AAQEP Annual Report for 2020

Provider/Program Name: Grand Canyon University

End Date of Current AAQEP Accreditation Term (or "n/a" if not yet accredited):   6/30/2026

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 encompassed in its AAQEP review.

Grand Canyon University

Grand Canyon University (GCU) was founded in 1949 as a small Southern Baptist university, located in Prescott, Arizona. After relocating to Phoenix, the University maintained its small and denominational affiliation; however, it fell into financially difficult times. With the help of some innovative investors in 2004, the University became a for-profit institution and began to both build its online learning and grow its traditional campus. Moving away from the Baptist roots and toward a non-denominational Christian university, GCU continued to grow and develop. Growth in the traditional campus, including becoming Division 1 level in sports, continued as well as its non-traditional online community. On July 1, 2018, after having applied to HLC to return to its non-profit status, GCU was granted the request and became, once again, a non-profit Christian university.

Today, GCU is a large, interdenominational University, located in the heart of Phoenix, Arizona, still committed to distinctively Christian beliefs, values, and practices in accord with its mission and vision. This strong sense of mission, along with a

commitment to developing, supporting, and improving the community has led candidates, faculty, and staff to invest efforts into improving the surrounding community, regardless of whether the community is local to Phoenix, to communities across the country, and even in communities around the world. This desire to uplift communities is an example of the commitment to living out the University's Christian faith within the context of a missional community.

College of Education

The College of Education at Grand Canyon University is part of the rich heritage of service to the community. For over 60 years, the College of Education has proudly maintained its place as a prestigious teaching college, ensuring programs continue to meet the changing, diverse needs in education and in local communities, and provide opportunities that create meaningful learning experiences for the candidates. The College places great importance on the development of meaningful and authentic partnerships from practicum through student teaching. This work goes from embedded partnerships in the greater Phoenix area to affiliation agreements across the country. With each, knowing what schools and districts value and what our candidates need to have the best learning experiences remain at the forefront of the College's clinical work.

Learning, Leading, and Serving are the foundational components of the College of Education's conceptual framework. These words symbolize the College's diverse learning opportunities where faculty and administrative staff work diligently to create a culture of mutual respect, fellowship, and servant leadership within the educational community. GCU's placement of candidates directly reflects GCU's commitment to promoting servant leadership in educational communities.

The mission of the College of Education is to inspire excellence in pedagogy and scholarship; advance reflective, innovative, and collaborative teaching practices to maximize student learning and achievement; promote servant leadership in educational communities; and engage a diverse and global community of learners with purpose and passion. The College of Education develops educators who are classroom ready through programs and processes that exemplify excellence in pedagogy, scholarship, and service while engaging a diverse and global community of learners. The desire is to prepare purposeful and passionate educators who strive to deliver quality education and enrich lives across a variety of school and community settings.

AAQEP Accredited Programs

Undergraduate Initial Licensure Programs
The College of Education currently offers five undergraduate initial teacher licensure programs, some with various emphasis areas. The initial teacher licensure programs fall under the categories of early childhood education, a dual degree in early childhood education and early childhood special education, elementary education, a dual degree in elementary education and special education, and secondary education. The College of Education collaborates and shares the secondary and K-12 education programs with other GCU colleges that are aligned with the specific content areas. These content areas include English, History, Mathematics, Chemistry, Biology, Physical Education, Business, Music, Theatre, and Dance.

Graduate Initial Licensure Programs
At the graduate level, the College supports candidates in five initial teacher licensure programs, including early childhood education, a dual degree in early childhood and early childhood special education, elementary education, secondary education, and special education.

Advanced Degree Programs – Reading and TESOL
The College of Education has three AAQEP accredited advanced degree programs. Included in this list are reading – elementary education, reading – secondary education, and Teaching English to Speakers of Other Languages (TESOL).

Public Posting URL

If the provider is publicly posting data from this report, that information can be found at the following URL (web address):

https://www.gcu.edu/academics/accreditation/college-of-education

2. Enrollment and Completion Data

Table 1 shows enrollment and completion data from the most recently completed academic year for each program included in the AAQEP review.

Table 1. Program Specification: Enrollment and Completers for Academic Year 2019-2020

AAQEP Accredited Initial Teacher Licensure Programs			
Degree or Certificate granted by the institution/organization	**AZ State Certificate, License, Endorsement, or Other Credential** (AZ approved programs, unless otherwise noted)	**Number of Candidates** in 2019-20	**Number of Completers** in 2019-20
Bachelor of Arts in Dance Education (Leads to Initial Teacher Licensure)	Dance Education, PreK-12	13	10
*Bachelor of Arts in Dance for Secondary Education (Leads to Initial Teacher Licensure)	Secondary Education, 6-12	-	-
Bachelor of Arts in English for Secondary Education (Leads to Initial Teacher Licensure)	Secondary Education, 6-12	416	34
Bachelor of Arts in History for Secondary Education (Leads to Initial Teacher Licensure)	Secondary Education, 6-12	498	26
Bachelor of Arts in Music Education-Choral: Piano (Leads to Initial Teacher Licensure)	Music Education, PreK-12	-	1
Bachelor of Arts in Music Education-Choral: Voice (Leads to Initial Teacher Licensure)	Music Education, PreK-12	9	1
Bachelor of Arts in Music Education-Instrumental: Brass, Woodwind, Percussion, or Strings (Leads to Initial Teacher Licensure)	Music Education, PreK-12	7	6
Bachelor of Arts in Music Education-Instrumental: Piano (Leads to Initial Teacher Licensure)	Music Education, PreK-12	2	-
Bachelor of Arts in Theatre Education (Leads to Initial Teacher Licensure)	Theatre Education, PreK-12	11	4
*Bachelor of Arts in Theatre for Secondary Education (Leads to Initial Teacher Licensure)	Secondary Education, 6-12	1	-
Bachelor of Science in Biology for Secondary Education (Leads to Initial Teacher Licensure)	Secondary Education, 6-12	23	2
Bachelor of Science in Business for Secondary Education (Leads to Initial Teacher Licensure)	Secondary Education, 6-12	30	1
Bachelor of Science in Chemistry for Secondary Education (Leads to Initial Teacher Licensure)	Secondary Education, 6-12	5	2

Bachelor of Science in Early Childhood Education (Leads to Initial Teacher Licensure)	Early Childhood Education, Birth -Grade 3	1,130	142
Bachelor of Science in Early Childhood Education and Early Childhood Special Education (Leads to Initial Teacher Licensure)	Early Childhood Education, Birth -Grade 3 Early Childhood Special Education, Birth -Grade 3	737	11
Bachelor of Science in Elementary Education (Leads to Initial Teacher Licensure)	Elementary Education, K-8	3,101	626
Bachelor of Science in Elementary Education and Special Education (Leads to Initial Teacher Licensure)	Elementary Education, K-8 Mild/Moderate Disabilities, K-12	2,381	230
Bachelor of Science in Elementary Education with an Emphasis in Christian Education (Leads to Initial Teacher Licensure)	Elementary Education, K-8	76	3
Bachelor of Science in Elementary Education with an Emphasis in English as a Second Language (Leads to Initial Teacher Licensure)	Elementary Education, K-8	169	32
*Bachelor of Science in Elementary Education with an Emphasis in STEM (Leads to Initial Teacher Licensure)	Elementary Education, K-8	20	-
*Bachelor of Science in Elementary Education with an Emphasis in Teaching Reading (Leads to Licensure)	Elementary Education, K-8	7	-
Bachelor of Science in Mathematics for Secondary Education (Leads to Initial Teacher Licensure)	Secondary Education, 6-12	244	25
Bachelor of Science in Physical Education (Leads to Initial Teacher Licensure)	Physical Education, PreK – 12	20	-
Master of Education in Early Childhood Education (Leads to Initial Teacher Licensure)	Early Childhood Education, Birth -Grade 3	407	182
Master of Education in Early Childhood Education (NV ARL) (Leads to Initial Teacher Licensure)	Early Childhood Education, Birth -Grade 2 (Nevada)	-	-
Master of Education in Early Childhood Education and Early Childhood Special Education (Leads to Initial Teacher Licensure)	Early Childhood Education, Birth -Grade 3 Early Childhood Special Education, Birth -Grade 3	354	83
Master of Education in Elementary Education (Leads to Initial Teacher Licensure)	Elementary Education, K-8	1,422	566
Master of Education in Elementary Education (Nevada ARL) (Leads to Initial Teacher Licensure)	Elementary Education, K-8 (Nevada)	5	-
Master of Education in Secondary Education (Leads to Initial Teacher Licensure)	Secondary Education, 6-12	495	432
*Master of Education in Secondary Education with an Emphasis in Humanities (Leads to Initial Teacher Licensure)	Secondary Education, 6-12	243	-
*Master of Education in Secondary Education with an Emphasis in STEM (Leads to Initial Teacher Licensure)	Secondary Education, 6-12	177	-
Master of Education in Secondary Humanities Education (Nevada ARL)	Secondary Education, 7-12 (Nevada)	2	1

