

AAQEP Annual Report for 2021

For instructions on how to complete this report, who should complete which sections, and how to submit the final report, please refer to [this guidance document](#).

Provider/Program Name: Grand Canyon University – Advanced Programs

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 a 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.

As a Christian university, GCU and COE take a proactive approach to developing students' servant leadership skills and ensuring the success of our alumni in educational settings. While the college's accredited programs are designed to equip students for a career in education, our faculty, staff and college leaders understand the unique challenges a career in education might occasionally present.

We promise to actively assist all COE graduates who need support in an educational setting. Since 1984, we have upheld this promise to provide additional support. To honor this promise, we ask graduates to pledge to uphold a high level of excellence in an educational setting.

College of Education Pledge:

I pledge to:

- Be fully prepared every day.
- Inspire all students to achieve their greatest potential.
- Support unique learning needs.
- Model integrity and professional ethics.
- Be a lifelong learner.
- Learn, lead, and serve.

AAQEP Accredited Programs

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 2020-2021

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 2020-2021	Number of Completers in 2020-2021
Master of Arts in Reading with an Emphasis in Elementary Education	Does not lead to endorsement	408	670
Master of Arts in Reading with an Emphasis in Secondary Education	Does not lead to endorsement	39	78
Master of Arts in Teaching English to Speakers of Other Languages	Does not lead to endorsement	157	222
	TOTALS:	604	970

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

No AAQEP-accredited advanced degree programs were retired in the 2020-2021 year.

New Programs

No new advanced degree programs launched in the 2020-2021 year.

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>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.</p>				
<p>During the 2020-2021 year, there were 604 candidates enrolled in our AAQEP-accredited advanced programs.</p>				
<p>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.</p>				
<p>During the 2020-2021 year, there were 969 unique graduates from our AAQEP-accredited advanced programs.</p>				
<p>3. Number of recommendations for certificate, license, or endorsement included in Table 1.</p>				
<p>Not applicable.</p>				
<p>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.</p>				
<p>The cohort completion rates below reflect cohorts with expected graduates in the 2020-2021 year.</p>				
<p>Of the programs with cohort completion rates, the expected completion timeframes are as follows:</p> <ul style="list-style-type: none"> • 17 months for AAQEP-accredited advanced degree programs. 				
<p>Completion rates that have fallen below the average rate for comparable AAQEP accredited programs are reviewed annually along with other program data to determine the need for review prior to the scheduled program review cycle.</p>				
<p><u>AAQEP Accredited Advanced Degree Programs:</u></p>				
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	72.29%	12.10%	84.39%
Master of Arts in Reading with an Emphasis in Secondary Education	17	49.21%	19.05%	68.25%
Master of Arts in Teaching English to Speakers of Other Languages	17	62.38%	15.84%	78.22%
Advanced Degree Program Total		68.42%	13.44%	81.86%

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%.

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 2020 indicate our advanced degree program completers rate their program satisfaction above 90%.

An alumni survey that included more AAQEP and program aligned questions was deployed in 2021 to gather additional information from our 2019 advanced degree 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. In terms of impact on student learning, over 94%* of advanced program respondents report that their program prepared them to impact student learning. The advanced degree program graduates cited 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, over 94%* of advanced program graduates felt their program prepared them. We will continue to gather additional data to review and determine expected outcomes and next steps.

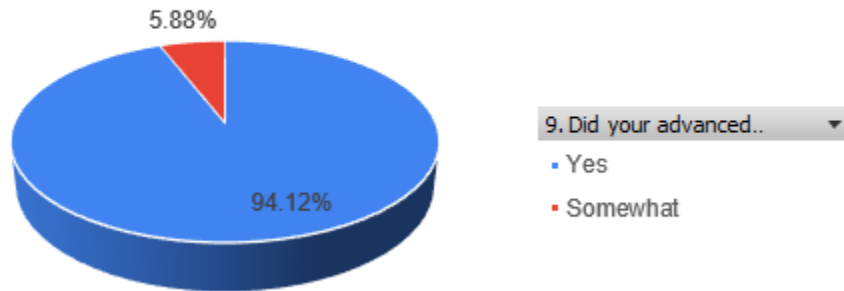
Advanced Degree Programs

1) Results from the 2020 GCU End of Program (EOP) survey indicate a 91.14% program satisfaction.

