AAQEP Annual Report for 2025

Provider/Program Name:	Eastern Oregon University
End Date of Current AAQEP Accreditation Term (or "n/a" if not yet accredited):	June 30, 2028

PART I: Publicly Available Program Performance and Candidate Achievement Data

1. Overview and Context

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

The mission of EOU:

EOU guides student inquiry through integrated, high-quality liberal arts and professional programs that lead to responsible and reflective action in a diverse and interconnected world.

As an educational, cultural, and scholarly center, EOU connects the rural regions of Oregon to a wider world. Our beautiful setting and small size enhance the personal attention our students receive. At the same time, partnerships with colleges, universities, agencies, and communities add to the educational possibilities of our region and state.

The Core Themes and objectives are on the [EOU Mission and Core Themes page](#).

EOU College Structure
EOU has four colleges: College of Education (COE), College of Business (COB), College of Arts, Humanities, and Social Sciences, and College of STM and Health Science. Additional programs offered at EOU include a partnership with The College of STM and Health Science, a collaboration with OHSU School of Nursing, Early College Initiatives, and Military Science & ROTC. EOU currently offers 47 degrees (with optional concentrations), with 33 fully available online degrees (as of 12/25).

EOU's current enrollment is approximately 2,704 students, including those who attend online. Our data shows that only 68% of EOU student enrollment is from Oregon. Of this, 38% are part-time, and 62% are full-time.

Organization of the Unit - College of Education
The College of Education (CoE) comprises the dean's office, chair, placement & licensure coordinator, program advisors, program chairs, and faculty.

On-Site Locations
In addition to the EOU La Grande campus, the CoE offers the undergraduate initial teacher preparation program onsite at the following locations:
- Clackamas, Oregon - Clackamas Community College
- Hybrid – available to students via Zoom

Organization of Initial Teacher Preparation Programs
The College of Education (CoE) offers initial teacher preparation programs (undergraduate and graduate), add-on programs (graduate or endorsement only), and additional programs.

Initial Licensure Programs:
- Undergraduate Elementary Education with ESOL Endorsement
- Undergraduate Special Education
- Master of Arts in Teaching:
  - Elementary Education
  - Secondary Education - Single Subjects
    - Advanced Mathematics (includes Foundational Math)
    - Agricultural Science

- Biology
- Business: Generalist
- Chemistry
- English Language Arts (includes Foundational ELA)
- Health
- Integrated Science (includes Foundational Science)
- Physics
- Social Studies (includes Foundational Social Studies)
- World Languages (German; Spanish)
- Secondary Education - Program Required Areas as determined by the Oregon Teacher Standards and Practices Commission
  - Art
  - Music
  - Physical Education

Add-On Programs:
The following add-on programs require the candidate to hold a valid teaching license already and are seeking to add an additional teaching field to their license:
- English for Speakers of Other Languages
- Reading Intervention
- Special Education: Generalist

Other Programs:
- Early Childhood Education - Non-Licensure
  - Early Childhood Certificate
  - Associate of Arts
  - Bachelor of Applied Science
- Master of Science (MS)
- Career and Technical Education (CTE)
- Certificate and Associate of Arts (AA) in Education
- ESOL Certificate
- Curriculum Leadership Certificate
- Trauma in Educational Communities
- Dyslexia Concentration

- Master of Social Work

Program Design:
Undergraduate Initial Teacher Preparation & Special Education:
The undergraduate dual program in elementary multiple-subjects and ESOL at Eastern Oregon University is a two-year cohort-based program that builds upon a foundation of multidisciplinary coursework. Elementary candidates complete an [Elementary Education Degree](#) with a concentration in ESOL. Special Education candidates complete a [bachelor's degree](#) in Special Education Initial Teacher Licensure. Most candidates also complete a [Multidisciplinary Studies](#) major unless they transfer in an AAOT degree (or equivalent) and opt to complete the [content area pathway](#) instead of the Multidisciplinary Studies major. Candidates complete most, if not all, of the Multidisciplinary Studies coursework before entering the two-year program. Undergraduate candidates in the Instructional Assistant (IA) Pathway may choose to include the ESOL concentration. The IA Pathway allows working individuals to complete their teaching licensure while utilizing their daily work experience. The Special Education Initial Teacher Licensure program candidates do not complete the ESOL concentration.

The full-time, intensive dual program blends classroom experience and academic coursework every term. Throughout the hybrid program, coursework includes face-to-face and online components. The program utilizes a combination of [10-week courses and 5-week courses](#). Regular 10-week terms are split into two mini-terms (A terms are weeks 1-5, and B terms are weeks 6-10) with the intent that candidates can focus on fewer course concepts at a time in an intensive manner. In contrast, ESOL and field experience courses are still delivered in the traditional 10-week format.

The Elementary Education dual program is offered at three sites: Clackamas, La Grande, and hybrid, whereas the Special Education program is provided via hybrid only.

Master of Arts in Teaching (MAT) - Elementary or Secondary Initial Teacher Preparation:
The College of Education's full-time, intensive Master of Arts in Teaching (MAT) program blends professional experience obtained in classroom settings and academic preparation.
The MAT cohort program is a 10-month hybrid program. [Most courses](#) are organized into 5-week mini-terms coinciding with the EOU 10-week academic term (e.g., fall A includes weeks 1-5, fall B includes weeks 6-10). The program's first term (summer) is 6 weeks, with the first week of the term in residence on the La Grande campus. During [each mini-term](#) (summer, fall, and winter only), candidates are in class each Monday evening via Zoom. During the spring term, candidates meet bi-monthly to in Student Teaching Seminar to discuss their placement, experience and other topics. Candidates must meet synchronously, asynchronously, and face-to-face throughout the program.

MAT Teacher Candidates are placed in K-12 classrooms to work alongside and learn from Mentor Teachers and a University Supervisor. Candidates have two placements (fall term - A placement and winter/spring terms - B placement) in the appropriate endorsement-seeking area, typically completing two different grade levels. Candidates are expected to be in placement during all teacher contract hours except Fridays in placement A. The field experience expectations are developmental and culminate with a 15-week student teaching experience. The Student Teaching experience meets requirements set by the Oregon Teacher Standards and Practices Commission ([584-400-0140](#)) for pre-service candidates.

To enter the [MAT-Secondary](#) program, at minimum, they must have completed a minor related to the content of the [endorsement](#) they seek, preferably a major. Math, Biology, Chemistry, Physics, General Science, and Social Science are exceptions to this general guideline, as faculty content area specialists in these areas have provided guidance for more specific entrance requirements.

Some endorsement programs offered as part of the MAT-Secondary program require complete programs: Art, Music, and PE. Building upon the content area foundation from their undergraduate studies, candidates in these programs complete the same courses as other candidates in the MAT-Secondary program, with the exception that the methods courses and field experiences are by endorsement. Within other general courses in the program, candidates tailor concepts and applications to selected endorsement areas.
All MAT candidates can opt into the 2-year program which adjusts the [Elementary](#) and [Secondary](#) course and practicum schedules accordingly.

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.eou.edu/college-of-education/

2. Enrollment and Completion Data

Table 1 shows current enrollment and recent completion data, disaggregated by program and license/certificate, for each program included in the AAQEP review.

