

TEACHER EDUCATION PROGRAM ADMISSION STUDY



May 29, 2009

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Oklahoma State Regents for Higher Education

TABLE OF CONTENTS

Executive Summary	1
Background	3
Methodology	5
Findings.....	6
Conclusions.....	7
Recommendations	8
Tables	T-1
Charts.....	C-1
Appendix.....	A-1

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Oklahoma State Regents for Higher Education
TEACHER EDUCATION PROGRAM ADMISSION STUDY
2007-08

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. 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.

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) pass the OGET, or (4) holding a baccalaureate degree from an accredited university in the United States.

This is the ninth study of teacher education program admission since the policy was implemented in 1990. This report focuses on the period of time from 1997-98 to 2007-08, the most recent data available. Although data is collected annually, the report is published every third year.

FINDINGS:

Students Admitted to Teacher Education Programs

During 2007-08, the 12 Oklahoma public universities admitted a total of 1,974 students to teacher education programs. The number of students admitted to teacher education programs decreased 23.8 percent from 2,590 in 1997-98 to 1,974 in 2007-08. Among the reasons for the decrease may include low teacher salaries, the availability of alternative certification, and high admission standards.

Most of the students admitted were Caucasians (79.2 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. A 2003 study from the Southern Regional Education Board (SREB) reported Oklahoma as showing the greatest increase in percentage of minority teachers from 1989 to 2000 out of all SREB states¹. This success can be attributed to the MTRC formed in 1990.

In 2007-08, 87.1 percent of the students were admitted to teacher education programs by passing the OGET, 10.1 percent by achieving a GPA of 3.00 or higher, 0.1 percent by passed the PPST, and 1.6 percent had at least a bachelor's degree. The OGET was not used as an admission criterion until 2002-03.

¹Source: Bolich, Anjanette, *Spinning Our Wheels: Minority Teacher Supply in SREB States*, Atlanta: Southern Regional Education Board, 2003.

CONCLUSIONS:

- While admissions to teacher education programs remain below the level of 1995-96, the numbers appear to have stabilized at around 2,000 per year. The availability of alternative certification is among the reasons for the decrease.
- Minority admissions, especially African American and Hispanic, are a concern.
- The number and percentage of OGET test takers continues to increase.

RECOMMENDATIONS:

- 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.
- Continue efforts to increase teacher education program admissions for underrepresented populations, specifically minorities and males.
- 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
2007-08**

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.

A 2003 study by the Southern Regional Education Board (SREB) reported Oklahoma as showing the greatest increase in percentage of minority teachers from 1989 to 2000 out of all SREB states¹. This success can be attributed to the Minority Teacher Recruitment Center formed in 1990.

This is the ninth study of teacher education program admission since the policy was implemented in 1990. This report focuses on the period of time from 1997-98 to 2007-08, the most recent data available, and is published every third year.

¹Source: Bolich, Anjanette, *Spinning Our Wheels: Minority Teacher Supply in SREB States*, Atlanta: Southern Regional Education Board, 2003.

METHODOLOGY:

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

- Oklahoma PPST and CBT scores. Student scores were provided by ETS for 1991-92 to 2007-08 and are reported from June through May for each year.
- Teacher Education Admission Survey. This survey was administered in the summers of 2002 through 2007 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, ethnic group, and gender.
- OGET Pass Rates. Student pass rates for 2007-2008 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 2007-08, the 12 Oklahoma public universities admitted a total of 1,974 students to teacher education programs. Northeastern State University (NSU) admitted the largest number of students (473), followed by Oklahoma State University (OSU) (343), University of Central Oklahoma (UCO) (285), and University of Oklahoma (OU) (225). Three institutions admitted between 100 and 200 students: East Central University (ECU) (152), Southeastern Oklahoma State University (SEOSU) (128), and Southwestern Oklahoma State University (SWOSU) (115). The remaining five institutions each admitted fewer than 100 students: Cameron University (CU) (90), Northwestern Oklahoma State University (NWOSU) (86), University of Science and Arts of Oklahoma (USAO) (39), Oklahoma Panhandle State University (OPSU) (21), and Langston University (LU) (17), (Table 1 and Charts 1a & 1b).
- The number of students admitted to teacher education programs decreased 23.8 percent from 2,590 in 1997-98 to 1,974 in 2007-08. During that time, ten of the 12 institutions experienced decreases in admissions to teacher education programs, the largest registered at OPSU, from 67 to 21 (68.7 percent) and at USAO, from 78 to 39 (50.0 percent). The two institutions that experienced increases in admissions were NWOSU and ECU (Table 1 and Chart 1b).
- In 2007-08, most of the students admitted were Caucasians (79.2 percent). Native Americans comprised 14.0 percent, African Americans 2.6 percent, Hispanics 2.1 percent, Asian Americans 0.7 percent, while 1.4 percent classified themselves as “other” (Table 2 and Chart 2). Ethnic groups experiencing decreases in admissions from 1997-98 to 2007-08 were Caucasian, African Americans, Hispanics, and Asian Americans. The number of Native Americans admitted increased 24.3 percent (Table 3 and Chart 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.

- There is also a growing gender disparity in teacher education program admissions. In 2007-08, males comprised 18.2 percent of admissions to teacher education programs, females 80.6 percent, and 1.2 percent was unknown. This compares to 1997-98 admission rates of 25.8 percent males, 71.3 percent females, and 2.9 percent unknown (Chart 4a).

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

- In 2007-08, 87.1 percent of the students were admitted to teacher education programs by passing the OGET, 10.1 percent by achieving a GPA of 3.00 or higher, 0.1 percent by passing the PPST, 1.6 percent had at least a bachelor’s degree, and 1.1 percent were admitted by other criteria (Tables 5 and 6, and Charts 5 and 6).

The OGET has become the primary criterion for admission to teacher education programs. Since it is required for state certification, all teacher education students will have to take it for licensure. Now it can be also used for admission.

- Of the four criteria, 93.8 percent of Native American students used the OGET for admission to teacher education programs, as did 85.8 percent of Caucasians, and 81.5 percent of “Other”. Asian American students had the largest percentage of GPA admissions with 21.4 percent. Caucasian students had the largest percentage (1.9 percent) admitted with a degree (Table 7 and Chart 7).
- The PPST was used by only one student, who was 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 and 9 **include** applicants for certification as well as those wishing to enter teacher education programs.

OGET Test Takers (Table 8 and 9)

The OGET is one avenue of admission to a teacher education program. It is also required for certification. OGET data include independent as well as public institutions.

- From 2006-07 to 2007-08, the number of OGET test takers decreased 7.1 percent, from 5,239 to 4,867. The number of African-Americans taking the OGET increased while all other ethnic groups decreased. (Table 8 and Chart 8).
- From 2006-07 to 2007-08, the percentage of test takers passing the OGET increased for Caucasians and African Americans, while all other ethnic groups decreased. (Chart 8a).
- The percentage of OGET test takers pursuing alternative certification in 2007-08 has increased 4.6 percent from 2005-06, while the percentage of those taking OGET for regular initial certification has decreased 4.6 percent (Chart 9).

CONCLUSIONS:

- While admissions to teacher education programs remain below the level of 1995-96, the numbers appear to have stabilized at around 2,000 per year. The availability of alternative certification is among the reasons for the decrease.
- Minority admission, especially African American and Hispanic, still remain a concern.
- The number and percentage of OGET test takers continues to increase. This was expected since the OGET is required for certification.

