AAQEP Annual Report for 2023

Advanced Degree Programs

Provider/Program Name:	Grand Canyon University
End Date of Current AAQEP Accreditation Term (or "n/a" if not yet accredited):	June 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 included in its AAQEP review.

The College of Education ("the College" or "COE") at Grand Canyon University ("GCU") is part of a rich history of service to the community. For over 70 years, the COE has proudly maintained its place as a teaching college, ensuring our academic programs meet the changing, diverse needs in education and local communities and providing opportunities that create meaningful learning experiences for education candidates from a Christ-centered perspective. In addition, the College places great importance on the development of authentic partnerships through practicum/field experience, student teaching, and internships. This work extends from embedded partnerships in the greater Phoenix area to affiliation agreements with schools and districts across the United States. With each partnership, knowing what schools and districts value and what our candidates require to have the best learning experiences and to flourish as practitioners in the field of education remains at the forefront of the College of Education's academic and clinical field work.

Mission

The *Mission* of COE 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.

Conceptual Framework

Learning, Leading, and Serving are the foundational components of COE's *Conceptual Framework.* These words symbolize the College's diverse learning opportunities where faculty and staff diligently work alongside candidates to develop a culture of mutual respect, fellowship, and servant leadership within the educational community. COE's *Conceptual Framework* directly reflects GCU's commitment to serving educational communities in ways that promote human flourishing.

- **Learning**: We believe that all students can learn and that educators are tasked with engaging in best practices to maximize student learning. Effective educators are knowledgeable and skilled communicators who are dedicated and compassionate, guiding students to learn to the best of their ability.
- **Leading**: We believe education is a powerful tool with which to purposefully transform and uplift communities. As our candidates find their purpose and calling within education, the College aims to support candidates to reach their God-given potential and fulfill their passion in education by helping them lead with a keen focus on addressing the world's deep needs.
- **Serving**: We believe in the spirit of servant leadership and are committed to serving all candidates to enable them to become global contributors who change their communities and the world. As faculty, staff, and candidates, we believe in serving educational communities with an innovative and adaptive spirit and a strong dedication to professional conduct and ethics, respect for the diversity of others, and excellence for all.

Systems of Support

The College of Education is committed to continuous improvement by providing academic, co-curricular, and community outreach opportunities to strategically impact candidates. The College works to ensure all candidates, completers, and partners are engaged in quality experiences This includes having strong systems of support for all levels of clinical field experience, documented partnerships, and affiliation agreements with schools and Local Education Agencies (LEAs), and an operating partnership statement that guides this work.

1. **Academic Support:** The College works closely with various stakeholders to provide high-quality, affordable Christian education to candidates through committed faculty, staff, and partners in the classrooms and in the field. These stakeholders regularly engage in professional learning, partnerships with local schools/districts for embedded and residency learning experiences, implementation of consistent learning experiences across modalities for all candidates and embedding the Christian faith into learning. The University also uses a graduation team model, uniquely tailored for College of Education candidates' needs in the field. This may include being assigned a student services counselor, a field experience counselor, a teacher placement counselor, and a faculty supervisor to provide additional academic and clinical field experience guidance before, during, and after program completion. The College also utilizes academic and dispositional alerts, as well as academic and professional improvement plans, for candidates who need additional support in their courses or placements.

2. **Co-Curricular Support:** Candidates are provided academic and student life events, learning communities, and events to enrich their experience in the College. The College aims to ensure candidates are successful in coursework and clinical field experiences by providing academic and career excellence resources, including, but not limited to, in-person and virtual professional learning opportunities led by experts in the field of educator preparation, educator hiring fairs, and tutoring support. The College encourages candidates in all modalities the opportunity to get involved in clubs and learning communities that provide opportunities to grow as student-leaders, including the honors club Kappa Delta Pi and the education professions club Educators Rising. The College encourages candidate growth in their Christian worldview through faith-based clubs and events such as chapel, held in-person and livestreamed online, and the Christian Educators chapter, Impact Club.
3. **Community Impact:** The College is committed to working alongside candidates to provide support to internal and external community members and partners through outreach opportunities. Faculty and staff engage candidates in outreach in local, private and public P-12 schools, including school and family literacy events and book drives. The College provides resources for current students, alumni, and external partners through active social media channels, email campaigns, and webpages highlighting opportunities to connect, serve, and uplift the field of education.

Grand Canyon University's College of Education aims to provide experiences for candidates centered on learning, leading, and serving, helping to enable candidates to promote human flourishing in educational communities in Arizona and around the United States.

Public Posting URL

Part I of this report is posted at the following web address (accredited members filing this report must post at least Part I):

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

2. Enrollment and Completion Data

Table 1 shows current enrollment and recent completion data for each program included in the AAQEP review.

Table 1. Program Specification: Enrollment and Completers for Academic Year 2022-2023

Degree or Certificate granted by the institution or organization	**State Certificate, License, Endorsement, or Other Credential**	**Number of Candidates** enrolled in most recently completed academic year (12 months ending 06/23)	**Number of Completers** in most recently completed academic year (12 months ending 06/23)
Programs that lead to credentials for other school professionals or to no specific credential			
Master of Arts in Reading with an Emphasis in Elementary Education	Does not lead to endorsement	482	490
Master of Arts in Reading with an Emphasis in Secondary Education	Does not lead to endorsement	64	41
Master of Arts in Teaching English to Speakers of Other Languages (TESOL)	Does not lead to endorsement	188	170
Total for additional programs		734	701
TOTAL enrollment and productivity for all programs		734	701
Unduplicated total of all program candidates and completers		734	701

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.)

N/A

3. Program Performance Indicators

The program performance information in Table 2 applies to the academic year indicated in Table 1.

Table 2. Program Performance Indicators

A. **Total enrollment** in the educator preparation programs shown in Table 1. This figure is an unduplicated count, i.e., individuals earning more than one credential may be counted in more than one line above but only once here.
During the 2022-2023 year, there were **734** candidates enrolled in our AAQEP-accredited advanced programs.
B. **Total number of unique completers** (across all programs) included in Table 1. This figure is an unduplicated count, i.e., individuals who earned more than one credential may be counted in more than one line above but only once here.
During the 2022-2023 year, there were **701** unique graduates from our AAQEP-accredited advanced programs.
C. **Number of recommendations** for certificate, license, or endorsement included in Table 1.
Not applicable.
D. **Cohort completion rates** for candidates who completed the various programs within their respective program's expected timeframe **and** in 1.5 times the expected timeframe.

The cohort completion rates below reflect cohorts with expected graduates in the 2022-2023 year.

Of the programs with cohort completion rates, the expected completion timeframes are as follows:
- 17 months for AAQEP-accredited advanced degree programs.

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.

__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	75.81%	8.53%	84.33%
Master of Arts in Reading with an Emphasis in Secondary Education	17	61.11%	16.67%	77.78%
Master of Arts in Teaching English to Speakers of Other Languages	17	57.69%	24.36%	82.05%
Advanced Degree Program Total		**70.45%**	**12.94%**	**83.39%**

E. **Summary of state license examination results**, including teacher performance assessments, and specification of any examinations on which the pass rate (cumulative at time of reporting) was below 80%.

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

F. 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 2022 indicate our initial teacher licensure program completers rate their program satisfaction above 90%. Program satisfaction rates emerge from indicators, including whether program completers are (a) likely to recommend GCU programs to friends, family, and peers, (b) the educational program met the completer's expectations, and (c) the completer was satisfied with their GCU experience. As such, an End of Program Survey program satisfaction rate of 90.34% indicates overall satisfaction with GCU and their educational program.

ProgramType	OverallSatisfactionResponseCnt	OverallSatisfaction
TRADITIONAL		
NONTRADITIONAL	357	90.34%
Total	**357**	**90.34%**

An alumni survey that included AAQEP and program aligned questions was deployed in 2023 to gather additional information from 2022 advanced program completers. Selected responses from the College of Education Alumni Survey demonstrate how program completers rate their overall preparedness and how their program prepared them to be culturally responsive, utilize data to differentiate instruction, and impact student learning. In terms of impact on student learning, 93.33%* of advanced degree program respondents report that their program prepared them to impact student learning, with another 4.76% feeling somewhat prepared. This has been an increase compared to last year's report in which alumni felt 86% prepared to have a positive impact. When asked how their program prepared them to become culturally inclusive and responsive educators, 94.29%* of advanced program graduates felt their program prepared them, with another 2.89% feeling somewhat prepared. Compared to our 2021 Alumni Survey, there has been a significant increase y^y in our alumni feeling prepared to be able to address diverse learners' needs. Alumni survey responses are used to inform program improvements throughout the year and during the university's program review process.