Table 1. Program Specification: Enrollment and Completers for Academic Year 2024-2025

Degree or Program offered by the institution/organization	**Certificate, License, Endorsement, or Other Credential** granted by the state	**Number of Candidates Enrolled** in most recently completed academic year (12 months ending 8/25)	**Number of Completers** in most recently completed academic year (12 months ending 8/25. 8/25)
Programs that lead to initial teaching credentials			
Undergraduate	Preliminary Licensure - Multiple Subjects	79	34
	Preliminary Licensure – Generalist Special Education	8	4
Master of Arts in Teaching	Preliminary Licensure – Multiple Subjects	51	15
Master of Arts in Teaching	Preliminary Licensure – Single Subject	90	35
	Endorsement: Ag Science	*2*	*0*
	Endorsement: Art	*3*	*0*
	Endorsement: Biology	*4*	*1*
	Endorsement: Business	*1*	*0*
	Endorsement: Health	*7*	*0*
	Endorsement: Language Arts	*9*	*7*
	Endorsement: Math	*9*	*7*
	Endorsement: Music	*6*	*4*
	Endorsement: PE	*23*	*7*

	Endorsement: Science	*8*	*1*
	Endorsement: Social Studies	*24*	*9*
	Endorsement: World Language/Spanish	*2*	*1*
	Total for programs that lead to initial credentials	228	88
Programs that lead to additional or advanced credentials for already-licensed educators			
N/A		0	0
	Total for programs that lead to additional/advanced credentials		
Programs that lead to P-12 leader credentials			
N/A		0	0
	Total for programs that lead to P-12 leader credentials		
Programs that lead to credentials for specialized professionals or to no specific credential			
N/A		0	0
	Total for programs that lead to specialized professional or no specific credentials	0	0
	TOTAL enrollment and productivity for all programs	228	88
	Unduplicated total of all program candidates and completers		

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.
228 candidates were enrolled during the reporting year.   This number includes those who are enrolled and completed, as our reporting year is Sept. 1, 2024– August 31, 2025. All UG and MAT students who were in the program during this time period were counted as enrolled. Those who completed by the 8/25 reporting timeline were counted as completers.
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.
29 unique completers.   *At EOU, in the secondary MAT program, we do not only endorse in the area of health; therefore, all candidates seeking the health endorsement are dual endorsed in PE. *There were no candidates matching this criteria this reporting year.*   **In the UG program, candidates are dual endorsed by ESOL. The only exception is the Instructional Assistant pathway candidates who enter the program with an extraordinarily high number of credits. The ESOL endorsement is waived during the program, and they have the option to add it after completing the program.
C. **Number of recommendations** for certificate, license, or endorsement included in Table 1.
3 candidates returned to complete licensure from previous cohorts.
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.
AY 24-25:   UG Elementary - 34 of 37 candidates completed the program within the expected or 1.5 times the expected timeframe, resulting in a cohort completion rate of **91.9%**.   UG Special Education – **100%** completion rate.

MAT Elementary - 15 of 18 candidates completed the program within the expected or 1.5 times the expected timeframe, resulting in a cohort completion rate of **83.3%**.
MAT Secondary - 35 of 40 candidates completed the program within the expected or 1.5 times the expected timeframe, resulting in a cohort completion rate of **87.5%**.

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%.

The assessments used for state licensure are described below, along with the data results. Any results that did not meet the 80% threshold are highlighted. Low N is shown for many of the endorsement area tests as a small program. The highlighted areas show data showing the pass rate below 80%.

Professional Teaching Portfolio (PTP): The PTP is a culminating assignment required by the state of Oregon. This assessment aligns with the College of Education, state, professional, and national standards. It was designed in collaboration with Southern Oregon University. Candidates must meet the minimum requirements set by the universities and be guided by the state of Oregon.

PTP Elementary Education: Literacy with Mathematics is required to be passed by all Oregon Multiple Subject candidates.
MAT Elementary:18 students, 89% passed, *first attempt* pass rate 72%
UG Elementary 35 students,100% passed, *first attempt* pass rate 83%*
Students can resubmit their portfolio until passed.

For the Secondary program, candidates are required to complete the PTP in their content area.
MAT Secondary: 29 students, 93% passed, *first attempt* pass rate 86%

In total, 82 students completed the PTP with a 95% pass rate.

Content Tests (ORELA): *Elementary* - Elementary teacher candidates must successfully complete the Elementary Education Subtests I and II. The ORELA® exams are utilized at two different transition points within the program. The ORELA® Elementary Education Subtests II is required for admissions to the program, and the Elementary Education Subtests I is required before student teaching. In addition, the ORELA® is used to document teacher candidate development towards College of Education, state, professional, and national standards and to improve the program. This assessment aligned with the College of Education, state, professional, and national standards.

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Secondary - All secondary MAT endorsement areas utilize ORELA®, except for the Agricultural Science endorsement, which requires a PRAXIS® exam offered by the Educational Testing Service (ETS). Candidates seeking multiple endorsements must pass the exam for each content area to be eligible for recommendation for licensure.

The following data is provided from the ORELA Results Analyzer Test Data. The following data is for each licensure endorsement area for AY 24-25

Test Name	% Pass	% Pass - State	% Pass Att. 1	% Pass Att. 1 - State
Art	Low N	Low N	Low N	Low N
Biology	Low N	Low N	Low N	Low N
Business Ed	Low N	Low N	Low N	Low N
Chemistry	Low N	Low N	Low N	Low N
Elem Ed I	78%	78%	85%	81%
Elem Ed II	Low N	48%	50%	56%
Eng Oth Lang	82%	82%	88%	85%
English	Low N	Low N	Low N	Low N
English Language	Low N	Low N	Low N	Low N
General Science	Low N	Low N	Low N	Low N
Health	Low N	Low N	Low N	Low N
Mathematics	Low N	Low N	Low N	Low N
MG Math	Low N	Low N	Low N	Low N
Phys Ed	Low N	67%	Low N	73%
Soc Science	Low N	55%	Low N	Low N
Spanish	Low N	Low N	Low N	Low N
Spec Ed	100%	100%	100%	100%

EOU allows candidates to either be reviewed for multiple measures or complete the content tests*. For AY 24-25, EOU utilized multiple measures for candidates 44 times.

MAT Elementary: 10
MAT Secondary: 22
UG Elementary: 12

During the application process for the MAT program, all candidates are reviewed for multiple measures. In the UG program, candidates can take the content test or be evaluated using Multiple Measures.

Observation Forms - Danielson Framework for Teaching©: The University Supervisor Observations are used at two transition points in the program. One observation is completed during the late fall term (weeks 7-10) to determine student teaching promotion. The remaining observations (four) are completed during the student teaching experience. The schedule of when observations are due is provided in the [Initial Teacher Preparation handbook](). The observations are also used to document teacher candidate development during the program towards College of Education, state, professional, and national standards and to improve the program. This assessment [aligns]() with the College of Education, state, professional, and national standards.

The minimum threshold for Observation #4 was 13 pts.

MAT - ELE:
100% met minimum threshold*
Mean score: 21.4

MAT - SEC:
93% met the minimum threshold*
Mean score: 19.9

UG - ELE:
100% met minimum threshold*
Mean score: 19.1
Candidates who exceed 2 points below the minimum threshold during observations will be re-evaluated. If their score is within 2 points of the threshold, it will be recorded, and if deemed necessary by their supervisor, they may be placed on an assistance plan for additional support.