RECOMMENDATIONS:

- 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.
- Continue efforts to increase teacher education program admissions for underrepresented populations, specifically minorities and males.
- 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
1997-98 to 2007-08

Institution												Percent Difference	
	97/98	98/99	99/00	00/01	01/02	02/03	03/04	04/05	05/06	06/07	07/08	06/07-07/08	07/08-97/98
OU	263	271	250	228	288	321	274	298	291	216	225	4.2%	-14.4%
OSU	639	336	308	323	314	398	375	302	391	372	343	-7.8%	-46.3%
UCO	327	351	317	246	272	329	297	273	297	290	285	-1.7%	-12.8%
ECU	99	183	170	167	194	192	150	198	198	141	152	7.8%	53.5%
NSU	489	462	465	419	449	498	414	517	537	505	473	-6.3%	-3.3%
NWOSU	76	71	51	56	68	73	50	63	58	78	86	10.3%	13.2%
SEOSU	210	169	137	158	170	187	131	159	170	160	128	-20.0%	-39.0%
SWOSU	215	98	142	134	138	187	142	157	119	101	115	13.9%	-46.5%
CU	103	66	35	57	70	106	83	73	77	65	90	38.5%	-12.6%
LU	24	54	31	31	18	23	34	12	10	11	17	54.5%	-29.2%
USAO	78	51	49	56	36	58	40	51	53	60	39	-35.0%	-50.0%
OPSU	67	39	43	48	55	45	31	27	21	19	21	10.5%	-68.7%
Total	2,590	2,151	1,998	1,923	2,072	2,417	2,021	2,130	2,222	2,018	1,974	-2.2%	-23.8%

Table 2
Number and Percent of Students Admitted to Teacher Education Programs
by Ethnic Group and Institution
2007-08

Institution	Ethnic Group											Total	
	Caucasian	Native American	African American	Hispanic	Asian American	Other*							
OU	195	86.7%	18	8.0%	3	1.3%	6	2.7%	3	1.3%	0	0.0%	225
OSU	289	84.3%	29	8.5%	6	1.7%	8	2.3%	4	1.2%	7	2.0%	343
UCO	241	84.6%	18	6.3%	10	3.5%	12	4.2%	1	0.4%	3	1.1%	285
ECU	110	72.4%	34	22.4%	3	2.0%	3	2.0%	0	0.0%	2	1.3%	152
NSU	348	73.6%	109	23.0%	9	1.9%	3	0.6%	3	0.6%	1	0.2%	473
NWOSU	79	91.9%	4	4.7%	1	1.2%	0	0.0%	1	1.2%	1	1.2%	86
SEOSU	75	58.6%	47	36.7%	3	2.3%	1	0.8%	1	0.8%	1	0.8%	128
SWOSU	99	86.1%	5	4.3%	1	0.9%	4	3.5%	0	0.0%	6	5.2%	115
CU	74	82.2%	7	7.8%	4	4.4%	3	3.3%	1	1.1%	1	1.1%	90
LU	3	17.6%	1	5.9%	11	64.7%	0	0.0%	0	0.0%	2	11.8%	17
USAO	35	89.7%	2	5.1%	0	0.0%	1	2.6%	0	0.0%	1	2.6%	39
OPSU	16	76.2%	2	9.5%	0	0.0%	1	4.8%	0	0.0%	2	9.5%	21
Total	1,564	79.2%	276	14.0%	51	2.6%	42	2.1%	14	0.7%	27	1.4%	1,974

*Non-resident Alien and Unknown

Table 3
Students Admitted to Teacher Education Programs by Ethnic Group
at Public Universities
1997-98 to 2007-08

Race												Percent Difference	
	97/98	98/99	99/00	00/01	01/02	02/03	03/04	04/05	05/06	06/07	07/08	07/08-06/07	10 Yrs 07/08-97/98
Caucasian	2,141	1,792	1,625	1,547	1,651	1,933	1,619	1,733	1,803	1,599	1,564	-2.2%	-27.0%
% of System Total	82.7%	83.3%	81.3%	80.4%	79.7%	80.0%	80.1%	81.4%	81.1%	79.2%	79.2%		
African American	73	66	56	48	49	63	73	54	54	45	51	13.3%	-30.1%
% of System Total	2.8%	3.1%	2.8%	2.5%	2.4%	2.6%	3.6%	2.5%	2.4%	2.2%	2.6%		
Hispanic	53	37	37	40	35	44	48	44	44	45	42	-6.7%	-20.8%
% of System Total	2.0%	1.7%	1.9%	2.1%	1.7%	1.8%	2.4%	2.1%	2.0%	2.2%	2.1%		
Native American	222	204	226	237	275	320	222	249	271	282	276	-2.1%	24.3%
% of System Total	8.6%	9.5%	11.3%	12.3%	13.3%	13.2%	11.0%	11.7%	12.2%	14.0%	14.0%		
Asian American	24	14	15	18	11	14	21	23	18	16	14	-12.5%	-41.7%
% of System Total	0.9%	0.7%	0.8%	0.9%	0.5%	0.6%	1.0%	1.1%	0.8%	0.8%	0.7%		
Other	77	38	39	33	51	43	38	27	32	31	27	-12.9%	-64.9%
% of System Total	3.0%	1.8%	2.0%	1.7%	2.5%	1.8%	1.9%	1.3%	1.4%	1.5%	1.4%		
Total	2,590	2,151	1,998	1,923	2,072	2,417	2,021	2,130	2,222	2,018	1,974	-2.2%	-23.8%
% of System Total	100.0%	100.0%	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
2007-08

	OU	OSU	UCO	ECU	NSU	NWOSU	SEOSU	SWOSU	CU	LU	USAO	OPSU	Total	Percent
Male	35	78	44	41	73	12	27	29	10	6	3	2	360	18.2%
Female	190	258	239	110	400	73	100	80	80	9	35	17	1,591	80.6%
Unknown	0	7	2	1	0	1	1	6	0	2	1	2	23	1.2%
Totals	225	343	285	152	473	86	128	115	90	17	39	21	1,974	

Table 5
Students Admitted to Teacher Education Programs
by Admission Criterion and Institution
2007-08

Admission Criterion	OU	OSU	UCO	ECU	NSU	NWOSU	SEOSU	SWOSU	CU	LU	USAO	OPSU	Total
GPA	179	0	0	2	0	0	0	0	0	0	18	0	199
	79.6%	0.0%	0.0%	89.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	46.2%	0.0%	10.1%
OGET	34	301	285	150	473	86	128	115	90	17	20	21	1,720
	15.1%	87.8%	100.0%	98.7%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	51.3%	100.0%	87.1%
PPST	0	0	0	0	0	0	0	0	0	0	1	0	1
	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	2.6%	0.0%	0.1%
Degree	12	20	0	0	0	0	0	0	0	0	0	0	32
	5.3%	5.8%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	1.6%
Other	0	22	0	0	0	0	0	0	0	0	0	0	22
	0.0%	6.4%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	1.1%
Total	225	343	285	152	473	86	128	115	90	17	39	21	1,974

Table 6
Students Admitted by Admission Criterion
1997-98 to 2007-08

Admission Criterion	97/98	98/99	99/00	00/01	01/02	02/03	03/04	04/05	05/06	06/07	07/08
GPA	1,064	1,191	1,159	1,165	1,091	1,035	391	345	354	210	199
% of State System Total	41.1%	55.4%	58.0%	60.6%	66.1%	42.8%	19.3%	16.2%	15.9%	10.4%	10.1%
PPST/CBT	654	701	659	595	456	480	11	9	8	16	1
% of State System Total	25.3%	32.6%	33.0%	30.9%	27.6%	19.9%	0.5%	0.4%	0.4%	0.8%	0.1%
OGET	-	-	-	-	-	713	1,498	1,721	1,795	1,742	1,720
% of State System Total	0.0%	0.0%	0.0%	0.0%	0.0%	29.5%	74.1%	80.8%	80.8%	86.3%	87.1%
Degree	269	202	161	157	90	187	121	55	65	48	32
% of State System Total	10.4%	9.4%	8.1%	8.2%	5.5%	7.7%	6.0%	2.6%	2.9%	2.4%	1.6%
ACT & Other	603	57	19	6	14	2	-	-	-	2	22
% of State System Total	23.3%	2.6%	1.0%	0.3%	0.8%	0.1%	0.0%	0.0%	0.0%	0.1%	1.1%
Total	2,590	2,151	1,998	1,923	1,651	2,417	2,021	2,130	2,222	2,018	1,974

Table 7
Number and Percent of Students Admitted to Teacher Education Programs
by Admission Criterion and Ethnic Group
2007-08

