

# 2023 Annual Accreditation Report

CAEP ID:	10558	AACTE SID:	980
Institution:	East Central University		
Unit:	Teacher Preparation Program		

## Section 1. EPP Profile Updates in AIMS

After reviewing and/or updating the Educator Preparation Provider's (EPP's) profile in AIMS, check the box to indicate that the information in the system is up-to-date and accurate.

### 1.1 Update Contact Information in AIMS:

1.1.1 I confirm that the EPP has listed and updated the contact information for the individual(s) designated as "EPP Head."

[The individual(s) identified as the EPP head should be authorized to receive time-sensitive CAEP-accreditation related communications.]

Agree Disagree

1.1.2 I confirm that the EPP has listed and updated the contact information for the individual(s) designated as "CAEP Coordinator".

[The individual(s) identified as the CAEP Coordinator is primarily assigned the role in coordinating accreditation activities. This contact may be carbon copied on communications to the EPP head and should be authorized by the EPP to receive CAEP-accreditation related communications.]

Agree Disagree

1.1.3 I confirm that the EPP has provided updated contact information for two distinct people for these roles.

[CAEP requires that EPPs provide information for at least two distinct contact persons to ensure that automatic communications sent from AIMS are received by the EPP in the event of personnel turnover.]

Agree Disagree

### 1.2 Update EPP Information in AIMS:

1.2.1 *Basic Information* - I confirm that the EPP's basic information (including mailing address and EPP name) are up to date and accurately reflected in AIMS.

[The individual(s) identified as the EPP head should have authority over the EPP. This contact may receive time-sensitive communications related to the accreditation of the EPP.]

Agree Disagree

1.2.2 *EPP Characteristics and Affiliations* - I confirm that the EPP characteristics and affiliations (including Carnegie classification, EPP type, religious affiliation, language of instruction, institutional accreditation, and branch campuses/sites) are up to date and accurately reflected in AIMS

[The individual(s) identified as the CAEP Coordinator should have a role in coordinating accreditation activities. This contact may be carbon copied on communications to the EPP head.]

Agree Disagree

1.2.3 *Program Options* - I confirm that EPP's licensure area listings (including program title, licensure level, degree or certificate level, licensure(program) category, and program review option) are up to date and accurately reflected in AIMS under Program Options, for all licensure areas that fall within CAEP's scope of accreditation; (programs outside of CAEP's scope of accreditation should either be marked as non-CAEP review or archived, as applicable, in AIMS).

Agree Disagree



## Section 2. EPP's Program Graduates [Academic Year 2021-2022]

### 2.1 What is the total number of candidates who graduated from programs that prepared them to work in P-12 settings during Academic Year 2021-2022?

Enter a numeric value for each textbox.

2.1.1 Number of graduates in programs leading to initial teacher certification or licensure<sup>1</sup>

48

2.1.2 Number of graduates in advanced programs or programs leading to a degree, endorsement, or some other credential that prepares the holder to serve in P-12 schools (Do not include those completers counted above.)<sup>2</sup>

123

**Total number of program graduates** 171

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<sup>1</sup>In Section 2 of the Annual Report, the EPP will provide the total number of graduates who finished the program and licensing requirements in the academic year specified.

<sup>2</sup> For a description of the scope for Initial and Advanced programs, see Policy II in the [CAEP Accreditation Policies and Procedures](#)

### Section 3. Substantive Changes

Please report on any substantive changes that have occurred at the EPP/Institution or Organization, as well as the EPP's current regional accreditation status.

**Have any of the following substantive changes occurred at your educator preparation provider or institution/organization during the 2021-2022 academic year?**

3.1 Has there been any change in the EPP's legal status, form of control, or ownership?

Change  No Change / Not Applicable

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3.2 Has the EPP entered a contract with other providers for direct instructional services, including any teach out agreements?

Change  No Change / Not Applicable

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3.3 Since the last reporting cycle, has the EPP seen a change in state program approval?

Change  No Change / Not Applicable

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3.4. What is the EPP's current regional accreditation status?

Accreditation Agency:

Higher Learning Commission

Status:

Accredited

Does this represent a change in status from the prior year?

