



**AAQEP Annual Report for 2022**

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.

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, 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 and wishing 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.

## 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.warnerpacific.edu/consumer-information/accreditation/> This may change in January, 2023. I will update if needed.

## 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 2021-2022**

<b>Degree or Certificate</b> granted by the institution or organization	<b>State Certificate, License, Endorsement, or Other Credential</b>	<b>Number of Candidates</b> enrolled in most recently completed academic year (12 months ending mm/yy)	<b>Number of Completers</b> in most recently completed academic year (12 months ending mm/yy)
<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	20	2
Bachelor’s of Science in Elementary Education (BSED) Professional Graduate School	Preliminary License with Endorsement in Early Childhood/ Elementary Education Multiple Subjects only	27	4
Masters of Arts in Teaching (MAT)	Preliminary License with Endorsements in the following areas: <ul style="list-style-type: none"> <li>- Early Childhood/Elementary Education Multiple Subjects</li> <li>- Advanced Math</li> <li>- Biology</li> <li>- Social Studies</li> <li>- Health</li> </ul>	47	6

	English Language Arts		
Masters of Arts in Teaching (MAT) Summer Immersive Program	<ul style="list-style-type: none"> <li>- Advanced Math</li> <li>- Biology</li> <li>- Social Studies</li> <li>- Health</li> <li>- English Language Arts</li> <li>- Physical Education</li> </ul>	6	1
Total for programs that lead to initial credentials		100	13
<b><i>Programs that lead to additional or advanced credentials for already-licensed educators</i></b>			
Total for programs that lead to additional/advanced credentials			
<b><i>Programs that lead to credentials for other school professionals or to no specific credential</i></b>			
Total for additional programs			
TOTAL enrollment and productivity for all programs		100	13
Unduplicated total of all program candidates and completers		100	13

**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.)

--

**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>
100
<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>
12
<p>C. <b>Number of recommendations</b> for certificate, license, or endorsement included in Table 1.</p>
13
<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>Bachelor’s Degree in Elementary Education (Traditional Undergraduate Students) 10%</p> <p>Bachelor’s of Science in Elementary Education (BSED) Professional Graduate School 15%</p> <p>Masters of Arts in Teaching (MAT) 13%</p> <p>Masters of Arts in Teaching (MAT) Summer Immersive Program 17%</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><b>Category: Program Completers ORELA (Oregon Educator Licensing Assessments)</b></p> <p>Passed All Attempted Exams for Year- 13          Failed at Least One Exam During the Year-0          Total Candidates- 13          Pass Rate-100%</p> <p><b>Category: Enrolled Students who have completed all non-clinical courses ORELA</b></p> <p>Passed All Attempted Exams for Year-          13</p>

Failed at Least One Exam During the  
Year-10  
Total Candidates- 23  
Pass Rate-57%

**Category: Other Students ORELA**

Passed All Attempted Exams for Year-3  
Failed at Least One Exam During Year-0  
Total Candidates 3  
Pass Rate- 100%

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

As we noted in our QAR, we have a gap between the number of graduates from our programs and those whom the Education department can recommend for licensure (termed “Completers”). In an effort to address this concern, and the concern about the teacher shortage in Oregon, we have recently utilized the TSPC’s “Multiple Measures” pathway to licensure, which involves providing sufficient evidence of teacher candidates’ (graduates) readiness for the workforce, even if they have not yet passed the edTPA or another current licensure requirement. With the support of the university, we have also developed study guides and videos to assist students preparing for the mandated tests.

The WPU Program Exit Survey also provides us with the Students’ view of their experience and a sampling is documented here:

**Education Department  
Program Exit Survey**

*The purpose of this survey is to gather your perspectives on the WPU preparation program you are now completing and identify learning opportunities and practices that you believe are effective teacher preparation strategies. The feedback is collected with the intention of continuously improving our programs to align with both student needs and ongoing changes within the greater educational system. Please thoughtfully consider your answers to the survey questions, as future students will benefit from your objective answers. This exit survey includes a one-page contact information sheet designed to assist the WPU Education Department in maintaining contact with you. Please fill it out with enough information so that we can follow up with you. We are interested in your continued success!*

**SECTION A**

**AAQEP Standard 2 Completer Professional Competence and Growth Aspects 2a-2f., InTASC Standard 1. Learner Development, Standard 2. Learning Differences, Standard 4. Content Knowledge, Standard 5. Application of Content, Standard 6. Assessment, Standard 7. Planning for Instruction**