Positively Impact Student Learning	Total
Highly Prepared and Prepared	93.33%
Somewhat Prepared	4.76%
Unprepared	1.90%
Grand Total	**100.00%**

Be a culturally inclusive and responsive educator able to address diverse learner's needs	Total
Highly Prepared and Prepared	94.29%
Somewhat Prepared	2.86%
Unprepared	2.86%
Grand Total	**100.00%**

*Total combines Highly Prepared and Prepared responses as we feel this designation shows that our programs have efficiently prepared our alumni with the various attributes surveyed.

G. 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 program completers from three primary sources: (1) a biannual survey/interviews with local and Arizona principals and district officials, (2) ongoing feedback and information from partnership projects, and (3) targeted employer survey on a biennial cycle. Currently, the State of Arizona does not survey 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 actualizing our conceptual framework of learning, leading, and serving in their school communities.

Examples of Evidence Available from Employers of Program Completers:

Lopes Leap to Teach and Lead Career & Networking Event is a biannual event hosted by the College for schools and districts to build relationships with our candidates and program completers for potential placement in their schools. This event allows candidates to network with employers, engage in professional conversations, investigate opportunities for internships, student teaching, and job placements. Surveys and interviews are conducted at each event to gather information regarding our graduates and ways to better serve the communities. The Fall 2022 event was held on November 15, 2022, and the Spring 2023 event was held on March 8, 2023. Approximately 60 employers and 200 candidates attended each event. In total 57 district and school representatives in Arizona responded to survey questions.

2023 Employer Survey:
The most recent employer survey was piloted during the 2022-2023 academic year through Skyfactor Benchworks, a company whose assessments are aligned with accreditation and professional standards. During this first pilot year, local Arizona school districts were surveyed about recent graduates (i.e., graduated five or fewer years ago) which included institution-specific questions aligned with the

College of Education Conceptual Framework. Due to the timing the survey was implemented and some challenges navigating district firewalls, the response rate was approximately 5%.

Overall survey results were positive, demonstrating that employers are highly satisfied with GCU Alumni. Some notable areas to highlight are in areas such as 1) content, pedagogical, and pedagogical knowledge 2) the dispositions required for professional practice, and 3) in areas related to assessment.

For AAQEP Standard 1a, most respondents indicated they are *Strongly (6)* and *Extremely Satisfied (7)* with recent *graduates (i.e., graduated five or fewer years ago)*: content, pedagogical, and professional knowledge. No employers have indicated any dissatisfaction (1 or 2).

Standard 1.1a. Content, pedagogical, and/or professional knowledge relevant to the credential or degree sought
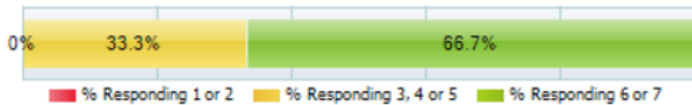
Q012. Learning Outcomes - To what degree are you satisfied with recent graduates (i.e., graduated five or fewer years ago) from this program regarding their ability to: Demonstrate effective classroom instruction

0%   26.7%   73.3%

% Responding 1 or 2   % Responding 3, 4 or 5   % Responding 6 or 7
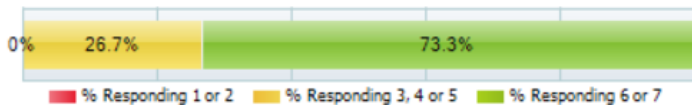
Key Text	N (%N)
(1) Not at all	0 (0%)
(2)	0 (0%)
(3)	1 (6.7%)
(4) Moderately	1 (6.7%)
(5)	2 (13.3%)
(6)	5 (33.3%)
(7) Extremely	6 (40%)

% Resp = 100.0 %
N = 15
Mean = 5.93
Std Dev = 1.18

Q013. Learning Outcomes - To what degree are you satisfied with recent graduates (i.e., graduated five or fewer years ago) from this program regarding their ability to: Develop effective lesson plans

0%   33.3%   66.7%

% Responding 1 or 2   % Responding 3, 4 or 5   % Responding 6 or 7

Key Text	N (%N)
(1) Not at all	0 (0%)
(2)	0 (0%)
(3)	1 (6.7%)
(4) Moderately	2 (13.3%)
(5)	2 (13.3%)
(6)	4 (26.7%)
(7) Extremely	6 (40%)

% Resp = 100.0 %
N = 15
Mean = 5.80
Std Dev = 1.28

Q015. Learning Outcomes - To what degree are you satisfied with recent graduates (i.e., graduated five or fewer years ago) from this program regarding their ability to: Exhibit a mastery of relevant content

0%   26.7%   73.3%

% Responding 1 or 2   % Responding 3, 4 or 5   % Responding 6 or 7
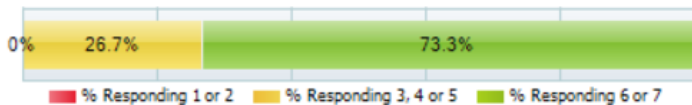
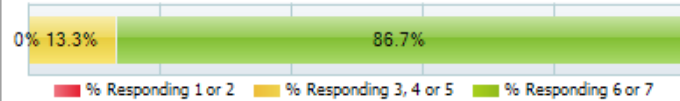| Key Text	N (%N)
(1) Not at all	0 (0%)
(2)	0 (0%)
(3)	1 (6.7%)
(4) Moderately	0 (0%)
(5)	3 (20%)
(6)	7 (46.7%)
(7) Extremely	4 (26.7%)

% Resp = 100.0 %
N = 15
Mean = 5.87
Std Dev = 1.02

For AAQEP Standard 1f, over 80% of respondents have indicated they are *Strongly (6)* and *Extremely Satisfied (7)* with recent *graduates (i.e., graduated five or fewer years ago)* when asked about the following traits: *Work Ethic, Professionalism*, and *Commitment to their current job*. In addition, a majority of employers demonstrated satisfaction in the areas of building professional relationships and displaying appropriate professional skills. No employers have indicated dissatisfaction (1 or 2).

Standard 1.1f. Dispositions and behaviors required for successful professional practice
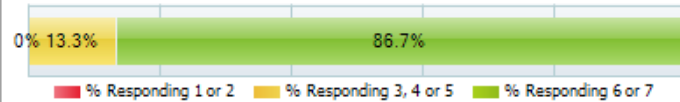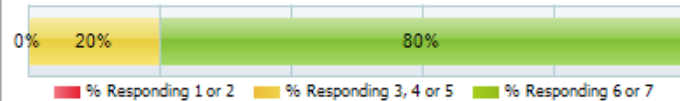
Q006. Employee Traits - To what degree are you satisfied with recent graduates (i.e., graduated five or fewer years ago) from this program regarding their: Commitment to their current job

Key Text	N (%N)
(1) Not at all	0 (0%)
(2)	0 (0%)
(3)	0 (0%)
(4) Moderately	0 (0%)
(5)	2 (13.3%)
(6)	6 (40%)
(7) Extremely	7 (46.7%)

% Resp = 100.0 %
N = 15
Mean = 6.33
Std Dev = 0.70

0% 13.3% 86.7%

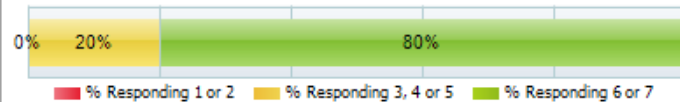■ % Responding 1 or 2   ■ % Responding 3, 4 or 5   ■ % Responding 6 or 7

Q007. Employee Traits - To what degree are you satisfied with recent graduates (i.e., graduated five or fewer years ago) from this program regarding their: Professionalism

Key Text	N (%N)
(1) Not at all	0 (0%)
(2)	0 (0%)
(3)	0 (0%)
(4) Moderately	0 (0%)
(5)	2 (13.3%)
(6)	5 (33.3%)
(7) Extremely	8 (53.3%)