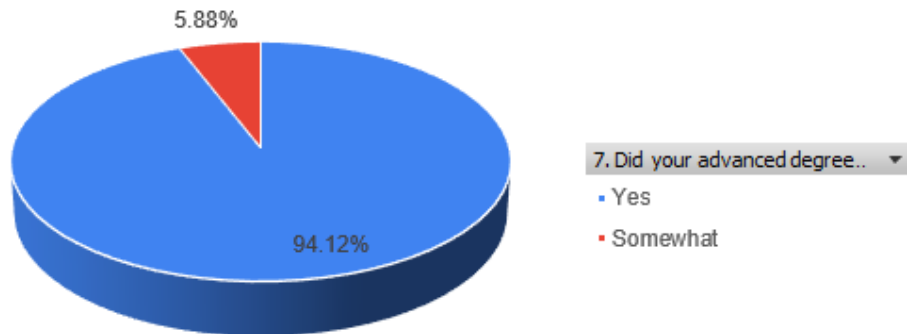
ProgramType	OverallSatisfactionResponseCnt	OverallSatisfaction
TRADITIONAL		
NONTRADITIONAL	597	91.14%
Total	597	91.14%

2) Selected responses from the 2019 Graduation Year - College of Education Alumni Survey – Advanced Degree Programs

Did your advanced degree program prepare you to impact student learning?



Did your advanced degree program prepare you to be a culturally inclusive and responsive educator able to address diverse learner's needs?



**Preliminary responses from the 2019 College of Education Alumni Survey.*

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 the following sources – survey/interviews with local and Arizona principals and district officials, and targeted national principal survey on a rotating cycle. At this time, 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 professionals with good character and values, and are responsive to student needs. The findings are similar from both local and national perspectives. While the College of Education is always on a path of continuous improvement, we do take note that our graduates appear to be learning, leading, and serving in their communities.

Examples of Evidence Available from Employers of Program Completers:

Lopes Leap to Teach and Lead is a biannual event hosted by the College for 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 continued COVID-19 restrictions, the spring 2021 event was held virtually. The fall 21 event was held on November 16, 2021. Forty-four employers were in attendance. Seventeen respondents representing schools and districts in Arizona were interviewed.

- **Question 1 - “Do you currently have GCU candidates or alumni at your school?”**
 - 17 responded they had candidates and graduates in their schools in the following ways:
 - Practicum/field experiences and/or student teaching (11)
 - Contracted employees (15) (Some sites have both current students and contracted employees.)

- **Question 3 – “What qualities do GCU students/alumni possess that other students/graduates do not?”**
 - Responses included – “compassionate and a heart that understands education is a calling,” “appreciative of the opportunity to intern,” “knowledge of their content area and technology skills,” “strong work ethic, reliability and professionalism,” “good understanding of the community and area they serve”

- **Question 4 – “How could the College of Education help you in both preparing teachers and filling the different needs at your school?”**

- Responses included – “more preparation on lesson planning,” “additional theology background,” “focus on challenges specific to Arizona – familiarity with the school’s family community and diverse backgrounds,” “continued events and ways to connect with candidates,” “increased and stronger partnerships”

National Survey Data

COE previously worked with Eduventures to collect employer survey data for completers of our advanced programs. As the pandemic moved us into a transitional period, we moved away from utilizing the resources of Eduventures, and have strategized with our internal partners and resources to move towards innovative solutions for obtaining this type of data. We plan to expand our collection of advanced program employer data in 2022 including, but not limited to, resources from our Alumni Office to retrieve data from Linked In, surveys to alumni, and contacting advanced program employers.

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

Advanced Programs

GCU End of Program (EOP) survey data from the 2020 graduation year shows a 98% employment and graduate school rate for our advanced degree programs at the time of program completion.

GCU Alumni Survey data from the 2019 graduation year shows a 96% employment and graduate school rate for graduates of our AAQEP accredited advanced degree programs.

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

<i>Standard 1: Advanced Degree Programs</i>		
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 Digital Classroom 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 2020-2021 data for graduate-level courses REA-540, REA-545, REA-550, and TSL-567 demonstrated a positive outcome from benchmark assessment data, candidate success data, and candidate/faculty survey data shown below by meeting the requisite thresholds for satisfactory results.

Benchmark Assessment Data:

During the 2020-2021 academic year, benchmark assessment data collected for the select 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 4.37 and 4.81 out of a total score of 5.