(Leads to Initial Teacher Licensure)			
Master of Education in Secondary STEM Education (Nevada ARL) (Leads to Initial Teacher Licensure)	Secondary Education, 7-12 (Nevada)	3	-
Master of Education in Special Education (Leads to Initial Teacher Licensure)	Mild/Moderate Disabilities, K-12	1,517	683
Master of Education in Special Education (Nevada ARL) (Leads to Initial Teacher Licensure)	Generalist (Mild to Moderate), K-12 (Nevada)	6	-
*Master of Education in Special Education: Moderate to Severe (Leads to Initial Teacher Licensure)	Moderate/Severe Disabilities, K-12	25	-
	TOTALS:	**13,556**	**3,103**

New programs launched in 2019-2020.

AAQEP Accredited Advanced Degree Programs			
Degree or Certificate granted by the institution/organization	**AZ State Certificate, License, Endorsement, or Other Credential** **(AZ approved programs)**	**Number of Candidates** in 2019-20	**Number of Completers** in 2019-20
Master of Arts in Reading with an Emphasis in Elementary Education	Does not lead to endorsement	618	500
Master of Arts in Reading with an Emphasis in Secondary Education	Does not lead to endorsement	71	46
Master of Arts in Teaching English to Speakers of Other Languages	Does not lead to endorsement	235	168
	TOTALS:	**924**	**714**

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.)

Retired Programs

(The following programs were retired in the 19-20 year and replaced by newer versions as indicated in the table below.)

Degree or Certificate granted by the institution/organization	**Replaced By**
Bachelor of Arts in Dance Education (Leads to Initial Teacher Licensure)	Bachelor of Arts in Dance for Secondary Education (Leads to Initial Teacher Licensure)
Bachelor of Arts in Theatre Education (Leads to Initial Teacher Licensure)	Bachelor of Arts in Theatre for Secondary Education (Leads to Initial Teacher Licensure)
Master of Education in Secondary Education (Leads to Initial Teacher Licensure)	Master of Education in Secondary Education with an Emphasis in Humanities (Leads to Initial Teacher Licensure) Master of Education in Secondary Education with an Emphasis in STEM (Leads to Initial Teacher Licensure)

New Programs

(The following programs are new programs that have launched in 2019-2020)

Degree or Certificate granted by the institution/organization	**AZ State Certificate, License, Endorsement, or Other Credential** **(AZ approved programs, unless otherwise noted)**
*Bachelor of Arts in Dance for Secondary Education (Leads to Initial Teacher Licensure)	Secondary Education, 6-12
*Bachelor of Arts in Theatre for Secondary Education (Leads to Initial Teacher Licensure)	Secondary Education, 6-12
Bachelor of Science in Elementary Education with an Emphasis in STEM (Leads to Initial Teacher Licensure)	Elementary Education, K-8
Bachelor of Science in Elementary Education with an Emphasis in Teaching Reading	Elementary Education, K-8

(Leads to Initial Teacher Licensure)	
*Master of Education in Secondary Education with an Emphasis in Humanities (Leads to Initial Teacher Licensure)	Secondary Education, 6-12
*Master of Education in Secondary Education with an Emphasis in STEM (Leads to Licensure)	Secondary Education, 6-12
Master of Education in Special Education: Moderate to Severe (Leads to Initial Teacher Licensure)	Moderate/Severe Disabilities, K-12

These programs replaced the retired programs listed in the table above.

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

1. **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.
During the 2019-2020 year, there were 13,556 candidates enrolled in our AAQEP-accredited initial teacher licensure programs and 924 candidates enrolled in our AAQEP-accredited advanced programs.
2. **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.
During the 2019-2020 year, there were 3,103 graduates from our AAQEP-accredited initial teacher licensure programs and 714 graduates from our AAQEP-accredited advanced programs.
3. **Number of recommendations** for certificate, license, or endorsement included in Table 1.
In the 2019-2020 year, there were 3,103* initial teacher licensure graduates recommended for certification. Of those graduates, 324* graduates were recommended for certification in more than one area as a result of graduating from a dual licensure program. *Not all states require recommendations and not all candidates request them.*
4. **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.
The cohort completion rates below reflect cohorts with expected graduates in the 2019-2020 year. Newer program versions will have cohort completion rates once cohorts reach their expected graduation dates. Of the programs with cohort completion rates, the expected completion timeframes are as follows: • 54 months for undergraduate initial teacher licensure programs. • Between 25-30 months for graduate initial teacher licensure programs • 17 months for AAQEP-accredited advanced degree programs.

AAQEP Accredited Initial Teacher Licensure Programs:

Program	Expected Timeframe (Months)	100% Expected Timeframe	100-150% Expected Timeframe	Total Completion Within 150%
Bachelor of Arts in Dance Education (Leads to Initial Teacher Licensure)	54	*	*	*
Master of Education in Early Childhood Education (Leads to Initial Teacher Licensure)	27	53.0%	4.8%	57.8%
Master of Education in Early Childhood Education and Early Childhood Special Education (Leads to Initial Licensure)	25	11.8%	32.4%	44.2%
Master of Education in Elementary Education (Leads to Initial Teacher Licensure)	30	54.6%	6.6%	61.2%
Master of Education in Secondary Education (Leads to Initial Teacher Licensure)	26	45.0%	9.0%	54%
Master of Education in Special Education (Leads to Initial Teacher Licensure)	30	50.6%	9.8%	60.4%
Initial Teacher Licensure Program Total		**49.8%**	**8.3%**	**58.1%**

No cohort completion rate. Completion rates are only calculated for programs with 10 or more students in the cohort.

AAQEP Accredited Advanced Degree Programs:

Program	Expected Timeframe (Months)	100% Expected Timeframe	100-150% Expected Timeframe	Total Completion Within 150%
Master of Arts in Reading with an Emphasis in Elementary Education	17	70.1%	12.6%	82.7%
Master of Arts in Reading with an Emphasis in Secondary Education	17	62.5%	16.7%	79.2%
Master of Arts in Teaching English to Speakers of Other Languages	17	68.3%	14.9%	83.2%
Advanced Degree Program Total		**69.1%**	**13.5%**	**82.6%**

5. **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 College of Education initial teacher licensure programs are approved by the Arizona State Board of Education. The state of Arizona has utilized the Pearson National Evaluation System (NES) series of content and professional knowledge tests since 2013, except for early childhood testing, which uses the Pearson Arizona Educator Proficiency Assessments (AEPA).

The most recent content knowledge and professional knowledge pass rates from the 2020 Title II Report are listed below. Data below is based on program completers from the 2018-2019 year.

