



## AAQEP Annual Report for 2024

Provider/Program Name:	Warner Pacific University
End Date of Current AAQEP Accreditation Term (or “n/a” if not yet accredited):	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 Education Program at Warner Pacific University is Christ-centered and dedicated to serving and learning in the urban context by preparing highly effective, culturally competent, professional educators from diverse backgrounds who think critically, act with integrity, work collaboratively, and serve with passion and purpose. Candidates who complete a WPU education program will:

- Acquire skills for fostering inclusive practices needed in the modern classroom
- Become a confident leader for equity and cultural responsiveness
- Enrich pedagogical practices and become an instructional leader
- Skillfully design and adapt a variety of curriculum to meet the unique needs of every learner
- Lead innovation around relevant and culturally responsive assessment practices
- Learn and apply current research-based practices and turn them into lifelong skills
- Collaborate across disciplines to create inclusive and supportive environments
- Actively engage stakeholders with technology innovation

- Capitalize on community resources and build community partnerships

The undergraduate traditional program at WPU allows in-coming freshmen and transfer students to earn a four-year bachelor's degree in early childhood and elementary education. At the end of the program, candidates are recommended to the state licensing agency, Teacher Standards and Practices Commission (TSPC) for an elementary – multiple subjects teaching license. During the program, teacher candidates complete over 100 practicum hours before beginning the state-required clinical experience requirements. The undergraduate traditional program is only offered face-to-face and candidates take a combination of day and evening classes depending on the semester. All courses are taught by well-qualified full-time and adjunct faculty.

## 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):

The **Bachelor of Science in Education (BSED)** at Warner Pacific University is part of the Paraprofessional Education Program (PEP). The PEP is an accelerated program for working adults and fulfills the same requirements and expectations as the undergraduate traditional program. Candidates in the PEP meet for class one evening per week for four hours and follow a cohort model, which allows them to take one class at a time until candidates complete the entire course sequence. The uniqueness of the program is that it was designed for candidates currently employed by one of the six partnering school districts in Multnomah County: Centennial, David-Douglas, Gresham-Barlow, Parkrose, Reynolds, and Portland Public Schools. The PEP is designed to support para-educators in earning a Bachelor of Science in Early Childhood/Elementary Education that will lead to a preliminary teaching license in elementary – multiple subjects. An additional goal of the BSED PEP is to contribute to the diversification of the teacher workforce in Oregon.

The **Master of Arts in Teaching 4.5 (MAT 4.5/SUMMER IMMERSIVE)** is a dual program, which combines a bachelor's and a master's degree in four and a half years. This unique program is designed for traditional students completing a bachelor's degree at WPU, or another local university, and wish to pursue a middle/high school teaching license with an endorsement in the following areas: Biology, English Language Arts, Health, Mathematics, Physical Education or Social Studies.

During the undergraduate portion of the program, candidates focus on a 4-year study plan, which focuses on their desired content areas of study and also take prerequisite education courses. All MAT 4.5 candidates graduate with a bachelor's degree spring semester (early May) and immediately begin the full-time, 7-month MAT program in the summer semester (mid May). During the summer, candidates complete all teacher education coursework in an intensive full-time program and satisfy the required clinical practices in the fall, which leads to a fall graduation (December) with an MAT, a preliminary teaching license in middle/high school, and an endorsement in one of the following areas: Biology, English Language Arts, Health, Mathematics, Physical Education or Social Studies.

The **Master of Arts in Teaching** program is designed for candidates who hold at least a bachelor's degree from an accredited institution. The transcript of the degree should contain a significant concentration in the content area the candidate plans to pursue, elementary – multiple subjects or secondary – single subject. The MAT program at WPU is part of the Professional and Graduate Studies (PGS) programs. PGS programs are designed to meet the needs of adult learners. Therefore, the MAT program is accelerated and meets one night per week for 18 months in a cohort format. The last four months of the program are designed for MAT candidates to complete the state-required clinical experience in the appropriate endorsement area. The MAT program can prepare

candidates for licensure in elementary – multiple subjects and for middle/high school – single subject in the following areas: Biology, English Language Arts, Health, Mathematics, Physical Education or Social Studies.