Advanced Degree Program Benchmark Assessment Data

Program	GCU Domain/Competency	Course	Average Rubric Score (Out of 5)
MA Reading - Elementary	4.1	REA-540	4.78
	4.2	REA-540	4.81
	4.3	REA-550	4.75
	4.4	REA-540	4.73

Program	GCU Domain/Competency	Course	Average Rubric Score (Out of 5)
MA Reading – Secondary	4.1	REA-545	4.60
	4.2	REA-545	4.70
	4.3	REA-550	4.70
	4.4	REA-545	4.72

Program	GCU Domain/Competency	Course	Average Rubric Score (Out of 5)
MA TESOL	2.1	TSL-567	4.56
	3.3	TSL-567	4.37
	4.3	TSL-567	4.61

Data Dialogue

EOCS and Success Rates: REA-540

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.

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

				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
2020	Q3	196	146	4.26	4.53	4.31	4.55	4.45	98.0%
	Q4	141	107	4.39	4.59	4.33	4.56	4.50	94.3%
2021	Q1	180	149	4.24	4.45	4.16	4.47	4.37	98.9%
	Q2	186	146	4.47	4.65	4.42	4.58	4.60	97.8%

FEOCS: REA-540							
		Sections	Responses	The assignment directions were clear	The assignments cover objectives	The materials are free of errors	The syllabus and course material are up to date
2020	Q3	13	6	4.83	5.00	4.50	4.83
	Q4	10	5	4.20	4.80	4.75	4.80
2021	Q1	11	3	5.00	5.00	5.00	5.00
	Q2	11	5	4.80	5.00	5.00	5.00

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
2020	Q3	20	17	4.24	4.59	4.47	4.76	4.65	90.0%
	Q4	16	12	4.50	4.67	4.50	4.42	4.17	100.0%
2021	Q1	30	25	4.12	4.52	4.24	4.68	4.64	96.7%
	Q2	14	12	3.83	4.33	4.25	3.83	3.50	100.0%

FEOCS: REA-545							
		Sections	Responses	The assignment	The assignments	The materials	The syllabus

				directions were clear	cover objectives	are free of errors	and course material are up to date
2020	Q3	4	2	4.50	4.50	4.50	4.50
	Q4	3	1	5.00	5.00	5.00	5.00
2021	Q1	5	2	4.50	4.50	4.50	4.50
	Q2	2	1	4.00	4.00	4.00	4.00

		EOCS and Success Rates: REA-550							Success Rate
		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
2020	Q3	238	203	4.39	4.54	4.30	4.47	4.42	98.7%
	Q4	204	167	4.32	4.43	4.18	4.40	4.34	96.1%
2021	Q1	231	185	4.36	4.50	4.17	4.55	4.51	98.3%
	Q2	154	124	4.52	4.60	4.43	4.60	4.52	97.4%

		FEOCS: REA-550					
		Sections	Responses	The assignment directions were clear	The assignments cover objectives	The materials are free of errors	The syllabus and course material are up to date
2020	Q3	14	7	4.86	5.00	5.00	4.57
	Q4	12	4	5.00	5.00	5.00	5.00
2021	Q1	14	8	5.00	5.00	5.00	5.00
	Q2	12	2	5.00	4.50	5.00	4.50

		EOCS and Success Rates: TSL-567							Success Rate
		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
2020	Q3	61	56	4.64	4.75	4.55	4.77	4.71	98.4%

	Q4	65	50	4.32	4.58	4.28	4.52	4.38	96.9%
2021	Q1	61	47	4.43	4.66	4.45	4.67	4.55	95.1%
	Q2	100	84	4.36	4.54	4.26	4.60	4.55	97.0%
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		
2020	Q3	4	3	4.67	4.67	4.67	4.67		
	Q4	5	2	4.50	4.50	4.50	4.50		
2021	Q1	4	1	4.00	4.00	4.00	4.00		
	Q2	7	4	5.00	5.00	5.00	5.00		
<p>In alignment with the College of Education’s ongoing path towards continuous improvement, culturally responsive practices were an area reviewed for improvement and transparency. As part of a recent program revision, culturally responsive and inclusive practices were embedded in both REA-540 and REA-545 to support instructional practices related to culturally responsive and inclusive practices needed to teach reading content area and literacy skills. Assignments were constructed to address culturally responsive learning in the classroom, which included best practices incorporated within instruction. More specifically, 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 in progress and scheduled to be completed in 2022.</p>									

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

Standard 2: 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 Digital Classroom 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.

- 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.

