



AAQEP Annual Report for 2023

Provider/Program Name:	George Fox University
End Date of Current AAQEP Accreditation Term:	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 School 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.

Undergraduate Teacher Education (UGTE) Program - AAQEP Initial Level Program

The UGTE program is a traditional, four-year undergraduate degree that results in a Bachelor of Science with an Elementary Multiple Subjects Preliminary Teaching License (and options for a Music Educator license or Middle-level Endorsement, two programs with limited numbers). The UGTE offers an option in the core content areas of Math, Music, Science, Language Arts, and Social Studies to teach at the middle level. In addition to the BS degree, all UGTE candidates, except for Music Education candidates, earn an embedded ESOL endorsement.

Elementary Education Degree Completion (ELED DC) Program - AAQEP Initial Level Program

The Elementary Education Degree Completion (ELED DC) program enables individuals with partial college work to complete their Bachelor of Science degree in 4-5 semesters, leading to an Elementary Multiple Subjects Preliminary Teaching License.

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

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, in person) to 5 semesters (virtual/in person, 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.

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>

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 Fall 2022 - Summer 2023

Degree or Certificate granted by the institution or organization	State Certificate, License, Endorsement, or Other Credential	Number of Candidates Enrolled (12 months ending 08/23)	Number of Completers (12 months ending 08/23)
<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)	108	28
Bachelor of Science - Elementary Education Degree Completion (ELED DC)	Preliminary License with endorsement in Elementary Multiple Subjects	89	36
Master of Arts in Teaching (MAT)	Preliminary License with endorsements in Multiple Subjects or Single Subject	278 (includes MAT Plus numbers)	117
MAT Plus ESOL	Preliminary license with ESOL Endorsement	25	Included in MAT completers above
MAT Plus Reading	Preliminary license with Reading Endorsement	17	Included in MAT completers above
MAT Plus Special Education	Preliminary license with Special Ed Endorsement	42	Included in MAT completers above
Total for programs that lead to initial credentials		475	181
<i>Programs that lead to additional or advanced credentials for already-licensed educators</i>			
ESOL Endorsement (Optionally embedded in MEd)	ESOL Endorsement only	18	8

Reading Endorsement (Optionally embedded in MEd)	Reading Endorsement only	10	7
SPEd Endorsement (Optionally embedded in MEd)	Special Ed Endorsement only	31	11
Inservice Teacher Endorsement Program	Single Subject Endorsement	24	11
Principal Licensure Program (Optionally embedded in MEd)	Principal License only	129	10
Professional Administrator Program	Professional Administrator License only	24	2
Total for programs that lead to additional/advanced credentials		236	49
<i>Programs that lead to credentials for other school professionals or to no specific credential</i>			
School Psychologist	Other School Personnel License only	13	4
Total for additional programs		13	4
TOTAL enrollment and productivity for all programs		724	234
Unduplicated total of all program candidates and completers		724	234

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.)

School Psychologist was listed in the 2021-22 annual report. The 2023-24 academic year will be the final year of the program with TSPC sunset set for May 2025 for the final Program Completion Reports. However, the COE Leadership Team is considering offering the School Psychologist license as a post master's concentration within the Doctor of Education degree in Educational Leadership to be decided by the end of this academic year.

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.
724
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.
234
C. Number of recommendations for certificate, license, or endorsement included in Table 1.
286
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, ELED DC, MAT) 89% on time; 4% in 1.5 times expected length of program.

AAQEP Advanced Level Programs: Educational Leadership License/Endorsements 72% on time, 17% 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 2022 - Summer 2023

Program	Cohort Year	Program Length	# of Candidates	On time # / %	1.5 times # / %
UGTE	2023	8 semesters	* 26	25	1
ELED Degree Completion	2023	5 semesters	* 42	33	5
MAT Day	2023	3 semesters	14	14	0
MAT Part-time	2023	4 semesters	82	74	0
Preliminary License Programs TOTAL TO REPORT			* 164	146 (89%)	6 (4%)

* 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	# Candidates	On time # / %	1.5 times # / %
Administrative License			12	11 (92%)	1 (8%)
ESOL Endorsement			8	4 (50%)	2 (25%)
Reading Endorsement			6	5 (83%)	1 (17%)
SpED Endorsement			6	3 (50%)	0
TOTAL TO REPORT			32	23 (72%)	4 (17%)

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%.

2022-23

AAQEP Initial Level Pass Rates:

Preliminary Teaching License programs pass rates

- NES102 (ELED Subtest I) * 83%
- NES103 (ELED Subtest II) * 78%
- NES507 (ESOL) 100%
- NES Misc (Single-subject Content Exams) 100%
- Pearson edTPA * 98%
- Teacher Performance Assessment Local Option (GFU TPA) * 98%

* 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.

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. "Oregon Completer" is defined as a candidate who earns a degree AND an appropriate teaching license.

G. Narrative explanation of **evidence available from employers of program completers**, with a characterization of findings.

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 for 2022-23 employees and is in process of a decision for how to proceed with future surveys.

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.

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. The COE tracks alums readmission to graduate degree programs and other license/endorsement programs through the Admissions Office.

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 - 98% pass rate																
GFU Teacher Performance Assessment (GFU TPA)	TSPC approved the use of a local assessment option, which was piloted in 2022-2023 with 48 candidates.	98% pass rate																
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.	81% pass rate NOTE: Those who did not pass content exams have been or will be evaluated for qualification under Multiple Measures Assessment.																
EDA - 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.	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.	Letters of Concern - Class of 2023 <table border="1" data-bbox="1335 1052 1860 1292"> <thead> <tr> <th></th> <th>Dispositional</th> <th>Academic</th> <th>Both</th> </tr> </thead> <tbody> <tr> <td>UGTE</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>ELED</td> <td>1</td> <td>0</td> <td>4</td> </tr> <tr> <td>MAT</td> <td>1</td> <td>1</td> <td>4</td> </tr> </tbody> </table>		Dispositional	Academic	Both	UGTE	0	0	0	ELED	1	0	4	MAT	1	1	4
	Dispositional	Academic	Both															
UGTE	0	0	0															
ELED	1	0	4															
MAT	1	1	4															

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 for 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. 2019-22 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.

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 ELED 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 2022-2023 school year, George Fox University was able to work with over 40 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.
- SPED-only teaching license that will be on the February 2024 agenda of the Commission to be implemented in fall 2024 semester.
- The ELED single-subject proposal was approved by GFU and TSPC to offer a secondary content licensure.

10. Sign Off

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

Date sent to AAQEP:	12/21/23
---------------------	----------