	Caucasian		Native American		African American		Hispanic		Asian American		Other*		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
GPA	176	11.3%	13	4.7%	2	3.9%	5	11.9%	3	21.4%	0	0.0%	199	10.1%
OGET	1,342	85.8%	259	93.8%	49	96.1%	37	88.1%	11	78.6%	22	81.5%	1,720	87.1%
Degree	30	1.9%	2	0.7%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	32	1.6%
PPST	1	0.1%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	0.1%
Other**	15	1.0%	2	0.7%	0	0.0%	0	0.0%	0	0.0%	5	18.5%	22	1.1%
Total	1,564		276		51		42		14		27		1,974	

*Non-resident Alien and Unknown

**Admitted by provisional licensure

Table 8
OGET Test Takers by Ethnicity
Public and Independent Institutions
2002-03 to 2007-08

Ethnic Group	Year										Difference					
	02/03		03/04		04/05		05/06**		06/07		07/08		One Year		Six Years	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Caucasian	2,587	78.5%	4,163	75.8%	3,968	78.4%	-	-	3,912	74.7%	3,635	74.7%	(277)	-7.1%	1,048	40.5%
African American	121	3.7%	227	4.1%	297	5.9%	-	-	273	5.2%	281	5.8%	8	2.9%	160	132.2%
Hispanic	87	2.6%	196	3.6%	165	3.3%	-	-	150	2.9%	140	2.9%	(10)	-6.7%	53	60.9%
Native American	343	10.4%	565	10.3%	488	9.6%	-	-	544	10.4%	475	9.8%	(69)	-12.7%	132	38.5%
Asian / Pacific Islander	25	0.8%	52	0.9%	45	0.9%	-	-	73	1.4%	67	1.4%	(6)	-8.2%	42	168.0%
Other*	131	4.0%	291	5.3%	100	2.0%	-	-	287	5.5%	269	5.5%	(18)	-6.3%	138	105.3%
Total	3,294		5,494		5,063		-	-	5,239		4,867		(372)	-7.1%	1,573	47.8%

**Data not available for this year.

*Other and no response

Source: Oklahoma Commission for Teacher Preparation

Table 9
OGET Test Takers by Gender
Public and Private Institutions
2006-07 to 2007-08

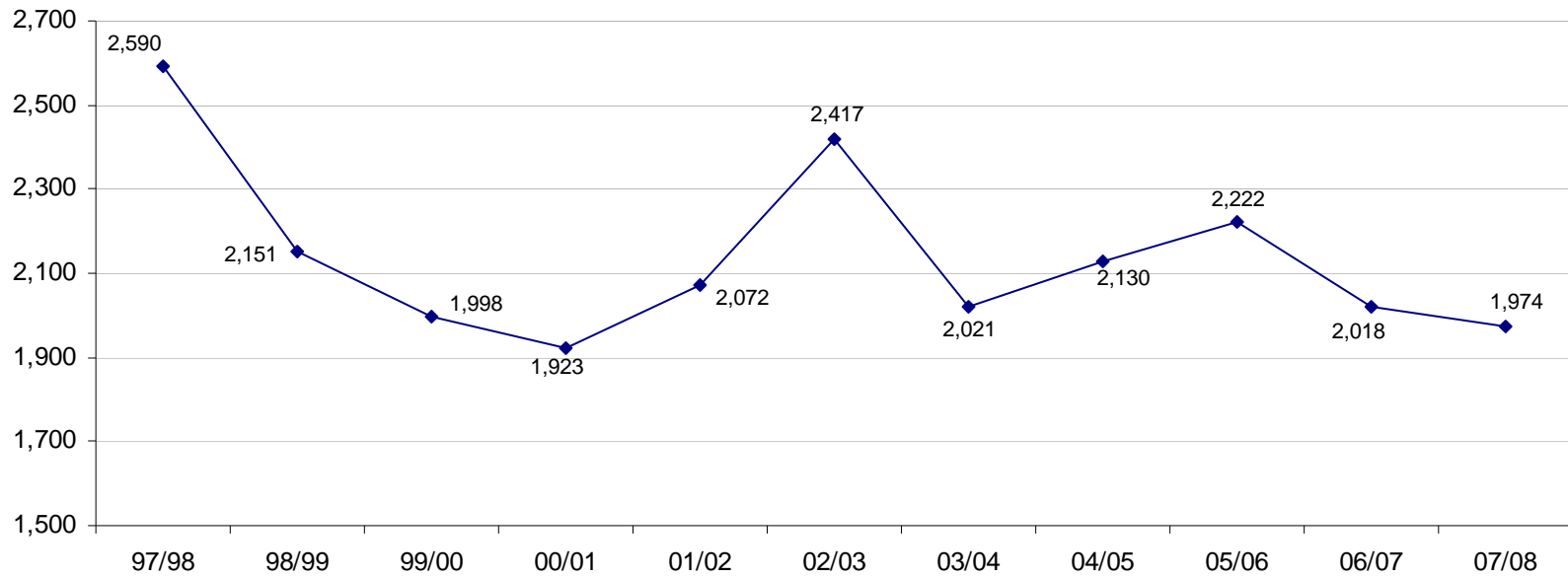
Gender	Year						Annual Difference		
	06/07			07/08			07/08-06/07		
	Taking	Passing	Percent Passing	Taking	Passing	Percent Passing	Taking	Passing	Percent Passing
Male	1,262	1,085	86.0%	1,267	1,071	84.5%	5	-15	-1.5%
% of Total	24.1%	24.2%		26.0%	25.9%		1.9%	1.7%	
Female	3,915	3,343	85.4%	3,548	3,023	85.2%	-367	-321	-0.2%
% of Total	74.7%	74.6%		72.9%	73.1%		-1.8%	-1.6%	
Unknown	62	52	83.9%	52	44	84.6%	-10	-8	0.7%
% of Total	1.2%	1.2%		1.1%	1.1%		-0.1%	-0.1%	
Total	5,239	4,481	85.5%	4,867	4,138	85.0%	-372	-343	-0.5%

Source: Oklahoma Commission for Teacher Preparation

CHARTS

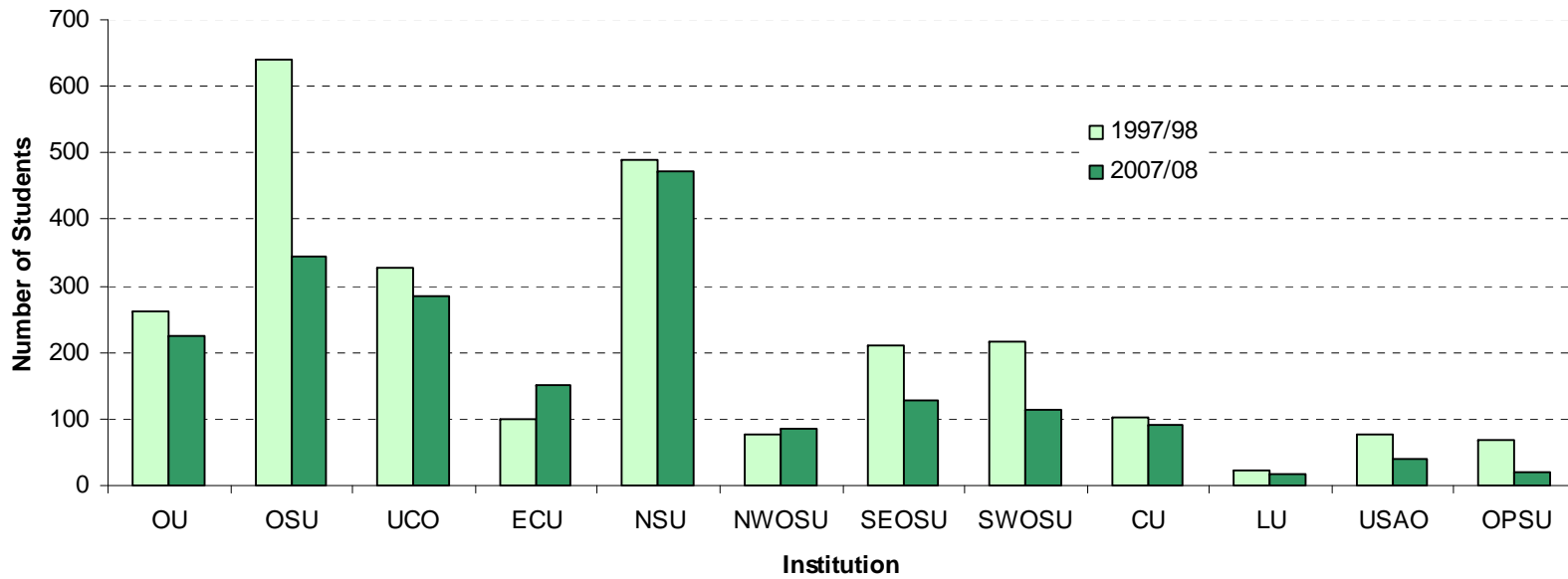
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Chart 1a
Students Admitted to Teacher Education Programs at Public Universities
1997-98 to 2007-08



