



AAQEP Annual Report for 2024

Provider/Program Name:	George Fox University
End Date of Current AAQEP Accreditation Term (or "n/a" if not yet accredited):	June 30, 2028

PART I: Publicly Available Program Performance and Candidate Achievement Data

1. Overview and Context

This overview describes the mission and context of the educator preparation provider and the programs included in its AAQEP review.

The College of Education's Mission and Vision

Mission Statements. We prepare professionals who think critically, transform practice, and promote justice by reflecting deeply, acting wisely, and influencing society in creative ways, by doing justice. With Christ at the center, the College of Education offers practical and challenging programs where excellence, innovation, and professional expertise are modeled as we continue the journey of learning, teaching, and leading.

Vision Statement. Students First, Christ in Everything, Innovation to Improve Outcomes

Excellence, integrity, and a balanced life are hallmarks of the Christian professional. Through our character, words, and actions we model servant leadership as we support and challenge our students. "We teach who we are" as we demonstrate the love of God by modeling Christ. Our goal is to provide a safe environment for people to explore the roles of their profession through a Christian

worldview. "To teach is to create a space in which obedience to truth is practiced." (Parker Palmer, *To Know as We Are Known: Education as a Spiritual Journey*, 1993) causes us to believe that all truth is God's truth, and as seekers of truth we create for our students a space in which learning can flourish.

GFU College of Education Programs Approved by the Oregon Teacher Standards and Practices Commission (TSPC)

Undergraduate Teacher Education (UGTE) Program - AAQEP Initial Level

The UGTE program is a traditional, four-year undergraduate degree program that results in a Bachelor of Science in Education with an Elementary Multiple Subjects Preliminary Teaching License. There is an option for a Middle-level Endorsement, as these candidates earn a Single Subject license in the core content areas of Math, Science, Language Arts, or Social Studies. In addition to the BS degree, all UGTE candidates earn an embedded ESOL endorsement.

Accelerated Teaching Degree (ATD), formerly Elementary Education Degree Completion (ELED DC) Program - AAQEP Initial Level

The Accelerated Teaching Degree (ATD) program enables individuals with partial college work to complete their Bachelor of Science in Education degree in 4-5 semesters. A majority of enrolled students transfer credits into GFU from an Oregon community college.

Master of Arts in Teaching (MAT) Program - AAQEP Initial Level

The Master of Arts in Teaching (MAT) degree program was originally designed with three formats: MAT Full-time, MAT@Night, and MAT In Your Community for candidates with an earned Bachelor's degree to begin a teacher preparation program. This program now includes an option of 3 semesters (Full-time, hybrid/in person) to 5 semesters (virtual, evenings/Saturdays), to be recommended for a Preliminary Teaching License. This program includes 36 semester hours. MAT candidates may also choose to add an ESOL endorsement (MAT Plus ESOL), a Reading endorsement (MAT Plus Reading), or a Special Education endorsement (MAT Plus SPED). Those additional endorsements require 11-19 additional semester credits of work.

Educational Leadership Programs - AAQEP Advanced Level

These programs include advanced preparation for educators in Oregon leading to teaching endorsements and administrative licensure. The endorsements include: English Speaker of Other Languages (ESOL), Reading Interventionist (READ), Special Education (SPED), along with the Principal License (ADMN) preparation program. In-service educators with a Preliminary Teaching License can complete these programs either as a stand-alone option or embedded within the Master of Education (MEd) degree, which is a 30 semester credit program. The Principal License (PL - 27 semester credits) is also offered as a post-Master's option within the Doctor of Education (EdD) degree as an Administration concentration. The Professional Administrator License (ProAL - 18 semester credits) can be completed as a stand-alone license or as part of the 56-credit doctorate degree.

Public Posting URL

Part I of this report is posted at the following web address (accredited members filing this report must post at least Part I):

<https://www.georgefox.edu/education/accreditation.html>
https://www.georgefox.edu/education/_assets-accreditation/aaqep-table-1.pdf

2. Enrollment and Completion Data

Table 1 shows current enrollment and recent completion data for each program included in the AAQEP review.