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 2020-2021 data was aligned to competencies focused on collaborative efforts between schools and families to support student learning. Data during the 2020-2021 academic years revealed successful outcomes in student performance. For example, the average assessment score for REA-550 ranges from 4.60 to 4.91 out of a total of 5. This confirms candidates' knowledge related to understanding of how to engage with schools and communities, ultimately to support student learning.

Benchmark Assessment Data

Program	Domain/Competency	Course	Average Rubric Score (Out of 5)
MA in Reading Elementary Ed	4.1	REA-540	4.78
	4.2	REA-540	4.81
	4.3	REA-550	4.75
	4.4	REA-540	4.73
MA in Reading Secondary Ed	4.1	REA-545	4.60
	4.2	REA-545	4.70
	4.3	REA-550	4.70
	4.4	REA-545	4.72

Program	Domain/Competency	Course	Average Rubric Score (Out of 5)
MA in Reading Elementary Ed	5.1	REA-510	4.90
	5.2	REA-550	4.85
	5.3	REA-550	4.88
	5.4	REA-560	4.84
MA in Reading Secondary Ed	5.1	REA-510	4.72
	5.2	REA-550	4.78
	5.3	REA-550	4.91
	5.4	REA-560	4.75

Program	Domain/Competency	Course	Average Rubric Score (Out of 5)
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The College of Education has set a level of success for Benchmark Assessment Data and all areas within the Data Dialogue, other than success rates, at a minimum threshold of 4.00 for satisfactory results. For success rates within the End of Course Surveys (EOCS) for the Data Dialogue process, the minimum threshold for satisfactory results is 90%.

MA in TESOL

1.4	TSL-552	4.68
5.2	TSL-552	4.77

Results from the College’s Data Dialogue indicate that the End of Course Surveys (EOCS) and faculty End of Course Surveys (FEOCS) trend above the GCU threshold scores of 4.00 in most areas. EOCS during the 2020-2021 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 secondary reading program, REA-545 EOCS scores slightly dipped below the threshold in Quarter 2 in 2021. Although there was a small student response rate in for REA-545, COE has continued to monitor student feedback in Q3 and Q4 related to this course.

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. As seen in the data, 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, the College examines our overall success rates. As seen below, the COE is trending above GCU’s threshold of a 90% success rate.

Data Dialogue

		EOCS and Success Rates: REA- 540							
		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
2020	Q3	196	146	4.26	4.53	4.31	4.55	4.44	98.0%
	Q4	141	107	4.39	4.59	4.33	4.56	4.45	94.3%
2021	Q1	180	149	4.24	4.45	4.16	4.47	4.40	98.9%
	Q2	186	146	4.47	4.65	4.42	4.58	4.55	97.8%

FEOCS: REA-540						
	Sections	Responses	The assignment directions were clear	The assignments cover objectives	The materials are free of errors	The syllabus and course

							material are up to date
2020	Q3	13	6	4.83	5.00	4.50	4.83
	Q4	10	5	4.20	4.80	4.75	4.80
2021	Q1	11	3	5.00	5.00	5.00	5.00
	Q2	11	5	4.80	5.00	5.00	5.00

		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
2020	Q3	20	17	4.24	4.59	4.47	4.76	4.59	90.0%
	Q4	16	12	4.50	4.67	4.50	4.42	4.25	100.0%
2021	Q1	30	25	4.12	4.52	4.24	4.68	4.40	96.7%
	Q2	14	12	3.83	4.33	4.25	3.83	3.58	100.0%

		FEOCS: REA-545					
		Sections	Responses	The assignment directions were clear	The assignments cover objectives	The materials are free of errors	The syllabus and course material are up to date
2020	Q3	4	2	4.50	4.50	4.50	4.50
	Q4	3	1	5.00	5.00	5.00	5.00
2021	Q1	5	2	4.50	4.50	4.50	4.50
	Q2	2	1	4.00	4.00	4.00	4.00

EOCS and Success Rates: REA-550		
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
2020	Q3	238	203	4.39	4.54	4.30	4.47	4.41	98.7%
	Q4	204	167	4.32	4.43	4.18	4.40	4.38	96.1%
2021	Q1	231	185	4.36	4.50	4.17	4.55	4.48	98.3%
	Q2	154	124	4.52	4.60	4.43	4.60	4.53	97.4%

