacher education. This imbalance is being addressed by the State Regents' Minority Teacher Recruitment Center. The number of students admitted to teacher education programs decreased 40.0 percent from 3,370 in 1995-96 to 2,021 in 2003-04. Among the reasons for the decrease may include low teacher salaries, alternative certification, the cost of multiple tests, higher admission standards, and the public's overall negative image of public education.

In 2003-04, 74.1 percent of the students were admitted to teacher education programs by passing the OGET, 19.3 percent by achieving a GPA of 3.00 or higher, 0.5 percent by passed the PPST, and 6.0 percent had at least a bachelor's degree. The OGET was not used as an admission criterion until 2002-03.

**CONCLUSIONS:**

- The number of students admitted to teacher education in 2003-04 decreased 16.4 percent from 2002-03 and 40.0 percent from 1995-96. The popularity of alternative certification is among the reasons for the decrease.

- The number of OGET test takers increased while the percentage of students admitted under the GPA, PPST, and degree criteria decreased. This was expected since the OGET is required for certification.

**RECOMMENDATIONS:**

1. Due to the importance of good preparation, students should continue to be advised to pass courses in the general education core curriculum before taking the OGET or PPST. Students are provided with remediation if needed. Also, the subject matter competency course requirements in English, math, sciences, and social studies for early childhood, elementary, and special education students will continue to increase the general academic preparation of teacher education students.
2. Monitor the use of the PPST option for teacher education admission. Consider phasing it out as an admission option if it continues to be under-utilized.

**Oklahoma State Regents for Higher Education**

**TEACHER EDUCATION PROGRAM ADMISSION STUDY  
2003-04**

**BACKGROUND:**

In response to Section 21 of SCR 34 adopted by the Oklahoma Legislature in 1985, the Oklahoma State Regents for Higher Education, in cooperation with the teacher education institutions, selected the Pre-Professional Skills Test (PPST) as one criterion for admission to teacher education programs throughout Oklahoma. Passing scores on the three sections were established: 171 in math, 173 in reading, and 172 in writing. Baccalaureate degree graduates from accredited universities in the United States are assumed to have the basic skill competencies and therefore qualify for teacher education program admission.

In December 1989, the State Regents approved the Criteria for Admission to Teacher Education in Oklahoma Institutions of Higher Education policy for implementation in fall 1990. This policy required students to take the PPST if they had completed a minimum of 30 semester credit hours and were seeking admission to teacher education. Students would be admitted to teacher education programs if they passed all three sections of the PPST or had a composite ACT/SAT score at or above the 50th percentile, or achieved a minimum college GPA of 3.00 in the last 30 hours of course work. Students who did not earn the required PPST passing scores were offered a remedial plan and were allowed to retest on the portions of the PPST that they failed.

In spring 1991, the Oklahoma Association of Colleges of Teacher Education (OACTE) and the Council on Instruction (COI) recommended that the policy be continued. The State Regents adopted a modification of this recommendation. The revised policy maintained the three avenues of admission but restricted the GPA requirement to 3.00 or higher in all liberal arts and sciences courses (a minimum of 20 hours), as defined in the State Regents' *Policy Statement on Undergraduate Degree Requirements and Articulation, Part III Standards for Awarding Bachelor's Degrees*. The revision recommended disciplines and courses for students to take in preparing for the PPST. The modification also required all students applying to teacher education to take the PPST for a second year to collect additional data for any subsequent policy reviews.

In spring 1992, the policy was revised to exempt students from taking the PPST if they met one of the alternative criteria: a composite ACT/SAT score at or above the 50th percentile or a GPA of 3.00 or higher in all liberal arts and sciences courses (a minimum of 20 hours). The 1992 policy also stated the State Regents' intention to combine the ACT/SAT and GPA requirements into a single criterion for the 1993-94 academic year. Thus, the 1993-94 policy for admission to teacher education would then consist of two avenues for entry: (1) PPST at the designated levels or (2) ACT/SAT at or above the 50th percentile and a 3.00 GPA or higher in all liberal arts and sciences courses (a minimum of 20 hours).



