



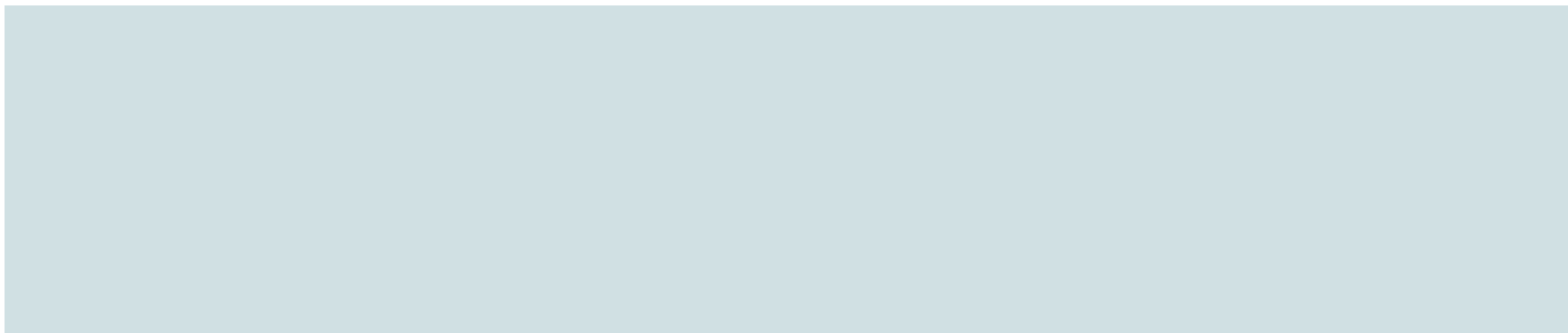
AAQEP Annual Report for 2024

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.



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.

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
---	---	-----------------------------

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		

*** 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.

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 edTPA) of using TPA-JETQ47.7 227.6 reW* n-11()5(s2)-11(4)-11()5(

[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 lett G(o)6(u)6(a

5. Notes on Progress, Accomplishment, and Innovation

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: 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> <p>Educational Leadership Programs: 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</p>
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