% Resp = 100.0 %
N = 15
Mean = 6.40
Std Dev = 0.71

0% 13.3% 86.7%

■ % Responding 1 or 2   ■ % Responding 3, 4 or 5   ■ % Responding 6 or 7

Q008. Employee Traits - To what degree are you satisfied with recent graduates (i.e., graduated five or fewer years ago) from this program regarding their: Work ethic

Key Text	N (%N)
(1) Not at all	0 (0%)
(2)	0 (0%)
(3)	0 (0%)
(4) Moderately	0 (0%)
(5)	3 (20%)
(6)	5 (33.3%)
(7) Extremely	7 (46.7%)

% Resp = 100.0 %
N = 15
Mean = 6.27
Std Dev = 0.77

0% 20% 80%

■ % Responding 1 or 2   ■ % Responding 3, 4 or 5   ■ % Responding 6 or 7

Q010. Learning Outcomes - To what degree are you satisfied with recent graduates (i.e., graduated five or fewer years ago) from this program regarding their ability to: Build collaborative professional relationships

Key Text	N (%N)
(1) Not at all	0 (0%)
(2)	0 (0%)
(3)	0 (0%)
(4) Moderately	0 (0%)
(5)	3 (20%)
(6)	4 (26.7%)
(7) Extremely	8 (53.3%)

% Resp = 100.0 %
N = 15
Mean = 6.33
Std Dev = 0.79

0% 20% 80%

■ % Responding 1 or 2   ■ % Responding 3, 4 or 5   ■ % Responding 6 or 7
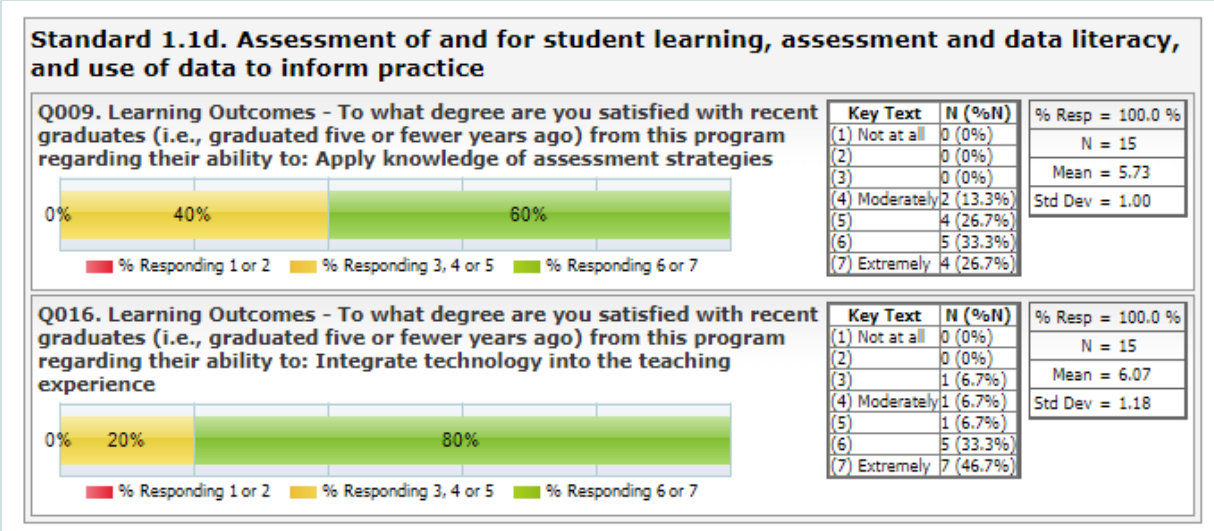
Q014. Learning Outcomes - To what degree are you satisfied with recent graduates (i.e., graduated five or fewer years ago) from this program regarding their ability to: Display appropriate professional skills
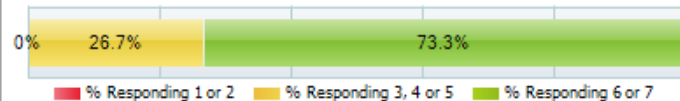
Key Text	N (%N)
(1) Not at all	0 (0%)
(2)	0 (0%)
(3)	0 (0%)
(4) Moderately	1 (6.7%)
(5)	3 (20%)
(6)	4 (26.7%)
(7) Extremely	7 (46.7%)

% Resp = 100.0 %
N = 15
Mean = 6.13
Std Dev = 0.96

0% 26.7% 73.3%

■ % Responding 1 or 2   ■ % Responding 3, 4 or 5   ■ % Responding 6 or 7

In the area of assessment, 60% of employers are *Strongly (6)* and *Extremely Satisfied (7)* with GCU Alumni and their ability to apply knowledge of assessment strategies and 80% indicated strong satisfaction with GCU Alumni and their ability to integrate technology. The College has already initiated plans to further support candidates in the area of assessment within the 23-24 year by revising courses with a focus on providing candidates with opportunities to make informed decisions on instruction, planning, assessments, and supporting individual students with exceptionalities (i.e., Individualized Education Programs (IEPs), EL, and gifted).

Standard 1.1d. Assessment of and for student learning, assessment and data literacy, and use of data to inform practice

Q009. Learning Outcomes - To what degree are you satisfied with recent graduates (i.e., graduated five or fewer years ago) from this program regarding their ability to: Apply knowledge of assessment strategies

Key Text	N (%N)
(1) Not at all	0 (0%)
(2)	0 (0%)
(3)	0 (0%)
(4) Moderately	2 (13.3%)
(5)	4 (26.7%)
(6)	5 (33.3%)
(7) Extremely	4 (26.7%)

% Resp = 100.0 %
N = 15
Mean = 5.73
Std Dev = 1.00

0%   40%   60%

■ % Responding 1 or 2   ■ % Responding 3, 4 or 5   ■ % Responding 6 or 7

Q016. Learning Outcomes - To what degree are you satisfied with recent graduates (i.e., graduated five or fewer years ago) from this program regarding their ability to: Integrate technology into the teaching experience

Key Text	N (%N)
(1) Not at all	0 (0%)
(2)	0 (0%)
(3)	1 (6.7%)
(4) Moderately	1 (6.7%)
(5)	1 (6.7%)
(6)	5 (33.3%)
(7) Extremely	7 (46.7%)

% Resp = 100.0 %
N = 15
Mean = 6.07
Std Dev = 1.18

0%   20%   80%

■ % Responding 1 or 2   ■ % Responding 3, 4 or 5   ■ % Responding 6 or 7

The next planned employer survey will be sent during the 2024-2025 year. The College is actively investigating ways to expand the scale of the survey to reach partners across the nation, and to increase survey response rates. The College is currently working to finalize a Data Sharing Agreement (DSA) with the Arizona Department of Education to support these initiatives.

H. Narrative explanation of how the program investigates **employment rates for program completers**, with a characterization of findings. This section may also indicate rates of completers' ongoing education, e.g., graduate study.

The College of Education investigates employment rates through GCU End of Program (EOP) and Alumni surveys. The EOP Survey is presented to all GCU students near completion of a program of study to assess overall satisfaction, career preparation, and employment outlook. Based on respondents from GCU AAQEP accredited advanced degree programs from in the 2022 graduation year, 97.95% reported employment, or graduate school acceptance near the time of program completion.

Reported Employment or Graduate School acceptance near the time of program completion

No 2.05%

Yes 97.95%
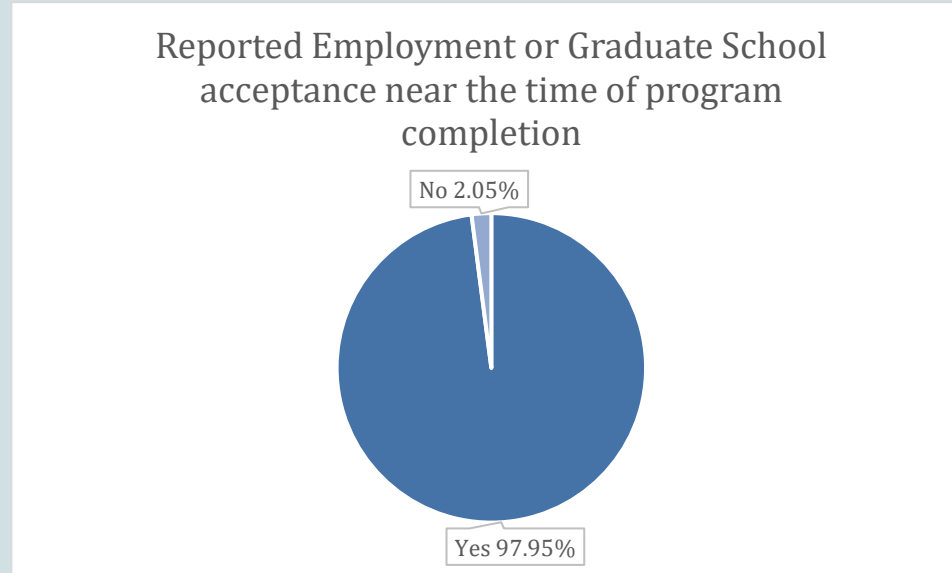
In addition to the End of Program Survey, a GCU Alumni Survey is sent to alumni at 1- and 5-years post-graduation. The survey prompts responses related to program and academic satisfaction, career readiness and advancement, and value-add of the degree completion. Based on respondents from GCU AAQEP accredited advanced degree programs from in the 2021 graduation year, 98.33% of alumni reported employment. Candidates in our advanced degree programs are licensed teachers, and therefore high employment rates are expected.