The **Master of Arts in Teaching** program is also offered to candidates enrolled in the Paraprofessional Education Program (PEP). The MAT PEP follows the same guidelines and requirements as the classic MAT program. All candidates who hold at least a bachelor’s degree from an accredited institution. The transcript of the degree should contain a significant concentration in the content area the candidate plans to pursue, elementary – multiple subjects or secondary – single subject. Candidates must also be employed by one of the six partnering school districts in Multnomah County: Centennial, David-Douglas, Gresham-Barlow, Parkrose, Reynolds, and Portland Public Schools. The MAT PEP also supports the university’s goal to contribute to the diversification of the teacher workforce in Oregon.

## 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 07/31/24)	Number of Completers in most recently completed academic year (12 months ending 7/31/24)
<b><i>Programs that lead to initial teaching credentials</i></b>			
Bachelor’s Degree in Elementary Education (Traditional Undergraduate Studies)	Preliminary License with Endorsement in Early Childhood/ Elementary Education Multiple Subjects only	17	2
Bachelor’s Science Degree in Elementary Education- Professional Graduate School (BSED)	Preliminary License with Endorsement in Early Childhood/ Elementary Education Multiple Subjects only	27	9
Master of Arts in Teaching- Adult Degree Program (ADP.MA.TCH)	Preliminary License with Endorsements in the following areas: - Early Childhood/Elementary Education Multiple Subjects - Advanced Math - Biology - Social Studies - Health - English Language Arts	56	28

Master of Arts in Teaching Immersive Program (ADP.MA.TCH.IMM)	- Advanced Math - Biology - Social Studies - Health - English Language Arts - Physical Education		
Total for programs that lead to initial credentials		100	39
<b><i>Programs that lead to additional or advanced credentials for already-licensed educators</i></b>			
Master of Education- Adult Degree Program (ADP.M.EDU)	Advanced credential in special education	2	1
Total for programs that lead to additional/advanced credentials		2	1
<b><i>Programs that lead to credentials for other school professionals or to no specific credential</i></b>			
Total for additional programs		0	0
TOTAL enrollment and productivity for all programs		102	40
Unduplicated total of all program candidates and completers		102	40

### **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.)

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### **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**

<p>A. <b>Total enrollment</b> 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.</p>
<p>Yes</p>
<p>B. <b>Total number of unique completers</b> (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.</p>
<p>33</p>
<p>C. <b>Number of recommendations</b> for certificate, license, or endorsement included in Table 1.</p>
<p>33</p>
<p>D. <b>Cohort completion rates</b> for candidates who completed the various programs within their respective program’s expected timeframe <b>and</b> in 1.5 times the expected timeframe.</p>
<p>In the state of Oregon, completers are defined as those candidates who complete their degree programs as well as all of the necessary licensing requirements</p>
<p>E. <b>Summary of state license examination results</b>, including teacher performance assessments, and specification of any examinations on which the pass rate (cumulative at time of reporting) was below 80%.</p>
<p>All of our candidates who were recommended for licensure had a passing rate of 100%.</p>
<p>F. Narrative explanation of <b>evidence available from program completers</b>, with a characterization of findings.</p>
<p>As an institution, we continue best efforts to collect systematic data from program completers following graduation. There has been work towards forming an alumni advisory board. Meetings have been intermittent, but the goal is to reignite this board with regular meetings and goal setting. We continue to build systems for regularly following up with our education program graduates. The limited feedback we do have from students completing the program at the end of their clinical student-teaching experiences yields some valuable themes that provide direction for our program improvement efforts.</p> <p>Common themes from our graduating teacher candidates have included: a) feeling inspired to be educators and change agents who can profoundly shape young lives, b) having their career choice confirmed, knowing that education is the right path for them, and c) recognizing the immense value of leading with compassion, empathy, and professionalism as educators.</p> <p>From the exit surveys collected, strengths noted in our program have centered around the assessment of individual student learning needs, skills in standards-aligned curriculum development, utilization of varied teaching strategies for engagement and comprehension, developing strong classroom management practices, integration of culturally sustaining teaching practices, and targeted support strategies for English language learners. No areas of the program were identified as particular concerns in the limited survey feedback available to date.</p>

As the university work to build out more formalized structures for gathering data from our graduates, some of the metrics we hope to track include career advancement trajectories in their first 1-5 years post-graduation; direct feedback on how well they felt prepared across various aspects of instructional practice; areas where they desire more depth of preparation; and their perspectives on the value of particular high-impact program elements. The university is considering the development of an alumni advisory council focused on program improvement that would provide invaluable perspective as we continually refine the program to best equip graduates with the multifaceted competencies expected in today's complex educational landscapes. We look forward to expanding our network of program completers as a rich source of partnership around this shared mission to empower the next generation of extraordinary teachers.