However, in spring 1993, the State Regents voted to retain the policy of three separate admission criteria: (1) PPST, (2) ACT/SAT, and (3) GPA. A clarification was added to require the ACT/SAT score be earned prior to the completion of 12 credit hours of college-level course work. In addition, a set of liberal arts and sciences courses was recommended for students to complete prior to taking the PPST. The State Regents also asked the staff to initiate planning for minority recruitment incentives and continue tracking teacher education admission data for possible policy revisions.

At the May 1995 meeting, the State Regents approved a request from Northeastern State University (NSU) to require an ACT composite score of 20 for admission to teacher education at NSU. The State Regents also asked the staff to explore the impact of raising admission standards systemwide. In spring 1996, the State Regents approved two policy modifications effective for the 1996-97 academic year. The ACT/SAT score was deleted as an alternative admission criterion for teacher education, because the ACT and SAT are tests for college admission as opposed to program admission once a student has completed college courses. The two appropriate criteria for teacher education admission are (1) the PPST and (2) the liberal arts and sciences GPA. The State Regents also recommended that students pass the courses in the general education core curriculum before taking the PPST in order to be well prepared.

In September 1997, a general education teacher certification test was added as one of the components of licensing required by the legislature to be administered by the Oklahoma Commission for Teacher Preparation (OCTP). In May, 2002, this Oklahoma General Education Test (OGET) was added to the admission criteria.

In 1992, the Educational Testing Service (ETS) introduced The Praxis Series: Professional Assessments for Beginning Teachers. Oklahoma institutions use the *Praxis I: Academic Skills Assessments* which includes the PPST and the Computer-Based Testing (CBT), both of which measure the same math, reading, and writing skills. In 1993, Dr. J. T. Sandefur, Chairman of the State Regents' External Program Review Team on Teacher Education, advised that the PPST is carefully developed, commonly used, and nationally recognized. The State Regents also approved the use of the CBT as an alternative to the PPST after review by the OACTE. Passing scores of 316 in math, 320 in reading, and 318 in writing on the CBT are equivalent to 171, 173, and 172, respectively, on the PPST.

This is the fifth study of teacher education program admission since the policy was implemented in 1990. This report focuses on the period of time from 1995-96, one year before the last change in the policy, to 2003-04, the most recent data available.

#### **METHODOLOGY:**

Data for this study of teacher education admission requirements were collected from three sources:

3. Oklahoma PPST and CBT scores. Student scores were provided by ETS for 1991-92 to 2003-04 and are reported from June through May for each year.

4. Teacher Education Admission Survey. This survey was administered in the summers of 2002 through 2004 to the 12 Oklahoma public institutions with teacher education programs. The survey collected information from July through June on the number of applicants and admitted students by admission criterion and by ethnic group.
5. OGET Pass Rates. Student pass rates for 2002-2004 were supplied by the Oklahoma Commission for Teacher Preparation.

#### **FINDINGS:**

#### **Students Admitted to Teacher Education Programs by Ethnic Group and Gender (Tables 1, 2, 3, and 4)**

- During 2003-04, the 12 Oklahoma public universities admitted a total of 2,021 students to teacher education programs. Northeastern State University (NSU) admitted the largest number of students (414), followed by Oklahoma State University (OSU) (375), University of Central Oklahoma (UCO) (297), and University of Oklahoma (OU) (274). Three institutions admitted between 100 and 200 students: East Central University (ECU) (150), Southwestern Oklahoma State University (SEOSU) (142), and Southeastern Oklahoma State University (SEOSU) (131). The remaining five institutions each admitted fewer than 100 students: Cameron University (CU) (83), Northwestern Oklahoma State University (NWOSU) (50), University of Science and Arts of Oklahoma (USAO) (40), Langston University (LU) (34), Oklahoma Panhandle State University (OPSU) (31) (Table 1).
- The number of students admitted to teacher education programs decreased 40.0 percent from 3,370 in 1995-96 to 2,021 in 2003-04. Eleven of the 12 institution experience decreases in admissions to teacher education programs, the largest registered at LU, from 147 to 34 (76.9 percent) and at USAO, from 875 to 297 (73.5 percent) (Table 1).
- In 2003-04, most of the students admitted were Caucasians (80.1 percent). Native Americans comprised 11.0 percent, African Americans 3.6 percent, Hispanics 2.4 percent, Asian Americans 1.0 percent, while 1.9 percent classified themselves as “other” (Table 2 and Chart 2). All ethnic groups experienced decreases in admissions from 1995-96 to 2003-04 with Native Americans and Asian Americans decreasing the least (Table 3).