Table 1. Program Specification: Enrollment and Completers for Academic Year 2023-2024

Degree or Certificate granted by the institution or organization	State Certificate, License, Endorsement, or Other Credential	Number of Candidates enrolled in most recently completed academic year (12 months ending 08/24)	Number of Completers in most recently completed academic year (12 months ending 08/24)
<i>Programs that lead to initial teaching credentials</i>			
Bachelor of Science - Undergraduate Teacher Education (UGTE)	Preliminary License with endorsement(s) in Elementary Multiple Subjects (PK-12)	130	16
Bachelor of Science - Accelerated Teaching Degree (ATD)	Preliminary License with endorsement in Elementary Multiple Subjects	123	27
Master of Arts in Teaching (MAT)	Preliminary License with endorsements in Multiple Subjects or Single Subject	238	121
MAT Plus ESOL	Preliminary license with ESOL Endorsement	23	Included in MAT completers above
MAT Plus Reading	Preliminary license with Reading Endorsement	13	Included in MAT completers above

MAT Plus Special Education	Preliminary license with Special Ed Endorsement	28	Included in MAT completers above
Total for programs that lead to initial credentials		555	164
<i>Programs that lead to additional or advanced credentials for already-licensed educators</i>			
ESOL Endorsement (Optionally embedded in MEd)	ESOL Endorsement only	18	12
Reading Endorsement (Optionally embedded in MEd)	Reading Interventionist Endorsement only	31	4
SPED Endorsement (Optionally embedded in MEd)	Special Education Endorsement only	34	12
Inservice Teacher Endorsement Program	Single Subject Endorsement	30	14
Principal Licensure Program	Principal License only	129	46
Professional Administrator Program	Professional Administrator License only	30	3
Total for programs that lead to additional/advanced credentials		272	91
<i>Programs that lead to credentials for other school professionals or to no specific credential</i>			
School Psychologist	Other School Personnel License only	8	6
Total for additional programs		8	6
TOTAL enrollment and productivity for all programs		835	261
Unduplicated total of all program candidates and completers		835	261

* See Note on page 5 for Added or Discontinued Programs

* Added or Discontinued Programs

Any programs within the AAQEP review that have been added or discontinued within the past year are listed below. (This list is required only from providers with accredited programs.)

The 2023-24 academic year was the final year of the School Psychologist program. This TSPC sunset takes effect in May 2025 with the deadline for submission of the final Program Completion Reports.

3. Program Performance Indicators

The program performance information in Table 2 applies to the academic year indicated in Table 1.

Table 2. Program Performance Indicators

A. Total enrollment in the educator preparation programs shown in Table 1. This figure is an unduplicated count, i.e., individuals earning more than one credential may be counted in more than one line above but only once here.	
835	
B. Total number of unique completers (across all programs) included in Table 1. This figure is an unduplicated count, i.e., individuals who earned more than one credential may be counted in more than one line above but only once here.	
261	
C. Number of recommendations for certificate, license, or endorsement included in Table 1.	
314	

D. **Cohort completion rates** for candidates who completed the various programs within their respective program's expected timeframe **and** in 1.5 times the expected timeframe.

AAQEP Initial Level Programs: Preliminary Teaching License (UGTE, ATD, MAT) 89% on time; 11% in 1.5 times expected length of program.

AAQEP Advanced Level Programs: Educational Leadership License/Endorsements 79% on time, 21% in 1.5 time expected *

* Many candidates in advanced programs take courses very part time and a number of those who completed in 1.5 times and outside of that window took longer because they didn't submit exam scores until much later. In the case of endorsements, they are not under time constraints other than meeting requirements before it's time to renew with Oregon TSPC.

Table 2. Completers for Academic Year Fall 2023 - Summer 2024

Program		Cohort Year	Program Length	# of Candidates	On time # / %	1.5 times # / %
UGTE		2024	8 semesters	16	13 / 81%	3 / 19%
ATD (Degree Completion)		2024	5 semesters	27	25/ 93%	2 / 7%
MAT FT		2024	3 semesters	10	9 / 90%	1 / 10%
MAT Part-time		2024	5 semesters	111	99 / 89%	12 / 11%
Preliminary License Programs TOTAL TO REPORT				*164	146 / 89%	18 / 11%

* Numbers vary between Tables 1 & 2 because Oregon completers earn degrees plus all TSPC requirements for licensure. GFU data identifies completers who earn a degree. Additionally, some completers earned degrees in previous years or completed licensure requirements without earning a degree.

Since AAQEP cares about the context of our data, not reflected in the table above are candidates who finished beyond the 1.5 timeframe. This speaks to George Fox's commitment to follow up with non-completers and help them across the finish line. They were able to qualify for licensure because of a multiple measures assessment. Others passed content exams and/or their TPA.

