



AAQEP Annual Report for 2023

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, 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.

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>

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 2022-2023

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 7/31/23)	Number of Completers in most recently completed academic year (12 months ending 7/31/23)
<i>Programs that lead to initial teaching credentials</i>			
Bachelor's Degree in Elementary Education (Traditional Undergraduate Studies)	Preliminary License with Endorsement in Early Childhood/ Elementary Education Multiple Subjects only	12	3
Bachelor's Science Degree in Elementary Education- Professional Graduate School (BSED)	Preliminary License with Endorsement in Early Childhood/ Elementary Education Multiple Subjects only	24	3
Master of Arts in Teaching- Adult Degree Program (ADP.MA.TCH)	Preliminary License with Endorsements in the following areas: <ul style="list-style-type: none">- Early Childhood/Elementary Education Multiple Subjects- Advanced Math- Biology- Social Studies- Health- English Language Arts	49	6
Master of Arts in Teaching Immersive Program (ADP.MA.TCH.IMM)	<ul style="list-style-type: none">- Advanced Math- Biology- Social Studies- Health- English Language Arts	10	0

	- Physical Education		
Total for programs that lead to initial credentials		95	12
<i>Programs that lead to additional or advanced credentials for already-licensed educators</i>			
Master of Education- Adult Degree Program (ADP.M.EDU)	Advanced credential in special education	5	0
Total for programs that lead to additional/advanced credentials		5	0
<i>Programs that lead to credentials for other school professionals or to no specific credential</i>			
		0	0
Total for additional programs		0	0
TOTAL enrollment and productivity for all programs		100	12
Unduplicated total of all program candidates and completers		4	4

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.)

None

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.
99
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.
51

C. Number of recommendations for certificate, license, or endorsement included in Table 1.
12
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.
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. Twelve of the ninety-nine candidates met this criteria during this time period.
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%.
All of our candidates who were recommended for licensure had a passing rate of 100%.
F. Narrative explanation of evidence available from program completers , with a characterization of findings.
<p>Despite our institution's best efforts, there is unfortunately little systematic data collected from program completers following graduation. Establishing an alumni advisory board and robust systems for regularly following up with our education program graduates remain important goals for us. 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, c) recognizing the immense value of leading with compassion, empathy, and professionalism as educators, and d) identifying certain challenges present in navigating the edTPA performance assessment and how it does and does not fully reflect the actual practices of high-quality teaching.</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> <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 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.</p>
G. Narrative explanation of evidence available from employers of program completers , with a characterization of findings.
While Warner Pacific University strives to gather meaningful data on the success of our program completers from their employers post-graduation, we have unfortunately not yet been able to implement effective assessment structures to facilitate this. 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. However, response rates have remained extremely low to date, limiting the usefulness of the findings.

Recognizing this major gap, a work group has come 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.

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.

While Warner Pacific University has not yet implemented formal structures for tracking employment outcomes with program completers, the anecdotal information available indicates an extremely high job placement rate for those graduates who have chosen to enter the teaching workforce. Precise data on our completers' career trajectories has unfortunately been difficult to ascertain up to this point.

It is the sincere hope of Warner Pacific's education leaders, along with educator preparation programs across Oregon, that more robust state-level data systems can be established to consolidate employment information and provide a clearer picture of the career advancement pathways for program graduates. There is currently a state-level work group deliberating effective methods and policies to create a centralized employment database for teachers coming out of certification programs across the state. Warner Pacific has representation within this important initiative, as consolidated outcome data would allow for more strategic program evaluation and improvement efforts on our end.

Given the high need for teachers regionally and nationally due to ongoing pandemic impacts and pre-existing shortages across schools, robustly documenting the workforce readiness and placement rates of newly certified teachers from our program is more vital than ever. We strive to equip our graduates not just with the instructional skills to thrive in the classroom, but also with the resilience, adaptability, and commitment to equity that will make them highly competitive and sought-after candidates. Still, navigating the complex policy environments and varied hiring processes across hundreds of school districts poses innate challenges.

We are fully committed to working at the institutional and state level to provide the best possible career launch support and systematically track the placements and growth trajectories for all our passionate graduates working to create a more just world through education. With such high demand forecasted for teachers in the coming years, it is imperative we leverage every resource to ensure our graduates are securing placements where they can put their skills into practice.

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> <ol style="list-style-type: none"> 1. No evidence 1. Unsatisfactory 2. Developing 3. Satisfactory 4. Proficient 5. Exemplary <p>The total average score must equate to “3” or above after totaling a score of 57 indicators.</p>	<p>MAT Cohorts <u>Average Final Evaluation Scores</u> <u>Candidate Score : 4.2</u></p> <p>Traditional Cohort <u>Average Final Evaluation Scores</u> <u>Candidate Score : 3.8</u></p> <p>BSED Cohort <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
Dispositions Assessment	<p>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, 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"> 1. No evidence 1. Unsatisfactory 2. Developing 3. Satisfactory 4. Proficient 5. Exemplary <p>The total average score must equate to “3” or above after totaling the score with 37 indicators.</p>	<p>MAT Cohorts <u>Average Final Evaluation Scores</u> <u>Candidate Score: 4.39</u></p> <p>Traditional Cohort <u>Average Final Evaluation Scores</u> <u>Candidate Score: 3.9</u></p> <p>BSED Cohort <u>Average Final Evaluation Scores</u> <u>Candidate Score: 4.1</u></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. At the time of this report, the pilot appears to be progressing well, and the Department of Education is working closely with University Supervisors to ensure interrater reliability and program coherence.
2. **Program Growth**—The full implementation of the M.Ed & Special Education Endorsement- The initiation and full year of implementation of the now-launched 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.
3. **Personnel Transitions**—In May 2023, our 2 full-time faculty positions were increased by 1 additional member and later in July, another full-time faculty member was added back to the school’s programs. The faculty is now numbering four. What was a department of five full-time faculty members is now working more effectively to meet the needs of the students. Of course, there is training and orientation that continues through the first year of employment; thus the returning faculty continue to exert extra effort to support our students and our programs while the two new faculty members gradually increase their responsibilities.
4. **Diminishing Resources**—There has been continued and notable turnover in university leadership this past year. While this dynamic can always offer positive change, it also impacts available resources. Additionally, there have been resources trimmed 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 has joined the National Association of Community College Teacher Education Programs (NACCTEP) and has committed to continual outreach and cooperation with surrounding community colleges who, in partnership with WPU will move students from the 2-year certification and degree programs, to full bachelors degree and state certification programs. It is the hope of the leadership in the university and in the education department, that this will further diversify the teacher candidate pool, and bring more education students to the university.