With the exception of Native Americans, most non-white students are underrepresented in teacher education program admissions when compared to the population as a whole. The State Regents’ Minority Teacher Recruitment Center was created to actively increase interest and enrollment among minority students through grants, site visits, and specialized curricula..

- Males comprised 21.8 percent of admissions to teacher education programs in 2003-04, females 76.7 percent, and 1.5 percent was unknown. This compares to 1996-97 admission rates of 26.0 percent males, 72.3 percent females, and 1.7 percent unknown.

#### **Students Admitted to Teacher Education Programs by Admission Criterion (Tables 5, 6, and 7)**

- In 2003.04, 74.1 percent of the students were admitted to teacher education programs by passing the OGET, 19.3 percent by achieving a GPA of 3.00 or higher, 0.5 percent by passing the PPST, and 6.0 percent had at least a bachelor’s degree (Table 5).

The OGET has become the primary criterion for admission with 74.1 percent of students using it for entry into teacher education programs. Since it is required for state certification, all teacher education students will have to take it eventually. Now it can be also used for admission.

- Of the four criteria, 79.2 percent of Hispanic students used the OGET for admission to teacher education programs, as did 77.9 percent of Native Americans, 76.2 percent of Asian Americans, and 74.6 percent of Caucasians. African American students had the largest percentage of GPA admissions with 30.1 percent. Students in the Other category had the largest percentage (21.1 percent) admitted with a degree (Table 7).
- The PPST was used by only 11 students, nine of whom were Caucasian.

The OGET has been available for admission to teacher education programs only since 2002-03, consequently, data for comparison and trend analysis is limited. It should be noted that the numbers that appear on Tables 8, 9 and 10 **include** applicants for certification as well as those wishing to enter teacher education programs.

### **OGET Test Takers by Ethnicity (Tables 8 and 9)**

- From 2002-03 to 2003-04, the number of OGET test takers increased 66.8 percent, from 3,294 to 5,494. Increases occurred in all ethnic groups. Three groups, Hispanic, Asian American, and Other, more than doubled their numbers taking the test. The smallest percentage increase at 60.9 percent was recorded for White students (Table 8).
- From 2002-03 to 2003-04, the percentage of test takers passing the OGET decreased in every ethnic category. The decreases ranged from 15.2 percentage points for Asian Americans to 6.1 percentage points for Hispanics (Table 8).
- From 2002-03 to 2003-04, the number of female OGET test takers increased 67.7 percent, while male test takers increased 59.2 percent (Table 9).
- In 2003-04, the percentage of male test takers passing the OGET was 86.5 percent, down from 89.7 percent in 2002-03. The pass rate for females taking the OGET in 2003-04 decreased to 81.9 percent from 90.3 percent in 2002-03 (Table 9).

### **CONCLUSIONS:**

- The number of students admitted to teacher education in 2003-04 decreased 16.4 percent from 2002-03 and 40.0 percent from 1995-96. The popularity of alternative certification contributes to the decrease in admission to teacher education programs.
- The percentage of admissions to teacher education increased for all ethnic groups except Native Americans
- The number of OGET test takers increased. Also, the percentage of students admitted under the GPA, PPST, and degree criteria decreased, due primarily to the addition of the OGET to the criteria for admission. This was expected since the OGET is required for certification.

### **RECOMMENDATIONS:**

6. Due to the importance of good preparation, students should continue to be advised to pass courses in the general education core curriculum before taking the OGET or PPST. Students

are provided with remediation if needed. Also, the subject matter competency course requirements in English, math, sciences, and social studies for early childhood, elementary, and special education students will continue to increase the general academic preparation of many teacher education students.

7. Monitor the use of the PPST option for teacher education admission. Consider phasing it out as an admission option if it continues to be under-utilized.