Program	Cohort	Program Length	#of Candidates	On time #/%	1.5 times #/%
Administrative License	none	Individualized	49	35 / 71%	14 / 29%
ESOL Endorsement	none	Individualized	12	12/ 100%	0 / 0%
Reading Endorsement	none	Individualized	4	3 / 75%	1/ 25%
SpEd Endorsement	none	Individualized	12	11 / 92%	1 / 8%
TOTAL TO REPORT	none	Individualized	77	61 / 79%	16 / 21%

E. Summary of state license examination results, including teacher performance assessments, and specification of any examinations on which the pass rate (cumulative at time of reporting) was below 80%.

2023-24

AAQEP Initial Level Pass Rates:

Preliminary Teaching License programs pass rates

- NES102 (ELED Subtest I) * 81%
- NES103 (ELED Subtest II) * 77%
- NES507 (ESOL) 100%
- NES Misc (Single-subject Content Exams) 100%
- Pearson edTPA *100% (2023-24 was the final year of using Pearson - only 8 candidates used Pearson)
- Teacher Performance Assessment Local Option (GFU TPA) 100%

* Oregon requires a 100% pass rate for content exams and for TPA. Candidates are **not recommended** for teaching licenses or endorsement without either passing the required exams and TPA OR qualifying for a license under an approved Multiple Measures Assessment evaluation.

AAQEP Advanced Level Pass Rates:

Educational Leadership program ORELA Content Assessments (ESOL, READ, SPED) 100%

F. Narrative explanation of evidence available from program completers , with a characterization of findings.
<p>All summative performance data provide evidence of over 80% pass rate (except for Subtest II) and aligns to formative assessment data derived from clinical practice field experiences, practica, internships, and student teaching assessments. Pass rate includes those who meet TSPC’s content knowledge requirement using the Oregon Multiple Measures Assessment.</p> <p>NOTE: “Oregon Completer” is defined as a candidate who earns a degree AND an appropriate teaching license.</p>
G. Narrative explanation of evidence available from employers of program completers , with a characterization of findings.
<p>The Oregon Association of Colleges for Teacher Education (OACTE) conducted an annual Employee/Employer Survey to collect perceptions of program quality using employment data provided by TSPC and the Oregon Department of Education. The OACTE Executive Committee did not authorize this survey beyond 2022-23 employees and decided to leave the process for future surveys with each EPP. Oregon State University’s College of Education has volunteered to assist with data collection & analysis.</p>
H. Narrative explanation of how the program investigates employment rates for program completers , with a characterization of findings. This section may also indicate rates of completers’ ongoing education, e.g., graduate study.
<p>Each program coordinator tracks employment and responds to the Clinical Practice Office when completers report. Oregon’s TSPC worked with the University of Oregon to develop a Longitudinal Data System (LDS) to track completers using employment data provided by TSPC and the Oregon Department of Education, which included teachers licensed from out-of-state programs. The Oregon Department of Education is attempting to replicate and expand on the LDS to make a teacher jobs portal available for all school districts to use for hiring and employment decisions. This was not available data for the 2023-24 academic year. The COE tracks alums readmission to graduate degree programs and other license/endorsement programs through the Admissions Office.</p>

4. Candidate Academic Performance Indicators

Tables 3 and 4 report on select measures of candidate/completer performance related to AAQEP Standards 1 and 2, including the program's expectations for successful performance and indicators of the degree to which those expectations are met.

Table 3. Expectations and Performance on Standard 1: Candidate and Completer Performance

Provider-Selected Measures	Explanation of Performance Expectation	Level or Extent of Success in Meeting the Expectation
edTPA - Teacher Performance Assessment scores reported in evidence	TSPC has set the cut score as a licensure requirement.	Pearson edTPA - 100%
GFU Teacher Performance Assessment (GFU TPA)	TSPC approved the use of a local assessment option, which was piloted in 2022-2023 with 48 candidates, and now candidates complete a TPA that is scored within the COE per TSPC agreement.	100%
Danielson Framework for Teaching - Clinical Practice Evaluation ratings reported in evidence	Criteria for Final Evaluation: 1. Ones should not be on the final evaluation. If a candidate has a one on the final evaluation this may result in either failure of the practicum or an incomplete with a contract. 2. The final average must be 2.5.	Percentage of candidates who met criteria by program: <ul style="list-style-type: none">• UGTE - 100%• ELED - 100%• MAT - 100%
Oregon Educator Licensure Assessment (ORELA®) Content exams scores reported in evidence - designed by Pearson Education	TSPC has set the cut score of 220 as a licensure requirement for all content exams.	79% pass rate (does not include single subject pass rates or those who meet by an Oregon Multiple Measures Assessment NOTE: Those who did not pass content exams have been or will be evaluated for qualification under Multiple Measures Assessment.