FEOCS: REA-550							
		Sections	Responses	The assignment directions were clear	The assignments cover objectives	The materials are free of errors	The syllabus and course material are up to date
2020	Q3	14	7	4.86	5.00	5.00	4.57
	Q4	12	4	5.00	5.00	5.00	5.00
2021	Q1	14	8	5.00	5.00	5.00	5.00
	Q2	12	2	5.00	4.50	5.00	4.50

EOCS and Success Rates: TSL-552									
		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
2020	Q3	71	59	4.31	4.59	4.47	4.49	4.47	98.6%
	Q4	61	51	4.31	4.53	4.47	4.41	4.49	95.1%
2021	Q1	66	55	4.36	4.53	4.43	4.56	4.51	98.5%
	Q2	52	36	4.75	4.86	4.69	4.86	4.94	94.2%

FEOCS: TSL-552

		Sections	Responses	The assignment directions were clear	The assignments cover objectives	The materials are free of errors	The syllabus and course material are up to date
2020	Q3	4	1	4.00	5.00	5.00	5.00
	Q4	4	0	-	-	-	-
2021	Q1	4	0	-	-	-	-
	Q2	4	1	4.00	5.00	5.00	5.00

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 via the recent revision 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 part of the revision, community and family connections were embedded as valuable stakeholders utilized in promoting reading and writing across content areas. Candidates are called upon to research community support, community resources, and family involvement and how it 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.

Program Accomplishments

An analysis of the data related to both Reading programs reveals that COE students in the Master of Arts in Reading with an Emphasis in Elementary and Secondary Education programs are mastering a significant portion of the International Literacy Association (ILA) and InTASC standards at an ideal rate. The overall success of the program indicates students are meeting the learning expectations and demonstrating expertise in reading through high success with benchmark assignments aligned to the ILA and InTASC standards. These findings imply that the programs are effectively designed to scaffold learning in reading instruction and present material appropriately to prepare future reading specialists or coaches in the field of education.

A recent analysis of the Master of Arts in TESOL program showed that program students exceeded the acceptable target rate in assessing program competencies aligned to the TESOL and InTASC standards. Additionally, the average course success rate in the MA TESOL program was 96%, while 94% of students reported satisfaction with their program. This data showcases that the MA TESOL program is successful in multiple aspects, including student success rates and student satisfaction.

Due to the COVID-19 pandemic, the College continues to collaborate with stakeholders, external partners, and internal departments to develop solutions, specifically with regards to field experience. School districts and educational organizations nationwide have varying specifications for visitors, creating challenges for our candidates, who span the United States, to complete their practicum/field experiences. This has included the collection and use of high-quality instructional videos and additional partnerships with organizations and districts. The College understands in-person field experiences typically offer the most impactful learning opportunities for students. Therefore, the College prioritizes finding opportunities for traditional field experience opportunities. Furthermore, the College understands the need for flexibility as school sites determine appropriate formats, including virtual, hybrid, and rotating schedules. As such, the COE supports students in mirroring mentor teacher roles in these various modalities.

Efforts to Address Challenges

The Master of Arts in Teaching English to Speakers of Other Languages (TESOL) program has been identified as a program in need of revision to ensure the program design and coursework are aligned to the updated 2018 TESOL standards. This program has been identified in conjunction with a larger GCU project regarding program development and revision. Once ample research is compiled for this university project, which will ensure that the revised MA TESOL program addresses learners' and certification needs in multiple states, a program revision will ensue.

To assist our practicum candidates with completing their programmatic requirements, the College of Education created a video library of relevant supplemental videos for candidates to watch in lieu of observing an in-person classroom. Candidates were encouraged to seek out alternative settings when possible to have an in-person experience such as before/after school care centers, tutoring centers, churches, etc. In addition,

monthly communications for both candidates and faculty are sent to provide regular updates on the expectations for completing field experiences. In addition to the challenge of securing placements, some schools/districts are requiring site-specific affiliation agreements. COE has a standard affiliation agreement that many schools/districts accept; however, we have had to revise to meet certain needs based on COVID-19 protocols and new site-specific requirements.

To streamline our fingerprint clearance policy for progression into practicum/field experience courses, the College worked with the State Compliance and Legal departments to update our fingerprint clearance policy which helps to ensure compliance with states' requirements for field experiences and clear for counselors to follow. This was a challenging process as the College of Education has candidates in states across the nation with varying state and federal requirements and processes for proper clearances.