Change  No Change / Not Applicable

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3.5 Since the last reporting cycle, does the EPP have any other substantive changes to report to CAEP per [CAEP's Accreditation Policy](#)?

Change  No Change / Not Applicable

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## Section 4. CAEP Accreditation Details on EPP's Website

Please update the EPP's public facing website to include: 1) the EPP's current CAEP accreditation status with an accurate listing of the EPP's CAEP (NCATE, or TEAC) reviewed programs, and 2) the EPP's data display of the CAEP Accountability Measures for Academic Year 2021-2022.

### 4.1. EPP's current CAEP (NCATE/TEAC) Accreditation Status & Reviewed Programs

4.1 Provider shares a direct link to the EPP's website where information relevant to the EPP's current accreditation status is provided along with an accurate list of programs included during the most recent CAEP (NCATE or TEAC) accreditation review.

<https://www.ecok.edu/academics/colleges-and-schools/college-education-and-psychology/department-education>

### 4.2. CAEP Accountability Measures (for CHEA Requirements) [2021-2022 Academic Year]

Provider shares a direct link to its website where the EPP's display of data for the CAEP Accountability Measures, as gathered during the 2021-2022 academic year, are clearly tagged, explained, and available to the public.

[CAEP Accountability Measures \(for CHEA Requirements\) \[2021-2022 Academic Year\]](#)

- **Measure 1 (Initial): Completer<sup>3</sup> 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.
- **Measure 2 (Initial and Advanced): Satisfaction of employers and stakeholder involvement. (R4.2|R5.3| RA4.1)**  
Data provided should be collected on employers' satisfaction with program completers.
- **Measure 3 (Initial and Advanced): 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. (E.g.: EPP's Title II report, data that reflect the ability of EPP candidates to meet licensing and state requirements or other measures the EPP uses to determine candidate competency at completion.)
- **Measure 4 (Initial and Advanced): Ability of completers to be hired** (in positions for which they have prepared.)

<sup>3</sup>For the CAEP Accountability Measures, the EPP will share information on the website pertaining to completer data per CAEP's definition of the term completer: "A candidate who successfully satisfied all program requirements of a preparation program at least six months previously and who is employed in a position for which they were prepared for state licensure."

[CAEP Accountability Measures \(Initial\) \[LINK\] https://www.ecok.edu/academics/colleges-and-schools/college-education-and-psychology/department-education/accreditation](https://www.ecok.edu/academics/colleges-and-schools/college-education-and-psychology/department-education/accreditation)

[CAEP Accountability Measures \(Advanced\) \[LINK\] https://www.ecok.edu/academics/colleges-and-schools/college-education-and-psychology/department-education/accreditation](https://www.ecok.edu/academics/colleges-and-schools/college-education-and-psychology/department-education/accreditation)

## Section 5. Areas for Improvement, Weaknesses, and/or Stipulations

Summarize EPP activities and the outcomes of those activities as they relate to correcting the areas cited in the last Accreditation Action/Decision Report. The EPP will continue to report its action and progress on addressing its AFI(s), weaknesses and/or stipulations until the EPP's next CAEP Accreditation Site Review.

### **CAEP: Areas for Improvement (ITP)**

3 Candidate Quality, Recruitment, And Selectivity

#### **The EPP provided limited evidence of a plan for the recruitment of diverse candidates to meet employer needs. (Component 3.1)**

The EPP's recruitment mission is to recruit exemplary candidates from various backgrounds and diverse populations. It intends to accomplish this mission by focusing on four goals: recruiting current ECU students who've not decided on a major, target diverse populations reflected in the service area during recruitment, maintain an exemplary marketing and outreach campaign, and provide financial incentives for candidates.

**\*\*Recruit current ECU students who've not decided on a major by increasing candidate population by 5 % per year:**

In 21-21, the Oklahoma State Regents for Higher Education (OSRHE) awarded the EPP a \$6,000 grant to recruit teachers. This grant, Recruiting Tigers to Teach (RTT), focused on recruiting current ECU students who've not decided on a major. ECU had 228 students who had not decided on a major then. These efforts and a second grant from OSHRE continued during 21-22. These efforts coincide with other recruiting goals, such as recruiting diverse populations, as the university's population, which is white (55%), minority (44%), and unknown (5%), reflects the university's service area. Of the 44% minority population, the percentages by race are: Native American (41%), Black (16%), Hispanic (10%), Asian (21%), Native Hawaiian/Pacific Islander (1%), and two or more races (11%).