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

Warner Pacific University strives to gather meaningful data on the success of our program completers from their employers post-graduation. We continue to work on strengthening our relationships with our school district partners to enable implementation of effective assessment structures to facilitate gathering this data. Our institution has participated in a statewide survey effort funded by the Oregon Association of Colleges for Teacher Education (OACTE) intended to collect perception data on the preparation quality of recently hired teachers from district administrators. Response rates continue to be extremely low to date, limiting the usefulness of the findings.

Recognizing this major gap, a work group came together specifically to discuss alternative methods and leverage points for gathering more robust hiring manager feedback on their experiences with our program graduates. The perspectives of those teaching alongside and leading our former students day-to-day offers invaluable insight that we currently lack as an institution. Our program is fully committed to producing classroom-ready teachers that meet the multifaceted demands of this vital profession. Collecting, responding to, and incorporating constructive feedback will be at the heart of our continuous improvement efforts in the years ahead as we work to provide optimal preparation and career launch support.

The Higher Education Coordinating Commission is now working to gather data on recent graduates who have been placed in schools. We are anticipating this information to be more robust as it becomes more widespread.

**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.**

#### **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
Teacher Candidate Evaluation	<p>Framed by the inTASC Standards, the candidate evaluation form is employed at the midterm and final points during clinical experiences in each program. The evaluations are completed by both the cooperating teacher (CT) and university supervisor (US), followed by a 3-way conversation with the candidate to discuss results. This measure helps establish validity and reliability with the tool, and with the people involved. Fairness and trustworthiness are addressed in this conversation, too, because those involved may explore any questions, concerns, or discrepancies that surface.</p> <p>The rating scale consists of the following ratings for each indicator:</p> <ul style="list-style-type: none"> <li>1. No evidence</li> <li>1. Unsatisfactory</li> <li>2. Developing</li> <li>3. Satisfactory</li> <li>4. Proficient</li> <li>5. Exemplary</li> </ul> <p>The total average score must equate to “3” or above after totaling a score of 57 indicators</p>	<p><b>MAT Cohorts</b>  <u>Average Final Evaluation Scores</u>  <u>Candidate Score: 4</u></p> <p><b>Traditional Cohort</b>  <u>Average Final Evaluation Scores</u>  <u>Candidate Score: 4</u></p> <p><b>BSED Cohort</b>  <u>Average Final Evaluation Scores</u>  <u>Candidate Score: 4</u></p>

**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
Disposition Assessment	This assessment is aligned with InTASC standards and is utilized during clinical experience at the midterm and final evaluation points. The	<p><b>MAT Cohorts</b>  <u>Average Final Evaluation Scores</u>  <u>Candidate Score: 4</u></p>

	<p>Cooperating Teacher (CT) and University Supervisor (US) each complete the assessment and then meet in a 3-way conversation with the candidate to discuss the results. This conversation has several purposes, one of which is to check for validity, reliability, trustworthiness and fairness. The CT spends much more time with the candidate and often can give multiple specific examples of professional behaviors while the US has fewer opportunities to observe. Clarifications of language and justifications for ratings happen during these meetings at the end of the semester. The faculty also engaged with members of a partnering district in conversation about the first two sections of the Dispositions Assessment.</p> <p>The purpose of this conversation was to align our philosophies of professional dispositions and also to analyze the language in the assessment. Because of this discussion changes were made to make the language more inclusive and culturally sustaining.</p> <ol style="list-style-type: none"> <li>1. No evidence</li> <li>1. Unsatisfactory</li> <li>2. Developing</li> <li>3. Satisfactory</li> <li>4. Proficient</li> <li>5. Exemplary</li> </ol> <p>The total average score must equate to “3” or above after totaling the score with 37 indicators.</p>	<p><b>Traditional Cohort</b>  <u>Average Final Evaluation Scores</u>  Candidate Score: 4</p> <p><b>BSED Cohort</b>  <u>Average Final Evaluation Scores</u>  Candidate Score: 4</p>