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

EOU Program completer feedback is collected through an exit survey administered at the conclusion of each preparation program. The survey assesses candidates' perceptions of their preparedness across key competencies aligned with professional standards,

including instructional decision-making, assessment practices, content knowledge, culturally responsive dispositions, instructional technology, and overall readiness to teach.

Exit Survey - *See data table above*

Response Rate 97 across all programs.

	Justify instructional decisions...	Foster a positive, low-risk learning env...	Apply your understanding of content a...	Employ multiple methods of assessme...	Demonstrate the dispositions ... cultur...	Instructional technology to engage... s...	Elementary Education Only: Teach re...	Prepared to teach wi...
MAT ELE (N=19)								
Prepared	12	18	16	17	17	13	10	14
Mostly Prepared	7	1	3	2	2	6	9	5
MAT SEC (N=39)								
Prepared	16	26	21	21	28	22		25
Mostly Prepared	23	13	18	18	11	16		14
Mostly Unprepared						1		
UG SEITL (N=4)								
Prepared	3	4	4	4	4	4	2	3
Mostly Prepared	1						0	1
UG ELE (N=35)								
Prepared	16	22	17	22	19	21	22	17
Mostly Prepared	18	13	17	13	16	14	12	18
Mostly Unprepared	1		1					

Across **MAT Elementary, MAT Secondary, Undergraduate Elementary, and UG SEITL**, the dominant responses fall in "**Prepared**" and "**Mostly Prepared.**" Very few candidates selected "**Mostly Unprepared,**" and no category shows a meaningful

concentration of low preparedness. This supports a positive characterization of program effectiveness rather than item-level satisfaction.

Notes of Importance:

MAT Elementary (n = 19)

- High "Prepared" ratings across instructional decision-making, assessment, culturally responsive dispositions, and instructional technology.
- Literacy preparation (including dyslexia) shows slightly more "Mostly Prepared" responses than other items which shows a sign of improvement in the literacy focus of the program.
- Overall program preparedness remains strong, with *no unprepared trend*.

MAT Secondary (n = 39)

- Strongest program numerically and proportionally.
- Majority of candidates report being **prepared** in:
    - Assessment
    - Instructional planning
    - Content application
- Only **one "Mostly Unprepared" response** across all indicators

Undergraduate Elementary (n = 35)

- Balanced distribution between "Prepared" and "Mostly Prepared."
- One or two "Mostly Unprepared" responses appear but are isolated.
- Literacy and instructional technology are strengths in the program.

This suggests appropriate readiness for entry-level candidates, consistent with undergraduate expectations.

UG SEITL (n = 4)

- Very small sample size
- Responses are overwhelmingly "Prepared."

Explanation of Program Completer Evidence

Across all programs, results indicate that the vast majority of completers perceive themselves as either **Prepared** or **Mostly Prepared** in all assessed areas. MAT programs, particularly MAT Secondary, demonstrate consistently strong ratings across instructional planning, assessment, and content application, with very few responses indicating unpreparedness. MAT Elementary candidates similarly report strong preparation, with slightly higher proportions of "Mostly Prepared" responses in literacy-related competencies, suggesting areas for continued instructional refinement.

Undergraduate program completers report balanced distributions between "Prepared" and "Mostly Prepared," which is consistent with expectations for entry-level candidates. Instances of reported unpreparedness are isolated and do not indicate systemic concerns. Results from smaller programs, such as UG SEITL, are interpreted cautiously due to limited sample size but reflect positive perceptions of readiness.

Program faculty review completer survey data annually as part of the unit's quality assurance system. Findings are used to confirm areas of program strength and to guide targeted discussions related to curriculum alignment, instructional strategies, and clinical experiences. Completer feedback contributes to ongoing program improvement efforts and complements other measures of candidate readiness and program effectiveness.

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

Eastern Oregon University participates in employer feedback collection through its membership in the Oregon Association of Colleges for Teacher Education (OACTE), which has historically coordinated a statewide employer survey for participating educator preparation providers. In recent years, response rates to the OACTE-administered employer survey have been insufficient to yield actionable, program-level findings.

Although EOU had planned to administer an institution-specific employer survey in Spring 2025, the survey was not deployed during the reporting period due to logistical and coordination challenges associated with identifying employer contacts and aligning survey administration with completer employment timelines.

In the absence of formal employer survey data for this cycle, EOU relies on indirect employer feedback obtained through established partnerships with district administrators, cooperating teachers, and clinical supervisors, which consistently

indicates that program completers demonstrate strong professional dispositions and readiness to assume instructional responsibilities.

EOU has refined its employer feedback collection plan and will administer an institution-specific employer survey in the upcoming academic year. Results will be reviewed by program faculty and incorporated into the unit's quality assurance and continuous improvement processes.

H. 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 data presented in this section is based on candidate self-reports.

Program	Number in cohort	Number reported	Hired	Not Hired
MAT ELE	19	19	10	9
	100% reported			
MAT SEC	39	39	30	9
	100% reported			
UG ELE	35	34	22	12
	97% reported			
SEITL	4	0	0	0
	no data reported			
Total	97	92	62	30

The college administration sends an email asking for completers to provide an update on their job status in the completer survey.

I. Explanation of how the **staffing capacity** for program delivery and administration and quality assurance system monitoring have changed during the reporting year, if at all, and how capacity matches the current size of the program.

During the reporting year, the College of Education experienced a planned staffing transition related to the Executive Director of the EOU Reading Clinic, who will retire at the end of the academic year. The College will conduct a search to replace this multifaceted position, which includes faculty responsibilities and leadership of the literacy curriculum.

This transition has been intentionally planned to ensure continuity in program delivery and clinical services. Current faculty continue to support literacy instruction and supervision, and no disruptions to candidate progress or clinical experiences are anticipated during the transition period.

Overall staffing capacity for program delivery, administration, and quality assurance system monitoring remains aligned with current program enrollment and scope. Faculty and administrative roles continue to support instruction, supervision of clinical experiences, and ongoing review of assessment data to ensure program quality and effectiveness.

4. Candidate Academic Performance Indicators

Tables 3 and 4 report on select measures (3 to 5 measures for each standard) of candidate/completer performance related to AAQEP Standards 1 and 2, including the program's expectations for performance (criteria for success) 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 (name and description)	Criteria for success	Level or extent of success in meeting the expectation
Professional Teaching Portfolio (PTP)	The PTP is a culminating assignment required by the state of Oregon. This assessment is aligned to the College of Education, state, professional, and national standards. It was designed in collaboration with Southern Oregon University.	PTP Elementary Education: Literacy with Mathematics is required to be passed by all Oregon Multiple subject candidates. MAT Elementary:18 students, 89% passed, *first attempt* pass rate 72% UG Elementary 35 students,100% passed, *first attempt* pass rate 83%*