In 21-22, these RTT events occurred:

ECU Career Day Fair: 11/3/21  
Workshop #3: 11/16/21 - 3:30-4:30  
Open House #2: 1/19/22 - 11:00-1:00  
Workshop #4: 1/25/22 - 3:30-4:30  
Workshop #5: 2/15/22 - 3:30:00-4:30  
Workshop #6: 3/8/22 - 3:30-4:30  
Workshop #7: 4/8/22 - 9:00-12:00 (Teacher Celebration)

88 attendees were at the open house and workshops, and 134 attendees were at the Teacher Celebration. Of the 14 people interested in alternative certification, two obtained employment as teachers. In total, 170 undecided majors attended these events, and 26 changed their major to education or one of the secondary teacher certification programs.

As well, the EPP partners with ECU Office of Recruitment to meet and contact students listed as undecided for major

**\*\*Target diverse populations reflected in the service area during recruiting by increasing our Native American population of candidates by 5% every year until we reflect the service area:**

The University, located in the Chickasaw Nation, focuses on the needs of Native American students. And the EPP also identified Native American candidates and potential students as one of its three targeted areas for recruitment, along with STEM and special education. In 2018, the EPP partnered with the Choctaw Nation to provide additional scholarship opportunities to Native American students through Teach 2 Reach. Teach 2 Reach covers the cost of a student's education, provides \$1,000 month for living expenses, and assists with job placement and mentor support during their first two years of teaching. Five ECU students received the Teach 2 Reach scholarship in 21-22 which is an increase of 2% from this program alone.

The ECU marketing department continues to recruit local high school students enrolled in districts with large populations of Native American students. Education Dept. faculty collaborate with the NASNTI REACH Program to attend events and speak to students. The EPP has seen an increase in the number of Native American students interested in teacher education

The EPP's service area includes many school districts with a high percentage of students who come from low socioeconomic backgrounds. The EPP now tracks students who identify as coming from lower socioeconomic backgrounds when entering teacher education. The number of students who identify as "disadvantaged" over the past six semesters is as follows: Fall 19 (5%), Spring 20 (21%), Fall 20 (8%), Spring 21 (12%), Fall 21 (38%), and Spring 22 (45%).

**\*\*Maintain an exemplary marketing and outreach campaign by conducting at least five events a year:**

The EPP executes its marketing and outreach campaign through social media, multiple events, and partnerships. With social media, the department's Facebook page has approximately 1,100 followers, and each post reaches 450 individuals. The EPP attends multiple events, including:

- University: high school counselor day, college day, and transfer student day

- Public school: high school and community college transfer fairs, recruitment luncheons.
- Agency/organization: EngageOK, OTA events, and OROS events.

The EPP maintains partnerships with the ECU Office of Recruitment, ECU Office of Advancement, CCOSA, NASNTI REACHE, Chickasaw Nation, and ECU Athletic Dept. We have posted 12 times on social media and conducted five events.

\*\*Provide financial incentives for teacher candidates:

The University facilitates two Oklahoma-supported initiatives to increase recruitment and retention - Oklahoma's Promise and Teacher Shortage Employment Incentive Program (TSEIP). Oklahoma's Promise gives lower socioeconomic students (family income below \$60,000 - \$80,000, depending on number of dependents) financial support to obtain a bachelor's degree in an Oklahoma university. TSEIP aims to help recruit and retain mathematics and science teachers by reimbursing student loan expenses or providing commensurate cash.

University and ECU Education Department initiatives and scholarships also aid in addressing teacher shortages. Recently the EPP approved a program called the Teacher's Promise Scholarship, which supports dependents of Oklahoma teachers by offering tuition assistance. This tuition assistance includes \$750 per semester for four years or eight semesters. Multiple ECU Foundation scholarships support teacher education students. In 21-22, these scholarship programs distributed approximately \$150,000 in various amounts to approximately 80 students.

Finally, the ECU Education Dept. provided 91 scholarships for teacher candidates to take OGET (58), OSAT (15), and PPAT (18).