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# TABLES

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**Table 1**  
**Students Admitted to Teacher Education Programs by Institution**  
**1995-96 to 2003-04**

Institution											Percent Difference	
	95/96	96/97	97/98	98/99	99/00	00/01	01/02	02/03	03/04	03/04-02/03	03/04-95/96	
OU	269	167	263	271	250	228	288	321	274	-14.6%	1.9%	
OSU	406	536	639	336	308	323	314	398	375	-5.8%	-7.6%	
UCO	875	1,152	327	351	317	246	272	329	297	-9.7%	-66.1%	
ECU	203	182	99	183	170	167	194	192	150	-21.9%	-26.1%	
NSU	576	480	489	462	465	419	449	498	414	-16.9%	-28.1%	
NWOSU	75	83	76	71	51	56	68	73	50	-31.5%	-33.3%	
SEOSU	237	206	210	169	137	158	170	187	131	-29.9%	-44.7%	
SWOSU	225	149	215	98	142	134	138	187	142	-24.1%	-36.9%	
CU	124	163	103	66	35	57	70	106	83	-21.7%	-33.1%	
LU	147	61	24	54	31	31	18	23	34	47.8%	-76.9%	
USAO	151	94	78	51	49	56	36	58	40	-31.0%	-73.5%	
OPSU	82	47	67	39	43	48	55	45	31	-31.1%	-62.2%	
<b>Total</b>	<b>3,370</b>	<b>3,320</b>	<b>2,590</b>	<b>2,151</b>	<b>1,998</b>	<b>1,923</b>	<b>2,072</b>	<b>2,417</b>	<b>2,021</b>	<b>-16.4%</b>	<b>-40.0%</b>	

**Table 2**  
**Number and Percent of Students Admitted to Teacher Education Programs**  
**by Ethnic Group and Institution**  
**2003-04**

Institution	Ethnic Group												Total
	Caucasian		Native American		African American		Hispanic		Asian American		Other*		
OU	222	81.0%	19	6.9%	8	2.9%	9	3.3%	6	2.2%	10	3.6%	274
OSU	314	83.7%	29	7.7%	8	2.1%	7	1.9%	6	1.6%	11	2.9%	375
UCO	252	84.8%	15	5.1%	10	3.4%	9	3.0%	7	2.4%	4	1.3%	297
ECU	126	84.0%	21	14.0%	1	0.7%	1	0.7%	0	0.0%	1	0.7%	150
NSU	316	76.3%	79	19.1%	7	1.7%	10	2.4%	1	0.2%	1	0.2%	414
NWOSU	47	94.0%	3	6.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	50
SEOSU	93	71.0%	32	24.4%	4	3.1%	1	0.8%	0	0.0%	1	0.8%	131
SWOSU	122	85.9%	9	6.3%	1	0.7%	3	2.1%	1	0.7%	6	4.2%	142
CU	57	68.7%	8	9.6%	12	14.5%	4	4.8%	0	0.0%	2	2.4%	83
LU	8	23.5%	1	2.9%	22	64.7%	0	0.0%	0	0.0%	3	8.8%	34
USAO	33	82.5%	6	15.0%	0	0.0%	1	2.5%	0	0.0%	0	0.0%	40
OPSU	28	90.3%	0	0.0%	0	0.0%	3	9.7%	0	0.0%	0	0.0%	31
<b>Total</b>	<b>1,618</b>	<b>80.1%</b>	<b>222</b>	<b>11.0%</b>	<b>73</b>	<b>3.6%</b>	<b>48</b>	<b>2.4%</b>	<b>21</b>	<b>1.0%</b>	<b>39</b>	<b>1.9%</b>	<b>2,021</b>