Alumni Reported Employment 1 and 5 years post-graduation

No 1.67%

Yes 98.33%
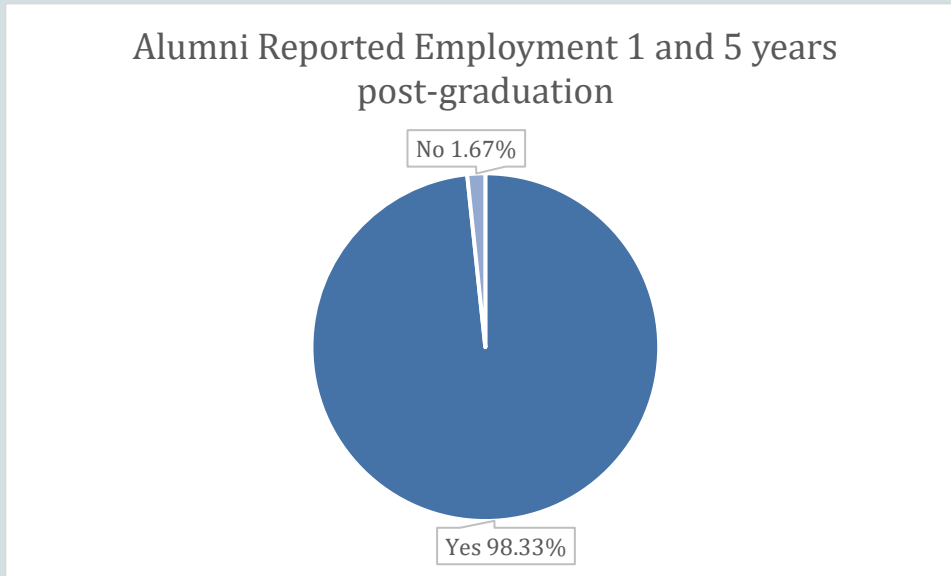
4. Candidate Academic Performance Indicators

Tables 3 and 4 report on select measures of candidate/completer performance related to AAQEP Standards 1 and 2, including the program's expectations for successful performance and indicators of the degree to which those expectations are met.

Table 3. Expectations and Performance on Standard 1: Candidate and Completer Performance

Provider-Selected Measures	Explanation of Performance Expectation	Level or Extent of Success in Meeting the Expectation
Benchmark Assignment Data	The College of Education expects 80% of candidates to meet or exceed competency on benchmark assessment results. To meet or exceed competency, candidates must earn a score within the "Acceptable" or "Target" categories on the rubric.	During the 2022-2023 academic year, benchmark assessment data collected for 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. Benchmark assessment results show candidates are meeting expected outcomes.

Advanced Degree Program Benchmark Assessment Data

Program	GCU Domain/ Competency	Course	% Met / Exceeded
MA Reading - Elementary	4.1	REA-540	87.22%
	4.2	REA-540	87.59%
	4.3	REA-550	92.70%
	4.4	REA-540	91.18%

Program	GCU Domain/ Competency	Course	% Met / Exceeded
MA Reading – Secondary	4.1	REA-545	95.56%
	4.2	REA-545	97.78%
	4.3	REA-550	88.89%
	4.4	REA-545	97.78%

Program	GCU Domain/ Competency	Course	% Met / Exceeded
MA TESOL	2.1	TSL-567	95.03%
	3.3*	TSL-567	97.52%
	3.3*	TSL-550	92.86%
	4.3	TSL-567	98.14%

* Due to a revision that went into effect during the 2022-2023 AY, competency 3.3 is now aligned in TSL-550 rather than TSL-567. As a result, benchmark assessment findings have been provided for both courses.

Data Dialogue	The College of Education expects candidate end of course survey results to meet 4.00 on a 5-point Likert scale, along with a minimum course success rate of 90%.	The Data Dialogue, a college-developed metric system, merges data from separate internal data sources (End of Course Surveys (EOCS) and the Academic Metrics & Trends student success rates) that are combined at the course level to inform curricular and instructional course and program improvements.

The Data Dialogue, a college-developed metric system, merges data from separate internal data sources (End of Course Surveys (EOCS) and the Academic Metrics & Trends student success rates) that are combined at the course level to inform curricular and instructional course and program improvements.

Data Dialogue results from the 2022-2023 academic year indicate positive trends in most areas of curriculum and instruction, along with high student success rates. These results complement benchmark achievement levels noted above and provide an opportunity for the College to ensure the success of candidates in achieving program outcomes. Within the *Master of Arts in Reading with and Emphasis is Secondary Education* and *Master of Arts in Teaching English to Speakers of Other Languages* programs, there are a few instances where results from individual quarters dipped below the expected threshold however the overall academic year results meet expectations in all areas. Success rates and survey results are monitored on a quarterly basis for required interventions, and ongoing trends are addressed in monthly collaborative meetings with stakeholders and within program and course revisions. The Master of Arts in Teaching English to Speakers of Other Languages program underwent a full Program Review in 2022 and the Master of Arts in Reading programs are under review in the 23-24 academic year.

Master of Arts in Reading with an Emphasis in Elementary Education: REA-540
Below is a sample showing results from REA-540 within the Master of Arts in Reading with an Emphasis in Elementary Education program. This course shows an average student success rate of 95.4%, which is above the expected threshold of 90%. In addition, all areas within the EOCS have met the minimum 4.00 threshold on a 5.00 Likert scale.

				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
2022	Q3	152	121	4.46	4.53	4.31	4.55	4.48	96.1%
2022	Q4	98	59	4.46	4.47	4.40	4.53	4.34	93.9%
2023	Q1	122	76	4.36	4.58	4.31	4.62	4.47	94.3%
2023	Q2*	86	20	4.55	4.65	4.50	4.70	4.65	97.7%
AY 22-23				4.44	4.54	4.34	4.58	4.46	95.4%

The End of Course Surveys were revised in Q2 2023. As a result, Q2 results reflect data that was collected prior to the revision. Results for the revised 2023 EOCS will be shared in the next annual report once a full year's worth of data is collected using the new instrument.

Master of Arts in Reading with an Emphasis in Secondary Education: REA-545

Below is a sample showing results from REA-545 within the Master of Arts in Reading with an Emphasis in Secondary Education program. This course shows an average student success rate of 93.6%, which meets the College threshold. Within this course, candidate survey feedback is generally positive. Of the small number of students who responded in Q1, the textbook and additional course materials were presented as an area of opportunity. This program is currently under a full Program Review in the 23-24 academic year. Within the review process, data and trends are evaluated from the past three academic years and results will be used to inform future program and course revisions, and/or decisions for program retirement. Results from the 23-24 program review will be shared in next year's annual report. While the full program review is completed, success rates and survey results are monitored on a quarterly basis for required interventions, and ongoing trends are addressed in monthly collaborative meetings with stakeholders and within program and course revisions.

| | | | | 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
2022	Q3	17	10	4.40	4.60	4.20	4.80	4.40	94.1%
	Q4	11	8	**	**	**	**	**	100.0%
2023	Q1	14	10	4.00	4.20	3.70	4.20	4.00	85.7%
	Q2*	5	0	**	**	**	**	**	100.0%
AY 22-23				4.11	4.36	3.89	4.43	4.21	93.6%

The End of Course Surveys were revised in Q2 2023. As a result, Q2 results reflect data that was collected prior to the revision. Results for the revised 2023 EOCS will be shared in the next annual report once a full year's worth of data is collected using the new instrument.
**Survey results are not reported for courses with less than 10 responses and for courses with less than 10 seats.