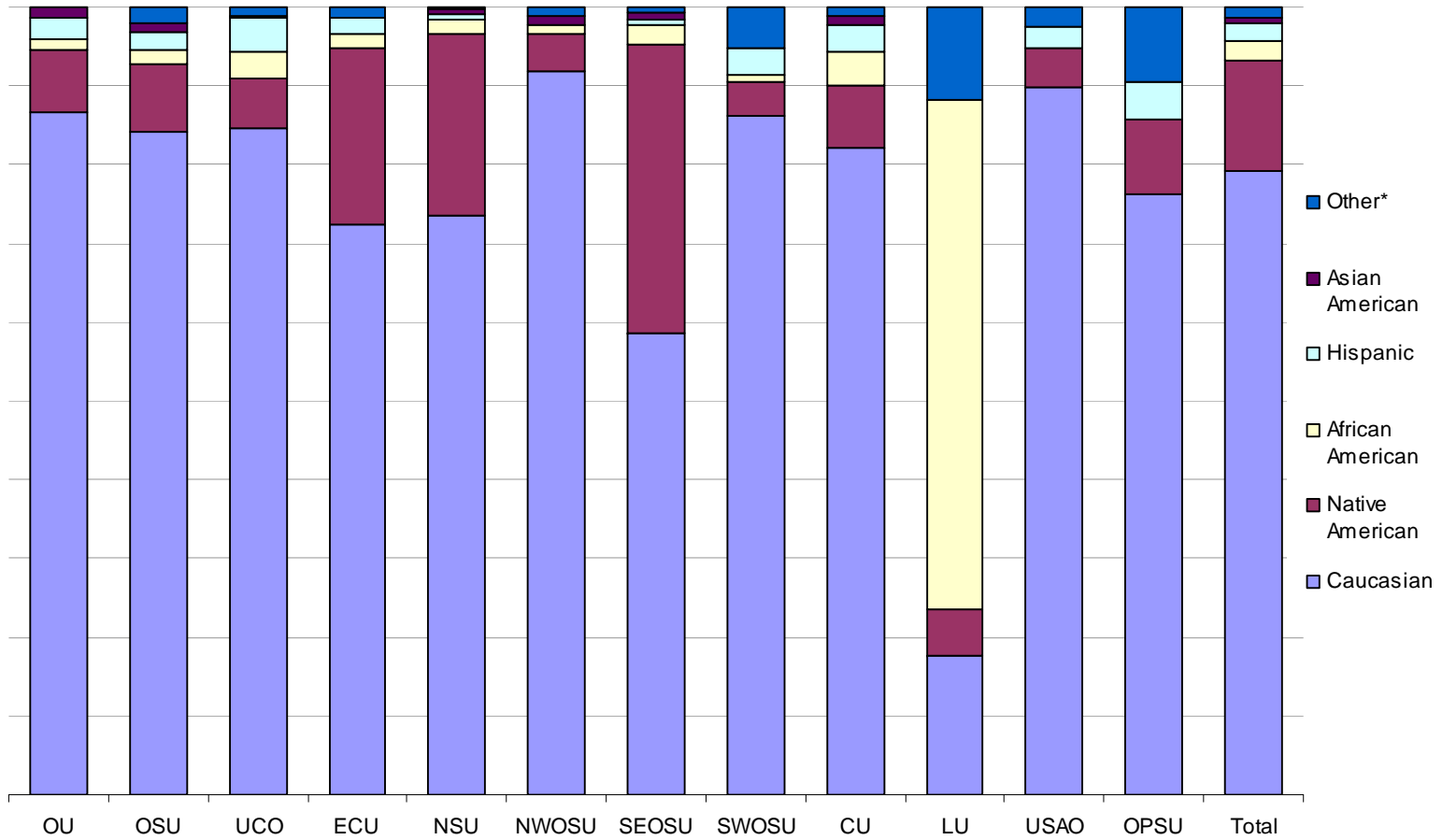
C-1

Chart 1b
Students Admitted to Teacher Education Program at Public Universities
1997-98 and 2007-08



C-2

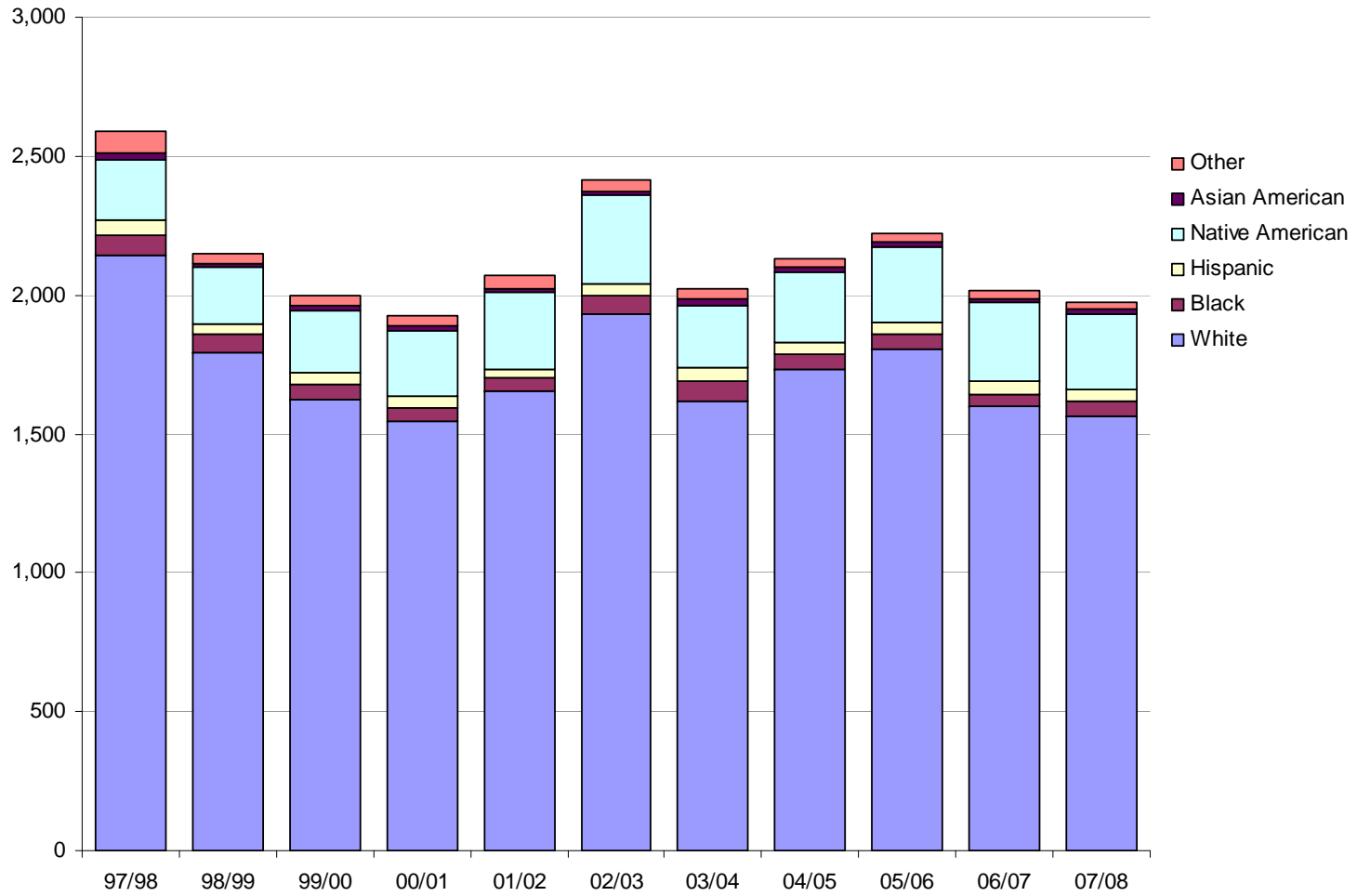
Chart 2
Distribution of Students Admitted to Teacher Education Programs
by Ethnic Group and Institution
2007-08



