



**East Central University**  
**Department of Education**  
CAEP Annual Reporting Measures  
Data Collected from Sept. 1, 2022 - August 31, 2023



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## Impact Measures

**Measure 4: (Initial and Advanced) Ability of completers to be hired.** (in positions for which they have prepared)

*Office of Educational Quality and Accountability (OEQA) First-Year Teacher Survey*

The Office of Educational Quality and Accountability (OEQA) administers the First-Year Teacher Survey every spring to recent EPP completers employed in an Oklahoma school district. This survey aligns to the Interstate Teacher Assessment and Support Consortium (InTASC) standards, and data collected assess how first-year teachers perceive the preparation that the EPP provided them. OEQA informed EPPs that “no First Year Teacher and Mentor data from 2023 were collected due to the State Department of Education not sharing teacher data with OEQA.” They also informed us that the data-sharing agreement has been restored for 2024.

- 2020 – 2023 First-Year Teacher Survey Results (Attachment #1)

While a teacher shortage currently exists in Oklahoma, which is being filled with emergency and alternatively certified teachers, the EPP developed the following report to examine the retention of completers in the career field. For 21-22, the Oklahoma State Department of Education did not provide data to the OEQA, so the OEQA administration directed Oklahoma EPPs to make a notation in their annual reporting measure that “data have not been provided by the Oklahoma State Department of Education.”

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<b>ECU Retention of Initial Completers 2014 - 2022</b>					
<b>Academic Year Completed Program</b>	<b>Number of Completers Reported to Title II</b>	<b>Academic Year First Year Teaching</b>	<b>Total Number of First Year Teachers in Oklahoma Reported for EPP by OSDE</b>	<b>Number of First Year Teachers Employed in Position Aligning with Area of Certification</b>	<b>Number of First Year Teachers Employed in Position other than Area of Certification</b>
2021-2022	40	2022-2023	**	**	**
2020-2021	43	2021-2022	30 (75%)	27 (90%)	3 (10%)
2019-2020	60	2020-2021	42 (72%)	34 (87%)	8 (13%)
2018-2019	58	2019-2020	43 (74%)	24 (58%)	9 (15%)
2017-2018	64	2018-2019	36 (56%)	36 (100%)	0
2016-2017	72	2017-2018	40 (56%)	36 (89%)	4 (11%)
2015-2016	61	2016-2017	42 (69%)	38 (90%)	4 (10%)
2014-2015	76	2015-2016	58 (76%)	57 (98%)	1 (2%)

\*Number of scores impacted by COVID.

\*\*Data have not been provided by Oklahoma State Department of Education.

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East Central University Number and Percentage of Advanced Program Completers by Program

Academic Year Completed Program	Library Media		Educational Leadership - School		School Counseling		School Psychometry		Special Education	
	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage
2022 - 2023	21	14.4%	84	57.5%	20	13.7%	4	2.7%	17	11.6%
2021 - 2022	31	25.2%	66	53.7%	16	13.0%	4	3.3%	6	4.9%

<b>Attachment #1</b>							
East Central University							
College of Education and Psychology							
Department of Education							
Oklahoma First Year Teachers' Survey							
Assessment completed by First-Year Teachers							
Disseminated by OEQA							
2020 - 2023							
<b>The Learner and Learning</b>							
	<b>InTASC Standard</b>	<b>1: Learner Development</b>			<b>2: Learning Differences</b>	<b>3: Learning Environment</b>	
	<b>Question</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
<b>2023</b>	*	*	*	*	*	*	*
<b>2022</b>	n=16	3.25	3.31	3.19	3.44	3.25	3.48
<b>2021</b>	n=15	3.26	3.40	2.93	3.20	3.20	3.40
<b>2020</b>	n=20	3.45	3.45	3.10	3.15	3.3	3.45
<b>Total</b>	n=51	3.32	3.39	3.07	3.26	3.25	3.44
<b>Content</b>							
	<b>InTASC Standard</b>	<b>4: Content Knowledge</b>		<b>5: Application of Content</b>			
	<b>Question</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>		
<b>2023</b>	*	*	*	*	*		
<b>2022</b>	n=16	3.06	3.13	3.00	3.25		
<b>2021</b>	n=215	3.27	3.07	3.07	3.07		
<b>2020</b>	n=20	3.15	3.10	3.05	3.35		
<b>Total</b>	n=51	3.16	3.10	3.04	3.22		
*no First Year Teacher and Mentor data from 2023 were collected by state agencies.							

<b>Instructional Practice</b>								
	<b>InTASC Standard</b>	<b>6: Assessment</b>		<b>7: Planning for Instruction</b>		<b>8: Instructional Strategies</b>		
	<b>Question</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6 (Tech)</b>	<b>7 (Tech)</b>
<b>2023</b>	*	*	*	*	*	*	*	*
<b>2022</b>	n=16	3.19	3.25	3.25	3.13	3.06	3.13	3.31
<b>2021</b>	n=15	3.15	3.00	3.30	3.38	3.15	3.23	3.33
<b>2020</b>	n=20	3.20	3.2	3.15	3.10	3.25	3.2	2.95
<b>Total</b>	n=51	3.18	3.10	3.23	3.24	3.20	3.22	3.14
<b>Professional Responsibility</b>								
	<b>InTASC Standard</b>	<b>9: Professional Learning &amp; Ethical Practice</b>		<b>10: Leadership &amp; Collaboration</b>			<b>Overall Satisfaction</b>	
	<b>Question</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NA</b>	
<b>2023</b>	*	*	*	*	*	*	*	
<b>2022</b>	n=16	3.40	3.40	3.27	3.20	3.13	3.13	
<b>2021</b>	n=15	3.08	3.08	3.08	3.17	3.00	3.08	
<b>2020</b>	n=20	3.26	3.26	3.21	3.21	3.15	2.89	
<b>Total</b>	n=51	3.17	3.17	3.15	3.19	3.08	2.99	
*no First Year Teacher and Mentor data from 2023 were collected by state agencies.								