In your program at WPU, prior to becoming a full-time teacher, how much opportunity have you had to do the following:

	<b>None</b>	<b>Touched on it briefly</b>	<b>Spent time discussing or and/or doing</b>	<b>Explored in some depth</b>	<b>Extensive opportunity</b>
Study stages of child development & learning		1	1	1	7
Identify & address learning needs &/or difficulties of students			2	1	6
Develop strategies for motivating students			2	5	3



Develop curriculum that builds on students' experiences, interests, & abilities			3	2	4	
Gain knowledge about the communities of the students you are likely to teach		1	1	4	4	
Develop specific strategies for teaching students identified with learning disabilities		1	3	2	4	
Develop strategies		1	3	2	4	

to encourage student participation						
Develop assessments of student learning		1	3	2	4	
Develop strategies for setting classroom norms			3	2	5	
Consider the relationship between education & social justice		1	3	4	2	
Develop strategies for reflecting on your teaching to		1	2	3	4	

make instructional changes						
Learn about the Individualized Education Plan (IEP) process & other formal processes & means of obtaining help for children with special needs		2	2	2	4	
Consider the relationship between education and democracy		2	3	3	2	
Apply content		1	1	3	5	

knowledge & standards to develop lesson plans					
Develop specific strategies for teaching ELL students (those with limited English proficiency)	2		1	1	6
Identify & discuss Culturally Responsive Teaching practices			3	2	5

**SECTION B**

**AAQEP Standard 2 Completer Professional Competence and Growth Aspects 2a-2f., InTASC Standard 9. Professional Learning and Ethical Practice, Standard 10. Leadership and Collaboration**

To what extent do the following statements describe your student teaching experience? If you had more than one Cooperating Teacher (CT) or University Supervisor (US), answer “an average” of them. For the purpose of this survey, your cooperating teacher is the teacher in the classroom in which you conducted your student teaching practicum. Please mark one answer for each statement.

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Not Applicable
My CT is an excellent teacher & a positive professional role model	1			1	8	
My CT rarely gave me useful feedback	5	1			4	
My CT was usually in the room when I taught a lesson				2	8	
My CT was knowledgeable about my teacher education program	1	1		3	5	
My CT used teaching strategies that were different from methods I'd learned in classes	1	2		3	4	
I had useful meetings with my University Supervisor (US) to discuss my placement and the related expectations			2	1	7	

My CT employed teaching strategies that I had learned about in my classes				1	9	
I participated in useful meetings with my CT & US to discuss my teaching/classroom management skills				1	9	
I believe that I was welcomed into my placement by my CT, the students and the administration of the school		1		2	7	
My US provided me with useful feedback on my lesson plans, teaching, and assessment				2	8	
My US met with me and my CT on a regular basis to discuss my work and other pertinent topics				1	9	
I believe I have been supported by my CT, my US, and my placement community				1	9	
I believe that my CT, my US, and other				2	8	

professionals in my placement contributed positively to the development of my skills and dispositions						
Someone from my program was available to talk with me when I had questions or concerns				2	8	
I was observed on a regular basis by someone from the university				2	8	
I fully understood the observation/evaluation tools used with me during my practicums			1	2	7	
My placements allowed me to try out strategies & techniques I had learned about in my classes				1	9	
I could express my perspectives about current issues in PreK-12 education and have dialogue with my CT &/or US			1	3	6	
<b><u>SECTION C</u></b>						

*If you would like to make any other observations about the WPU Education program you are now completing, please do so on the lines provided below. Your thoughts are important to us!*

*1. I had a mismatch in placement. I wish I would have been supported to switch placements. Although my CT was difficult for me, I was fully supported by my University Supervisor and program director.*

*2. The only thing I'd suggest is learning more about the ORELA tests in the beginning of the program and mentoring the edTPA as well. Besides that the program has prepared me with a lot of what to expect going into this profession.*

*3. I have learned life changing knowledge from this Education Program. I know, feel fully equipped to handle my classroom someday, confident I will be positively impacting students' lives.*

*4. Thank you staff at WPU*

*5. I am very appreciative of the education I have received at WPU. My learning here has improved my ability to carry on with my teaching career.*

*Thank you for completing this survey.*

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

Warner Pacific University Education Department participates in the statewide research survey (conducted by Pacific Research & Evaluation) contracted through OACTE to survey Completers' employers. WPU did not receive results to the survey as we normally would for the most recent survey. So, Dr. Vincent reached out to the research firm and the following is the response I received:

Hi, Kathleen -

Thanks for reaching out. I looked back at our records and email communications. Warner only received three responses to the teacher survey, and we did not have any surveys from supervisors matched to graduates of Warner. It isn't good research practice to share such limited pieces of information, so we didn't send anything over last year.

