2022 Annual Accreditation Report

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

Section 1. EPP Profile Updates in AIMS

Please review the Educator Preparation Provider's (EPP's) profile in AIMS and update the following information for: Contact Persons, EPP Characteristics, Program Listings. [See the Annual Report Technical Guide for additional guidance.]

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 have authority over the EPP. This contact may receive time-sensitive communications related to the accreditation of the EPP.]

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 should have a role in coordinating accreditation activities. This contact may be carbon copied on communications to the EPP head.]

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 two distinct contact persons to ensure that automatic communications sent from AIMS are received by the EPP in the event of personal 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 program listings (including program name, program

review level, certificate level, program category, and program review option) are up to date and accurately reflected in AIMS for all EPP programs that fall within CAEP's scope of accreditation; (programs outside of CAEP's scope of accreditation should be archived and not listed in AIMS).

Agree Disagree

Section 2. EPP's Program Completers [Academic Year 2020-2021]

2.1 How many candidates completed programs that prepared them to work in P-12 settings during Academic Year 2020-2021?

Enter a numeric value for each textbox.

2.1.1 Number of completers in programs leading to <u>initial</u> teacher certification or licensure[1]

100

2.1.2 Number of completers in <u>advanced</u> 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.)[2]

166

Total number of program completers 266

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[1] 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 2020-2021 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**

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**

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

○ **Change** ◉ **No Change / Not Applicable**

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**

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**

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 EPPs data display of the CAEP Accountability Measures for Academic Year 2020-2021.

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/accreditation

4.2. CAEP Accountability Measures (for CHEA Requirements) [2020-2021 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 2020-2021 academic year, are clearly tagged, explained, and available to the public.

CAEP Accountability Measures (for CHEA Requirements) [2020-2021 Academic Year]

- **Measure 1 (Initial): 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.
- **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.)

CAEP Accountability Measures (Initial) [LINK] https://docs.google.com/document/d/1_1t-9eII61lXje127SYIwF2clonsOcsbBpAQlwUylaM/edit?usp=sharing

CAEP Accountability Measures (Advanced) [LINK] https://docs.google.com/document/d/1_1t-9eII61lXje127SYIwF2clonsOcsbBpAQlwUylaM/edit?usp=sharing

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)

In September 2020, the Oklahoma State Regents for Higher Education awarded the EPP a $6,000 grant to be utilized for the purpose of recruiting teachers. It was decided to focus the efforts of this project toward recruiting among the undecided majors at the institution. At that time there were 228 students whose majors were undecided. These efforts have continued with the receipt of these funds once again in September 2021 dedicated to this purpose. The decision was made to begin with this population, because it is representative of the diversity of the institution which is 55% White, 44% Minority, and 5% unknown ethnicity. Of the 44% minority the percentages break down as follows: 41% Native American, 16% Black, 10% Hispanic, 21% Asian, 1% Native Hawaiian/Pacific Islander, and 11% multiple races. The program is called Recruiting Tigers to Teach (RTT).

During the 21-22 AY, these events took place:
ECU Career Day Fair: November 3, 2021
Workshop #3: November 16, 2021 from 3:30-4:30pm
Open House #2: January 19, 2022 from 11:00am-1:00pm
Workshop #4: January 25, 2022 from 3:30-4:30 pm
Workshop #5: February 15, 2022 from 3:30:00-4:30pm
Workshop #6: March 8 2022 from 3:30-4:30pm
Workshop #7: April 8, 2022 from 9:00am-12:00pm;
Teacher Celebration in conjunction with the Professional Education Conference: April 8, 2022 from 9:00am-12:00pm

There were a total of 88 attendees at the open house and workshops, and there were 134 attendees at the Teacher Celebration. Of the 14 people who came to these events interested in alternative certification, 2 succeeded in their efforts and obtained employment as public school teachers. In total, 170 undecided majors attended these events, and 26 of them changed their major to education or one of the secondary teacher certification programs between August 2021 and April 2022. As a direct result of these efforts, 26 students changed their major to professional education. As these students make application into the program, they will be asked to disclose their race/ethnicity. This is a new addition to our application which will enable us to better track the diversity of our candidates, as well as determine effective methods of recruiting diverse candidates to meet the needs of the employers in our area of service.