		Students can resubmit their portfolio until passed.
	Candidates must meet the minimum requirement set by the universities and guided by the state of Oregon.	For the Secondary program, candidates are required to complete the PTP in their content area.
		MAT Secondary: 29 students, 93% passed, *first attempt* pass rate 86%
		In total, 82 students completed the PTP with a 95% pass rate.
Content Tests (ORELA)	*Elementary* - Elementary teacher candidates are required to successfully complete the Elementary Education Subtests I and II. The ORELA® exams are utilized at two different transition points within the program. The ORELA® Elementary Education Subtests II is required for admissions to the program, and the Elementary Education Subtests I is required prior to student teaching. In addition, the ORELA® is used to document teacher candidate development towards College of Education, state, professional, and national standards; and is used to make improvements in the program. This assessment aligns with the College of Education, state, professional, and national standards. *Secondary* - All secondary MAT endorsement areas utilize ORELA® with the exception of the Agricultural Science endorsement, which requires a PRAXIS® exam, offered by Educational Testing Service (ETS).	EOU typically shows passing rates for each licensure endorsement area; however, for AY 24-25, most endorsement areas show low N due to the implementation of Multiple Measures in the state of Oregon. *See the chart in letter E.* EOU allows candidates to either be reviewed for multiple measures or complete the content tests*. For AY 24-25, EOU utilized multiple measures for candidates 44 times. MAT Elementary: 10 MAT Secondary: 22 UG Elementary: 12 **During the application process for the MAT program, all candidates are reviewed for multiple measures. In the UG program, candidates can take the*

	Candidates who are seeking multiple endorsements have to pass the exam for each content area in order to be eligible for recommendation for licensure.	*content test or be evaluated using Multiple Measures.*
Observation Forms - Danielson Framework for Teaching©	The University Supervisor Observations are used at two transition points in the program. One observation is completed during the late fall term (weeks 7-10) and is used to determine student teaching promotion. The remaining observations (four) are completed during the student teaching experience. The schedule of when observations are due is provided (UG or MAT). The observations are also used to document teacher candidate development during the program towards College of Education, state, professional, and national standards and to improve the program. This assessment aligns with the College of Education's state, professional, and national standards.	The minimum threshold for Observation #4 was 13 pts. MAT - ELE: 100% met minimum threshold* Mean score: 21.4 MAT - SEC: 93% met the minimum threshold* Mean score: 19.9 UG - ELE: 100% met minimum threshold* Mean score: 19.1 *Candidates who exceed 2 points below the minimum threshold during observations will be re-evaluated. If their score is within 2 points of the threshold, it will be recorded, and if deemed necessary by their supervisor, they may be placed on an assistance plan for additional support.*
Evaluation Student Teaching Evaluations - Candidate Preservice Assessment of Student Teaching (CPAST)	The CPAST is completed twice (midterm and final) during the student teaching experience. The Mentor Teacher, Teacher Candidate, and University Supervisor each come to a scheduled triangle meeting with the	Minimum threshold for the final student teaching evaluation was 38 pts. MAT - ELE: 100% met minimum threshold

	completed rubrics and evidence identified. During the triangle meeting, all evidence is presented from each participant, and a consensus score is determined and recorded. The evaluation tool is used to monitor development through the student teaching experience. In addition, the CPAST is used to document teacher candidate development during student teaching towards College of Education, state, professional, and national standards, and to improve the program. This assessment aligns with the College of Education state, professional, and national standards. Winter - minimum of 26 pts Spring - minimum of 38 pts	Mean score: 52.9 Highest score area: ● Instructional Planning, Standards Alignment, and Learning Targets ● Safe, Respectful Learning Environments and Student Relationships ● Professional Dispositions and Responsiveness to Feedback Lowest score area: ● Differentiated Instruction and Individualized Supports ● Data-Guided Instruction and Use of Assessment ● Feedback to Learners and Family Communication MAT - SEC: 100% met minimum threshold Mean score: 49.3 Highest score area: ● Professional Dispositions and Responsiveness to Feedback ● Safe, Respectful, and Engaging Learning Environments ● Instructional Planning and Use of Standards Lowest score area: ● Differentiated Instruction for Diverse Learners ● Data-Guided Instruction and Assessment Use

		• Communication with Parents and Guardians UG - ELE: 100% met minimum threshold Mean score: 53.9 Highest score area: • Safe, Supportive Learning Environments and Relationships • Professional Dispositions and Responsiveness to Feedback • Instructional Planning and Engagement Lowest score areas: • Differentiated Instruction and Individualized Supports • Data-Guided Instruction and Feedback to Learners • Classroom Management and Transitions

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

Provider-selected measures (name and description)	Criteria for success	Level or extent of success in meeting the expectation
COE Exit Survey	Candidates are provided the Exit Survey after the program to gain an understanding of their perspective of their experience of the program components.	Candidates are asked to respond (Prepared, Mostly Prepared, Mostly Unprepared, Unprepared) to program outcomes. Candidates were asked to indicate their overall perceived level of preparation to teach. Below are the responses to this question.

		MAT Elementary - 73.7% indicated Prepared. MAT Secondary - 64.15 indicated Prepared *1 MAT secondary indicated mostly unprepared UG Elementary - 48.6% indicated Prepared. *Two UGs indicated mostly unprepared SEITL - 75% indicated prepared All other responses for all programs were noted as **mostly prepared.**

Alumni Survey	Participants in OACTE's public and nonprofit independent instruction program contracted to develop a survey (2014) for beginning teachers and their supervisors.
	
	The survey instrument measures teachers' preparation for the InTASC standards: Learner and Learning, Content Knowledge, Instructional Practice, and Professional Responsibility. Teachers and administrators evaluated their pre-service preparation by rating each of the 23 items on a scale of one to ten, with "one" meaning they had no preparation and "ten" meaning they started their jobs with expert-level skill, with little room for improvement.
	
	Provided to candidates who completed their preparation at an OACTE participating university, were recommended for licensure, worked in Oregon public schools, and were in their first three years of teaching.
		Across programs, alumni identified:
		
		Strengths:
		
		  ○ Early and extensive clinical experiences
		  ○ Faculty support and learning environment
		  ○ Reading instruction and assessment preparation (especially among MAT Elementary completers)
		
		Areas for Growth:
		
		  ○ Classroom management and behavior de-escalation
		  ○ Differentiation for diverse learners
		  ○ Practical application of strategies for electives and

		non-core classrooms ○ Greater emphasis on hands-on, job-embedded instructional tools The majority of respondents report strong preparation in content knowledge, instructional practice, assessment, and professional responsibility. Alumni feedback also highlights the value of sustained clinical experiences while identifying targeted areas—particularly classroom management and differentiation—for ongoing program refinement.
Employer Survey	Participants in OACTE's public and nonprofit independent instruction program contracted to develop a survey (2014) for beginning teachers and their supervisors. The survey instrument measures teachers' preparation for the InTASC standards: Learner and Learning, Content Knowledge, Instructional Practice, and Professional Responsibility. Teachers and administrators evaluated their pre-service preparation by rating each of the 23 items on a scale of one to ten, with "one" meaning they had no preparation and "ten" meaning they started their jobs with expert-level skill, with very little room for improvement. Provided to employers of candidates who completed their preparation at an OACTE participating university, were	Although EOU had planned to administer an institution-specific employer survey in Spring 2025, the survey was not deployed during the reporting period due to logistical and coordination challenges associated with identifying employer contacts and aligning survey administration with completer employment timelines. EOU has refined its employer feedback collection plan and will administer an institution-specific employer survey in the upcoming academic year. Results will be reviewed by program faculty and incorporated into the unit's quality assurance and continuous improvement processes.

	recommended for licensure, were working in Oregon public schools, and were in their first three years of teaching.	