<p><u>EDA</u> - Designed to assess the dispositions of candidates in traditional educator preparation programs, the Educational Dispositional Assessment was developed through 700 hours of research over seven years. The EDA consists of dispositions and related indicators explicitly aligned to InTASC Standards.</p>	<p>Throughout the program, the GFU Teacher Candidate conducts several self-assessments based upon the EDA Rubric. Teacher Education Faculty also assess each candidate as they progress through the program. Students are expected to “meet expectations” throughout the program. If not a letter of concern will be drafted, implementing a support plan. If conditions are still not met, then a contract is created with continued support and the possibility of dismissal from the program if conditions are not met.</p>	<p>Letters of Concern - Class of 2024</p> <table><tr><th></th><th>Disposition</th><th>Academic</th><th>Both</th></tr><tr><td>UGTE</td><td>0</td><td>0</td><td>0</td></tr><tr><td>ATD</td><td>0</td><td>0</td><td>1</td></tr><tr><td>MAT</td><td>5</td><td>1</td><td>2</td></tr></table>		Disposition	Academic	Both	UGTE	0	0	0	ATD	0	0	1	MAT	5	1	2
	Disposition	Academic	Both															
UGTE	0	0	0															
ATD	0	0	1															
MAT	5	1	2															

Table 4. Expectations and Performance on Standard 2: Completer Professional Competence and Growth

Provider-Selected Measures	Explanation of Performance Expectation	Level or Extent of Success in Meeting the Expectation
OACTE Employee/Employer Survey (suspended after the 2022-23 Academic Year by the OACTE Executive Leadership Team).		In previous survey administrations, the GFU response rate and candidates performance were at or above the state average when evaluated by their employer or supervisor.
COE Employee/Employer Survey	The Clinical Practice Office’s design of the internal completer survey matches the OACTE survey to provide comparisons. 2019-23 data from candidates, CTs, TEAs show at or above state performance level.	This survey allows for a better rate of return. The COE Leadership Team will continue to improve the response rate. Due to low response rate in post COVID administrations, OACTE removed this requirement.

5. Notes on Progress, Accomplishment, and Innovation

This section describes program accomplishments, efforts, and innovations (strengths and outcomes) to address challenges and priorities over the past year.

- Grow your Own initiatives - Our ATD and MAT programs have developed a number of partnerships with school districts that allow school district employees (usually instructional assistants) to enter our program and earn their Bachelor Degree or Master's degree within a teaching license. This includes Central Oregon, Tillamook, and Southern Oregon schools and community college partners
- Apprenticeship Program - A fall of 2024 pilot of the Apprenticeship Program through BOLI and TSPC included an application from the Jefferson County School District in partnership with GFU. There will be two employees of 509J who will enroll in our Preliminary Teaching License program.
- Alternative Pathways - TSPC has created a Multiple Measures Assessment to implement alternative pathways to licensure. This allows candidates an alternative pathway to licensure if they are not successful in passing the required content knowledge test, which is especially beneficial to linguistically and culturally diverse candidates. George Fox was a state leader in recommending candidates for alternative pathways to licensure. We continue to support candidates beyond graduation to complete licensure requirements. Also an accelerated path to teaching license was approved for MAT candidates to teach before completing their degrees.
- Providing Internship Partnerships - For the 2023-2024 school year, George Fox University worked with 44 candidates and their district or private school employer allowing them to do an Internship Plan. This allowed candidates to be employed while completing their clinical practice experience.
- The SPED-only preliminary teaching license was approved on the February 2024 agenda of the Commission and was implemented in the FA2024 semester. First completers will be reported in 2024-25 data.
- The ATD single-subject proposal was approved by GFU and TSPC to offer a secondary content licensure.

Part II: Self-Assessment and Continuous Growth

AAQEP does not require public posting of the information in Part II, but programs **may** post it at their discretion.

6. Self-Assessment and Continuous Growth and Improvement

This section charts ongoing improvement processes in relation to each AAQEP standard. Note that providers may focus their work on an aspect of one or two standards each year, with only brief entries regarding ongoing efforts for those standards that are not the focus in the current year.