2018-2019 Title II Pass Rates

Test Type	Assessment Code	Assessment Name	Takers	Passers	Pass Rate
Content Knowledge	036	Early Childhood Education	152	135	89%
	048	Dance	6	*	*
	049	Theater	4	*	*
	NT102	Elementary Education (Subtests I)	613	542	88%
	NT103	Elementary Education (Subtests II)	602	519	86%
	NT301	English Language Arts	33	32	97%
	NT302	History	19	14	74%
	NT304	Mathematics	21	19	90%
	NT305	Biology	8	*	*
	NT309	Business Education	2	*	*
	NT504	Music	12	11	92%
Professional Knowledge	093	Professional Knowledge: Early Childhood	133	118	89%
	NT051	Professional Knowledge: Elementary	513	495	96%
	NT052	Professional Knowledge: Secondary	242	238	98%
	**083	Special Ed.: Early Childhood	3	*	*
	**NT601	Special Education	139	120	86%

Pass rates are not calculated for exams with less than 10 test takers.

**Classified as Professional Knowledge Exams as of September 24, 2018. These exams were previously classified as Content Knowledge exams.*

There are no state licensure exams for our AAQEP-accredited advanced degree programs.

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

Evidence available from program completers is compiled using highlighted information from the GCU End of Program (EOP) Survey and the College of Education Alumni Survey. End of Program Survey results from 2019 indicate our initial teacher licensure and advanced degree program completers rate their program satisfaction above 90%.

A new alumni survey that included more AAQEP and program aligned questions was piloted to gather additional information from program completers. Selected responses from this piloted version of the College of Education Alumni Survey demonstrate how program completers rate their impact on student learning and how their program prepared them to be culturally responsive and support their students' growth in international and global perspectives. In terms of impact on student learning, 92.4% of initial teacher licensure and 83.7% of advanced program respondents report that their program prepared them to impact student learning. Both groups citing evidence from a variety of student achievement data (standardized tests, formative and summative assessments, etc.). When asked how their program prepared them to become culturally responsive educators, 83.3% of initial teacher licensure and 65.1% of advanced program graduates felt their program
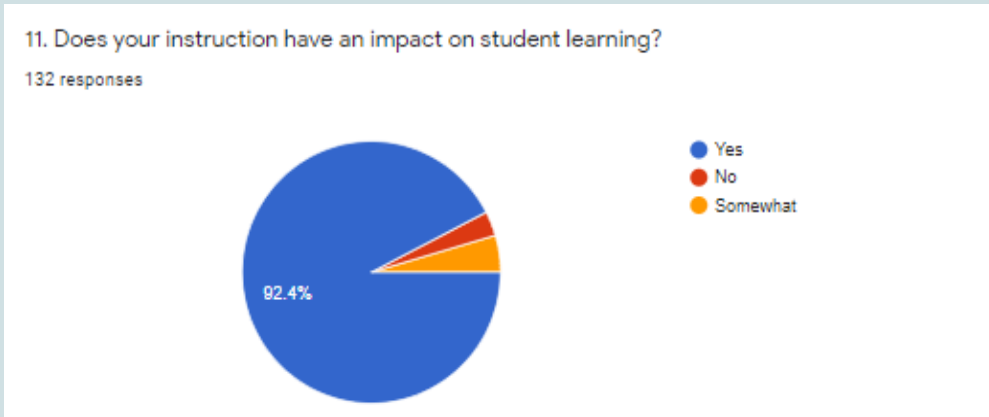
prepared them. In the area of supporting their own students' growth in international and global perspectives, 60% of initial teacher licensure and 41.9% of advanced degree program respondents felt their program prepared them in this area. We will redeploy this new survey and continue to gather additional data to review and determine expected outcomes and next steps.

Initial Teacher Licensure Programs

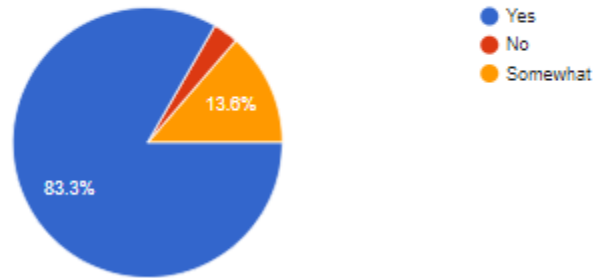1) GCU End of Program (EOP) Survey results from 2019 indicate a 91.33% program satisfaction rating.

ProgramType	OverallSatisfactionResponseCnt	OverallSatisfaction
TRADITIONAL	201	86.10%
NONTRADITIONAL	433	93.90%
Total	**634**	**91.33%**

2) Selected responses from the 2018 Graduation Year - College of Education Alumni Survey - Initial Teacher Licensure Programs

11. Does your instruction have an impact on student learning?

132 responses

Legend:
- Yes
- No
- Somewhat

92.4%

7. Did your teacher preparation program prepare you to be a culturally responsive teacher able to address each student's strengths and needs?

132 responses

- Yes
- No
- Somewhat

83.3%
13.6%

13. Did your teacher preparation program prepare you to develop and support your classroom students' growth in international and global perspectives?

130 responses

- Yes
- No
- Somewhat

18.5%
21.5%
60%
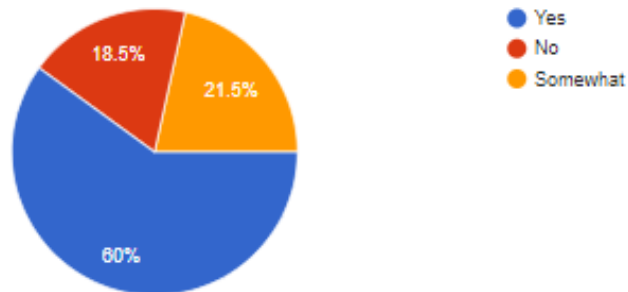
Advanced Degree Programs

1) End of Program (EOP) results indicate a 90.95% program satisfaction.

ProgramType	OverallSatisfactionResponseCnt	OverallSatisfaction
TRADITIONAL		
NONTRADITIONAL	259	90.95%
Total	**259**	**90.95%**

2) Selected responses from the 2018 Graduation Year - College of Education Alumni Survey – Advanced Degree Programs

9. Did your advanced degree enhance your ability to impact student learning?

43 responses

- Yes
- No
- Somewhat

9.3%
7%
83.7%
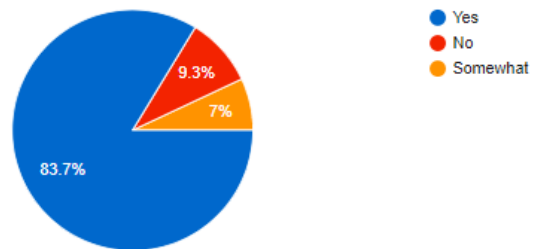
7. Did your advanced degree program prepare you to be a culturally responsive teacher able to address each student's strengths and needs?

43 responses

- Yes
- No
- Somewhat

9.3%
25.6%
65.1%
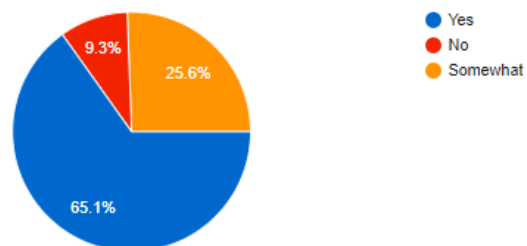
12. Did your advanced degree program prepare you to develop and support your classroom students' growth in international and global perspectives?

43 responses

- Yes
- No
- Somewhat

27.9%
30.2%
41.9%
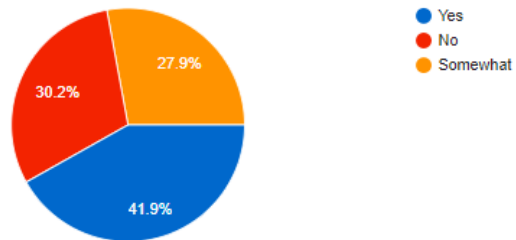
7. Narrative explanation of **evidence available from employers of program completers**, with a characterization of findings.