Master of Arts in Reading with an Emphasis in Elementary and Secondary Education: REA-550

Below is a sample showing results from REA-550 within the elementary and secondary emphasis areas of the Master of Arts in Reading programs. This course shows an average

student success rate of 98.6%. In addition, all areas within the EOCS have met the minimum 4.00 threshold on a 5.00 Likert scale for sections with greater than 10 candidates.

				Curricular			Instructional		Success Rate
				EOCS and Success Rates: REA-550					
		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
2022	Q3	144	104	4.59	4.70	4.53	4.54	4.55	99.3%
	Q4	145	82	4.48	4.59	4.46	4.70	4.52	97.2%
2023	Q1	179	112	4.51	4.64	4.45	4.39	4.41	98.3%
	Q2*	97	22	4.55	4.57	4.55	4.55	4.55	100.0%
AY 22-23				**4.53**	**4.64**	**4.49**	**4.53**	**4.50**	**98.6%**

The End of Course Surveys were revised in Q2 2023. As a result, Q2 results reflect data that was collected prior to the revision. Results for the revised 2023 EOCS will be shared in the next annual report once a full year's worth of data is collected using the new instrument.

Master of Arts in Teaching English to Speakers of Other Languages (TESOL): TSL-567***

Below is a sample showing results from TSL-567 within the Master of Arts in TESOL program. This course shows an average student success rate of 95.9%, which is above the College threshold. In addition, most areas within the EOCS have met the minimum 4.00 threshold on a 5.00 Likert scale for sections with greater than 10 candidates. The End of Course Survey was revised in Q2 2023. As a result, Q2 results reflect data that was collected prior to the revision. There was a small dip in faculty feedback results within Q2. In Fall 2023, the College completed the most recent review of candidate survey results and continues to work with the Grand Canyon Education (GCE) Faculty Training and Development teams to ensure faculty engagement and feedback meet college expectations.

				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
2022	Q3	48	36	4.44	4.64	4.53	4.61	4.58	93.8%
2022	Q4	58	45	4.71	4.67	4.44	4.73	4.64	96.6%
2023	Q1	57	38	4.47	4.68	4.24	4.55	4.45	98.2%
2023	Q2*	34	12	4.08	4.42	4.00	4.00	3.92	94.1%
AY 22-23				**4.51**	**4.64**	**4.37**	**4.58**	**4.50**	**95.9%**

The End of Course Surveys were revised in Q2 2023. As a result, Q2 results reflect data that was collected prior to the revision. Results for the revised 2023 EOCS will be shared in the next annual report once a full year's worth of data is collected using the new instrument.

*** Due to a revision that went into effect during the 2022-2023 AY, competency 3.3 is now aligned in TSL-550 rather than TSL-567. As a result, Data Dialogue has been provided for both courses.

Master of Arts in Teaching English to Speakers of Other Languages (TESOL): TSL-550***

Below is a sample showing results from TSL-550 within Master of Arts in TESOL program. Student success rates dipped below the expected threshold in Q2 of 2023 however the course shows an average student success rate of 93.7% across the 22-23 academic year. Success rates are monitored on a quarterly basis for required interventions, and ongoing trends are addressed in monthly collaborative meetings with stakeholders and within program and course revisions. Regarding the EOCS results, all areas have met the minimum 4.00 threshold on a 5.00 Likert scale for sections with greater than 10 candidates.

				EOCS and Success Rates: TSL-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
2022	Q3	59	43	4.23	4.35	4.23	4.28	4.19	100.0%
	Q4	58	40	4.15	4.30	4.28	4.15	3.98	93.1%
2023	Q1	38	22	4.14	4.45	4.09	4.36	4.41	94.7%
	Q2*	51	14	4.50	4.57	4.36	4.36	4.57	86.3%
AY 22-23				4.22	4.38	4.24	4.26	4.20	93.7%

The End of Course Surveys were revised in Q2 2023. As a result, Q2 results reflect data that was collected prior to the revision. Results for the revised 2023 EOCS will be shared in the next annual report once a full year's worth of data is collected using the new instrument.

*** Due to a revision that went into effect during the 2022-2023 AY, competency 3.3 is now aligned in TSL-550 rather than TSL-567. As a result, Data Dialogue has been provided for both courses.*

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

Provider-Selected Measures	Explanation of Performance Expectation	Level or Extent of Success in Meeting the Expectation
Benchmark Assignment Data	The College of Education expects 80% of candidates to meet or exceed competency on benchmark assessment results. To meet or exceed competency, candidates must earn a score within	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. During the 2022-2023 academic year, benchmark assessment data collected for select courses were related the awareness of school, community, and families as a collaborative team to support student learning, which aligns to AAQEP Standard 2.a. Courses such as REA-510, REA-550, REA-560, TSL-552, and TSL-541 are aligned to competencies focused on collaborative efforts between schools and families to support student learning. Data during the 2022-2023 academic year revealed successful outcomes in student performance.

	the "Acceptable" or "Target" categories on the rubric.	**Benchmark Assessment Data**				

Benchmark Assessment Data

Program	Domain/Competency	Course	% Met / Exceeded
MA in Reading Elementary Ed	5.1	REA-510	98.35%
	5.2	REA-550	93.55%
	5.3	REA-550	95.76%
	5.4	REA-560	96.35%
MA in Reading Secondary Ed	5.1	REA-510	93.22%
	5.2	REA-550	100.00%
	5.3	REA-550	100.00%
	5.4	REA-560	96.15%

Program	Domain/Competency	Course	% Met / Exceeded
MA in TESOL	1.4*	TSL-552	89.71%
	1.4*	TSL-541	100.00%
	5.2	TSL-552	90.17%

* Due to a revision that went into effect during the 2022-2023 AY, competency 1.4 is now aligned in TSL-541 rather than TSL-552. As a result, benchmark assessment findings have been provided for both courses.

| Data Dialogue | The College of Education expects candidate course survey results to meet 4.00 on a 5-point Likert scale, along with a minimum course success rate of 90%. | As noted for AAQEP Standard 1 above, the Data Dialogue merges data from the Academic Metrics & Trends student success rates and EOCS at the course level to inform curricular and instructional course and program improvements.

Data Dialogue results from the 2022-2023 academic year indicate positive curricular and instructional results, with high student success rates. These results compliment the benchmark achievement levels noted above and provide an opportunity for the College to ensure the success of candidates in achieving program outcomes. Selected courses from each program aligned to AAQEP 2.a are analyzed below:

Master of Arts in Reading with an Emphasis in Elementary and Secondary: REA-510
Below is a sample showing results from REA-510 within the Master of Arts in Reading with an Emphasis in Elementary Education and Secondary Education programs. This course shows an average student success rate of 94.8%. In addition, all areas within the EOCS have met the minimum 4.00 threshold on a 5.00 Likert scale. |
|---|---|---|

				EOCS and Success Rates: REA-510					
				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
2022	Q3	177	120	4.31	4.56	4.24	4.49	4.38	93.2%
	Q4	162	108	4.49	4.61	4.45	4.60	4.55	95.7%
2023	Q1	153	104	4.36	4.43	4.32	4.50	4.47	96.7%
	Q2*	69	15	4.67	4.67	4.53	4.73	4.67	92.8%
AY 22-23				4.40	4.54	4.34	4.54	4.47	94.8%

The End of Course Surveys were revised in Q2 2023. As a result, Q2 results reflect data that was collected prior to the revision. Results for the revised 2023 EOCS will be shared in the next annual report once a full year's worth of data is collected using the new instrument.

Master of Arts in Reading with an Emphasis in Elementary and Secondary: REA-550

Below is a sample showing results from REA-550 within the Master of Arts in Reading with an Emphasis in Elementary Education and Secondary Education programs. This course shows an average student success rate of 98.6%. In addition, all areas within the EOCS have met the minimum 4.00 threshold on a 5.00 Likert scale.

