



AAQEP Annual Report for 2024

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| Provider/Program Name: | Corban University |
| End Date of Current AAQEP Accreditation Term (or “n/a” if not yet accredited): | 12/31/2028 |

PART I: Publicly Available Program Performance and Candidate Achievement Data

1. Overview and Context

This overview describes the mission and context of the educator preparation provider and the programs included in its AAQEP review.

History

Education, as a vocation, has been a part of Corban’s history since the 1970s when Corban collaborated with other Oregon institutions to assist Corban students in earning their Oregon Teaching License. In 1992, final approval from the Teacher Standards and Practices Commission (TSPC) for the State of Oregon was given to Corban to prepare both elementary and secondary teaching candidates for licensure in the Traditional Undergraduate Program (TUG). As a result of increasing requests for initial teaching license preparation in Oregon, in the summer of 2004 Corban began its Master of Science in Education (M.S.Ed.) and Graduate Teacher Licensure (GTL) programs.

Corban’s education department is designed to provide a foundation for leadership in educational service, both in public and Christian schools. Its courses are designed to give theoretical training, pedagogical content knowledge, pedagogy skills, and practical experience.

The education faculty, serving as advisors to the students, are committed to helping them achieve the competencies necessary for a successful teaching experience; we desire to prepare teachers who will be well equipped to serve in both the public and private sectors of education.

To best serve students for an increasingly diverse K-12 student population, Corban began offering the English for Speakers of Other Languages Endorsement (ESOL) in 2006. Corban's Educator Preparation Program aligns with the greater Corban University mission where we are dedicated to preparing highly effective teacher candidates who will make a difference in the world. This has resulted in Corban being respected as one of the premier institutions of teacher preparation in our region.

Mission Statement

To prepare educators who will serve in their school community, strive for professional excellence, think from a biblical worldview, and pursue a life that glorifies God.

Diversity Statement

We are committed to a community that values the worth of every individual. We strive for unity as a diverse community locally and globally. Teachers recognize the assets students bring, the various contexts in which individual students thrive, and must advocate for the needs of all students. Teachers empower students' learning by providing the best learning environments possible and will not discriminate based on students' race, ethnicity, linguistic background, sexual orientation, gender identity, religious belief, socioeconomic status, and academic ability.

International Opportunities & Global Impact

Corban's faculty and staff have developed international relationships that provide one-of-a-kind teaching opportunities around the world. Corban education majors can choose from a variety of short-term teaching opportunities, often over the summer, in places such as Indonesia, South Korea, Peru and Africa.

Corban also partners with a network of five Christian schools in Indonesia ([Sekolah Pelita Harapan](#)). Some Corban graduates decide to spend the first few years of their teaching career at SPH schools or other international schools, to experience a new culture, pay off student loans, and continue to develop their teaching skills in a multicultural setting.

Preliminary Licensure Programs

Programs which are AAQEP accredited are Corban's Preliminary Licensure Programs:

- Undergraduate Preliminary License Elementary Multiple Subjects with ESOL Endorsement
- Undergraduate Preliminary License Single-Subject
- Graduate Teacher Licensure (GTL) Elementary Multiple Subjects

- Graduate Teacher Licensure (GTL) Single-Subjects

Undergraduate (TUG) Bachelor of Arts or Bachelor of Science Degree

Undergraduate Preliminary License Elementary Multiple Subjects. The Traditional Undergraduate (TUG) Program in teacher licensing for elementary education at Corban University is designed for individuals seeking to earn a Bachelor of Science or Bachelor of Arts Degree in Elementary Education, a preliminary teacher license in elementary education, and an ESOL endorsement within four years. Students in this program are required to take the ESOL endorsement coursework as part of their degree program; however, recommendation for the ESOL endorsement is contingent upon the successful completion of an ESOL practicum and passing of the NES ESOL Exam. Similarly, students are only recommended for the preliminary license in elementary education upon completion of all necessary TSPC requirements, exams, coursework, and practica. The multiple-subjects program is designed to meet all requirements needed for the degree, preliminary teaching license, and ESOL endorsement.

Both the undergraduate multiple subjects and single-subject programs include coursework in communications, humanities, social sciences, science, and math. The programs also contain coursework that balances education theory and philosophy, general pedagogy and management, content-specific pedagogy and methods, and practicum experiences. Most general education requirements for the degree portion of the program are completed within the first two years. The final two years are more focused on education courses, specific content instruction, and teaching practica. Coursework is primarily offered in person, though some courses are also offered online. The programs are designed to meet all requirements needed for the degree and preliminary teaching license, and ESOL or single-subject endorsement.