The College of Education gathers formal and informal information on their graduates from three primary sources – survey/interviews with local and Arizona principals and district officials, information from partnership projects, and targeted national principal survey on a rotating cycle. The State of Arizona does not do any survey of principals or districts for any information on candidates or graduates. The results and findings from these sources demonstrate that the GCU graduates in general are in high demand for jobs, are prepared for the demands of teaching, are professional with good character and values and are responsive to student needs. Interesting to note that the findings are similar from both local and national perspectives. While we are always looking for ways to improve, we do take note that our graduates are learning, leading, and serving in their communities.

Lopes Leap to Teach and Lead is a biannual event hosted by the College for local and Arizona schools and districts to build relationships with our candidates and graduates for potential placement in their schools. Surveys and interviews are conducted at each event to gather information regarding our graduates and ways to better serve the communities. Due to COVID-19 restrictions, SP 2020 was not held but the following information was gathered from the 2019 Lopes Leap to Teach events. 39 respondents representing schools and districts in Arizona were interviewed.

- **Question 1 - "How many candidates/graduates do you have at your school or district?"**
    23 responded they had multiple candidates and graduates in their schools, with answers such as "over 8" and "many teachers".

- **Question 2 – "Have any of your employees completed an advanced degree through GCU? If so, what program?"**

13 responded yes and had many in multiple programs including Curriculum and Instruction, TESOL, Reading, Ed. Leadership, Ed Admin

- **Question 3 – "What qualities do GCU students/alumni possess that other students/graduates do not?"**
  Responses included – well prepared in terms of content and pedagogy; instructional strategies are strong; good values; great character; teachable; real-life experiences; attracts a diverse group of college students – ethnicity age, job experience; professionalism; impacting the community; good engagement strategies; good technology skills

- **Question 4 – "How could the College of Education help you in both preparing teachers and filling the different needs at your school?"**
  Responses included – classroom management; soft skills – communication, newsletter; finding more ways to connect districts with your graduates; more partnerships.

<u>Partnership Projects</u>
These projects are typically grown from a need that local schools or districts have that they believe the College of Education programs and their graduates could help fill. Grand Canyon University is one of the nation's leaders in producing teachers and fills teacher shortages in Arizona schools through many partnerships with school districts. (gcu.edu)

Most recent partnership projects include:

<u>Student Teaching Intern Certificate</u> – GCU worked with local districts and other state entities to meet the needs of the local teacher shortage and help create a Student Teaching Intern Certificate that would allow certain candidates to fill open positions in local schools, provided they met certain requirements and are still guided by their IHE requirements. Since Fall 2017, 155 GCU Student Teaching Intern candidates have filled these positions in local schools. This includes 49 candidates in the 2019-2020 school year.

<u>Canyon L.E.A.P. to Teach</u> – Due to the success of the GCU candidates and graduates in the field, local districts asked to partner with us to create a local alternative pathway to teaching for GCU candidates. Implemented in late Fall 2020, 6 local districts have partnered with the College of Education to create the Canyon **L**ocal **E**ducation **A**gency **P**athway (L.E.A.P.) to Teach program.

<u>Westwood Embedded Partnership</u> – The original embedded partnership model continues to be successful and a wonderful addition to the school community. In addition, just last year several December graduates were hired to help fill needed classroom vacancies, making the partnership go the full circle of helping. Grand Canyon University solely filled a neighborhood elementary school's emergency need for three teachers. (gcu.edu)

National Survey Data
The most recent national data collected was from a survey conducted by the national educational research firm Eduventures for the College of Education. The survey informed the College of how completers have engaged in their relevant professional practice and what strategies learned in their program were used in the classroom. In the survey, principals were asked about College of Education graduates, and some of their primary findings included GCU graduates excel at "making learners feel valued, taking responsibility for learners' growth, observing thoughtfully, using technology, and collaborating with families and communities." Our next cycle for a national survey of principals would have been conducted in Spring 2020, but due to COVID-19, has been rescheduled for late 2021.

8. **Employment (and/or more schooling) rates** for the immediate prior year's completers, if known.

Initial Teacher Licensure Programs
GCU End of Program (EOP) survey data from the 2019 graduation year shows a 62.72% employment and graduate school rate for our initial teacher licensure programs at the time of program completion.

ProgramType	Employed	Employed(%)
TRADITIONAL	84	37.84%
NONTRADITIONAL	340	74.89%
Total	**424**	**62.72%**

Additionally, GCU Alumni Survey Data from the 2018 graduation year shows an 88.4% employment and graduate school rate for graduates of our AAQEP-accredited initial teacher licensure programs.

ProgramType	AlumniEmployed	AlumniEmployed(%)
NONTRADITIONAL	244	87.77%
TRADITIONAL	38	92.68%
Total	**282**	**88.40%**

Advanced Programs

GCU End of Program (EOP) survey data from the 2019 graduation year shows a 98.57% employment and graduate school rate for our advanced degree programs at the time of program completion.

ProgramType	Employed	Employed(%)
TRADITIONAL		
NONTRADITIONAL	276	98.57%
Total	**276**	**98.57%**

GCU Alumni Survey data from the 2018 graduation year shows a 91.23% employment and graduate school rate for graduates of our AAQEP accredited advanced degree programs.

ProgramType	AlumniEmployed	AlumniEmployed(%)
TRADITIONAL		
NONTRADITIONAL	52	91.23%
Total	**52**	**91.23%**

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

Standard 1: Initial Teacher Licensure Programs		
Provider Selected Measures	**Explanation of Performance Expectation**	**Level or Extent of Success in Meeting the Expectation**
Content and Professional Knowledge Testing	All College of Education initial teacher licensure programs are approved by the Arizona State Board of Education. The state of Arizona has utilized the Pearson National Evaluation System (NES) series of content and professional knowledge tests since 2013, except for early childhood testing, which uses the Pearson Arizona Educator	As provided from the 2020 Title II report, completers from GCU's initial teacher licensure programs have an overall average content exam pass rate of 88% and an overall average professional knowledge pass rate of 95%. While these overall pass rates meet the expectation, we continue to develop resources for our candidates to enhance their success. **2020 Title II Report Pass Rates (completers from the 2018-2019 year)**

2020 Title II Report Pass Rates (completers from the 2018-2019 year)

Test Type	Assessment Code	Assessment Name	Takers	Passers	Pass Rate
Content Knowledge	036	Early Childhood Education	152	135	89%
	048	Dance	6	*	*
	049	Theater	4	*	*
	NT102	Elementary Education (Subtests I)	613	542	88%
	NT103	Elementary Education (Subtests II)	602	519	86%
	NT301	English Language Arts	33	32	97%
	NT302	History	19	14	74%
	NT304	Mathematics	21	19	90%
	NT305	Biology	8	*	*
	NT309	Business Education	2	*	*
	NT504	Music	12	11	92%
Professional Knowledge	093	Professional Knowledge: Early Childhood	133	118	89%
	NT051	Professional Knowledge: Elementary	513	495	96%
	NT052	Professional Knowledge: Secondary	242	238	98%
	**083	Special Ed.: Early Childhood	3	*	*
	**NT601	Special Education	139	120	86%

Pass rates are not calculated for exams with less than 10 test takers.
**Classified as Professional Knowledge Exams as of September 24, 2018. These exams were previously classified as Content Knowledge exams.

Proficiency Assessments (AEPA).

Content knowledge and professional knowledge pass rates for 2018-2019 program completers are provided from the 2020 Title II Report.