				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
2022	Q3	144	104	4.59	4.70	4.53	4.54	4.55	99.3%
	Q4	145	82	4.48	4.59	4.46	4.70	4.52	97.2%
2023	Q1	179	112	4.51	4.64	4.45	4.39	4.41	98.3%
	Q2*	97	22	4.55	4.57	4.55	4.55	4.55	100.0%
AY 22-23				4.53	4.64	4.49	4.53	4.50	98.6%

The End of Course Surveys were revised in Q2 2023. As a result, Q2 results reflect data that was collected prior to the revision. Results for the revised 2023 EOCS will be shared in the next annual report once a full year's worth of data is collected using the new instrument.

Master of Arts in Reading with an Emphasis in Elementary and Secondary: REA-560

Below is a sample showing results from REA-550 within the Master of Arts in Reading with an Emphasis in Elementary Education and Secondary Education programs. This course shows an average student success rate of 97.8%. In addition, all areas within the EOCS have met the minimum 4.00 threshold on a 5.00 Likert scale.

		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
				Curricular			**Instructional**		**Success Rate**
2022	Q3	125	92	4.22	4.45	4.21	4.34	4.26	96.8%
2022	Q4	125	77	4.44	4.51	4.24	4.51	4.32	97.6%
2023	Q1	165	94	4.24	4.50	4.30	4.45	4.29	98.8%
2023	Q2*	74	12	4.33	4.50	4.25	4.50	4.33	97.3%
AY 22-23				**4.29**	**4.48**	**4.25**	**4.43**	**4.29**	**97.8%**

EOCS and Success Rates: REA-560

The End of Course Surveys were revised in Q2 2023. As a result, Q2 results reflect data that was collected prior to the revision. Results for the revised 2023 EOCS will be shared in the next annual report once a full year's worth of data is collected using the new instrument.

Master of Arts in Teaching English to Speakers of Other Languages: TSL-552

Below is a sample showing results from TSL-552 within the Master of Arts in Teaching English to Speakers of Other Languages program. This course shows an average student success rate of 97.6%. In addition, all areas within the EOCS have met the minimum 4.00 threshold on a 5.00 Likert scale.

		Seats	Responses	**EOCS and Success Rates: TSL-552***					
				Curricular			**Instructional**		**Success Rate**
				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
2022	Q3	39	26	4.31	4.35	4.35	4.54	4.35	94.9%
2022	Q4	57	40	4.25	4.43	4.20	4.33	4.21	98.2%
2023	Q1	53	35	4.57	4.62	4.56	4.57	4.40	98.1%
2023	Q2*	16	9	**	**	**	**	**	100.0%
AY 22-23				**4.38**	**4.50**	**4.39**	**4.48**	**4.34**	**97.6%**

*The End of Course Surveys were revised in Q2 2023. As a result, Q2 results reflect data that was collected prior to the revision. Results for the revised 2023 EOCS will be shared in the next annual report once a full year's worth of data is collected using the new instrument.
**Survey results are not reported for courses with less than 10 responses and for courses with less than 10 seats.
*** Due to a revision that went into effect during the 2022-2023 AY, competency 1.4 is now aligned in TSL-541 rather than TSL-552. As a result, Data Dialogue has been provided for both courses.

Master of Arts in Teaching English to Speakers of Other Languages: TSL-541

The below data set shows results from TSL-541 within the Master of Arts in Teaching English to Speakers of Other Languages program. This course shows an average student success rate of 98.8%. In addition, all areas within the EOCS have met the minimum 4.00 threshold on a 5.00 Likert scale.

		Seats	Responses	Curricular			Instructional		Success Rate
				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
2022	Q3	53	36	4.36	4.61	4.33	4.28	4.23	98.1%
	Q4	49	33	4.30	4.48	4.39	4.39	4.13	100.0%
2023	Q1	45	27	4.37	4.44	4.22	4.38	4.22	97.8%
	Q2*	18	0	**	**	**	**	**	100.0%
AY 22-23				4.34	4.52	4.32	4.35	4.19	98.8%

*Heading: EOCS and Success Rates: TSL-541****

The End of Course Surveys were revised in Q2 2023. As a result, Q2 results reflect data that was collected prior to the revision. Results for the revised 2023 EOCS will be shared in the next annual report once a full year's worth of data is collected using the new instrument.
**Survey results are not reported for courses with less than 10 responses and for courses with less than 10 seats.
*** Due to a revision that went into effect during the 2022-2023 AY, competency 1.4 is now aligned in TSL-541 rather than TSL-552. As a result, Data Dialogue has been provided for both courses.

| College of Education Alumni Survey | The College of Education expects that 80% of alumni respondents will report that their instruction had an impact on student learning. | The College of Education surveys alumni on an annual basis to gather data on how advanced degree programs have impacted various aspects of candidate instruction. Alumni surveys are deployed to program graduates one year after program completion. For the scope of this report, alumni surveys were sent in 2023 to graduates from the 2022 year.

In alignment with AAQEP standard 2.c, creating productive learning environments, the College of Education gathered alumni survey data to see how candidates were impacting student learning in the field. Completers were questioned on a range of topics, but the survey concluded with ***"Did your program prepare you to positively impact student learning?"***

In the most recent survey of 2022 program graduates, 99.33% of respondents reported that their program prepared them to positively impact student learning citing evidence such as creating |

engaging instructional experiences, the acquisition of extensive knowledge, the value of teaching experience, practical use of materials, and a recognition of the ongoing learning process. Specific feedback includes: *"I immediately moved into a position where my newly acquired skills were needed."*, another response to highlight is *"I can create meaningful and engaging instructional experiences to meet the needs of all learners."*

Positively Impact Student Learning

4.76%   1.90%

93.33%

- Highly Prepared and Prepared   - Somewhat Prepared   - Unprepared
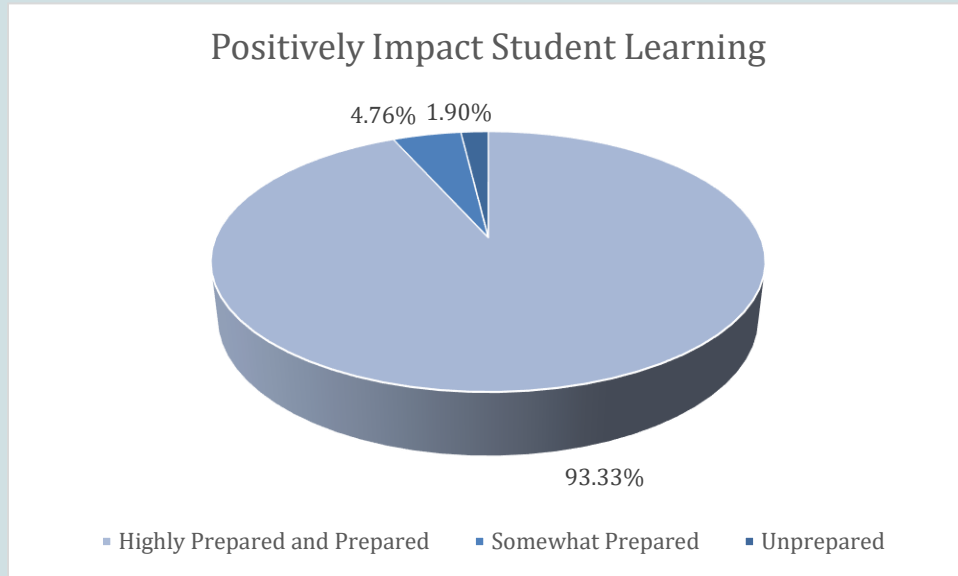
Completer feedback from alumni surveys is used within our annual program revision and review processes to inform program improvements.

5. Notes on Progress, Accomplishment, and Innovation

This section describes program accomplishments, efforts, and innovations (strengths and outcomes) to address challenges and priorities over the past year.

The College of Education is committed to learning and continuous improvement by providing **(1) academic, (2) co-curricular, and (3) community outreach** opportunities to strategically impact candidates. These three elements are critical to the College's conceptual framework. The College works to ensure all candidates, completers, and partners are engaged in quality experiences. This includes having strong systems of support for all levels of clinical field experience, documented partnerships, and affiliation agreements with schools and Local Education Agencies (LEAs), and an operating partnership statement that guides this work. Consequently, these are the **progress, accomplishments**, and **innovations** that address COE's spirit of continuous improvement. In addition, the College of Education provides a variety of supports and services to online and ground/traditional populations. The College aims to understand and meet the needs of each modality of learner. The below will outline the progress, accomplishments, and innovations for such supports and services for advanced programs.