\*Non-resident Alien and Unknown



**Table 3**  
**Students Admitted to Teacher Education Programs by Ethnic Group**  
**1995-96 to 2003-2004**

Race	95/96	96/97	97/98	98/99	99/00	00/01	01/02	02/03	03/04	Percent Difference	
										03/04-02/03	03/04-95/96
White	2,884	2,794	2,141	1,792	1,625	1,547	1,651	1,933	1,619	-16.2%	-43.9%
% of State System Total	85.6%	84.2%	82.7%	83.3%	81.3%	80.4%	79.7%	80.0%	80.1%		
Black	135	102	73	66	56	48	49	63	73	15.9%	-45.9%
% of State System Total	4.0%	3.1%	2.8%	3.1%	2.8%	2.5%	2.4%	2.6%	3.6%		
Hispanic	56	64	53	37	37	40	35	44	48	9.1%	-14.3%
% of State System Total	1.7%	1.9%	2.0%	1.7%	1.9%	2.1%	1.7%	1.8%	2.4%		
Native American	228	269	222	204	226	237	275	320	222	-30.6%	-2.6%
% of State System Total	6.8%	8.1%	8.6%	9.5%	11.3%	12.3%	13.3%	13.2%	11.0%		
Asian American	23	22	24	14	15	18	11	14	21	50.0%	-8.7%
% of State System Total	0.7%	0.7%	0.9%	0.7%	0.8%	0.9%	0.5%	0.6%	1.0%		
Other	44	69	77	38	39	33	51	43	38	-11.6%	-13.6%
% of State System Total	1.3%	2.1%	3.0%	1.8%	2.0%	1.7%	2.5%	1.8%	1.9%		
<b>Total</b>	<b>3,370</b>	<b>3,320</b>	<b>2,590</b>	<b>2,151</b>	<b>1,998</b>	<b>1,923</b>	<b>2,072</b>	<b>2,417</b>	<b>2,021</b>	<b>-16.4%</b>	<b>-40.0%</b>
% of State System Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%		

**Table 4**  
**Students Admitted to Teacher Education Programs**  
**by Institution and Gender**  
**2003-04**

	OU	OSU	UCO	ECU	NSU	NWOSU	SEOSU	SWOSU	CU	LU	USAO	OPSU	Total	Percent
Male	64	95	62	40	72	10	24	41	13	3	8	9	<b>441</b>	21.8%
Female	203	270	233	109	342	40	106	95	70	28	32	22	<b>1,550</b>	76.7%
Unknown	7	10	2	1	0	0	1	6	0	3	0	0	<b>30</b>	1.5%
<b>Totals</b>	<b>274</b>	<b>375</b>	<b>297</b>	<b>150</b>	<b>414</b>	<b>50</b>	<b>131</b>	<b>142</b>	<b>83</b>	<b>34</b>	<b>40</b>	<b>31</b>	<b>2,021</b>	

**Table 5**  
**Students Admitted to Teacher Education Programs**  
**by Admission Criterion and Institution**  
**2003-04**

Admission Criterion	OU	OSU	UCO	ECU	NSU*	NWOSU	SEOSU	SWOSU	CU*	LU	USAO	OPSU	Total
	No	No	No	No	No	No	No	No	No	No	No	No	No
GPA	201 73.4%	5 1.3%	0 0.0%	103 68.7%	9 2.2%	0 0.0%	6 4.6%	3 2.1%	0 0.0%	29 85.3%	18 45.0%	17 54.8%	391 19.3%
OGET	54 19.7%	320 85.3%	297 100.0%	37 24.7%	402 97.1%	48 96.0%	125 95.4%	139 97.9%	58 69.9%	4 11.8%	4 10.0%	10 32.3%	1,498 74.1%
PPST	3 1.1%	0 0.0%	0 0.0%	0 0.0%	2 0.5%	2 4.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	3 7.5%	1 3.2%	11 0.5%
Degree	16 5.8%	50 13.3%	0 0.0%	10 6.7%	1 0.2%	0 0.0%	0 0.0%	0 0.0%	25 30.1%	1 2.9%	15 37.5%	3 9.7%	121 6.0%
<b>Total*</b>	<b>274</b>	<b>375</b>	<b>297</b>	<b>150</b>	<b>414</b>	<b>50</b>	<b>131</b>	<b>142</b>	<b>83</b>	<b>34</b>	<b>40</b>	<b>31</b>	<b>2,021</b>