The College of Education uses an average pass rate of 80% as the benchmark for the two types of tests, which matches the industry pass rates. | Several test preparation efforts have been put in place since the 2018-2019 year including:
• College of Education Explore More Sessions: Explore More sessions help candidates get the most out of their academic experience by providing support from faculty and staff on a variety of topics related to the field of education. For example, test preparation Explore More topics include general test preparation and content area preparation in the areas of early childhood education, elementary education, and special education. As recently as 2020, these sessions have been pre-recorded and posted to our Student Success Center (a GCU student resource website) to expand the reach of these sessions to a broad range of College of Education candidates.
• In partnership with McGraw-Hill, the College of Education created an ALEKS course designed to help candidates prepare for the elementary math portion of the NES test. The College ran two beta sections from Fall 2019 and Spring 2020 with both graduate and undergraduate candidates, and then surveyed participants after completion of the 11-week testing experience. As a result of the two beta sections specific to mathematics content, the College worked with McGraw-Hill in late 2020 to develop additional test preparation resources for elementary candidates. Phase I of this test preparation support is planned in 2021.
• The College of Education shares our undergraduate secondary programs with other GCU colleges who have created content support and resources in a variety of secondary content areas. Content workshops have been offered and planning discussions are taking place to create additional content support in areas such as English, Math, and History. | |

| Student Teaching Evaluation of Performance (STEP) | GCU's Student Teaching Evaluation of Performance (STEP) assignment is utilized during the student teaching course as a final demonstration of teaching for the candidate.

The STEP serves as a work sample that is aligned | In the 2019-2020 year, candidates scored above the 90% College of Education threshold in most areas of the STEP. In Spring 2020, candidate performance on STEP Standard 2 dropped below 90% as many candidates were adjusting to school closures cause by COVID-19. STEP Standard 2 focuses on writing appropriate learning goals and aligned measurable objectives. Further investigation will take place once Fall 2020 and Spring 2021 results become available to determine if this is a COVID-related concern, or an opportunity to strengthen coursework in this area. |
|---|---|---|

Student Teaching Evaluation of Performance (STEP)	Fall 2019	Spring 2020
STEP Standard 1 - Contextual Factors	94.78%	96.24%
STEP Standard 2 - Writing Standards-Based Measurable Objectives and the Learning Goal	94.93%	89.79%
STEP Standard 3 - Assessment and Data Literacy	92.78%	93.87%
STEP Standard 4 - Unit Planning	93.09%	95.73%

STEP Standard 5 - Implementation of Instructional Unit	91.60%	92.31%
STEP Standard 6 - Analysis of Student Learning	93.13%	94.23%
STEP Standard 7 - Analysis and Reflection to improve	94.30%	94.97%
Grand Total	**93.52%**	**94.02%**

to standards and acts as a demonstration of teaching by the teacher candidate. Evaluation of each standard within the STEP is completed by the course instructor.

The College of Education has set a minimum threshold for level of success at 90% for all Student Teaching Evaluation of Performance (STEP) standards.

Clinical Practice Evaluations

The student teaching evaluations, aligned to InTASC standards, are one measure of teacher candidate content, pedagogy, and professionalism. Each teacher candidate has a GCU faculty supervisor assigned who performs four evaluations in collaboration with their

During the fourth and final Clinical Practice Evaluation, the GCU Faculty Supervisor evaluates the teacher candidate on the InTASC standards. This allows for better understanding of teacher candidate performance in the field directly correlated to key areas needed for effective teaching.

AAQEP 1.a. Content, pedagogical, and/or professional knowledge relevant to the credential or degree sought

Clinical Practice Evaluation – InTASC Standards 4 and 5

InTASC Standards 4 and 5 (Content Knowledge and Application of Content) within the Clinical Practice Evaluation provide one measure of candidates' content and pedagogical knowledge, specifically candidates' understanding and ability to apply the central concepts and structures of the content area or areas. The College of Education closely assesses the performance of its teacher candidates on these standards. Data in the table below shows the average performance of our teacher candidate related to Content Knowledge and Application of Content by semester. The minimum threshold for these standards is set at 90% and have been met with increased performance semester over semester.

Clinical Practice Evaluation 4 InTASC Standards 4 & 5		Content Knowledge			Application of Content	
Semester	Total Score	InTASC 4.1	InTASC 4.2	InTASC 4.3	InTASC 5.1	InTASC 5.2
Fall 2019	94.43%	94.31%	94.24%	94.22%	93.58%	93.49%
Spring 2020	94.6%	94.55%	94.81%	94.60%	94.15%	93.86%
Grand Total	94.51%	94.43%	94.53%	94.41%	93.87%	93.68%

AAQEP 1.b. Learners; learning theory, including social, emotional, and academic dimensions; and application of learning theory

Clinical Practice Evaluation – InTASC Standards 1 and 2

A central way the College of Education measures learner's knowledge, learning theory, and the application of learning theory in its teacher candidates is through the assessment of InTASC Standards 1 and 2 (Student Development and Learning Differences) within the Clinical Practice Evaluation, specifically examining candidates' understanding of students' unique developmental processes and social, emotional, and academic needs.

Data in the table below shows the average performance of our teacher candidate related to Student Development and Learning Differences by semester. The minimum threshold for these standards is set at 90% and have been met with increased performance semester over semester, as shown below.

Clinical Practice Evaluation 4 InTASC Standards 1 & 2		Student Development		Learning Differences		
Semester	Total Score	InTASC 1.1	InTASC 1.2	InTASC 2.1	InTASC 2.2	InTASC 2.3
Fall 2019	94.43%	94.28%	94.28%	94.00%	93.83%	94.06%
Spring 2020	94.60%	94.49%	94.64%	94.30%	94.17%	94.35%
Grand Total	94.51%	94.39%	94.46%	94.15%	94.00%	94.21%

AAQEP 1.d. Assessment of and for student learning, assessment and data literacy, and use of data to inform practice

The College of Education measures its teacher candidates' understanding of assessment of and for student learning, assessment and data literacy, and the use of data to inform practice through the assessment of InTASC Standard 6 (Assessment) in the Clinical Practice Evaluation, which focuses on multiple means of assessing student learning, monitoring growth, and adjusting instruction as a result of assessment data.

cooperating teacher. Clinical Practice Evaluation 4 provides a summative measure of candidate performance on the InTASC standards.

The College of Education has set a minimum threshold for level of success at 90% for all evaluation InTASC standards.

Data shown in the table below shows the average performance of our teacher candidate related to Assessment by semester. The minimum threshold for these standards is set at 90% and have been met with increased performance semester over semester, as shown below.

Clinical Practice Evaluation 4 InTASC Standard 6		Assessment		
Semester	Total Score	InTASC 6.1	InTASC 6.2	InTASC 6.3
Fall 2019	94.43%	93.83%	93.86%	93.76%
Spring 2020	94.60%	94.07%	94.01%	93.93%
Grand Total	**94.51%**	**93.95%**	**93.93%**	**93.84%**

AAQEP 1.e. Creation and development of positive learning and work environments

InTASC Standard 3 emphasizes building learning environments that are engaging, positive, and focused on self-motivation. Clinical Practice Evaluation 4 specifically asks the GCU Faculty Supervisor to evaluate the teacher candidate on Learning Environments via InTASC Standard 3, including both subsets in Standard 3. The following summarizes assessment results for InTASC Standard 3 for both semesters of academic year 19-20. The results show steady improvement semester over semester.