Progress
- **Academic Progress:**
  - **MA Reading:** The Master of Arts in Reading K-12 program was approved by the Federal Department of Education in November 2023 and has an effective date of March 2024. All courses in the MA Reading K-12 program are designed to support a reading specialist/reading interventionist role within a school district. Candidates completing this program will be prepared to work intensely with K-12 students demonstrating signs of reading delays or deficiencies. 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. This program is aligned with AAQEP standards, International Literacy Association (ILA) coaching standards, and Oregon Reading Interventionist standards to provide a high-quality experience for teachers desiring a pathway to support reading. This K-12 program will be offered alongside the existing elementary and secondary emphasis programs.
  - **Partnerships for Program Revisions:** In Fall 2022, the College of Education, working in partnership with educational partner Grand Canyon Education's Curriculum Design and Development department, created and/or revised 106 course versions. In addition, five programs were created/revised with an effective date between July 1, 2022-December 31, 2022. In the Fall 2022 semester, the College resolved 226 cases related to course content, including requests to update broken hyperlinks, templates or rubrics, and instructor resources. In the Spring 2023 semester, the College created/revised 128 courses. In addition, 17 programs were created/revised with an effective date between January 1, 2023-June 30, 2023. The College resolved 410 cases related to course content between January 1, 2023-June 30, 2023. Throughout the 2022-2023 school year, 55 programs were in development.
  - **Program Reviews:** All COE programs complete a three-year or five-year review cycle to analyze assessment data, program success, and future actions needed for the programs. The University's Office of Assessment oversees the program review process. In 2022, COE completed seven program reviews, including the Bachelor of Science in Educational Studies, Bachelor of

Science in Elementary Education, Bachelor of Science in Elementary Education with an emphasis in Christian Education, Bachelor of Science in Elementary Education with an emphasis in ESL, Master of Arts in Autism Spectrum Disorders, Master of Arts in Curriculum and Instruction, and a Master of Arts in TESOL. In 2023, COE will complete seven program reviews. These include the Bachelor of Science in Elementary Education and Special Education, Bachelor of Science in Elementary Education with an emphasis in STEM, Bachelor of Science in Elementary Education with an emphasis in Teaching Reading, Master of Arts in Reading for Elementary Education, Master of Arts in Reading for Secondary Education, Master of Education in Special Education-Mild to Moderate Initial Teacher Licensure (ITL) and the Master of Education in Special Education-Mild to Moderate Non-Initial Teacher Licensure (NITL).

- **Model Code of Ethics:** The College of Education (COE) in collaboration with the Canyon Center for Character Education (CCCE) have been working to improve how to best assess our candidates' understanding of the Model Code of Ethics, CCCE College of Education Academic Program Competencies, COE Conceptual Framework, professional dispositions, and professional responsibilities in the field of education. The College seeks to raise the bar of the education profession and aims to help our graduates understand the importance of upholding ethical standards for the safety of those they will teach, the community in which they will teach, and to be good servant leaders on and off school campuses. COE and CCCE have begun revisions to the current ethics quizzes embedded in all licensure programs. The first phase of the revisions have focused on the Master of Education in Educational Administration and Leadership programs. The second phase will include all initial licensure programs at the undergraduate and graduate levels. The third phase will include advanced programs, and any additional pathways that might incorporate an ethics assessment. To ensure all stakeholders are appropriately included in the revision process, COE and CCCE leaders, faculty, and staff, across all departments, are reviewing what should be considered and assessed within the revisions. Based on stakeholder feedback, subject matter experts, data, and research, moving forward, the ethics quiz will now be an ethics assessment. This assessment will now be implemented in the first course, and again in a course later in the program of study, and it will also now have a scoring rubric so that a baseline can be provided as well to show growth as candidates progress throughout their respective programs. The new assessment will be developed by subject matter experts, followed by a formal peer review and college approval process before implementation into the respective programs.

- **Co-Curricular Progress:**
  - **Lopes for Literacy Committee:** The Lopes for Literacy Committee, a group consisting of faculty and staff from the College of Education, has developed significant content around Arizona's recent Science of Reading legislation change. This content includes blog posts, YouTube videos, and webinars. The materials developed to address and inform the Science of Reading was created by a team of faculty and staff that were also utilized in the development of curriculum to address the new legislation. This helped to ensure continuity and relevance of content to the curriculum and assessments used in courses. Specifically related to the Science of Reading, the Lopes for Literacy YouTube channel has featured seven videos sharing information including Scarborough's rope and phonological awareness, The Lopes for Literacy Committee is also working to develop teacher candidates in being agents of change for education. The Committee launched a revamp of the Lopes for Literacy Facebook page, which now has 585 members. Followers interact on posts, sharing fiction and nonfiction literature related to current events and holidays that can be used by educators and families to increase literacy.

- **Kappa Delta Pi:** The GCU chapter of the Kappa Delta Pi (KDP) honors society is dedicated to building the professional skills educators need to be effective in the field. Candidates are invited to join KDP twice per year based on grade point average. The GCU KDP chapter hosts professional development for the chapter officers who also plan learning experiences for members. This year, KDP officers participated in a professional development series in partnership with the College's Educators Rising chapter. Candidates completed asynchronous micro-credential sessions related to current topics in education (anti-bias instruction, classroom culture, and learner engagement) and then reflected as a group on takeaways. Candidates were able to receive certificates of completion that can be added to resumes.
  - **Educators Rising:** The COE's collegiate chapter of the national Educators Rising organization meets monthly to learn about and uplift the field of education. This year, the club organized and hosted an alumni panel in which COE alumni were invited to speak to Educators Rising club members to share inspirational words, tips for the first year of teaching, and how to approach the changing landscape of education. Educators Rising candidates also attend and complete in the state and national Educators Rising conference. Competitions include lesson planning, ethical debate, and creating children's literature.
  - **Impact Club**: The Impact Club is a student chapter of the Christian Educators Association. Through this club, campus and online candidates are invited to attend meetings and activities. Club members are gifted a membership to the Christian Educators Association to aid them in their practicum/field experience. Club members meet monthly to participate in Bible study as scripture relates to educators and classroom instruction. Each semester, Impact Club also participates in service-learning projects by adopting a local school and doing a donation drive. This year, the Impact Club adopted Valencia Newcomer School to collect clothing and shoes to donate to the school's "mall" in which students and families are able to take necessary items.
- **Community Outreach Progress:**
  - **Affiliation Agreements:** The College of Education continues to work alongside several university departments and colleges, such as those related to compliance, legal, site placement, and technology, to address the affiliation agreement processes between outside placement sites across the United States and Grand Canyon University. Progress includes several items. First, the College's service provider designated and hired Affiliation Agreement Coordinators to assist in systematic organization and daily maintenance involved in tracking, completing, and organizing affiliation agreements. One of the first action items completed by the newly hired Affiliation Agreement Coordinators included a thorough review and audit of all agreement documents on file. This process allowed for the College to have access to an up-to-date repository of agreements. Second, the College worked alongside key stakeholders to update the current affiliation agreement to provide more robust and thorough details outlining key elements for both the district/school site, college candidates, and the university. Some of these elements included, but are not limited to, more clarity around digital privacy and protection, FERPA, and additional appendices. Third, the College continued to work alongside technology teams to update system tracking and potential student-facing information.

Accomplishments
- **Academic Accomplishments:**
  - **MA TESOL:** The Master of Arts in Teaching English to Speakers of Other Languages (M.A. TESOL) program was revised to align to AAQEP standards and reflect current research, best practices, the 2018 Initial Pre-K-12 Teacher Preparation Program

standards, and Oregon TESOL standards. The revised program became effective in January 2023. While this program does not lead to licensure, completion of the program may meet certain criteria for endorsement.