C-3

*Nonresident alien and unknown

Chart 3
Students Admitted to Teacher Education Programs by Ethnic Group at Public
Universities
1997-98 to 2007-08



C-4

Chart 4a
Students Admitted to Teacher Education Programs by Gender
at Public Universities
1997-98 to 2007-08

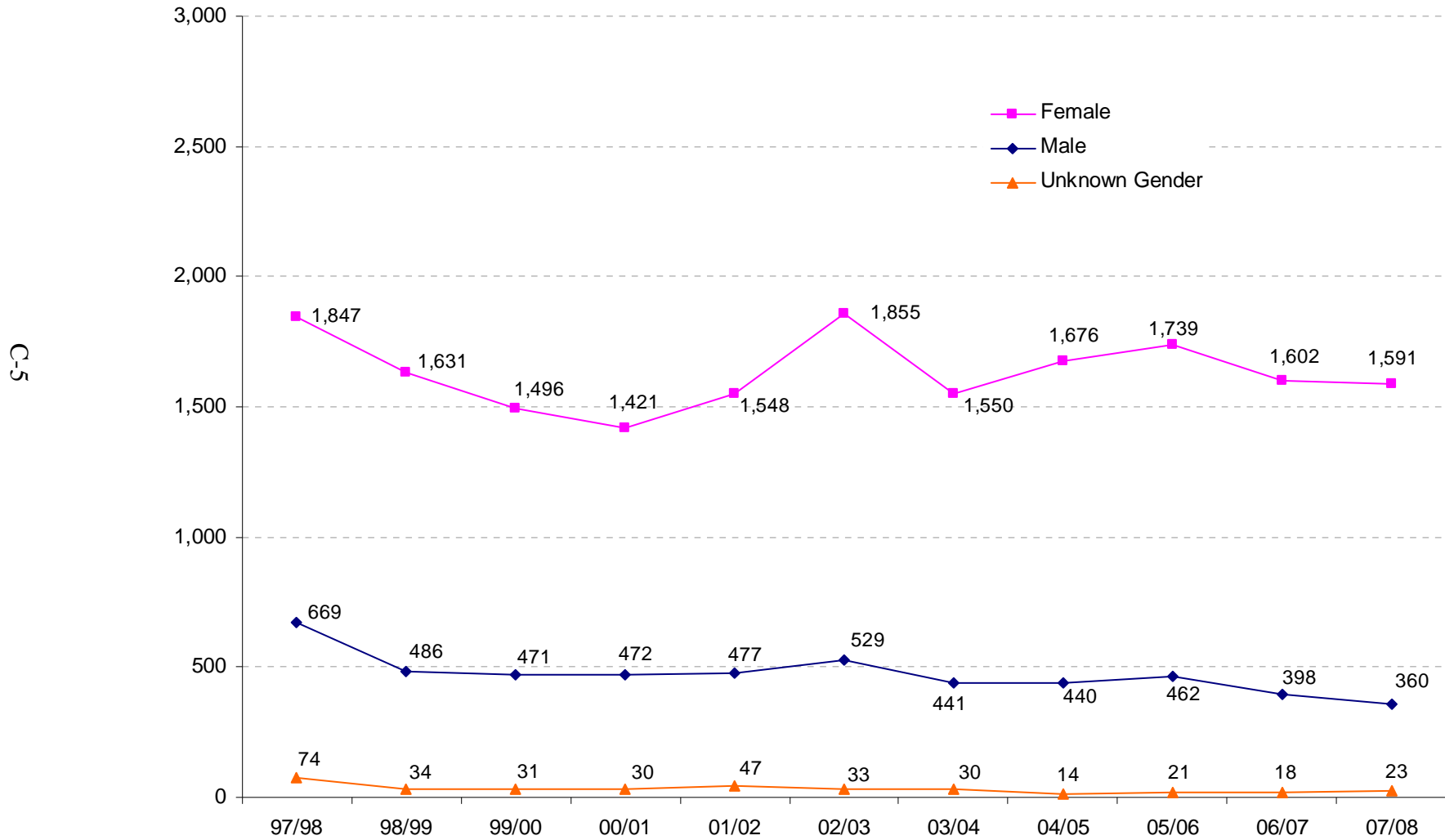


Chart 4b
Students Admitted to Teacher Education Programs
by Institution and Gender
2007-08

C-6

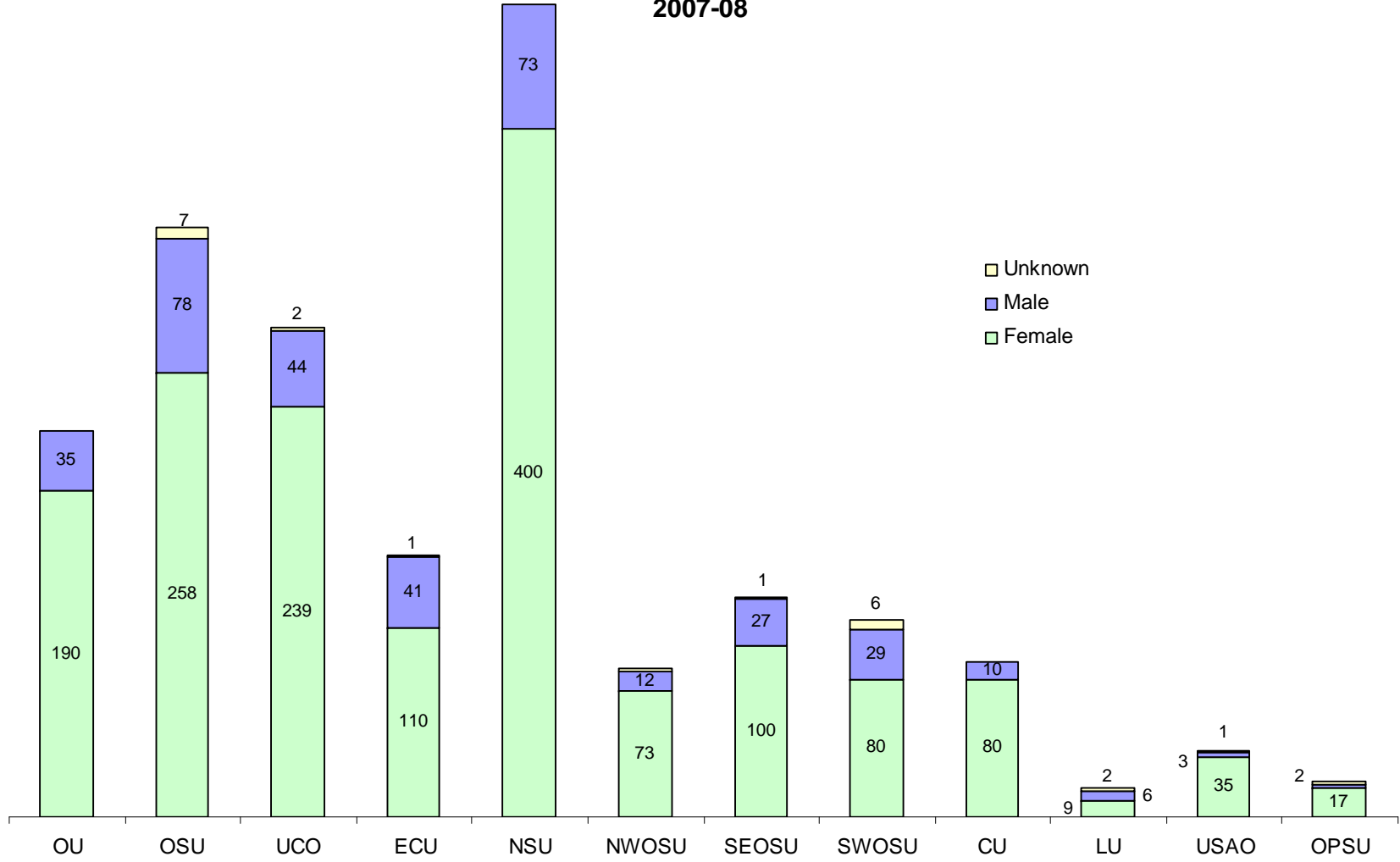


Chart 5
Percent of Students Admitted to Teacher Education Programs
by Admission Criterion and Institution
2007-08