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 would like to highlight these accomplishments:

Social Emotional Education for all faculty & staff:
- Three faculty members attended and were trained in a year-long (AY23-24) Social, Emotional Learning (SEL) training. SEL has been implemented in the state of Oregon in K-12 and educator preparation programs. The three faculty members kicked off a training session in the late spring to introduce the content and the structure of the training for AY 24-25.

EOU Reading Clinic
- The Early Literacy Success Initiative (created by House Bill 3198) provides grants to schools across Oregon to fund professional development and coaching in evidence-based literacy strategies. Eastern Oregon University Reading Clinic, in partnership with the Schuberth/Urang Family, is thrilled to offer online teacher training, *Building a Strong Foundation in Literacy*, aligned to reading science, that is **affordable** and **accessible** for any teacher, school, or district in Oregon **beginning in *January 2024***.
- The Reading Clinic supports families who would like to refer their children.
- They support Teachers through an intensive training program.
  - 350+ Teachers, administrators, paras trained since Fall of 2021 (thanks to several grants)
  - NWRESD Piloting a site program using the EOU model
- And they hire Mentors to work in the Reading Clinic; many of the mentors are students and/or candidates from the College of Education.
  - 100 students with paid tutors

- **All candidates** in the College of Education receive extensive training in the Science of Reading and a practicum experience to assist in their preparation for teaching reading as a classroom teacher.
  - 38 students during EOU program practicums

Oregon Teacher Pathway:
- OTP™ began as a vision in a 2014 grant proposal, with 3 partnerships and has grown to include 8 partnerships. OTP celebrated their 10th year!
- Participation and Retention:
  - 476 high school students have participated to date
  - 34% of participants have gone on to EOU to pursue education degrees.
  - The program maintains a 91% university retention rate.
- Alumni:
  - The first graduates completed the program in 2019.
  - There are 65 alumni total, with 85% currently teaching in their home regions
- Funding and Recognition:
  - Between 2019–2025, OTP™ has received $1.79 million in state funding
- - In 2023, OTP™ received the WICHE Colleagues' Choice Innovation Award.

Teach Rural Oregon
- Involved in 10 different specific programs at EOU that benefit rural Oregon
- Continued partnership with Wallowa ESD
- Continue as the Oregon Regional Hub for the Rural Schools Collaborative - RSC Oregon Hub
- Awarded Grant in Place to Sharon Fritsch of Prairie City HS - Grants in Place. We have six applicants for this year's award (only two regions have more applicants)
- Awarded tuition remissions for 39 Rural Teachers through the ORTC program
- EOU MAT candidate and ORTC member Killian Sump named to the Emergent Educators' Advisory Council for RSC - Emergent Educators' Advisory Council
- Obtained over $500,000 in grant money from public and private foundations for the 2025-2027 biennial
- Partnered with the Oregon Jewish Museum & Center for Holocaust Museum and the Shoah Foundation to present a Holocaust Resources workshop to 40 social science teachers from throughout Eastern Oregon at EOU.
- Worked with EOU College of Ed Placement Coordinator to place our on-campus juniors and seniors in rural teaching locations for their field placement - students placed in Union, Cove, Imbler, North Powder, and Elgin, in addition to La Grande

- Grant was cut by the legislature and was then reinstated with a continuance grant through June of 2027.

Eastern Oregon Teacher Academy
- The Summer 2025 Academy had 25 participants
- The Academy held on campus June 24th-27th, 2025
  - Participants from throughout Eastern Oregon, as well as attendees from Portland, Salem, and Hillsboro.
  - Enthusiastic and positive feedback/surveys from participants
- Attendees created learning stations for participants from La Grande Parks & Recreation on the final day of the Academy.
- Provided tuition-free credit for participants
- Five previous Academy attendees are now in EOU's undergraduate education program.

Oregon Rural Teacher Corps
- The third graduating class of ORTC occurred in June
  - All graduates are currently teaching in rural schools/districts
- Funding from the EAC grant will broaden this year
  - 39 MAT candidates were awarded some type of tuition remission from grant; currently, just over $180,000 is being provided
    - Candidates from Warrenton, Imbler, Elgin, Boardman, Nyssa, Union, Lakeview, Stanfield, Umatilla, Pilot Rock, Cove, Irrigon, North Powder, Wallowa, Joseph, Enterprise, Creswell, Corbett, and La Pine Schools
- TRO will continue to provide tuition remission support for these candidates through the 2025-27 academic year and is working to obtain additional funding

ORTC Candidates

Bar chart titled "ORTC Candidates":
- 2022/2023: 10
- 2023/2024: 13
- 2024/2025: 24
- 2025/2026: 39

(x-axis labeled "ORTC Candidates", range 0 to 40)
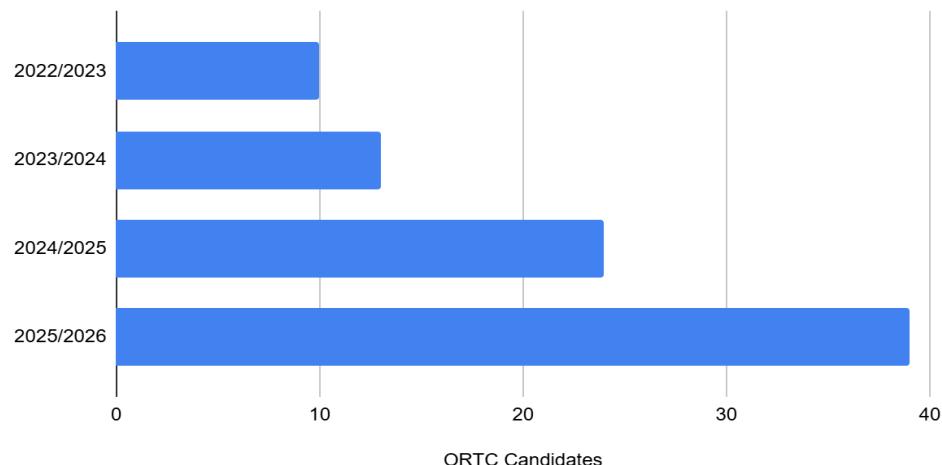
Rural Emergent Educators
- TRO provided scholarships to 17 undergraduate seniors who chose to complete their field experience in rural communities.
  - Over $35,000 in scholarships were awarded to help defray tuition costs.
  - Teachers are located in such communities as Cove, Elgin, Union, North Powder, Umatilla, Myrtle Creek, and Milton-Freewater
- Will again sponsor rural seniors to participate in this program during the 2026-27 academic year

Instructional Assistant/Para Pathway

A pathway program that allows instructional assistants (IAs) or paraprofessionals to complete their Bachelor's degree and teaching license through EOU's undergraduate Elementary Education or undergraduate Special Education teacher licensure program. IAs/Paras can use their job to fulfill field experience requirements and then complete a modified version of student teaching. Classes are held via Zoom in the late afternoons/early evenings (2-3 times/week).