**Table 6**  
**Students Admitted by Admission Criterion**  
**1995-96 to 2003-04**

Admission Criterion	Year								
	95/96	96/97	97/98	98/99	99/00	00/01	01/02	02/03	03/04
GPA	1,350	1,461	1,064	1,191	1,159	1,165	1,091	1,035	391
% of State System Total	40.1%	44.0%	41.1%	55.4%	58.0%	60.6%	66.1%	42.8%	19.3%
PPST/CBT	536	855	654	701	659	595	456	480	11
% of State System Total	15.9%	25.8%	25.3%	32.6%	33.0%	30.9%	27.6%	19.9%	0.5%
OGET	-	-	-	-	-	-	-	713	1,498
% of State System Total	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	29.5%	74.1%
Degree	371	444	269	202	161	157	90	187	121
% of State System Total	11.0%	13.4%	10.4%	9.4%	8.1%	8.2%	5.5%	7.7%	6.0%
ACT & Other	1,113	560	603	57	19	6	14	2	-
% of State System Total	33.0%	16.9%	23.3%	2.6%	1.0%	0.3%	0.8%	0.1%	0.0%
<b>Total</b>	<b>3,370</b>	<b>3,320</b>	<b>2,590</b>	<b>2,151</b>	<b>1,998</b>	<b>1,923</b>	<b>1,651</b>	<b>2,417</b>	<b>2,021</b>

**Table 7**  
**Number and Percent of Students Admitted to Teacher Education Programs**  
**by Admission Criterion and Ethnic Group**  
**2003-04**

	Caucasian		Native American		African American		Hispanic		Asian American		Other*		Total	
	No.		No.		No.		No.		No.		No.		No.	
<b>GPA</b>	316	19.5%	34	15.3%	22	30.1%	8	16.7%	3	14.3%	8	21.1%	391	19.3%
<b>OGET</b>	1208	74.6%	173	77.9%	41	56.2%	38	79.2%	16	76.2%	22	57.9%	1,498	74.1%
<b>Degree</b>	86	5.3%	14	6.3%	9	12.3%	2	4.2%	2	9.5%	8	21.1%	121	6.0%
<b>PPST</b>	9	0.6%	1	0.5%	1	1.4%	0	0.0%	0	0.0%	0	0.0%	11	0.5%
<b>Total</b>	1,619		222		73		48		21		38		2,021	

\*Non-resident Alien and Unknown

**Table 8**  
**OGET Test Takers by Ethnicity**  
**Public and Private Institutions**  
**2002-03 to 2003-04**

Ethnicity	Year						Annual Difference			
	02/03			03/04			03/04-02/03			
	Taking	Passing	Percent Passing	Taking	Passing	Percent Passing	Taking	Percent Change	Passing	Percent Passing
White	2,587	2,393	92.5%	4,163	3,589	86.2%	1,576	60.9%	1,196	-6.3%
% of Total	78.5%	80.7%		75.8%	78.8%		-2.8%		-1.9%	
Black	121	78	64.5%	227	120	52.8%	106	87.6%	42	-11.7%
% of Total	3.7%	2.6%		4.1%	2.6%		0.5%		0.0%	
Hispanic	87	59	67.8%	196	121	61.7%	109	125.3%	62	-6.1%
% of Total	2.6%	2.0%		3.6%	2.7%		0.9%		0.7%	
Native American	343	298	86.9%	565	451	79.8%	222	64.7%	153	-7.1%
% of Total	10.4%	10.1%		10.3%	9.9%		-0.1%		-0.1%	
Asian American	25	24	96.0%	52	42	80.8%	27	108.0%	18	-15.2%
% of Total	0.8%	0.8%		0.9%	0.9%		0.2%		0.1%	
Other*	131	113	86.3%	291	229	78.7%	160	122.1%	116	-7.6%
% of Total	4.0%	3.8%		5.3%	5.0%		1.3%		1.2%	
<b>Total</b>	<b>3,294</b>	<b>2,965</b>	<b>90.0%</b>	<b>5,494</b>	<b>4,551</b>	<b>82.8%</b>	<b>2,200</b>	<b>66.8%</b>	<b>1,586</b>	<b>-7.2%</b>