C-7

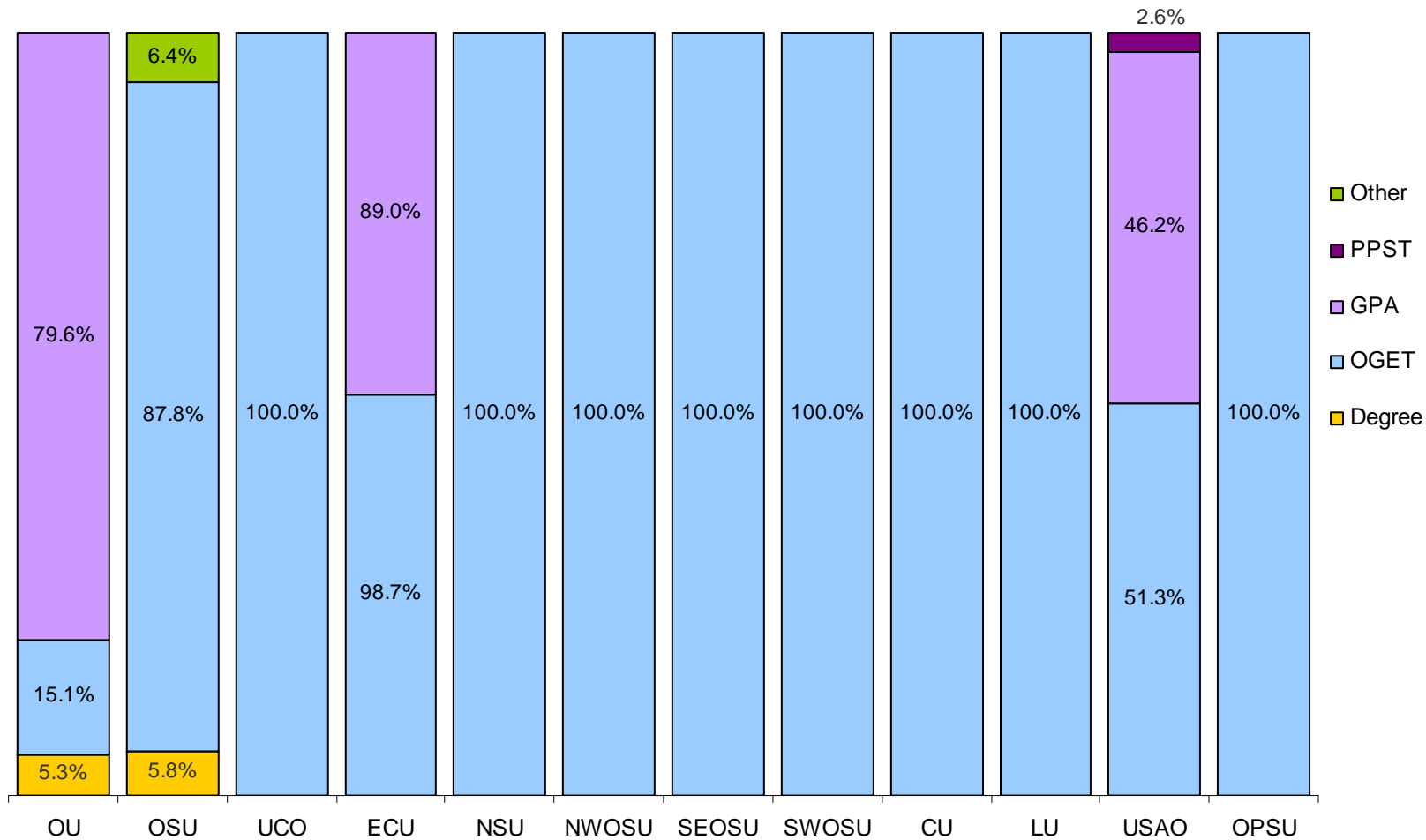
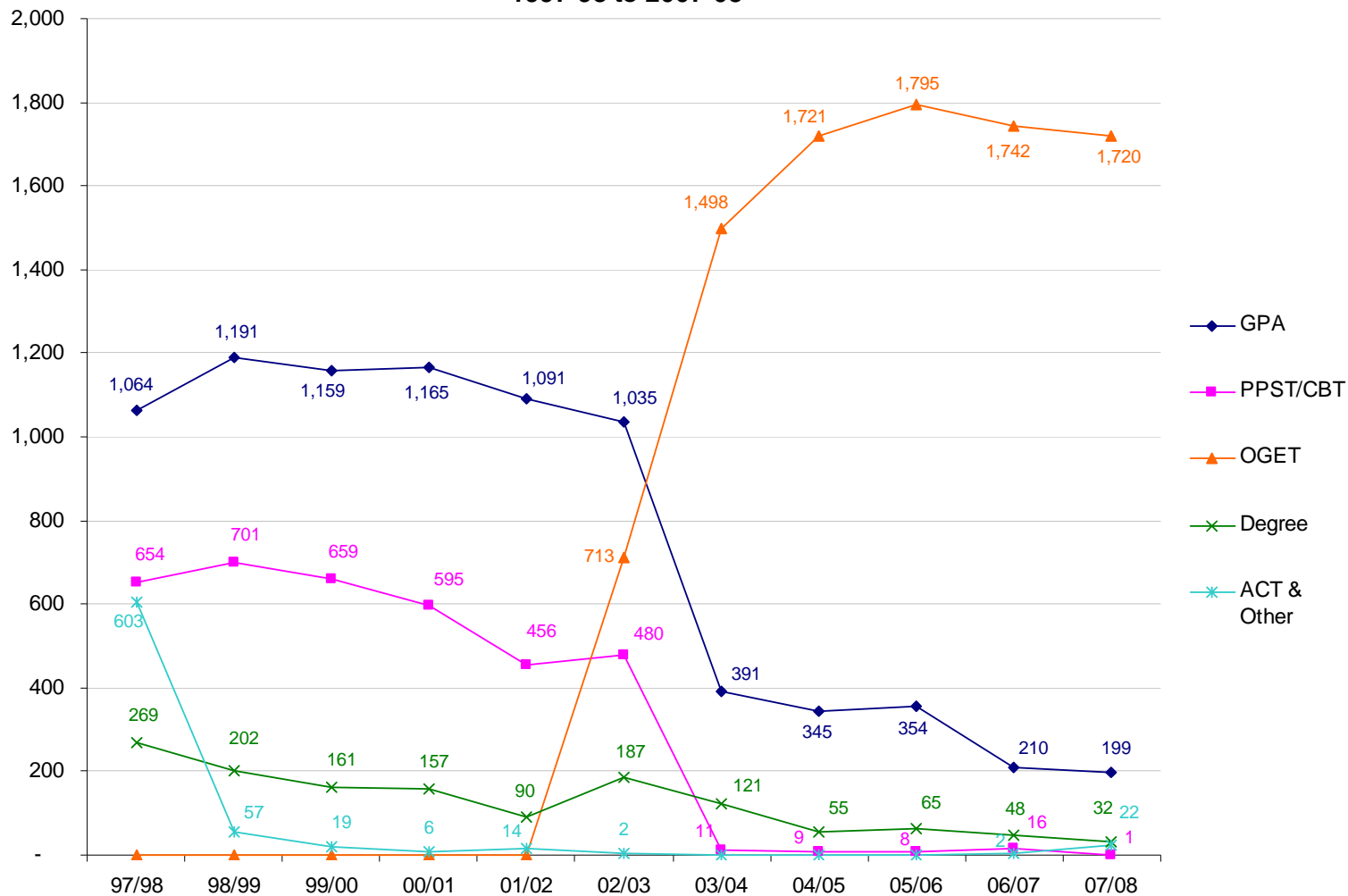