## 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.



1. **Pilot program for the Teacher Candidate Performance Assessment (TCPA)**— In 2021, Oregon House Bill (HB) 3354 gave the Oregon Teacher Standards and Practices Commission (TSPC) the ability to approve Oregon teacher education program’s local assessment option in lieu of completing the Pearson edTPA. The (TCPA) is Linfield University’s and Warner Pacific University’s local assessment option. According to TSPC, the purpose of the local assessment option is to ensure a candidate’s readiness to provide meaningful instruction for PreK-12 students with diverse learning needs. This formative assessment provides one piece of data documenting teacher candidates' progress toward TSPC and national accreditation standards. The TCPA is meant to be completed by the teacher candidate with input from the mentor teacher and university supervisor to ensure it will benefit PreK-12 student learning, especially students historically marginalized in educational settings. As a formative assessment, the university supervisor will evaluate the TCPA. The university supervisor is immersed in the context; knows the students in the classroom, the school and the community; and is best suited to evaluate the TCPA by providing timely feedback to meet TSPC and national accreditation standards. The Department of Education worked closely with University Supervisors and professors to ensure interrater reliability and program coherence. The pilot TCPA was deemed a success and was implemented as the official summative evaluation for WP students in the Fall 2024 term.
2. **Program Growth**—The full implementation of the M.Ed & Special Education Endorsement- The initiation and full year of implementation of the Special Education Endorsement (fully online) has been recognized as a success. This stand-alone endorsement program leads to an endorsement that is in conjunction with our M.Ed degree (also fully online) for students who successfully complete the program. At the time of this report, WP is exploring curriculum development to integrate SPED into the BSED degree program.
3. **Personnel Transitions**— In December 2023 the full-time faculty was reduced to three. This meant that the responsibilities of the remaining faculty increased, which was challenging. In June 2024 one faculty member retired and a new Dean of Education was hired. The education team continues to learn and grow together to best serve the needs of all students.
4. **Diminishing Resources**—The university as a whole has lost enrollment which has had an effect on the operating budget of all departments. All departments have been instructed to trim budgets by over 10% over the past year and there has been a reduction/elimination in fringe benefits for faculty and staff. The university, as a whole, continues to seek ways to contain operating costs while continuing to offer quality programs to the students.
5. **Expanded partnerships with local community colleges:** The university joined the National Association of Community College Teacher Education Programs (NACCTEP) and has committed to continual outreach and cooperation with surrounding community colleges. These partnerships with WPU has moved students from the 2-year certification and degree programs, to full bachelor’s degree and state certification programs. This has further diversified the teacher candidate pool, and continues to bring more education students to the university.

## 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**

	<b>Standard 1</b>
<b>Goals for the 2024-25 year</b>	1d. Our goal continues to focus on the use of data to inform practice. As a department, we have sought support from the Director of Assessment and Institutional Research to most effectively use the systems available. With a newly hired Director of Assessment and Institutional Research, we hope to collaborate more for support and utilize systems to improve data collection and analysis.
<b>Actions</b>	We will work with the new director to develop better systems of gathering data. We will continue training with our newly hired faculty and extend training for our adjunct faculty
<b>Expected outcomes</b>	We expect to become trained in the use of the data collection/storage system to enhance our abilities to disaggregate data for use with stakeholders for program improvements.
<b>Reflections or comments</b>	This continues to be an important need campus-wide and thus the education department will continually seek to best use resources to successfully meet this goal because it does not require a new financial expenditure.
	<b>Standard 2</b>
<b>Goals for the 2024-25 year</b>	2f. Our goal continues to focus on developing an Alumni Advisory Board to inform us about our alumni’s experiences in the P-12 workplace, maintain a connection with our completers, and also to enhance the offerings of our programs based on collegial discussions with alumni.
<b>Actions</b>	The foundational components for the platform for the Alumni Advisory Board was established and individuals were invited to serve. Due to complications created with faculty turnover, the first meeting was not initiated. Initiation of this advisory board will be targeted for calendar year 2025. The new dean will reach out to alumni again to form a group of willing individuals.
<b>Expected outcomes</b>	It is expected to be fully initiated in the spring semester 2025.