Undergraduate Preliminary License Single-Subject. The Traditional Undergraduate (TUG) Program in teacher licensing for single-subjects at Corban University is designed for individuals seeking to earn a Bachelor of Science or Bachelor of Arts Degree in a single-subject Field of Education, and a preliminary teacher license in a single-subject program. Students in the program are encouraged to take the ESOL endorsement coursework as part of their degree program, though this is an option, not a requirement. Recommendation for the ESOL endorsement is contingent upon the successful completion of an ESOL practicum and passing of the NES ESOL Exam. Similarly, students are only recommended for the preliminary license in their respective single-subject field upon completion of all necessary Oregon Teacher Standards and Practices Commission (TSPC) requirements, exams, coursework, and practica. The single-subject programs combine all coursework needed for a Bachelor of Science or Bachelor of Arts Degree.

Graduate Teacher Licensure Program (GTL)

This program is designed for candidates who have an accredited bachelor's degree but have not completed a course of study in education. Upon completion of the program, the candidate will be eligible for a Preliminary Teaching License in Oregon. Candidates in

the Graduate Teacher Licensure (GTL) program can pursue a multiple-subject or single-subject endorsement. The following is a list of single-subject endorsements currently offered: Biology, Health, Language Arts, Mathematics, Music, Physical Education, and Social Studies. The graduate licensure program attracts a wide demographic of candidates due to the flexibility and design of the program. Candidates may already be employed in a school as a paraprofessional, working as a substitute teacher, already teaching on an emergency license, or new to the field of education and seeking a career change. All coursework is designed to fulfill requirements from TSPC so candidates, upon successful completion of the program, can be recommended for a preliminary license.

The program was campus-based, but for the 2023-24 school year delivery began primarily through an online format. Some methods courses may still be taught in a hybrid model for students that are local. Some candidates in the graduate teacher licensure program are already employed in a school under an emergency teaching license. In these cases, the clinical placement in the candidate's final semester is conducted in an intern model setting. The candidate's in-building supervisor functions as the cooperating teacher in conjunction with the University Supervisor.

Graduate Teacher Licensure (GTL) Elementary Multiple Subjects and Single-Subjects. The Graduate Teacher Licensure (GTL) multiple subjects and single-subject programs are composed of educational theory and philosophy, general education pedagogy and management, content-specific pedagogy and methods, and practicum experiences. The programs are four semesters; the first three semesters involve coursework and a practicum, and the final semester consists of the candidate's final full-time clinical placement. All coursework is offered in a manner to allow candidates to be employed up until the final semester of clinical placement.

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.corban.edu/academics/graduate-programs/education/graduate-teacher-licensure/aaqep-accreditation/>

- **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 2023-2024

| 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 05/24) | Number of Completers in most recently completed academic year (12 months ending 05/24) |
|---|---|--|---|
| <i>Programs that lead to initial teaching credentials</i> | | | |
| Undergraduate: Preliminary License Elementary Multiple-Subjects | Oregon PK-12 Preliminary License: Elementary Multiple Subjects | 29 | 11 |
| Undergraduate: Preliminary License Single-Subjects | Oregon PK-12 Preliminary License: Single-subject | 16 | 3 |
| Graduate: Preliminary License Elementary Multiple-Subjects | Oregon PK-12 Preliminary License: Elementary Multiple Subjects | 2 | 0 |
| Graduate: Preliminary License Single-Subjects | Oregon PK-12 Preliminary License: Single-subject | 9 | 6 |
| Total for programs that lead to initial credentials | | 56 | 20 |
| <i>Programs that lead to additional or advanced credentials for already-licensed educators</i> | | | |
| ESOL Endorsement | ESOL Endorsement | 0 | 1 |
| Added Content Endorsement Program | Content Area Endorsement (e.g. Biology) | 2 | 10 |
| Total for programs that lead to additional/advanced credentials | | | 11 |
| <i>Programs that lead to credentials for other school professionals or to no specific credential</i> | | | |

| | | | |
|---|--|----|----|
| N/A | | | |
| Total for additional programs | | 0 | 0 |
| TOTAL enrollment and productivity for all programs | | 58 | |
| Unduplicated total of all program candidates and completers | | 58 | 31 |

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

- **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.