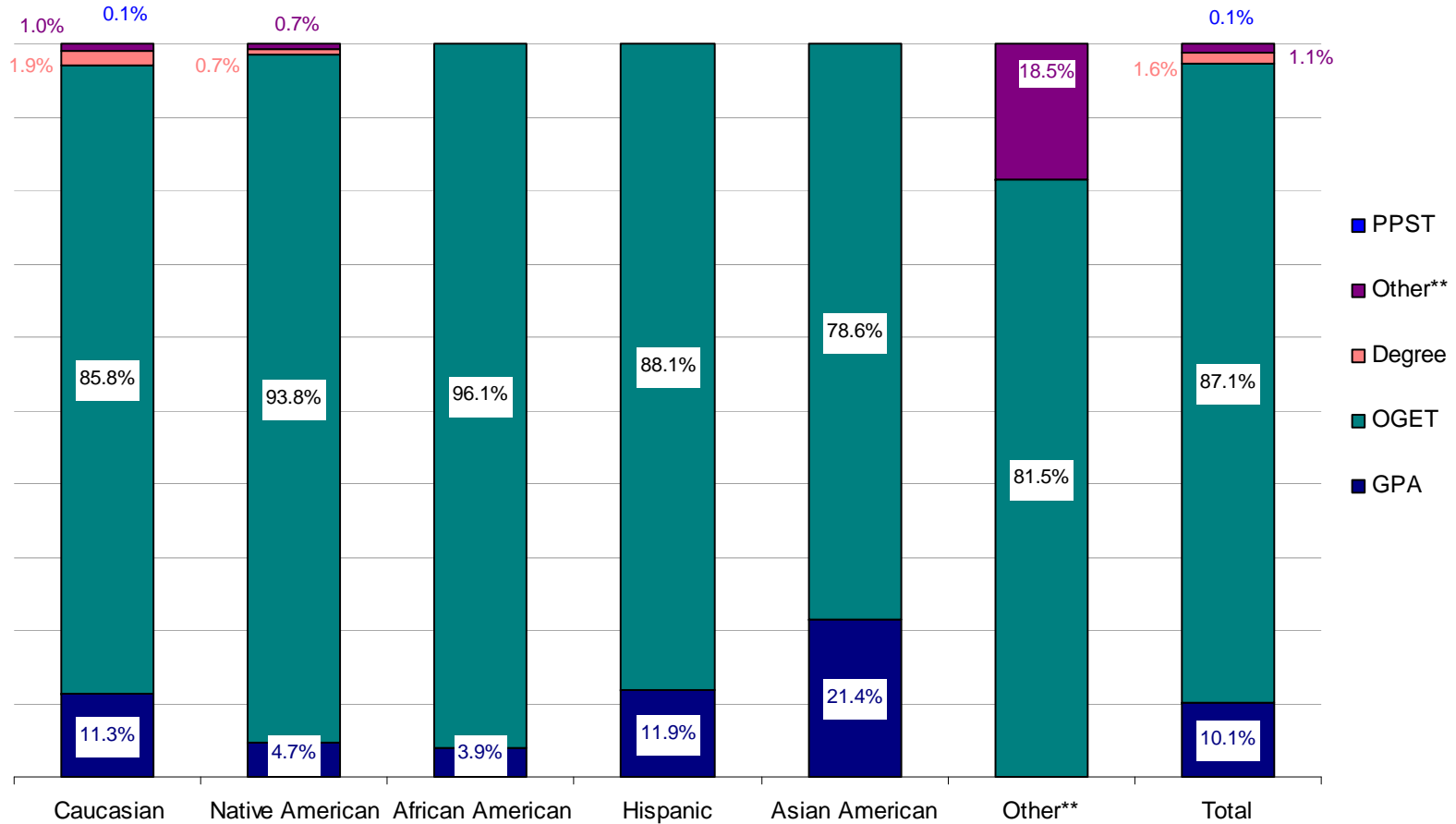
Chart 6
Students Admitted by Admission Criterion
at Public Universities
1997-98 to 2007-08

C-8



Oklahoma State Regents for Higher Education

Chart 7
Percent of Students Admitted to Teacher Education Programs
by Admission Criterion and Ethnic Group
at Public Universities
2007-08



**Nonresident Alien and unknown

C-9

Chart 8
Students Taking the OGET by Ethnic Group
at Public and Independent Institutions
2002-03 to 2007-08