## Section 6. EPP's Continuous Improvement & Progress on (advanced level) Phase-in Plans and (initial-level) Transition Plans

Please share any continuous improvement initiatives at the EPP, AND (if applicable) provide CAEP with an update on the EPP's progress on its advanced level phase-in plans and/or initial level transition plans.

### 6.1 Summarize any data-driven EPP-wide or programmatic modifications, innovations, or changes planned, worked on, or completed in the last academic year.

This is an opportunity to share targeted continuous improvement efforts your EPP is proud of. Focus on one to two major efforts the EPP made and the relationship among data examined, changes, and studying the results of those changes.

The Professional Education Committee and Teacher Education Council approved the use of the Candidate Preservice Assessment of Student Teaching (CPAST) instrument for student teacher evaluations, moving away from the Student Teacher Evaluation. This change will allow the EPP to provide a more thorough student teacher evaluation process, use a more valid assessment, and compare data against other student teachers across the state and nation. Full implementation of CPAST began in Fall 2021, and the EPP started reviewing the CPAST data during Spring 2022.

The Professional Education Committee identified tracking students during student teaching experiences as an issue, resulting in some discrepancies in hours worked and recorded. The Education Department administrative staff implemented a clock in/clock out system in coordination with the mentor teacher that uses a QR code. Education Department administrative staff now house the data and verify that the student teacher hours work align with the recorded times.

During the 21-22 school year, all programs in both initial and advanced areas evaluated their courses against state and national standards and made necessary course description changes. This work was in preparation for Council for the Accreditation of Educator Preparation (CAEP) visit in 2026, which requires state reports to be approved three years prior.

In addition, the Advanced Professional Education Committee (APEC) evaluated the graduate dispositional assessment against current research and updated it. This augmented the graduate dispositional assessment and made it congruent among all advanced programs. Graduate students are evaluated on dispositions using the assessment multiple times during their coursework and program of study. The APEC changed the graduate capstone to align with current standards.

#### 6.1.2 Optional Comments

- A.1.1 Candidate Knowledge, Skills, and Professional Dispositions**
- A.1.2 Provider Responsibilities**
- A.3.2 Candidates Demonstrate Academic Achievement and Ability to Complete Preparation Successfully**
- R1.1 The Learner and Learning**
- R1.2 Content**
- R1.3 Instructional Practice**
- R1.4 Professional Responsibility**
- R2.2 Clinical Educators**
- R2.3 Clinical Experiences**
- R3.3 Competency at Completion**
- R5.1 Quality Assurance System**
- R5.2 Data Quality**
- R5.4 Continuous Improvement**

**Upload data results or documentation of progress on phase-in/transition plans if applicable (This is optional and for the EPP's records as it prepares for the next CAEP review).**



## Section 8: Feedback for CAEP & Report Preparer's Authorization

**8.1 . [OPTIONAL] Just as CAEP asks EPPs to reflect on their work towards continuous improvement, CAEP endeavors to improve its own practices. To this end, CAEP asks for the following information to identify areas of priority in assisting EPPs.**

8.1 Questions: Does the EPP have any questions about CAEP Standards, CAEP sufficiency criteria, or the CAEP accreditation process generally?

No

**8.2 Preparer's authorization.** *By checking the box below, I indicate that I am authorized by the EPP to complete the 2023 EPP Annual Report, and that the details provided in this report and linked webpages are up to date and accurate at the time of submission..*

**I am authorized to complete this report.**

### Report Preparer's Information

Name: Marc Moore

Position: Education Department Assessment Coordinator

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**Secondary Contact Person for Annual Report Feedback***(Notification of Annual Report Feedback will be sent to the report preparer and the secondary contact person listed to ensure receipt of feedback in the event of EPP turnover.)*

Name: Jerry Mihelic

Position: Dean - College of Education and Psychology

Phone: 580-559-5350

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**I understand that all the information that is provided to CAEP from EPPs seeking initial accreditation, continuing accreditation or having completed the accreditation process is considered the property of CAEP and may be used for training, research and data review. CAEP reserves the right to compile and issue data derived from accreditation documents.**

See [CAEP Accreditation Policy](#)

**Acknowledge**