58

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.

31

C. **Number of recommendations** for certificate, license, or endorsement included in Table 1.

We submitted 23 recommendations for our completers. This number contains all recommendations for Oregon licensure or endorsement currently made for 2023-24 completers as indicated above in Table 1. Several completers moved out of the state and

chose to not apply for licensure or endorsements in Oregon and some are in the process of identifying what needs to be done for their current situation. This number also does not include recommendations made during the year for completers of other years.

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.

| Program | # of Completers | # of Completers in 1.0 timeframe (percentage) | # of Completers in 1.5 timeframe (percentage) |
|---|------------------------|--|--|
| Undergraduate: Preliminary License Elementary Multiple-Subjects | 11 | 11 (100%) | 0 |
| Undergraduate: Preliminary License Single-Subjects | 3 | 3 (100%) | 0 |
| Graduate: Preliminary License Elementary Multiple-Subjects | 0 | 0 | 0 |
| Graduate: Preliminary License Single-Subjects | 6 | 6 (100%) | 0 |
| ESOL Endorsement (Graduate) | 1 | 0 | 1 (100%) |
| Added Endorsement (Graduate) | 10 | 8 (80%) | 2 (20%) |

The ESOL endorsement-only student failed the practicum the first time and had to retake it. They passed the second time. Neither of the added endorsement instances indicates any issues in the program or difficulty in completing the program in the expected timeframe. It was the students’ wish to extend the program timeframe and semester of practicum due to personal reasons not related to the program.

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%.

Performance Assessments

TUG students (multiple subject and single subject candidates) completed a TCPA as a performance assessment in year 2 of the pilot program at Corban for the new option provided by the state. During the spring semester, 14 TUG students completed their TCPA. Of those 14, 8 passed on first try, 5 passed on the first resubmit, and 1 chose not to resubmit. Average scores of passing TCPAs was 74.63 with the target being a score of 54 with no 1s. Of the 5 resubmitted TCPAs, there was an average increase of 4.6. The one student who chose not to resubmit will not be recommended for licensure until they resubmit and pass the TCPA. 93% of students who submitted the TCPA passed within 1 resubmit.

GTL students from the 2023-24 year also completed the TCPA as their performance assessment. Out of the 6 completers only 1 needed to resubmit and they passed with the first resubmission. The average score of passing TCPAs was 75, with the same target of 54 with no 1s.

Content Area Exams

Out of our 31 program completers for the 2023-24 year, 27 took at least one of their content tests. Since it is not required for the program to pass the content test, those 4 are counted as completers but not recommended for licensure. Additionally, not all tests for this years' completers were taken within the 23-24 school year, but they were included in this chart to give evidence for the completers. The tests taken during the 23-24 school year that were not for the year's completers were not shown on this chart.

| Test Name | Number Passed | Total Number of Test Submissions | Pass Rate |
|-------------------------|---------------|----------------------------------|-----------|
| Elementary Education I | 10 | 10 | 1.0 |
| Elementary Education II | 10 | 10 | 1.0 |
| ESOL | 9 | 10 | .9 |
| Mathematics | 0 | 1 | 0 |
| Music | 2 | 5 | .4 |
| Physical Education | 10 | 14 | .71 |
| Social Studies | 1 | 1 | 1.0 |

The one ESOL failed test score was due to an interruption by the testing site. The three failed music test scores were completed by the same person, ending just five points shy of passing. For the two completers above multiple measures options were used to recommend them for licensure. The one completer who took the Mathematics test has not been recommended for licensure. The four failed test scores in Physical Education are from the same graduate level student who has not been recommended for licensure.

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

We collected an exit survey from our completers regarding how well they felt prepared by the preparation program. 95% of our completers filled out this survey. One GTL student did not complete the survey. The responses were overwhelmingly positive with very few critiques that were concentrated from only a few students. Our strongest category was preparing them to “Reflect on and self-evaluate teaching to improve practice” with 100% selecting either Agree (5) or Strongly Agree (14). This is the same strongest category from last year. Our weakest category was “Develop connections to community resources” with 6 Strongly Agree, 7 Agree, 5 Neutral, 1 Disagree. All results and comments were reviewed in a department meeting.