\*Non-resident Alien and Unknown

Source: Oklahoma Commission for Teacher Preparation

**Table 9**  
**OGET Test Takers by Gender**  
**Public and Private Institutions**  
**2002-03 to 2003-04**

Gender	Year						Annual Difference			
	02/03			03/04			03/04-02/03			
	Taking	Passing	Percent Passing	Taking	Passing	Percent Passing	Taking	Percent Change	Passing	Percent Passing
Male	754	676	89.7%	1,200	1,038	86.5%	446	59.2%	362	-3.2%
% of Total	23.1%	22.8%		22.2%	23.1%		-0.9%		0.3%	
Female	2,515	2,271	90.3%	4,217	3,452	81.9%	1,702	67.7%	1,181	-8.4%
% of Total	76.9%	76.6%		77.8%	76.9%		0.9%		0.3%	
Unknown	25	19	76.0%	0	0	0.0%	-25	-100.0%	-19	-76.0%
% of Total	0.8%	0.6%		0.0%	0.0%		-0.8%		-0.6%	
<b>Total</b>	<b>3,269</b>	<b>2,966</b>	<b>90.7%</b>	<b>5,417</b>	<b>4,490</b>	<b>82.9%</b>	<b>2,148</b>	<b>65.7%</b>	<b>1,524</b>	<b>-7.8%</b>

Source: Oklahoma Commission for Teacher Preparation

# APPENDIX

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## **CRITERIA FOR ADMISSION TO TEACHER EDUCATION IN OKLAHOMA INSTITUTIONS OF HIGHER EDUCATION**

Students may qualify for admission to teacher education in Oklahoma system institutions of higher education by meeting one of the two performance criteria described below:<sup>1</sup>

1. Achieve a liberal arts and sciences college grade-point average (GPA) of 3.0 or higher in all liberal arts and sciences courses.

Students may qualify for admission if they achieve a grade-point average of 3.0 or higher on a 4.0 scale in all liberal arts and sciences courses (a minimum of 20 hours) as defined in the Policy Statement on Undergraduate Degree Requirements and Articulation (II-2-79).

2. Score at or above the level designated for math, reading, and writing on the Pre-Professional Skills Test (PPST).<sup>2</sup>

Students may qualify for admission if they score at or above the following designated levels for the PPST: math 171, reading 173, writing 172. Responding to Section 21 of SCR 34 (1985), the Oklahoma State Regents for Higher Education, in cooperation with teacher education institutions in Oklahoma, selected the PPST as one criterion for admission to teacher education programs throughout Oklahoma. The PPST will be administered to students who have completed at least 30 semester hours of credit.

- A. The profession of teaching requires knowledge and abilities in the core curriculum areas. Accordingly, the PPST assesses these disciplines. Therefore, it is recommended that students desiring entry into teacher education programs pass the general education courses listed below prior to taking the PPST:

English Composition .....	6 hours
Mathematics .....	3 hours
U. S. History and U. S. Government .....	6 hours
(see Policy Statement on Undergraduate Degree Requirements and Articulation; Section IV)	
Humanities .....	6 hours
(chosen from non-performance courses defined as humanities by the institution granting the degree)	
Social and Behavioral Sciences .....	3 hours
Science .....	6 hours
(one course must be a laboratory science)	
<b>TOTAL</b>	<b>30 hours</b>

- B. Students who score below the designated level on any section(s) of the PPST will be permitted to retest. Institutions will conduct a strong counseling program for undergraduate students who do not pass the PPST for assisting and advising them in remedial efforts or redirection to another area of

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<sup>1</sup> Baccalaureate degree graduates from accredited universities in the United States are assumed to have the basic skill competencies tested by the PPST and may be exempt from this requirement.

<sup>2</sup> The PPST is available in two delivery formats: paper/pencil and computer-based.

professional preparation that better matches their individual abilities. As part of their remedial effort, institutions will offer students a remedial plan for each of their PPST-deficient areas and establish an appropriate time frame for completion.

C. Two-year colleges may participate in the PPST program.

3. Principles

A. Part III of the State Regents' admission policy notes that "Institutional and individual programs' admission policies should be considered minimal. Institutions are encouraged to propose more rigorous standards for approval by the State Regents. These standards should be based on indices which have been shown to be related to success in the program."

B. With the addition of the Oklahoma Minority Teacher Recruitment Center to the State Regents' organization, Regents' staff will devote planning to minority recruitment incentives and discuss such planning and any proposals with State System institutions.

C. A single system of data collection, using United Data Systems (UDS) and Educational Testing Service (ETS) data, will record the performance of teacher education students for reviewing the usefulness of the two admission options. Based on this research, the policy will be revised as needed.

Amended May 29, 1992, May 28, 1993, and January 26, 1996.