Clinical Practice Evaluation 4 InTASC Standard 3		Learning Environments	
Semester	Total Score	InTASC 3.1	InTASC 3.2
Fall 2019	94.43%	94.32%	94.74%
Spring 2020	94.60%	94.60%	94.77%
Grand Total	**94.51%**	**94.46%**	**94.75%**

Standard 1: Advanced Degree Programs

Provider Selected Measures	Explanation of Performance Expectation	Level or Extent of Success in Meeting the Expectation
Benchmark Assessment Data and Data Dialogue	To begin to measure the overall program effectiveness, two main sources of data are used that are common to all COE advanced degree programs: 1) The Loud Cloud Learning Management System (LMS) allows for the collection of candidate benchmark assessment data down to the rubric line level. The College uses the data collection tool Rubric Reader to assess candidate learning at the competency level, by modality, by program of study, as well as by academic year.	***AAQEP 1.c: Culturally responsive practice, including intersectionality of race, ethnicity, class, gender identity and expression, sexual identity, and the impact of language acquisition and literacy development on learning*** The 2019-2020 data for graduate-level courses REA-540, REA-545, and TSL-567 demonstrated a positive outcome from benchmark assessment data, candidate success data, and candidate/faculty survey data. **Benchmark Assessment Data:** During the 2019-2020 academic year, benchmark assessment data collected for these courses were related to diversity and equity, which aligns to AAQEP standard 1.c. Candidates completing these advanced degree programs explored foundational theories to support diversity, equity, and culturally responsive instructional practices. Candidate benchmark assessment averages ranged between 4.48 and 4.88 out of a total score of 5. **Advanced Degree Program Benchmark Assessment Data**

Advanced Degree Program Benchmark Assessment Data

Program	GCU Domain/Competency	Course	Average Rubric Score (Out of 5)
MA Reading - Elementary	4.1	REA-540	4.68
	4.2	REA-540	4.84
	4.3	REA-540	4.88
	4.4	REA-540	4.66

Program	GCU Domain/Competency	Course	Average Rubric Score (Out of 5)
MA Reading – Secondary	4.1	REA-545	4.83
	4.2	REA-545	4.75
	4.3	REA-545	4.78
	4.4	REA-545	4.90

Program	GCU Domain/Competency	Course	Average Rubric Score (Out of 5)
MA TESOL	2.1	TSL-567	4.54
	3.3	TSL-567	4.48
	4.3	TSL-567	4.74

2) The Data Dialogue, a college-developed metric system, merges data from three separate sources (Academic Metrics & Trends, student End of Course Surveys (EOCS), and Faculty End of Course Surveys (FEOCS) at the course level to inform course and program improvements.

Data Dialogue

Results from the Data Dialogue show that the end of course surveys (EOCS) and faculty end of course surveys (FEOCS) trend above the GCU threshold scores in most areas. EOCS during the 2019-2020 academic year indicated candidates were satisfied with the curriculum in REA-540, REA-545, and TSL-567. For the reading programs, some of the EOCS scores slightly dipped below the threshold for 20Q1 – 20Q2. This coincided with the program revisions. We will continue to monitor this as this program completes its implementation timeline. FEOCS scores in REA-540, REA-545, and TSL-567 exemplified the satisfaction of faculty. In all courses, the overall scores ranged from 4.0 to 5.0 with 5.0 being the highest rating allowed. Faculty felt confident with the assignment instructions as well as the content represented in the assignments. In assessing our candidates' performance related to this standard we look at our overall success rate. As you can see below, we are trending above GCU's threshold of a 90% success rate.

				EOCS and Success Rates: REA-540					Success Rate
				Curricular			Instructional		
		Seats	Responses	Q1. The assignment directions were clear	Q2. The assignments were relevant	Q3. The textbook and additional course material assisted	Q4. My instructor was engaged in classroom discussion	Q5. My instructor provided useful feedback	Success Rate
2019	Q3	118	84	4.23	4.46	4.13	4.35	4.26	98.3 %
2019	Q4	118	91	4.20	4.49	4.12	4.48	4.41	99.2 %
2020	Q1	122	104	3.98	4.36	4.07	4.45	4.44	97.5%
2020	Q2	210	178	4.27	4.41	4.31	4.55	4.47	99.0%

		FEOCS: REA-540					
		Sections	Responses	The assignment directions were clear	The assignments cover objectives	The syllabus and course material are up to date	The materials are free of errors
2019	Q3	11	4	4.50	4.50	4.50	4.50
2019	Q4	9	3	4.67	4.67	4.67	4.67
2020	Q1	4	5	5.00	5.00	5.00	5.00
2020	Q2	4	4	4.75	4.67	4.25	4.75

EOCS and Success Rates: REA-545		Success Rate
Curricular	Instructional	Success Rate

3) The College of Education has a set a level of success for Benchmark Assessment Data and all areas within the Data Dialogue other than success rate at a minimum threshold of 4.00 for satisfactory results. For Success Rate within the End of Course Surveys (EOCS) for Data Dialogue the minimum threshold for satisfactory results is 90%.

		Seats	Responses	Q1. The assignment directions were clear	Q2. The assignments were relevant	Q3. The textbook and additional course material assisted	Q4. My instructor was engaged in classroom discussion	Q5. My instructor provided useful feedback	Success Rate
2019	Q3	10	8	4.50	4.75	4.50	5.00	4.75	100.0 %
2019	Q4	12	9	4.56	4.56	4.44	4.78	4.67	100.0 %
2020	Q1	15	13	3.92	4.38	4.46	4.38	4.08	93.3%
2020	Q2	16	16	3.81	4.19	3.88	4.38	4.31	93.8%

FEOCS: REA-545							
		Sections	Responses	The assignment directions were clear	The assignments cover objectives	The syllabus and course material are up to date	The materials are free of errors
2019	Q3	4	0	N/A	N/A	N/A	N/A
2019	Q4	2	0	N/A	N/A	N/A	N/A
2020	Q1	4	1	4.00	4.00	4.00	4.00
2020	Q2	4	3	4.00	4.33	4.67	4.33

EOCS and Success Rates: TSL-567								
				Curricular			Instructional		Success Rate
		Seats	Responses	Q1. The assignment directions were clear	Q2. The assignments were relevant	Q3. The textbook and additional course material assisted	Q4. My instructor was engaged in classroom discussion	Q5. My instructor provided useful feedback	Success Rate
2019	Q3	57	40	4.50	4.40	4.30	4.53	4.53	94.70%
2019	Q4	44	37	4.35	4.54	4.16	4.46	4.35	95.50%
2020	Q1	46	38	4.42	4.45	4.18	4.61	4.50	93.50%
2020	Q2	60	71	4.21	4.41	4.13	4.41	4.41	95.00%

FEOCS: TSL-567							
		Sections	Responses	The assignment directions were clear	The assignments cover objectives	The syllabus and course material are up to date	The materials are free of errors
2019	Q3	4	3	4.00	4.00	4.00	4.00
2019	Q4	3	1	5.00	5.00	5.00	5.00
2020	Q1	4	1	4.00	5.00	5.00	5.00
2020	Q2	4	0	N/A	N/A	N/A	N/A

		For continuous practice, culturally responsive practices were an area that was reviewed for improvements and transparency. As a part of the recent revision, culturally responsive and inclusive practices were included in both REA-540 and REA-545 to support instructional practices related to the reading content area and literacy skills. Assignments were designed to address culturally responsive learning in the classroom to include best practices incorporated within instruction. The focus of culturally responsive teaching practices is embedded throughout assignments as well as current topic materials supporting the candidate's knowledge for learning purposes. For TSL-567, further development of culturally responsive practices specific to intersectionality of race, ethnicity, class gender identity and expression, and sexual identity will be incorporated into this advanced program's upcoming revision scheduled to be completed in 2021.