Oregon Association of Colleges for Teacher Education (OACTE) is the state affiliate for the national organization (AACTE), and the EPP members of OACTE have engaged a professional organization to create and implement a survey of new teachers (within two years of completing a licensure program) and their employers since the 2012-2013 academic year. During the 2023-24 academic year, the EPP members of OACTE collectively decided to stop this form of data collection due to rising costs and the lack of resulting meaningful data from the survey. Response rates were decreasing, especially the employer component which made it increasingly difficult to gather any helpful insight from the results. There was a decision to explore options for the future, as well as a move by the Oregon Legislature to codify an Oregon educator database/survey to collect data.

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

For the past decade, Corban received two pieces of evidence from employers of program completers – LEGENDS data from the Salem-Keizer school district, and the OACTE survey mentioned in the section above.

LEGENDS: Corban University School of Education is a founding and continuing member in the Salem-Keizer Clinical Collaborative, which is a partnership between one of the largest school districts in the state of Oregon and three EPPs – Corban, Western Oregon University, Pacific University. The purpose of the partnership is to strengthen, revise or re-invent how EPPs and K-12 Districts can partner for improvement of teacher preparation. One of the essential agreements in the partnership is the district’s sharing of teacher performance data with EPPs – regarding their recent program completers who are currently teaching in the district. That data is based on the district’s teacher evaluation instrument (LEGENDS). There is likely variability in how principals or evaluation supervisors score, especially given the size of the district and number of administrators. Corban and Salem-Keizer recognize that these indicators are high standards for novice teachers.

The 2022-23 and 2023-24 LEGENDS report was not provided to Corban by the district. We have requested it, but there has been transition and turnover in the office that provides us with the data in the past. We hoped to get it prior to this annual report being submitted. Conversation with the new employees in the office are considering how they provide the report to EPPs, not just Corban, so we are in limbo as to when we will receive the report and what data will be included.

OACTE survey: This report was discontinued in 2023-24.

As mentioned below, a goal for the future will be to identify the best methods for gathering this data. It is unfortunate that both sources of data have gone away in the same timeframe. However, there are ongoing conversations with EPP partners and state entities (TSPC and ODE) about partnering to establish new plans for collecting data from employers.

Additionally, a trend we have experienced at Corban recently is that a greater percentage of completers have moved out of state to begin their career in education. As an institution, we must develop a plan to collect data from employers out of state that aligns with but is not dependent upon what is happening in the state.

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.

We conducted a survey of all graduating TUG students and GTL students at the end of their program. We ask if they have been hired for a teaching position and note their answers in our alumni tracker. At the beginning of the next school year, faculty collaborates and reports information regarding the completers employment which had been collected via connections. Completers are also prompted to update us with employment information on an alumni update form on our website, through social media, and at completer days.

Out of the 6 GTL completers and 14 TUG completers for 2023-2024, we have employment reports for 19 completers. 13 planned to stay in the state either in full teaching positions or subbing, 5 moved to work in other states, 1 is continuing education in another discipline.

- **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 |
|---|---|--|
| TCPA – Clinical Placement Performance Assessment replaced edTPA (1a-1e) | Candidates will receive a 54 on the assessment and no 1's on any rubric row. There are 27 rows, which leads to a minimum of 54 to pass. | 6 GTL students completed their TCPA, 5 (83%) passed on first try and the remaining student passed on their first resubmit. 14 TUG students completed their TCPA. Of those 14, 8 (57%) passed on first try, 5 (36%) passed on the first resubmit, and 1 chose not to resubmit. |

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|------------------------|---|---|
| | | Out of all students, 95% passed within 1 resubmission. |
| Capstone (1a-1e) | Candidates must receive a 2 or higher on every rubric row of this assessment to pass. There are 38 rubric rows, so the minimum required total passing score is 76 (41 rows and a score of 82 for ESOL endorsements). | <p>8 TUG students (57%) completed the task and met the requirements on their first submission.</p> <p>5 TUG students (36%) completed the task and met the requirement with 1 resubmission, 3 (60%) of the 5 only needed an addition of 1 to 5 points on their resubmission to pass.</p> <p>1 TUG student did not pass the first submission and chose not to resubmit.</p> <p>93% of TUG students completed the task within 1 resubmission.</p> <p>5 of 6 GTL students completed the task and met the requirements on their first submission. 100% of GTL students completed the task within 1 resubmission.</p> |
| CPAST (1a,1b,1d,1e,1f) | Students must score a 2 or higher on every line of the CPAST. Any score of a 1 on any row of the rubric on the final, summative CPAST scoring needs to be accompanied by a note in the comment section and a rationale as to why/why not the candidate is licensable. | <p>85% of the 20 completers scored a 2 or higher on each line. The remaining three students received 1s on one or more items.</p> <ul style="list-style-type: none"> - One student received a 1 on q,r. These items are about timeliness and preparation. This student also chose not to resubmit their Capstone. |