- Bachelor's degree & teaching license (2 + 2)
- Transcript review and possible reduction of credits (Field Experience/ESOL)
- Hybrid education classes (online/Zoom)

- Modified student teaching (5 consecutive lessons in Math, ELA, SS, and Science, can be completed in different classrooms)
- Grant funding covers all Education textbooks and provides a diverse classroom library upon program completion
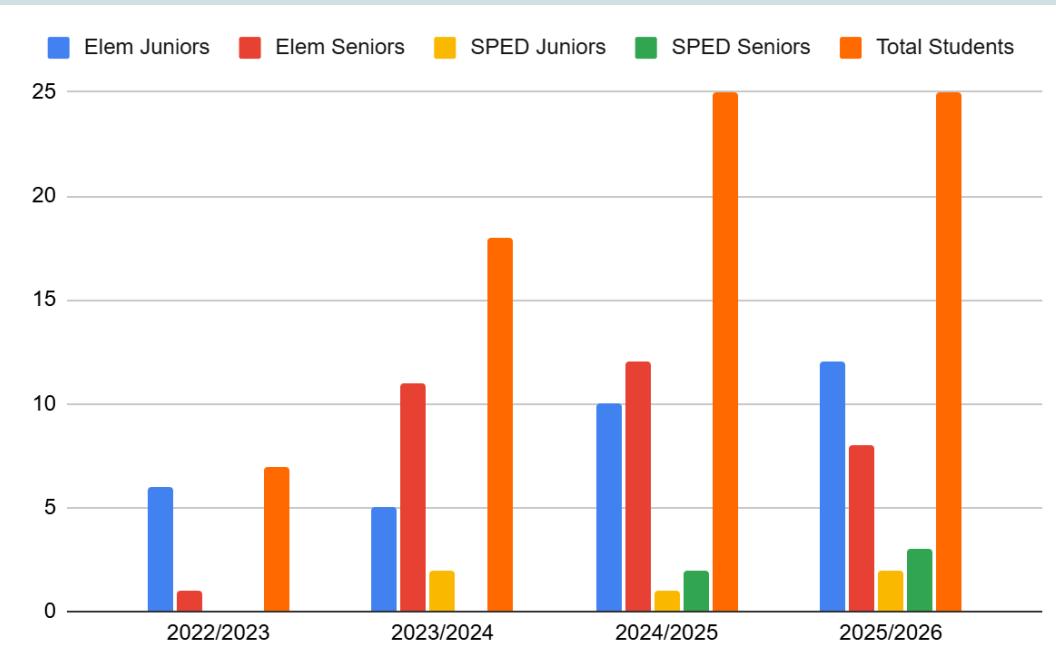
Future Educators: *High School Dual Credit*

Purpose/Overview:
Future Educators is a dual-credit pathway for high school students interested in education or identified as leaders in their school.

Process Details:
- EDU 119 - Future Educators 1
- EDU 139 - Future Educators 2
- EDU 109 - Lab (106 credits / repeatable)

- Focused on Juniors and Seniors, but could be available to all high school students
- Partnership with Early College Initiative (ECI) and grant-funded
  - $75 per credit, paid by Regional Education Network (REN)

Components:
- Curriculum inspired by *Educators Rising,* rewritten for Oregon rural needs
- Multiple students can be enrolled in one course from multiple districts (asynchronous or synchronous with an EOU instructor)
- PARTNERSHIPS
- Future Educator t-shirt
- School Visits
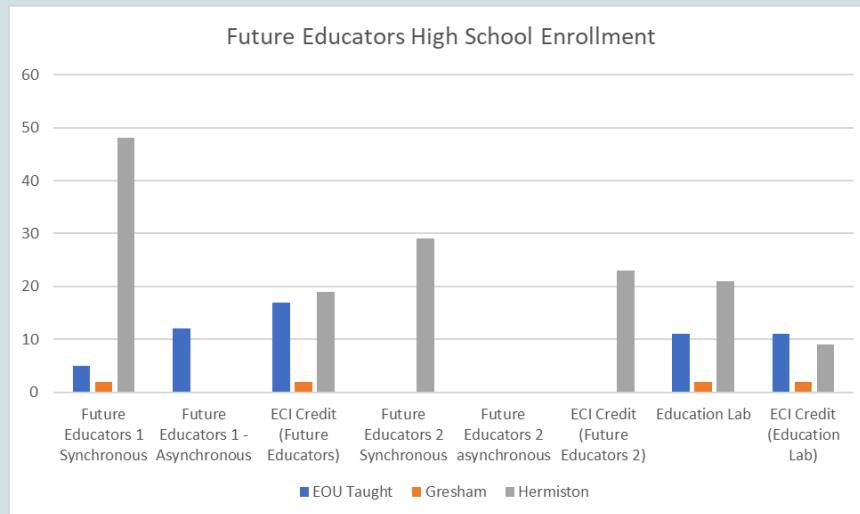
Future Educators Award

Undergraduate students transferring from an Oregon Community College to the College of Education are eligible for the Future Educators Award of $ 4,000. It is provided during their senior year ($ 1,000 in the fall, $ 1,000 in the winter, and $ 2,000 in the spring).

- AY 24-25, EOU awarded 21 Future Educator awards, totalling $84,000!

Launched new UG Cohort at Clackamas Community College
The College of Education moved from MHCC to CCC to begin a new cohort at CCC. The numbers at MHCC had diminished, and CCC had a vibrant Elementary Education pipeline. Due to our relationship with CCC and their desire to host a finishing program on campus, we were able to move campuses and begin a cohort in January 2025. This is an 18-month program with the same number of terms as the La Grande & Hybrid cohorts.

Part II: Self-Assessment and Continuous Growth

AAQEP does not require public posting of the information in Part II, but programs **may** post it at their discretion.

6. Self-Assessment and Continuous Growth and Improvement

This section charts ongoing improvement processes in relation to each AAQEP standard and recent activities related to investigating data quality. Table 5 may focus on an aspect of one or two standards each year, with only brief entries regarding ongoing efforts for those standards that are not the focus in the current year.

Table 5. Provider Self-Assessment and Continuous Improvement

Standard 1	
Goals for the 2025-26 year	Increase the proportion of MAT and undergraduate candidates demonstrating proficiency in differentiated instruction and data-guided instructional decision-making through targeted program revisions and enhanced clinical practice supports.

Actions	**1. Refine Coursework to Emphasize Differentiation and Data Use**
	● Review and revise key methods and assessment courses in MAT and UG programs to strengthen explicit instruction in:
	    ○ Differentiated instructional strategies
	    ○ Use of formative assessment data to guide instruction
	● Incorporate structured practice opportunities using lesson planning, case studies, and instructional scenarios.
	
	2. Strengthen Alignment Between Coursework and Clinical Practice
	
	● Collaborate with clinical faculty and supervisors to ensure candidates:
	    ○ Practice differentiation and data-guided instruction during clinical placements.
	    ○ Receive targeted feedback on these competencies during observations.
	● Emphasize these indicators during mid-term and final evaluations.

	3. Enhance Supervisor and Candidate Feedback Processes
	
	● Provide supervisors with shared guidance on:
	  ○ What constitutes proficient vs. distinguished performance in differentiation and data-guided instruction
	● Encourage more specific, actionable feedback aligned to Standard 1 indicators.
	
	4. Use Existing Data to Monitor Progress
	
	● Review clinical evaluation data and completer feedback annually to:
	  ○ Monitor proficiency trends in differentiation and data use.
	  ○ Identify persistent gaps across programs.
	● Use findings to inform ongoing program discussions and adjustments.

Expected outcomes	**1. Improved Candidate Performance on Clinical Evaluations**
	
	● An **increase in the proportion of candidates rated Proficient or Distinguished** in:
	  ○ Differentiated instruction
	  ○ Data-guided instructional decision-making
	● Fewer candidates receiving "Basic" ratings in these areas.
	