**Table 4. Expectations and Performance on Standard 2: Completer Professional Competence and Growth**

Standard 2: Initial Teacher Licensure Programs		
Provider-Selected Measures	**Explanation of Performance Expectation**	**Level or Extent of Success in Meeting the Expectation**
GCU College of Education Teacher Preparation Program Questionnaire	The College of Education piloted the GCU College of Education Teacher Preparation Program Questionnaire to gather data on Teacher Candidate's perceived level of preparedness upon completing the student teaching experience and entering the classroom. In alignment with AAQEP standard 2.d, and in an effort to understand how our teacher candidates, influence international and global perspectives in their classrooms, question 7 asks *"I feel prepared to facilitate students' ability to develop diverse social and cultural perspectives."* We will continue to collect survey data and additional evidence in future semester which will be used to develop performance expectations in this area.	In the Fall 2019 and Spring 2020 semesters, completers were asked to provide information on how prepared they were to facilitate their students' ability to develop diverse social and cultural perspectives. In the Fall 2019, 95.6% of respondents felt prepared or highly prepared in this area. In Spring 2020, 97% of respondents felt prepared or highly prepared. The College of Education will continue to review the results of the questionnaire during the upcoming semesters to evaluate additional action steps needed to broaden Teacher Candidate's international and global perspectives. <table><tr><td>**Response to Question 7**</td><td>**Fall 2019**</td><td>**Spring 2020**</td><td>**Grand Total**</td></tr><tr><td>Highly prepared</td><td>57.2%</td><td>60.0%</td><td>58.67%</td></tr><tr><td>Prepared</td><td>38.4%</td><td>37.0%</td><td>37.67%</td></tr><tr><td>Somewhat prepared</td><td>4.32%</td><td>2.95%</td><td>3.59%</td></tr><tr><td>Unprepared</td><td>0.07%</td><td>0.06%</td><td>0.06%</td></tr><tr><td>**Grand Total**</td><td>**100.00%**</td><td>**100.00%**</td><td>**100.00%**</td></tr></table>
COE Pilot Alumni Survey	The College of Education piloted the College of Education Alumni Survey to gather data on how their teacher preparation program has impacted various aspects of their instruction and preparedness to teach. In alignment with AAQEP standard 2.c, creating productive	In an effort to gather completer feedback in the area of creating productive learning environments, completers were questioned on a range of topics, but the survey concluded with "*does your instruction have an impact on student learning?*" Of the respondents to the College of Education Alumni Survey, 92.4% reported having an impact on student learning citing evidence such as standardized test scores, formative and summative assessments, etc.

learning environments, the College of Education gathered pilot completer survey data to see how candidates were impacting student learning in the field.

We will continue to collect survey data and additional evidence in future semesters which will be used to develop performance expectations in this area.

11. Does your instruction have an impact on student learning?

132 responses

- Yes
- No
- Somewhat

92.4%
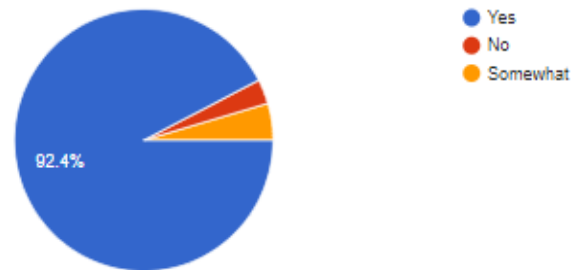
To collect additional information in this area, the 2019 graduate year College of Education Alumni Survey is planned for January 2021. The College is currently collaborating with the University's Alumni Relations department to strengthen deployment of surveys and survey response rates. Additionally, the COE will be piloting alumni focus groups within our Professional Learning Network (PLN) to gather additional information on how our completers are impacting student learning.

Standard 2: Advanced Degree Programs		
Provider-Selected Measures	**Explanation of Performance Expectation**	**Level or Extent of Success in Meeting the Expectation**
Benchmark Data	1) The Loud Cloud Learning Management System (LMS) allows for the collection of candidate benchmark assignment data down to the rubric line level. The College uses the data collection tool Rubric Reader to assess candidate learning at the competency level, by modality, by program of study, as well as by academic year.	***AAQEP 2.a: Understand and engage local school and cultural communities, and communicate and foster relationships with families/guardians/caregivers in a variety of communities*** Standard 2.a focuses on the awareness of school, community, and families as a collaborative team to support student learning. The 2019-2020 data was aligned to competencies focused on collaborative efforts between schools and families to support student learning. Data during the 2019-2020 academic years revealed successful outcomes in student performance. For example, the average assessment score for REA-550 ranges from 4.73 to 4.81 out of a total of 5. This confirms candidates' knowledge related to understanding how to engage with schools and communities, ultimately to support student learning. **Benchmark Assessment Data**

Benchmark Assessment Data

Program	Domain/Competency	Course	Average Rubric Score (Out of 5)
MA in Reading Elementary Ed	4.1	REA-540	4.68
	4.2	REA-540	4.84
	4.3	REA-540	4.88
	4.4	REA-540	4.66

Program	Domain/Competency	Course	Average Rubric Score (Out of 5)
MA in Reading Elementary Ed	4.1	REA-545	4.83
	4.2	REA-545	4.75
	4.3	REA-545	4.78
	4.4	REA-545	4.90

Program	Domain/Competency	Course	Average Rubric Score (Out of 5)
MA in Reading Elementary Ed	5.1	REA-550	4.78
	5.2	REA-550	4.81
	5.3	REA-550	4.74

2) The College of Education has a set a level of success for Benchmark Assessment Data and all areas within the Data Dialogue other than success rate at a minimum threshold of 4.00 for satisfactory results. For Success Rate within the End of Course Surveys (EOCS) for Data Dialogue the minimum threshold for satisfactory results is 90%.

MA in Reading Secondary Ed		
5.4	REA-550	4.78
5.1	REA-550	4.75
5.2	REA-550	4.75
5.3	REA-550	4.73
5.4	REA-550	4.79

Program	Domain/Competency	Course	Average Rubric Score (Out of 5)
MA in TESOL			
	1.4	TSL-552	4.74
	5.2	TSL-552	4.83

Results from the Data Dialogue show that the end of course surveys (EOCS) and faculty end of course surveys (FEOCS) trend above the GCU threshold scores in most areas. EOCS during the 2019-2020 academic year indicated candidates were satisfied with the curriculum in REA-540, REA-545, REA-550, and TSL-552 with reflective scores ranging from 4.0-5.0. For the reading programs some of the EOCS scores slightly dipped below the threshold for 20Q1 – 20Q2. This coincided with the program revisions. We will continue to monitor this as this program completes its implementation timeline. FEOCS scores in REA-540, REA-545, REA-550 and TSL-552 exemplified the satisfaction of faculty. In all courses, the overall scores ranged from 4.0 to 5.0 with 5.0 being the highest rating allowed. Faculty felt confident with the assignment instructions as well as the content represented in the assignments. In assessing our candidates' performance related to this standard we look at our overall success rate. As you can see below, we are trending above GCU's threshold of a 90% success rate.

Data Dialogue

				EOCS and Success Rates: REA- 540					Success Rate
				Curricular			Instructional		
		Seats	Responses	Q1. The assignment directions were clear	Q2. The assignments were relevant	Q3. The textbook and additional course material assisted	Q4. My instructor was engaged in classroom discussion	Q5. My instructor provided useful feedback	Success Rate
2019	Q3	118	84	4.23	4.46	4.13	4.35	4.26	98.3 %
	Q4	118	91	4.20	4.49	4.12	4.48	4.41	99.2 %
2020	Q1	122	104	3.98	4.36	4.07	4.45	4.44	97.5%
	Q2	210	178	4.27	4.41	4.31	4.55	4.47	99.0%

				FEOCS: REA-540			
		Sections	**Responses**	**The assignment directions were clear**	**The assignments cover objectives**	**The syllabus and course material are up to date**	**The materials are free of errors**
2019	**Q3**	11	4	4.50	4.50	4.50	4.50
	Q4	9	3	4.67	4.67	4.67	4.67
2020	Q1	4	5	5.00	5.00	5.00	5.00
	Q2	4	4	4.75	4.67	4.25	4.75

				EOCS and Success Rates: REA-545					
				Curricular			Instructional		Success Rate
		Seats	**Responses**	**Q1. The assignment directions were clear**	**Q2. The assignments were relevant**	**Q3. The textbook and additional course material assisted**	**Q4. My instructor was engaged in classroom discussion**	**Q5. My instructor provided useful feedback**	**Success Rate**
2019	Q3	10	8	4.50	4.75	4.50	5.00	4.75	100.0 %
	Q4	12	9	4.56	4.56	4.44	4.78	4.67	100.0 %
2020	Q1	15	13	3.92	4.38	4.46	4.38	4.08	93.3%
	Q2	16	16	3.81	4.19	3.88	4.38	4.31	93.8%