Table 5. Provider Self-Assessment and Continuous Improvement

	Standard 1
Goals for the 2024-25 year	<p>Preliminary Teaching License Programs:</p> <ul style="list-style-type: none"> • UGTE collaboration with the GFU Honors Program with a Program of Study to prepare teachers for Classical Christian school employment using content strength of both programs for teacher preparation (ongoing) • Implement ATD single-subject content areas (met) and include in UGTE revision (ongoing) <p>Educational Leadership Programs:</p> <ul style="list-style-type: none"> • Embed in-service endorsements and licenses within the advanced degrees, especially the Doctor of Education degree in Educational Leadership (ongoing) • Prepare for TSPC audit of Administrative Licensure program in SP2026
Actions	Program redesign proposals were submitted to allow improved admission tracking
Expected outcomes	Increased applications and enrollments to both initial and advanced degree programs as reported in the Academic Affairs dashboard for program quality and assessment data
Reflections or comments	Purposeful focus to align and embed educator preparation standards into degree programs of study will allow the COE to offer affordable programs, with financial aid options. GFU standardized a graduate tuition rate across all programs to allow for integration and alignment of programs of study across specializations leading to endorsements/licenses.
	Standard 2

Goals for the 2024-25 year	Focus on strengthening data collection to replace the OACTE Employee/Employee Survey and by COE Leadership Team improving process to capture program completer employment data through the Clinical Practice Office
Actions	OACTE ended contract with the Pacific Research Group and is working to improve TSPC/ODE interface with the Longitudinal Data System (ongoing)
Expected outcomes	COE Leadership Team focus will improve data collection from program completers
Reflections or comments	Requirement for the GFU completer survey to be conducted within the PTL capstone courses for the 2024-25 Academic Year (ongoing)
	Standard 3
Goals for the 2024-25 year	Align the Clinical Practice Office structure to provide quality data for faculty analysis
Actions	Hire assessment director/associate director of the Clinical Practice Office (ongoing)
Expected outcomes	Streamlined and standardized to provide quality data within the student management system
Reflections or comments	TaskStream used since 2007, but with limited Watermark support so system redevelopment for internal system using Canvas LMS for student management system with data collection based on assessments (ongoing with implementation/evaluation in 2024-25 AY)
	Standard 4
Goals for the 2024-25 year	Continue to develop agreements focusing on diversifying/building the educator workforce
Actions	Continued partnership with schools, districts, and Education Service Districts (AAQEP levels) and representation of GFU COE leaders with the State Legislature and Education Committees
Expected outcomes	Improved program redesigns based on data from the field and improved educator pipeline
Reflections or comments	This work has been strengthened with the Oregon Scholars Programs for teachers/leaders and continuing to lobby state legislature for continued funding

7. Evidence Related to AAQEP-Identified Concerns or Conditions

This section documents how concerns or conditions that were noted in an accreditation decision are being addressed (indicate “n/a” if no concerns or conditions were noted). Note that where a condition has been noted, a more detailed focused report will be needed in addition to the description included here. Please contact staff with any questions regarding this section.

NONE for AAQEP from the Quality Assurance Review documented in the 2021 Accreditation Action Report. TSPC concerns on diversity were met with TSPC annual report during the 2022-23 academic year.

8. Anticipated Growth and Development

This section summarizes planned improvements, innovations, or anticipated new program developments, including description of any identified potential challenges or barriers.

A substantive GFU curriculum proposal was approved by the College of Education and the Academic Affairs Office to offer a secondary, single-subject option in the content areas of Math, Language Arts, Science, and eventually SPED, offered to candidates through the Accelerated Teaching Degree (ATD) - the old Elementary Education Degree Completion (ELED DC) program. This proposal will be submitted to the TSPC Program Approval Committee (PAC) for consideration in the February 2024 Commission meeting. Both the SPED-only preliminary teaching license was approved on the February 2024 agenda of the Commission and was implemented in the FA24 semester. First completers will be reported in 2024-25 data. The ATD single-subject proposal was approved by GFU and TSPC to offer a secondary content licensure.

9. Regulatory Changes

This section notes new or anticipated regulatory requirements and the provider’s response to those changes (indicate “n/a” if no changes have been made or are anticipated).

We are currently in process to plan for realigning early childhood literacy instruction within the Preliminary Teaching License programs and the Administrative Licensure program. Implementation is required in the 2026-27 academic year as Governor Tina Kotek established the Early Literacy Educator Preparation Council through Executive Order 23-12 in May 2023. The Council was created to strengthen the preparation of teachers and school administrators to instruct elementary students on reading and writing.

10. Sign Off

Provider's Primary Contact for AAQEP (Name, Title)	Dean/Lead Administrator (Name, Title)
Steve Tillery, Director, Clinical Practice Office	Marc Shelton, Dean, College of Education

Date sent to AAQEP:	12/20/24
---------------------	----------