Current Priorities

The College has determined the need of creating a Master of Arts in Reading K-12 program. This program is designed for current teaching professionals who would like to become reading specialists or literacy coaches to increase the educational success of K-12 students by working with them to develop their reading abilities. The courses will focus on literacy coaching, methods for teaching reading instruction, reading and writing curriculum and assessment, intervention strategies and the diagnosis and remediation process in the area of reading. Once all courses are complete, this program will serve as the priority for reading education, as it will cover the span of K-12 rather than our current offering of Elementary K-8 and Secondary 6-12. The aim will be to help grow the pipelines of reading/literacy specialists and their responsibilities in states across the country.

Innovations in Progress

The College collaborates with the State Compliance team to complete crosswalks for each offered program. The crosswalks detail state and territory requirements for licensure or endorsement which can be compared to a program's courses. By completing the crosswalks, State Compliance and the College can determine areas where licensure or endorsement will be accepted based on the approved program. Additionally, the crosswalks indicate deficiencies that can be addressed through the creation of continuing education courses or in upcoming revisions, enabling the College to offer the program to students' different states and territories.

The College also was successful in continuing its scholarship and presentation opportunities, even despite COVID-19. Multiple faculty and staff collaborated, attended, and presented at state, regional and national conferences. The COE believes it is critical for faculty and staff of advanced programs to extend their knowledge in the field to ensure high-quality instruction occurs in the classrooms. Sample scholarship below:

- Blair, J., Farkas, E., Hollis II, N. (2021, December). Growing through the Virtues: An Overview of The Building Blocks of Character.
 - Presented at the Building Virtues: Character Education Conference.
- Hollis II, N., & Palomino, N. (2021, April). Building an Equity Force in Higher Education to Enhance Student Success.
 - Presented at the virtual 2021 Higher Learning Commission (HLC) Annual Conference
- Hollis II, N., Martin, J., Norwood, L., & Hannafin, S. (2021, April). Addressing Diversity, Equity, and Inclusion, and Systemic Racism.

- Presented at the 2021 Arizona Professors of Education Leadership (APEL) Conference, *Breaking the Mold: Challenges of Preparing School Leaders for Supporting Transformative Teaching and Learning Environments in a Post-COVID World*.
- Juarez, B. (2021, August). Arizona Department of Education. AASA and Az SCI Community Review Committee
 - AZ Dept. of Ed. state director of K-12 assessment, community members, and Pearson representatives. Committee critiqued, revised, and provided support regarding bias for the new AASA and AzSCI K-12 assessments.
- Long, K. (2021, July). Canyon Professional Development
 - SEL Developmental Benchmarks and Conceptual Understanding in Math for 35 K-3 teachers at an elementary school in Phoenix.
- Long, K (2021, September). Canyon Professional Development
 - SEL Strategies for the Classroom for 35 K-3 teachers virtually for an elementary school in Phoenix.
- McCabe, C., & Nilsen, S. (2021, December). *Trauma-Informed Teaching: Helping Every Child Flourish*
 - Presented at the Building Virtues: Character Education Conference.

The College has worked to disseminate the expertise of GCU faculty and community leaders on educational topics of relevance to current and up and coming educators through the virtual platform of a blog, podcast, and social media campaign. The weekly blog posts were tagged with “Teaching Tuesday” and promoted on the College’s social media platforms. In addition, the College recorded and deployed episodes through its highly rated podcast, *Top of the Class*, in areas such as culturally responsive teaching, educational technology, and more. Finally, the College has implemented a social media campaign to assist in uplifting the field of education by helping to put a face to the teaching profession. The social media campaign includes highlights and stories from key events, opportunities in the field, as well as spotlights on faculty, staff, and alumni. For example, one continuing story highlight on the College’s Instagram, “Life of Shay”, includes a continued story following one recent graduate in her first year of teaching 6th grade. As a result, the College has seen a 400% increase in engagement on the social media account. The purpose behind the College’s use of these virtual platforms is to highlight both faculty and students and help build relationships and connections beyond the course walls.

The College of Education continues to offer Explore More Sessions. Explore More sessions help candidates in our advanced degree programs 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, a video for both sets of populations focused on principles of lesson planning has 3,320 views as of December 21, 2021. Further, 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.

To aid in offering the highest quality programs for our students, the review of College assessment and program data is an ongoing priority for the College. In addition to GCU’s annual assessment processes and quarterly Provost Assessment Summits, the College offered its own Assessment Summit in Fall 2021. The summit brought together over 50 faculty, staff, and College leaders to review our programmatic assessment results, Assessment of Student Learning results, and to develop program specific Improvement Action Plans for the upcoming academic year.