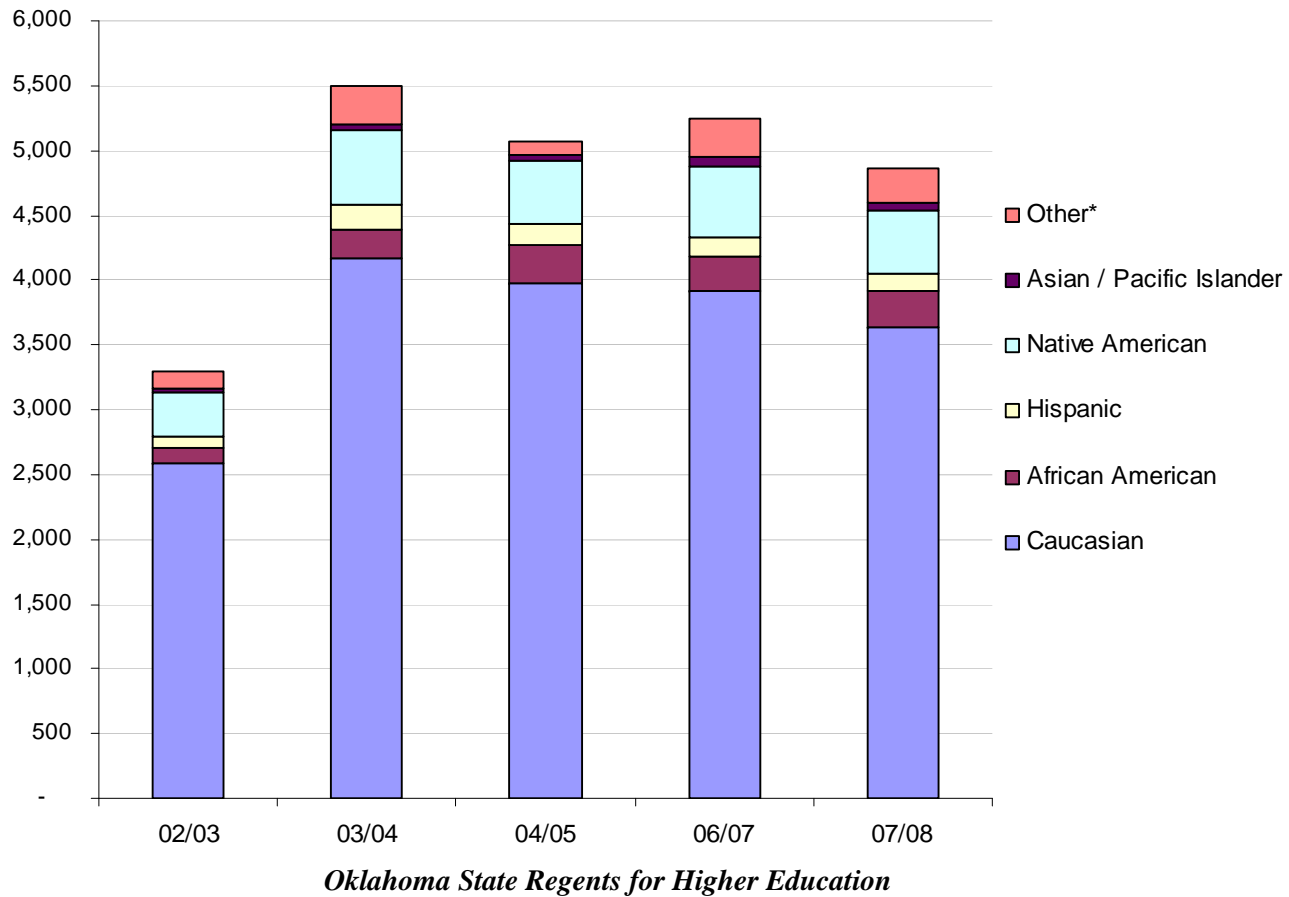
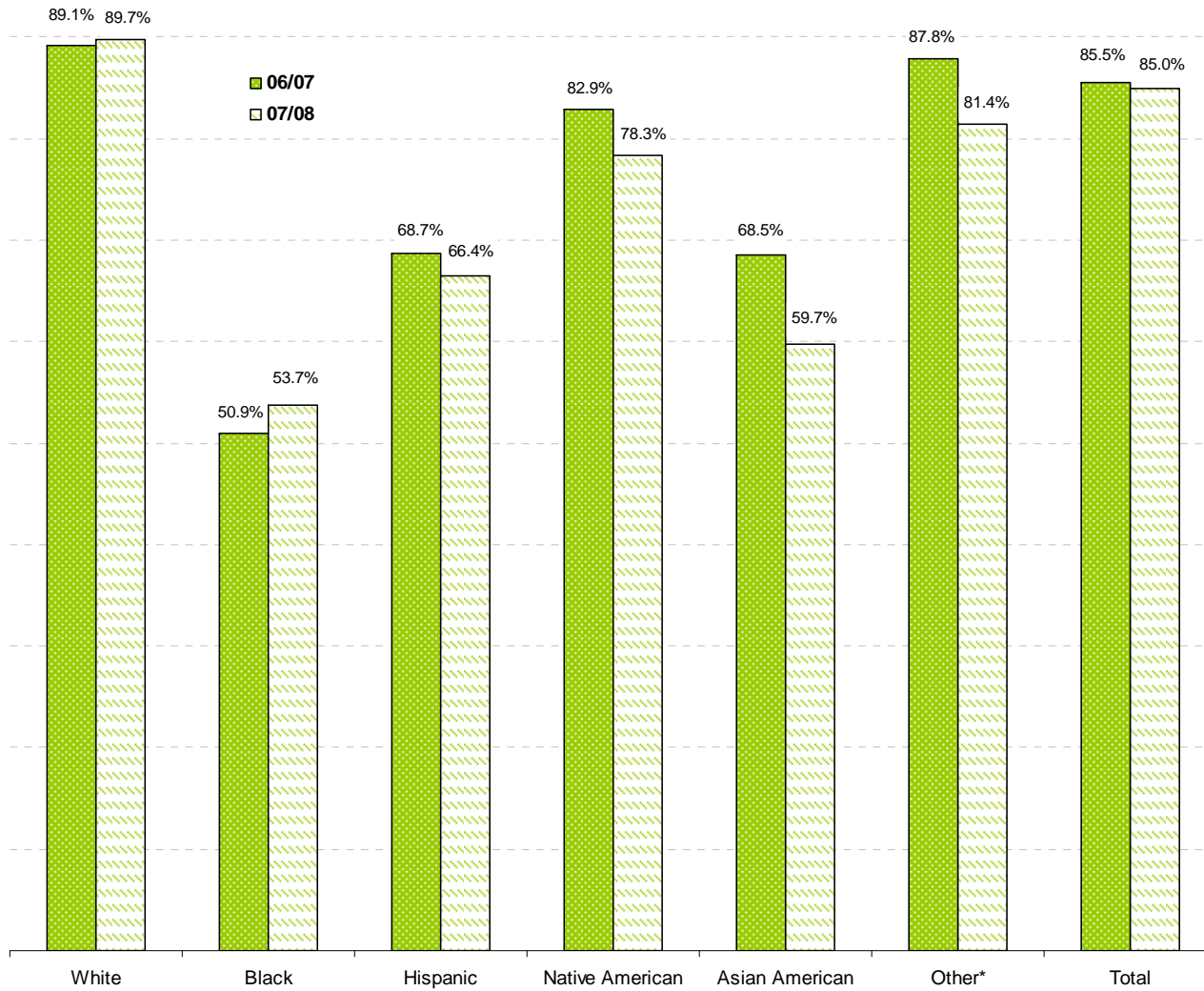


Chart 8a
Percent of OGET Test Takers Passing by Ethnicity
2006-07 and 2007-08

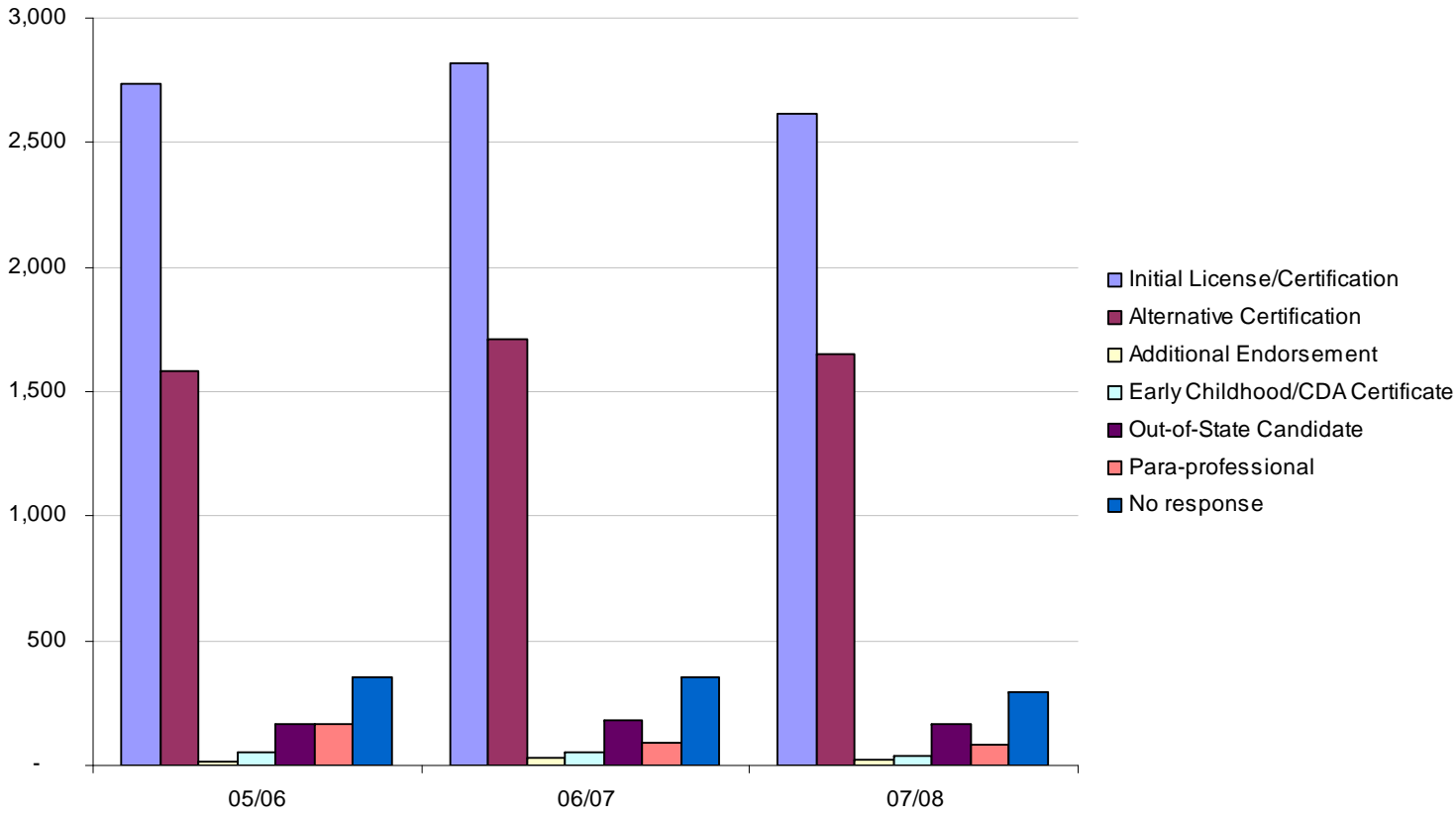


C-11

*No response or other

Chart 9
OGET Test Takers by Route to Certification
2005-06 to 2007-08

C-12



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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:¹

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).²

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)	
TOTAL	30 hours

- 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

¹ 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.

² 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.