	2. Stronger Evidence of Instructional Decision-Making
	
	● Candidate lesson plans and observed instruction demonstrate:
	  ○ More intentional differentiation for diverse learners
	  ○ Clear use of assessment data to adjust instruction in real time
	
	3. Increased Consistency Across Programs
	
	● Greater alignment in candidate performance across MAT and UG programs, reflecting shared expectations for Standard 1 competencies.
	● Reduced variability in supervisor ratings for differentiation and assessment-related indicators.

	4. Positive Completer Perceptions of Preparedness ● Alumni and exit survey responses provide stronger alignment between preparation and professional demands
Reflections or comments	Across programs, differentiation and data-guided instruction consistently show up as growth areas. The goal is to support candidates more intentionally in these competencies. We will use the current college meetings with a focused agenda item to stay committed to this work.
**Standard 2**
Goals for the 2025-26 year	Expand and refine the use of alumni and employer feedback to support continuous improvement of program components related to professional practice and responsibility.

Actions	**1. Analyze and Synthesize Alumni Feedback Annually**
	
	● Review alumni survey results to identify themes related to:
	   ○ Professional readiness
	   ○ Classroom management
	   ○ Differentiation and assessment in practice
	   ○ Transition into the profession
	● Disaggregate findings by program (MAT and UG) as appropriate.
	
	2. Relaunch Employer Feedback Collection
	
	● Administer the employer survey during the next reporting cycle.
	● Instrument aligned to:
	   ○ Professional dispositions
	   ○ Instructional effectiveness
	   ○ Readiness for independent teaching
	● Coordinate survey timing with completer employment cycles to improve response rates.
	
	3. Integrate Stakeholder Feedback into Program Review

	- Share alumni and employer feedback summaries with program faculty during scheduled meetings.
	- Use findings to inform discussions related to:
	  - Clinical preparation
	  - Professional expectations
	  - Support for early-career teachers
	- Document how feedback is considered in program decision-making.
	
	4. Triangulate Stakeholder Feedback with Other Evidence
	
	- Compare alumni and employer feedback with:
	  - Clinical evaluation results
	  - Exit survey data
	- Use triangulated findings to confirm strengths and identify improvement priorities related to professional practice and responsibility.

Expected outcomes	**1. Stronger Evidence of Completer Readiness and Professional Impact**
	
	- Alumni feedback reflects confidence in professional responsibilities and instructional effectiveness.
	- Employer feedback provides external confirmation of completers' readiness and professional dispositions.
	
	2. Clear Use of Stakeholder Input in Program Improvement
	
	- Program adjustments are explicitly linked to alumni and employer feedback.
	- Faculty discussions reference stakeholder evidence when considering program refinements.
	
	3. Improved Coherence Across Evidence Sources
	
	- Greater alignment between:
	  - Alumni perceptions
	  - Employer feedback
	  - Clinical evaluation outcomes

	● Increased confidence in claims related to Standard 2 effectiveness.
	4. More Sustainable Feedback Systems ● Alumni and employer surveys become established, recurring components of the quality assurance system. ● Improved response rates and clearer timelines for data collection and review.
Reflections or comments	Implementation of this goal will be supported through coordinated engagement with faculty, clinical supervisors, and program partners. Alumni and employer feedback will be reviewed during regularly scheduled faculty meetings and used to inform discussions related to professional practice, readiness, and support for early-career teachers. Clinical supervisors and placement partners will be engaged in reinforcing professional expectations during student teaching. This collaborative approach ensures stakeholder feedback is meaningfully integrated into the unit's continuous improvement process.
**Standard 3**
Goals for the 2025-26 year	Implement and pilot standardized curriculum mapping practices in selected UG and MAT programs to strengthen coherence and inform future program monitoring.
Actions	*The unit's prior goal to develop standard operating procedures for curriculum mapping was not fully achieved during the reporting year. Competing program priorities and the timing of recent curriculum revisions limited full implementation. However, faculty engaged in initial discussions related to curriculum alignment and identified areas where standardized mapping would be most beneficial. Based on this reflection, the unit has refined its approach and will pilot standardized curriculum mapping practices in selected programs during the next cycle to strengthen coherence and support ongoing quality assurance.* **1. Establish a Shared Curriculum Mapping Template** ● Develop or refine a **common curriculum mapping template** that captures: 　○ Program learning outcomes 　○ Course objectives 　○ Key assessments

	○ Alignment to standards and clinical expectations
	● Ensure the template is usable across programs without constraining instructional autonomy.
	
	2. Engage Faculty in Guided Mapping Conversations
	
	● Facilitate structured faculty discussions within pilot programs to:
	    ○ Complete curriculum maps collaboratively
	    ○ Identify gaps, redundancies, and misalignments
	● Use existing meetings or retreats—no new committees required.
	
	3. Use Curriculum Maps to Inform Program Review
	
	● Review completed maps to:
	    ○ Assess coherence across courses and clinical experiences
	    ○ Identify areas where outcomes or assessments are over- or under-represented
	● Document how findings inform program-level discussions or minor adjustments.
	
	4. Reflect and Refine the Process
	
	● Gather faculty feedback on:
	    ○ Usability of the mapping process
	    ○ Clarity and value of the resulting maps
	● Use feedback to refine templates and expectations before broader implementation.

Expected outcomes	**1. Increased Program Coherence and Alignment**
	
	● Curriculum maps clearly demonstrate:
	    ○ Alignment between program outcomes, coursework, and clinical experiences
	    ○ Intentional sequencing of learning experiences
	● Faculty have a shared understanding of where key competencies are introduced, reinforced, and assessed.
	
	2. Improved Capacity for Program Monitoring

	• Curriculum mapping becomes a usable tool for:
	    ○ Identifying gaps or redundancies
	    ○ Supporting future program revisions
	    ○ Informing assessment and accreditation reporting
	
	3. Faculty Engagement and Shared Ownership
	
	• Faculty involved in the pilot demonstrate:
	    ○ Increased clarity around program design
	    ○ Greater confidence in discussing program coherence and alignment
	• The process is viewed as **supportive rather than evaluative**.
	
	4. Readiness for Broader Implementation
	
	• This will allow us to:
	    ○ Expand curriculum mapping to additional programs
	    ○ Integrate mapping into ongoing quality assurance practices
	• Lessons learned from the pilot inform realistic scaling.

Reflections or comments	Curriculum mapping is being implemented through a collaborative, faculty-led process designed to support shared understanding of program coherence rather than compliance. Faculty engage in guided mapping conversations using a common template to identify where key outcomes are introduced, reinforced, and assessed. The process is intentionally limited in scope and integrated into existing meetings to ensure sustainability and meaningful faculty participation.
**Standard 4**
Goals for the 2025-26 year	Strengthen and formalize partnerships with school districts and community colleges to support recruitment, preparation, and clinical placement of candidates, building on the launch of the Elementary Education cohort at Clackamas Community College.
Actions	**1. Formalize Partnership Roles and Expectations** • Clarify roles with partner institutions (e.g., CCC, TVCC, and regional school districts) related to:

	o Recruitment and advising pathways
	o Candidate support and communication
	o Clinical placement coordination
	● Document partnership expectations through existing agreements or informal memoranda as appropriate.
	