				FEOCS: REA-545			
		Sections	**Responses**	**The assignment directions were clear**	**The assignments cover objectives**	**The syllabus and course material are up to date**	**The materials are free of errors**
2019	**Q3**	4	0	N/A	N/A	N/A	N/A
	Q4	2	0	N/A	N/A	N/A	N/A
2020	Q1	4	1	4.00	4.00	4.00	4.00
	Q2	4	3	4.00	4.33	4.67	4.33

		EOCS and Success Rates: REA-550						**Success rate**
				Curricular			**Instructional**	
		Seats	**Responses**	**Q1. The assignment directions were clear**	**Q2. The assignments were relevant**	**Q3. The textbook and additional course material assisted**	**Q4. My instructor was engaged in classroom discussion**	**Q5. My instructor provided useful feedback**	**Success Rate**
2019	Q3	144	93	4.27	4.54	4.09	4.38	4.42	96.5 %
	Q4	214	181	4.06	4.40	3.94	4.21	4.13	95.3 %
2020	Q1	186	146	4.03	4.38	4.10	4.30	4.23	96.2%
	Q2	179	156	4.36	4.56	4.46	4.56	4.48	99.4%

		FEOCS: REA-550					
		Sections	**Responses**	**The assignment directions were clear**	**The assignments cover objectives**	**The syllabus and course material are up to date**	**The materials are free of errors**
2019	Q3	12	4	4.00	4.75	4.25	4.75
	Q4	15	2	3.50	5.00	5.00	5.00
2020	Q1	11	5	4.80	4.80	4.60	4.80
	Q2	11	3	5.00	5.00	5.00	5.00

		EOCS and Success Rates: TSL-552						**Success Rate**
				Curricular			**Instructional**	
		Seats	**Responses**	**Q1. The assignment directions were clear**	**Q2. The assignments were relevant**	**Q3. The textbook and additional course material assisted**	**Q4. My instructor was engaged in classroom discussion**	**Q5. My instructor provided useful feedback**	**Success Rate**
2019	Q3	48	27	4.41	4.63	4.48	4.50	4.65	93.8 %
	Q4	36	32	4.48	4.65	4.47	4.69	4.78	97.2 %
2020	Q1	56	46	4.52	4.72	4.64	4.48	4.50	100.0%
	Q2	65	59	4.58	4.69	4.51	4.54	4.58	98.5%

FEOCS: TSL-552						
		Sections	Responses	The assignment directions were clear	The assignments cover objectives	The syllabus and course material are up to date	The materials are free of errors
2019	Q3	3	2	5.00	5.00	5.00	5.00
	Q4	3	1	5.00	5.00	5.00	5.00
2020	Q1	3	1	4.00	4.00	4.00	4.00
	Q2	4	0	N/A	N/A	N/A	N/A

During the recent revision of the Master of Arts in Reading with an emphasis in Elementary Education and Secondary Education changes were made to the assignments in REA-550 integrating more of an emphasis on cultural communities. Candidates are exposed to the importance for advocating for equity in the schools, district, and at the community level. REA-540 and REA-545 have included modifications to prepare candidates for a deeper understanding of reading as a method for learning. As a part of the revision, community and family connections were embedded as valuable stakeholders utilized in promoting reading and writing across content areas. Candidates are exposed to researching community support, community resources, and family involvement benefits reading instruction in the learning environment. GCU continues to uphold standards for the field of teaching that prepares candidates to be effective teachers that demonstrates the benefit of the relationship between schools and the community.

5. Notes on Progress, Accomplishment, and Innovation

This section describes recent program accomplishments, efforts to address challenges, current priorities, and innovations that are in plan or process.

<u>**Progress / Accomplishments / Innovations**</u>
- **COVID Response:**
  - Development of a range of resources to support candidates with professionalism and classroom management in virtual environments.
  - Development of additional coursework to support emerging needs in the field of education, such as:
    - **The Graduate Certificate of Completion in Distance Learning** – This graduate certificate will explore instructional theories and models in technology education, assessment and instructional technology, and multimedia instructional strategies and methods in preparation for distance learning opportunities.
    - **Master of Science in Instructional Design** - This program is designed to prepare professionals who wish to further their skills and education in direct applications of emerging technology for teaching, learning, training and/or curriculum development. These professionals will support training and performance within organizations or educational institutions to better serve learning needs of employees or students through instructional design.

- **Alternative Pathways:**
  - **Canyon L.E.A.P. to Teach**: The Canyon L.E.A.P. (Local Education Agency Pathway) to Teach is an alternative pathway intended for candidates interested in becoming a teacher of record in their elementary or secondary classroom by pursuing a non-traditional route to teacher licensure with the support of their school district. This pathway serves as an alternative route for entering the field of education to champion students' mental, emotional and social development, as well as to provide them with an academic foundation and nurture their passion for learning. Candidates are engaged in identifying, designing, and implementing developmentally appropriate practices to ensure positive learning experiences for diverse secondary or elementary students in their classroom environment.
  - **Master of Education in Special Education, Internship Pathway Pilot –** Over the past few years, Grand Canyon University has been successful in supporting the GCU Alternative Teaching students with electronic resources and support. In this process, it has become evident that the teachers who teach students with disabilities need support with intentional professional and pedagogical skills. Over the summer of 2020, in preparation for the fall semester, GCU added another layer of support to the alternative special education teaching candidates on-boarding process to help prepare candidates more for the roles and responsibilities of being an active student, as well as a novice special education teacher. This initiative, through the Collaboration for Effective Educator Development, Accountability, and Reform (CEEDAR) Grant, GCU's College of Education (COE) created a web-based professional development aimed to address the key components of special education teaching responsibilities.

- **Test Preparation Support**
  - **Teacher Certification Preparation** – The College of Education is in the planning states to develop additional elementary test preparation support. Once developed, GCU's Teacher Certification Preparation will be a self-paced offering to help teacher candidates prepare for the elementary education math, science, arts, health, and fitness portion of teacher certification exams. This offering will be available through Connect, a Web-based learning system from McGraw Hill, and utilizes adaptive learning technology to meet students' learning needs. This self-paced offering will be available to teacher candidates for one full year upon successful registration. Phase I of this project is planned for 2021.

- **Meaningful Partnerships:**
  - Working with both traditional and non-traditional teacher candidates, the College is guided by its partnership model and its mission statement, which forms the foundation of how we collaborate with schools and districts. This foundation drives the College to seek authentic partnerships that are mutually beneficial to teacher candidates and schools. In the review year, the College has continued its authentic partnerships, as well as expanded partnerships with local schools and learning organizations. Thirty partnerships currently exist, compared to the initial review year where 24 partnerships existed. These partnerships range in their level of depth, from the embedded-lab school to virtual practicum experiences to field trips. The aim is to continue to expand these partnerships and enhance the methods and means of partnering with schools and districts, specifically as a result of COVID and its aftermath on the field of education.

Challenges
- **COVID Challenges**
  - Testing & fingerprint clearance facility closures
  - Inability to secure in-person school site experiences for candidates due to school closures
  - Pivoting to allow for exceptions for candidates to complete their programmatic requirements

Priorities
- **Academic Program Development** - We intend to explore academic programs focused on teacher certification through alternative routes, unique areas of special education, and virtual learning strategies and engagement.
- **Program Revisions and Regulatory Updates –** We will continue to monitor program performance and look for ways to improve programs. This includes updating program content as a result of regulatory changes.
- **COVID Monitoring and Adjustments** – We will continue to monitor allowed exceptions for state certification in order to continue to support our candidates with program completion and provide additional support resources, communication and webinars to candidates and faculty addressing COVID concerns and exceptions.

- **Surveys and Focus Group Development -** The College is currently collaborating with the University's Alumni Relations department to strengthen deployment of surveys and survey response rates. Additionally, the COE will be piloting alumni focus groups within our Professional Learning Network (PLN) to gather additional information on how our completers are impacting student learning.