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| | | - One student received a 1 on b,d,o,r and one student received a 1 on f,g,k. Both were supervised by adjuncts. Neither of these completers have been recommended for licensure. |
| OACTE Completer/Employer Survey (1e,1f) | As a survey of completers, there is no performance expectation linked to completing our program. We desire data to result from this survey to show us the strengths and areas of improvement for our program. We see it as a measure of program success when the resulting data shows Corban completers performing above the mean of the state average. | See information in Table 2.F. |

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 |
|--|---|--|
| TCPA – Clinical Placement Performance Assessment replaced edTPA (2a,2b,2c,2e,2f) | Candidates will receive a 54 on the assessment and no 1’s on any rubric row. There are 27 rows, which leads to a minimum of 54 to pass. | 6 GTL students completed their TCPA, 5 (83%) passed on first try and the remaining student passed on their first resubmit. 14 TUG students completed their TCPA. Of those 14, 8 (57%) passed on first try, 5 (36%) passed on the first resubmit, and 1 chose not to resubmit. Out of all students, 95% passed within 1 resubmission. |

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|---------------------------|---|--|
| Capstone (2a,2b,2c,2e,2f) | Candidates must receive a 2 or higher on every rubric row of this assessment to pass. There are 38 rubric rows, so the minimum required total passing score is 76 (41 rows and a score of 82 for ESOL endorsements). | <p>8 TUG students (57%) completed the task and met the requirements on their first submission.</p> <p>5 TUG students (36%) completed the task and met the requirement with 1 resubmission, 3 (60%) of the 5 only needed an addition of 1 to 5 points on their resubmission to pass.</p> <p>1 TUG student did not pass the first submission and chose not to resubmit. 93% of TUG students completed the task within 1 resubmission.</p> <p>5 of 6 GTL students completed the task and met the requirements on their first submission. 100% of GTL students completed the task within 1 resubmission.</p> |
| CPAST (2e,2f) | Students must score a 2 or higher on every line of the CPAST. Any score of a 1 on any row of the rubric on the final, summative CPAST scoring needs to be accompanied by a note in the comment section and a rationale as to why/why not the candidate is licensable. | <p>85% of the 20 completers scored a 2 or higher on each line. The remaining three students received 1s on one or more items.</p> <ul style="list-style-type: none"> - One student received a 1 on q,r. These items are about timeliness and preparation. This student also chose not to resubmit their Capstone. - One student received a 1 on b,d,o,r and one student received a 1 on f,g,k. Both were supervised by adjuncts. Neither of these completers have been recommended for licensure. |

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| OACTE Completer/Employer Survey (2a-2f) | As a survey of completers, there is no performance expectation linked to completing our program. We desire data to result from this survey to show us the strengths and areas of improvement for our program. We see it as a measure of program success when the resulting data shows Corban completers performing above the mean of the state average. | See information in Table 2.F. |
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• **Notes on Progress, Accomplishment, and Innovation**

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

1. **Continued development of the fully online GTL program:** The 4-semester program entered the fall 2024 semester preparing for candidates to complete their clinical practicum in a virtual setting. We piloted GoReact over the summer and have fully implemented the tool to assist with mentoring candidates in their final semester. So far, this system has been working well this fall, and we are looking forward to continued improvement in implementation.
2. **Incorporated Oregon SEL standards across program:** Using our department curriculum matrix, we were able to incorporate SEL standards into the curriculum seamlessly by identifying what we already were doing that aligns and intentionally crafting a few more touch points in courses to address the standards comprehensively.
3. **Hosted October PD day on campus:** Building off the success of the 2023 event, we doubled in size for the event this fall and hosted around 400 educators on our campus for the day.
4. **Revised Lesson Observation tool:** With help from stakeholders our department redesigned our lesson observation tool to better capture and collect meaningful information regarding candidate performance when teaching.

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| Date sent to AAQEP: | 11/19/2024 |
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