	2. Support and Monitor the CCC Elementary Education Cohort
	
	● Work collaboratively with CCC faculty and administrators to:
	  o Support cohort scheduling and delivery
	  o Address candidate advising and transition needs
	● Monitor candidate enrollment, persistence, and progression within the cohort.
	
	3. Align Clinical Placements With Partner Needs
	
	● Coordinate with school district partners to:
	  o Identify placement opportunities aligned with regional workforce needs
	  o Support high-quality clinical experiences for candidates in partner communities
	● Leverage partnerships to place candidates in districts where they are likely to seek employment.
	
	4. Engage Partners in Ongoing Communication and Feedback
	
	● Maintain regular communication with community college and district partners to:
	  o Share updates on program expectations
	  o Discuss candidate readiness and placement experiences
	● Use partner input informally to inform program planning and support.

Expected outcomes	**1. Expanded Access to Teacher Preparation** ● Increased access to teacher preparation for place-bound and regional candidates, as evidenced by:

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○ Enrollment and persistence in the CCC Elementary cohort
○ Continued interest from partner institutions and districts

2. Stronger Recruitment and Placement Pipelines

Clearer pathways from community colleges into EOU teacher preparation programs.
Increased alignment between candidate preparation and regional educator workforce needs.

3. Improved Quality and Stability of Clinical Partnerships

More consistent, mutually beneficial clinical placement experiences.
Stronger relationships with district partners that support both candidate learning and district staffing needs.

4. Sustainable, Reciprocal Partnerships

Partnerships function as ongoing, collaborative relationships rather than one-time recruitment efforts.
Partner institutions view EOU as a responsive and reliable educator preparation partner.

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<td>**Reflections or comments**</td>
<td>Implementation of this goal is supported through coordinated engagement with faculty, the placement office, and external partners. Faculty are engaged through program-level discussions focused on candidate preparation and clinical alignment. The placement office collaborates in coordinating predictable, high-quality clinical experiences aligned with regional workforce needs. Community college and district partners contribute through ongoing communication and shared responsibility for recruitment, preparation, and placement, ensuring partnerships remain reciprocal and sustainable.</td>
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Update on Activities to Investigate Data Quality

Data quality investigations are essential to work across the standards. This section documents activities in the 2024-25 reporting year related to ensuring data quality.

During the 2024–25 reporting year, the College of Education engaged in an ongoing review of assessment and stakeholder data to ensure accuracy, consistency, and usability across the quality assurance system. Key data sources reviewed included clinical evaluation results, candidate exit surveys, alumni survey responses, and enrollment and completion data.

Faculty and program leadership, and stakeholders (K-12 teachers, administrators, and university supervisors in Advisory Council meetings) reviewed data for completeness and consistency, including verification of rubric scoring patterns, alignment of survey items with program expectations, and identification of missing or incomplete responses. Comparisons across data sources were used to confirm that findings related to candidate preparation and professional readiness were consistent across measures.

This review process also identified known limitations, including small sample sizes in some programs and lower-than-desired response rates for employer feedback during the reporting period. These limitations were documented and considered when interpreting findings.

As a result of these reviews, the unit refined data collection timelines, clarified expectations for clinical evaluation completion, and adjusted survey administration processes to strengthen data quality in future cycles. These activities support ongoing improvement of the unit's quality assurance system and inform evidence use across all AAQEP standards.

7. Evidence Related to AAQEP-Identified Concerns or Conditions

This section documents how concerns or conditions that were noted in an accreditation decision are being addressed (indicate "n/a" if no concerns or conditions were noted). If a condition has been noted, a more detailed focused report will be needed in addition to the description included here. Please contact staff with any questions regarding this section.

N/A

8. Anticipated Growth and Development

This section summarizes planned improvements, innovations, or anticipated new program developments, including description of any identified potential challenges or barriers.

OPPORTUNITIES

1. Supporting Early-Career Teachers Through Mentoring and Alumni Engagement

Building on alumni feedback and ongoing concerns related to early-career teacher retention, the College of Education anticipates expanding support for first- and second-year teachers. Dedicated funds and faculty expertise may be leveraged to provide targeted mentoring, coaching, and professional guidance aligned with alumni-identified needs such as classroom management, differentiation, and professional responsibilities.

Faculty engagement with early-career teachers—through site visits, virtual consultations, or structured mentoring—will strengthen the connection between preparation and practice while providing additional evidence of program impact aligned with AAQEP Standard 2.

2. Strengthening Field Experiences Through Targeted Feedback and Partnership Use

The College of Education anticipates continued refinement of field experience processes informed by alumni feedback, supervisor evaluations, and partner input. Rather than large-scale restructuring, the unit plans to use targeted feedback mechanisms—such as focused conversations with supervisors and partners—to identify opportunities to strengthen placement quality, communication, and candidate support.

These efforts align with broader partnership development initiatives and support continuous improvement of clinical preparation experiences.

3. Expanding Access Through Community College Partnerships

The launch of a new Elementary Education cohort at Columbia Gorge Community College in January 2025 represents a significant opportunity for growth. The College anticipates continued collaboration with CCC and other partners to refine advising pathways, support candidate persistence, and align clinical placements with regional workforce needs.

These partnerships expand access to teacher preparation for place-bound candidates while supporting districts facing persistent staffing challenges.

CHALLENGES

1. Changing Higher Education Pathways and Competition for Candidates

The continued development of Bachelor of Applied Science (BAS) pathways at community colleges across Oregon presents an ongoing challenge for educator preparation providers. While these programs expand access to bachelor's degrees, they may reduce traditional transfer pathways into four-year EPPs. The College of Education will continue to monitor these developments and strengthen partnerships to remain responsive and competitive.

1a. Growth of Online and Out-of-State Teacher Preparation Programs

Online and for-profit educator preparation programs continue to impact enrollment statewide. Approximately half of new Oregon teaching licenses are issued to candidates prepared out of state, highlighting increased competition and shifting candidate decision-making. Maintaining program quality, strong clinical experiences, and regional partnerships remains essential to sustaining enrollment and relevance.

2. Teacher Retention and Workforce Stability

Teacher retention remains a significant challenge in Oregon, particularly for early-career educators. High turnover rates among first-year teachers continue to affect district staffing and long-term workforce stability. This context reinforces the importance of preparing candidates for the realities of teaching and supporting them beyond program completion.

These anticipated developments reflect the unit's ongoing commitment to responding to regional workforce needs, strengthening partnerships, and supporting candidates across the continuum from preparation to early-career practice.

9. Regulatory Changes

This section notes new or anticipated regulatory requirements and the provider's response to those changes (indicate "n/a" if no changes have been made or are anticipated).

Transformative Social Emotional Learning Standards
The implementation period for Education Preparation programs is AY26-27; however, faculty and staff training is happening during AY 25-26.

In June 2023, the State Board of Education adopted the first Oregon Transformative Social and Emotional (TSEL) Framework and Standards that represent K-12 social and emotional learning expectations for students. Oregon's Transformative SEL Framework is intended to implement ORS 329.045 and help build capacity to strengthen equity-focused school cultures and support student and adult well-being.

10. Sign Off

Provider's Primary Contact for AAQEP (Name, Title)	Dean/Lead Administrator (Name, Title)
Dr. Angela Vossenkuhl, Chair, College of Education	Dr. Rae Ette Newman, Dean, College of Education

Date sent to AAQEP:	12/31/2025