<b>Reflections or comments</b>	Faculty are optimistic that our goal of focusing on developing an Alumni Advisory Board to inform us about their personal and professional experiences in the P-12 workplace will help WPU education department to develop innovations and program improvements, enhancing the offerings of our programs based on these important collegial discussions.
	<b>Standard 3</b>
<b>Goals for the 2024-25 year</b>	3e. The education department at Warner Pacific University will fully implement the Teacher Candidate Proficiency Assessment (TCPA) as the local teacher candidate assessment option. The TCPA was piloted in the 2022-23 school year under the leadership of Dr. Vincent who worked collaboratively with Linfield University create an alternative performance assessment for our teacher candidates. The TCPA pilot was deemed successful and implementation and faculty training is continuing. The first summative TCPA portfolio was implemented in Fall 2024.
<b>Actions</b>	WPU with support from the Director of Assessment and Institutional Research completed training on scoring the TCPA teacher candidate portfolio. The training targeted interrater reliability. Full time faculty and adjunct faculty have also been educated and updated on the newly aligned expectations of the TCPA. WPU will continue to train new faculty and adjunct faculty on the TCPA.
<b>Expected outcomes</b>	Full implementation of the TCPA allows the university to more proactively support the certification process through TSPC for the program completers. WPU will continue to assess the outcomes of the TCPA, making minor adjustments to scoring protocols and updates to the TCPA with annual reviews including university supervisor and completer feedback.
<b>Reflections or comments</b>	The full implementation of the TCPA is showing rigorous and responsive assessment to support our program completers in acquiring their teaching licenses. This assessment will continue to develop and improve as it is used and reviewed regularly.
	<b>Standard 4</b>
<b>Goals for the 2024-25 year</b>	4b. We will continue to focus on our goal to work closely with our partnering districts and local community colleges to address workforce needs and to recruit diverse individuals into our Bachelors of Science in Education (BSED) and Masters of Arts in Teaching—Grow-your-Own (MAT GYO) cohorts.
<b>Actions</b>	Faculty and WPU staff continue to offer information sessions to districts’ employees and support throughout the application/admissions process. Faculty, both full-time and adjunct, along with district personnel, support students throughout their journey toward licensure. Deliberate outreach and partnership with local community colleges also continues.
<b>Expected outcomes</b>	Through our collaborative efforts, we expect to continue to offer degree & licensure pathways to para-educators, coaches and other employees of our partnering districts.
<b>Reflections or comments</b>	As WPU works towards increased enrollment across all departments, the education department has established and strengthened partnerships that have been fruitful in recruiting and maintaining education candidates.

## 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.

NA

## 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.

Program enrollment growth continues to be a target for the upcoming year. Some of the steps taken to recruit additional students include:

- The continued maintenance of the 2+2 program through Portland Community College (PCC), where enrollees complete 2 years at PCC and then complete a bachelor's in education at WPU. The education department has done additional outreach to nearby community colleges including Mt.Hood Community College, and Clackamas Community College.
- The department, in collaboration with the school admissions team, has committed to additional outreach to local high schools and other community colleges—particularly in ethnically and economically diverse areas.
- WPU is in year two of a U.S. Department of Education five-year, \$3 million grant under the Title V *Developing Hispanic-Serving Institutions* Program. The department hopes to target further development of programs focusing on further diversifying our teacher education candidate pool.

## 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).

SW SB275 provided the framework to study the possibility of merging the Educator Advancement Council, ODE and TSPC. The state is close to making a decision, which will call for structural changes for our state's system of educating, licensing, and monitoring professional teachers and EPPs. We should know in the 2024-2025 year the outcomes.

## 10. Sign Off

Provider's Primary Contact for AAQEP (Name, Title)	Dean/Lead Administrator (Name, Title)
Jeannie Ray-Timoney, Ed.D., Dean of Education	Jeannie Ray-Timoney, Ed.D. Dean of Education

Date sent to AAQEP:	
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