I realize this probably isn't the response you were hoping for. Please let me know if you have any follow-up questions or would like to discuss our approach further.

Taline



This lack of participation from both graduates and their employers cause us to pause and consider putting another plan into action ASAP, which would be to activate the Alumni Advisory Board. See Part Two.

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.

See above.

#### 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	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 CT and 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. The rating scale consists of the following ratings for each indicator: 1. No evidence 1. Unsatisfactory	MAT Cohorts																
		MAT 6-13																
		Average Final Evaluation Scores																
		<table border="1"> <thead> <tr> <th>Candidate</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>4.0</td> </tr> <tr> <td>2</td> <td>3.6</td> </tr> <tr> <td>3</td> <td>5.0</td> </tr> <tr> <td>4</td> <td>3.6</td> </tr> <tr> <td>5</td> <td>3.0</td> </tr> <tr> <td>6</td> <td>3.8</td> </tr> <tr> <td>7</td> <td>4.5</td> </tr> </tbody> </table>	Candidate	Score	1	4.0	2	3.6	3	5.0	4	3.6	5	3.0	6	3.8	7	4.5
		Candidate	Score															
		1	4.0															
		2	3.6															
		3	5.0															
		4	3.6															
		5	3.0															
6	3.8																	
7	4.5																	
MAT 6-14																		
Average Final Evaluation Scores																		
<table border="1"> <thead> <tr> <th>Candidate</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>4.9</td> </tr> <tr> <td>2</td> <td>4.4</td> </tr> </tbody> </table>	Candidate	Score	1	4.9	2	4.4												
Candidate	Score																	
1	4.9																	
2	4.4																	

<p>2. Developing 3. Satisfactory 4. Proficient 5. Exemplary</p> <p>The total average score must equate to "3" or above after totaling the score with 57 indicators.</p>	3	3.0															
	4	5.0															
	5	3.8															
	6	4.0															
	7	3.6															
	8	3.8															
	9	3.8															
	10	3.8															
	11	4.3															
	12	3.1															
	13	4.0															
	14	4.5															
	15	4.1															
	<p>MAT Summer Immersive Cohort Average Final Evaluation Scores</p> <table border="1"> <thead> <tr> <th>Candidate</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>4.7</td> </tr> </tbody> </table>		Candidate	Score	1	4.7											
	Candidate	Score															
1	4.7																
<p>Traditional Cohort Average Final Evaluation Scores</p> <table border="1"> <thead> <tr> <th>Candidate</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>1 (100 hr.)</td> <td>2.9</td> </tr> <tr> <td>2 (15 wks )</td> <td>3.2</td> </tr> <tr> <td>3 (15 wks.)</td> <td>3.2</td> </tr> <tr> <td>4 (15 wks.)</td> <td>4.1</td> </tr> <tr> <td>5 (15 wks.)</td> <td>4.0</td> </tr> <tr> <td>6 (15wks.)</td> <td>4.1</td> </tr> <tr> <td>7 (100 hr.)</td> <td>3.5</td> </tr> </tbody> </table>		Candidate	Score	1 (100 hr.)	2.9	2 (15 wks )	3.2	3 (15 wks.)	3.2	4 (15 wks.)	4.1	5 (15 wks.)	4.0	6 (15wks.)	4.1	7 (100 hr.)	3.5
Candidate	Score																
1 (100 hr.)	2.9																
2 (15 wks )	3.2																
3 (15 wks.)	3.2																
4 (15 wks.)	4.1																
5 (15 wks.)	4.0																
6 (15wks.)	4.1																
7 (100 hr.)	3.5																