n addition, as a result of the CAEP Accreditation process, the EPP is now tracking students to identify whether supports for students from lower socioeconomic backgrounds are being successful. In the Fall of 2018 and Spring of 2019, 5% of the EPP's undergraduate completers were identified as "disadvantaged" based on qualifying for the Pell Grant. Beginning during the 2019-2020 AY, the EPP began tracking similar data for sophomores applying the Teacher Education Program, or who are enrolled in Block I courses, as well as students who completed their student teacher experience. In the Fall of 2019, 5% of student teachers were identified as "disadvantaged". In the Spring of 2020, 21% of Block I students were identified as "disadvantaged", while only 11.11% of the student teachers were (difference of 13). In the Fall of 2020, 8% of Block I students identified at "disadvantaged", while 11.11% of the student teachers were (difference 3.11). In the Spring of 2021, 12% of Block I students identified as "disadvantaged", while 5.56% of student teachers were (difference 6.44).

The EPP recruitment plan also specifically targets Native American candidates. The university is located in the heart of the Chickasaw Nation and borders on the Choctaw Nation to the south. To focus on some of the unique area schools' needs, the EPP implemented a mandatory Professional Development Day in the fall for teacher candidates that focuses on situations that teachers face in area schools, such as social media, mental health, communicating with stakeholders, poverty, and behavior management. Based on data which represents the needs of area P-12 schools, the EPP identified special education, STEM, as well as Native American needs and teachers as three targeted areas for recruitment efforts.

In the Spring of 2018, the Choctaw Nation of Oklahoma's Teach to Reach (T2R) Career Development Program was started and is funded by a grant awarded to the Choctaw Nation (2.3.3). "The focus of this funding is to train more Native Americans to enter teacher education programs and become highly qualified educators". As one of five partner institutions, the EPP has seen an increase in the number of Native American students who are interested in teacher education . Since the Spring of 2018, candidates applied and were awarded scholarships from this program. The EPP just signed the MOU again regarding continued participation in this program as the Choctaw Nation pursues the continuance of the grant for an additional 3 years. These promotional materials will be provided at every recruitment event.

The current recruitment plan also includes focuses on EPP recruitment through events such as EngageOK held statewide during the summer, Oklahoma Technology Association (OTA) each fall in which the EPP focuses on recruitment efforts through a collaboration with Pitsco. The EPP is also currently making new efforts to focus on the recruitment of high school students and graduate level students through the Office of Advancement.

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.

One change that took place for undergraduate students during the 2020-2021 AY was the implementation of Teacher Education Interview data being collected through the use of a Google Form. During the Fall of 2020, the EPP fully implemented the Google Form, which had been optional prior to this time. Also, a question regarding an ethical dilemma was adopted as the final question of the interview.

In addition, the Professional Education Committee and Teacher Education Council voted to move away from the Student Teacher Evaluation to the CPAST evaluation. This decision was made in the Spring of 2021 and was fully implemented in the Fall of 2021.

As for advanced programs, during the 2020-2021 AY, the Advanced Professional Education Committee (APEC) worked on a better way to organized, collect, and monitor data collected during admittance and throughout the program. The EPP now places calendar invites with links to the evaluations twice during the semester.

In addition, the APEC and program directors worked to align course descriptions to new standards. In addition, the Graduate Capstone Project was developed and revised by individual programs to take the place of the portfolio. Many programs piloted the Capstone Project during the Spring of 2021.

6.1.2 Would the provider be willing to share highlights, new initiatives, assessments, research, scholarship, or other activities during a CAEP Conference or in other CAEP Communications?

◯ Yes ◉ No

6.1.3 Optional Comments

A.1.1 Candidate Knowledge, Skills, and Professional Dispositions
A.3.2 Candidates Demonstrate Academic Achievement and Ability to Complete Preparation Successfully
A.5.2 Quality and Strategic Evaluation
R1.1 The Learner and Learning
R1.2 Content
R1.3 Instructional Practice
R1.4 Professional Responsibility
R2.1 Partnerships for Clinical Preparation
R2.2 Clinical Educators
R2.3 Clinical Experiences
R3.2 Monitoring and Supporting Candidate Progression
R3.3 Competency at Completion
R5.2 Data Quality
R5.3 Stakeholder Involvement
R5.4 Continuous Improvement

Upload data results or documentation of data-driven changes.

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.

8.1.1 What semester is your next accreditation visit?

FAll 2026

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

8.2 Preparer's authorization. *By checking the box below, I indicate that I am authorized by the EPP to complete the 2022 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

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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.

☑ **Acknowledge**