- **Scholarship:** The College of Education faculty and staff participate in scholarship work through research, presentations, and publications. These include scholarship and work within GCU, but also to outside organizations and education stakeholders.
  - **Presentations**: In 2023, the College continued to participate in presentations to share scholarship and best practices with other educator preparation programs. Presentations of note include the Key Ministry Conference where Dr. Rebekah Dyer presented on Autism Inclusion in Higher Education. The College also had two presentations at the AAQEP Quality Assurance Symposium, sharing experiences with partnerships and residency models. The College also had a large presence at the Educators Rising National Conference in Orlando, FL, delivering a total of 4 presentations. Dean Dr. Meredith Critchfield presented on a panel for the plenary session at AACTE's inaugural convening on character formation in education.
  - **Publications:** The College faculty and staff published widely in 2023. Notably, faculty members such as Dr. Lynn Basko wrote an article for the *Journal of Scholarly Engagement* on best practices for increasing student persistence through teacher engagement. Dr. Rebekah Dyer completed a textbook chapter for the Joni and Friends Beyond the Suffering Curriculum, titled *Supporting Individuals with Autism in the Church*. Dr. Alicia Kozimor also completed a chapter for the edited volume called, *Using Data for Continuous Improvement in Educator Preparation*, to be published by Myers Education Press and sponsored by AAQEP, titled *Maximizing Student Outcomes: Harnessing the Power of Faculty Collaboration and Continuous Program Improvement*.
- **Relevant Resources on Student Success Center (SSC):** The College updated material and resources located on the Student Success Center. These updates included, but are not limited to, additional resources on Canyon Center for Character Education (CCCE), certification exam preparation, and expectations around educator professionalism.
- **Policy Updates:** To improve transparency and candidate experience, COE revised vital policies in the University Policy Handbook. The revisions followed the University process but also included several stakeholders to ensure updates were clear and helpful for all key stakeholders, such as State Compliance, the Office of Field Experience, and faculty. The following policies were updated to align with the most current practices and processes related to student teaching:
  - *Basic Skills and Content Area Exams (undergraduate and graduate)*
  - *COE Practicum/Field Experience policies (undergraduate and graduate)*
  - *COE Master's Degree and Graduate Certification Admission Requirements*

  The College continues to review University policies and is currently updating current the following policies: Candidate Fingerprint Clearance, Educational Administration policies, Graduate Admissions, Paid Opportunities, and TEACH Grant policies.
- **Collaboration on State-Specific Initiatives with State Compliance Department:** COE continues to spread its mission and vision nationwide by developing Graduate Certificates that can offer an alternative pathway for teacher candidates to be qualified licensed teachers in schools. As part of a larger University initiative and to support the effort to address the teacher shortage nationwide, COE has initiated state specific graduate certificates to prepare candidates for alternative pathways to advanced licensure. This innovative initiative intends to review state needs for certified teachers as well as student licensure needs to determine state specific initiatives. This process was used for the state of Oregon. COE has developed and submitted two

advanced programs: MA in TESOL and MA in K-12 Reading to the state of Oregon to meet endorsement requirements to earn a TESOL and reading interventionist endorsement respectively. Specific Oregon standards were analyzed and applied to the currently effective TESOL program and the newly developed K-12 Reading program. The College believes this project and future state specific projects will support the national need for educators, particularly in high-need areas.

- **AAQEP Alignment to Other Advanced Programs:** The College is currently prioritizing alignment of advanced programs to AAQEP standards. This alignment will follow the University and data driven revision cycles for the COE advanced programs. These revisions will also include an analysis of data to determine programmatic needs related to AAQEP.
- **Program Standards and Evaluation Committee (PSEC):** Over the previous year, the Program Standards and Evaluation Committee (PSEC) has made a concerted effort to increase diverse representation and membership. PSEC meetings are held monthly to discuss programmatic changes, College initiatives, and other education specific opportunities and challenges. The committee amended the existing bylaws to include adjunct faculty as voting members, as this voice was previously missing from committee meetings. Furthermore, participation in sub-committees, such as the Lopes for Literacy, lesson plan, and ethics committees has been expanded to include more adjunct faculty members.
- **Training Support**:
  - **Office of Field Experience Counselor Training**: The College of Education held specialized training sessions on various topics, such as edTPA and alternative pathways, with the Field Experience and Teacher Placement Counselors discussing policies, expectations, requirements, and resources. Trainings were designed in an effort to improve consistency, provide opportunity for college and operations team collaboration, and to ensure counselors are equipped with college resources and understanding of key topics and expectations to better assist education candidates in successful experiences in the field.
  - **College of Education All-Counselor Training**: The College of Education hosted multiple training sessions for all counselors in February and March 2023 with the Employee Learning and Development team to train over 1,000 university counselors, university development counselors, student services counselors, field experience counselors, teacher placement counselors, and all managers/leadership of each counseling team. The training included an in-depth discussion on candidate professionalism, certification exam preparation, practicum/field experiences updates, College of Education policies, and additional resources. The training was designed to improve consistency, provide an opportunity for college and operations team collaboration, and ensure counselors are equipped with college resources and understanding of university policy, as well as programmatic/state certification expectations. This not only assists counselors in informing potential COE candidates and providing guidance to those to enter into programs that best fit their future goals but also allows for counselors to better assist candidates in successful field experiences during their program and continuing on to certification in candidates' states of residence.
- <u>**Co-Curricular Accomplishments:**</u>
  - **Lopes Leap to Teach and Lead Career Fair:** The College hosts a biannual Career and Networking Event to connect educator candidates with current districts and sites for career and field experience opportunities. See section 7 under the Program Performance Indicators portion above for additional information on the Lopes Leap to Teach and Lead Career and Networking event.

- **Dean's Speaker Series:** The College hosts a semi-annual Dean's Speakers Series in both the fall and spring semesters. The purpose of the Dean's Speakers Series is to shine a light on the work done by educators both as classroom teachers, but also in other areas of education. This is a virtual event open to both online and traditional ground candidates, as well as faculty, staff, and COE stakeholders. One hundred and thirty attendees from around the United States attended the Fall 2023 Dean's Speaker Series and roughly 300 attended the Spring 2023 Dean's Speaker Series. Industry experts including administrators, new teachers, experienced and recognized teachers, and advocates for education shared their career journey and how to succeed as educators. In addition, participants hear panelists speak on topics such as Christian education, character education, and tips for first year teachers
- **Community Outreach Accomplishments:**
  - **College of Education Advisory Board:** In support of the College's Conceptual Framework and commitment to engage with key stakeholders to provide relevant, timely, and quality programs and opportunities, the College of Education seeks regular feedback and insight from key stakeholders in the field through the College of Education Advisory Board. Since 2022, the College has expanded the Advisory Board to include an additional 40 members. Board members are key stakeholders in the local and national education field. The College has continued to expand the opportunity to serve members outside of Arizona who choose to participate and contribute.
  - **GCU's Day of Giving:** The *Day of Giving* is a university-wide annual day of giving centered around philanthropy and showing GCU students the power of supporting the ideas and organizations stakeholders believe in. This year, the donation option for the College of Education was focused on increasing student scholarships. All donations to the Day of Giving empowered the College of Education candidates to take part in critical initiatives, allowing them to go into communities and make a difference while helping to uplift the education profession.

Innovations

- **Academic Innovations:**
  - **Field Experience Technology Innovations - Document Management System (DMS):** The College is continuing to work collaboratively alongside technology teams to further improve the current technology tools used for documentation and tracking of field experience requirements. These technological improvements will include the real-time electronic tracking of time requirements for student teaching and educational administration programs.

- **Community Outreach Innovations:**
  - **Kern Grant/Character Education Impact on Advanced Educational Administration and Leadership Programs:** The Robert D. and Patricia E. Kern Family Foundation, Inc. awarded Grand Canyon University a three-year grant of $2,271,000 to support the development of the Canyon Center for Character Education. Grand Canyon University's College of Education (COE) is working collaboratively with the Canyon Center for Character Education (CCCE) to train college faculty and staff on practical wisdom and practices to effectively embed character education and virtue development in PreK-12 educational administration and leadership. These training opportunities will have exponential impact on our advanced licensure programs as the faculty and staff develop innovative ways to support these concepts in revised and existing educator preparation programs. These trainings will align to the

rollout of the revised and new programs emphases for both the educational administration and leadership programs, beginning in the fall of 2023. Therefore, as COE works to teach out the older programs alongside the revised programs, all faculty are equipped to support and implement character education strategies for our future educational leaders.

- **Social Media (COE Blog, Top of the Class Podcast, Instagram):** The College is continuously working on a social media presence through blog posts, Instagram, Facebook, webinars, and podcasts. Content for social media post is developed from various stakeholders, including COE faculty, staff, and candidates as well as currently practicing professionals in the field. The purpose of these posts is both to share the unique aspects of the College and to promote knowledge on educational trends and practices. Metrics on social media posts are evaluated regularly to determine additional content and platform needs. For instance, there has been a 28% increase in followers on Instagram as a result of concerted efforts to engage with the education community via social media.