		<p>BSED Cohort Average Final Evaluation Scores</p> <table border="1"> <thead> <tr> <th>Candidate</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>4.7</td> </tr> <tr> <td>2</td> <td>5.0</td> </tr> <tr> <td>3</td> <td>4.6</td> </tr> <tr> <td>4</td> <td>4.3</td> </tr> <tr> <td>5</td> <td>3.4</td> </tr> <tr> <td>6</td> <td>4.1</td> </tr> <tr> <td>7</td> <td>4.0</td> </tr> <tr> <td>8</td> <td>4.3</td> </tr> <tr> <td>9</td> <td>3.0</td> </tr> </tbody> </table>	Candidate	Score	1	4.7	2	5.0	3	4.6	4	4.3	5	3.4	6	4.1	7	4.0	8	4.3	9	3.0
Candidate	Score																					
1	4.7																					
2	5.0																					
3	4.6																					
4	4.3																					
5	3.4																					
6	4.1																					
7	4.0																					
8	4.3																					
9	3.0																					

**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												
Dispositions Assessment	This assessment is aligned with InTASC standards and is utilized during clinical experience at the midterm and final evaluation points. The 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,	<p>MAT Cohorts MAT 6-13 Average Disposition Scores</p> <table border="1"> <thead> <tr> <th>Candidate</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>4.3</td> </tr> <tr> <td>2</td> <td>4.3</td> </tr> <tr> <td>3</td> <td>5.0</td> </tr> <tr> <td>4</td> <td>4.2</td> </tr> <tr> <td>5</td> <td>3.2</td> </tr> </tbody> </table>	Candidate	Score	1	4.3	2	4.3	3	5.0	4	4.2	5	3.2
Candidate	Score													
1	4.3													
2	4.3													
3	5.0													
4	4.2													
5	3.2													

	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. 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.	6	4.3
		7	5
		<b>MAT 6-14</b> <b>Average Disposition Scores</b>	
		<b>Candidate</b>	<b>Score</b>
		1	5
		2	4.4
		3	4.9
		4	5
		5	4.1
		6	4.2
		7	Data Missing
		8	3.9
		9	3.9
		10	4.6
		11	4.2
		12	Data Missing
		13	4
		14	4.6
		15	4.6
		<b>MAT Summer Immersive Cohort</b> <b>Average Disposition Score</b>	
		<b>Candidate</b>	<b>Score</b>
		1	4.0
		<b>Traditional Cohort</b> <b>Average Disposition Scores</b>	
		<b>Candidate</b>	<b>Scores</b>

- 1. No evidence
- 1. Unsatisfactory
- 2. Developing
- 3. Satisfactory
- 4. Proficient
- 5. Exemplary

The total average score must equate to "3" or above after totaling the score with 37 indicators.

		1 (100 hr.)	3.0		
		2 (15 wks.)	3.7		
		3 (15 wks.)	3.9		
		4 (15 wks.)	4.3		
		5 (15 wks.)	3.7		
		6 (15 wks.)	4.6		
		7 (100 hr.)	3.5		
		BSED Cohort Average Disposition Scores			
			Candidate	Scores	
			1	5	
	2	5			
	3	3.9			
	4	4.4			
	5	5			
	6	4.8			
	7	4.2			
	8	4.5			
	9	3.5			

**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. Personnel Transitions—This is probably the first of our two biggest challenges. Since July 31, 2022, our 5 full time faculty positions have been reduced by 3. In an effort to continue to support our students and our programs, the remaining 2 faculty members have increased responsibilities.
2. Diminishing Resources—There has been notable turnover in university leadership. While this dynamic always can offer positive change, it also impacts available resources. We were asked in November to cut our department’s slim budget by 10%.
3. Undergraduate enrollment decline—Similar to the decline in enrollment in other small private liberal arts universities in Oregon, the enrollment numbers for our traditional undergraduate programs has declined. There is a strong focused effort on the part of the enrollment/admissions team to recruit potential students.
4. Program Growth- M.Ed & Special Education Endorsement- We have recently launched a Special Education Endorsement, fully online. This will be offered as a stand-alone endorsement to be added to a teaching license or as an endorsement that is in conjunction with our M.Ed degree (also fully online).
5. With the support and involvement of the Multnomah Education Service District (MESD) we anticipate launching the first cohort of students transferring from Portland Community College (PCC) into WPU to complete a BS in Elementary Education with a Multiple Subjects Licensure endorsement in the spring of 2023. This will be identified as the “2+2 Pathways Program”
6. In December, 2022, our department awarded diplomas to our first cohort of “Coaches -to-Classroom” MAT graduates. This endeavor has been supported by the partnerships between WPU and the neighboring school districts.
7. As detailed in Part Two of this Annual Report, WPU received permission and funding to develop and pilot a Local Assessment Option as a research endeavor. Faculty will be guiding our candidates through this performance assessment and evaluating the results to report to the TSPC in June 2023.