



AAQEP Annual Report for 2021

Provider/Program Name:

Alfred University

End Date of Current AAQEP Accreditation Term (or “n/a” if not yet accredited):

2027

PART I: Publicly Available Program Performance and Candidate Achievement Data

1. Overview and Context

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

Teacher Education at Alfred University is as old as the University itself: founded in 1836 as a normal school to train teachers to shape the new American nation. 185 years later, our mission remains a function of our context and setting. Situated in an isolated rural region at the northernmost tip of Appalachia. Allegany County--which ranks 60th in per capital income among New York’s 62 counties—is home to Alfred University. Our region rarely imports teachers from other states or other parts of New York: we grow our own.

Last year we had 135 teacher education students across our four programs on two campuses. (Slightly lower numbers this year during the Pandemic) Our programs include

- Early Childhood/Childhood Education, offered both here and at Corning Community College (Birth to grade six)
- Adolescent Education (with certification in Business, Chemistry, Earth Science, English, Math, Physics, Social Studies, and Spanish (7-12 with a possible middle school extension.)
- Art Education (K-12)
- Graduate program in Literacy Education

The Teacher Education division partners with our local school districts to prepare and equip high quality educators for our regional classrooms. Alfred was one of only a handful of colleges to pioneer integrated education and coeducation in the 1830s and we still strive to have all of our completers reflect Alfred's historic commitment to diversity and inclusion. It remains our goal to make an Alfred education and a teaching career accessible to students who may not have a chance elsewhere.

Teacher Education Mission Statement: Through contemporary and innovative educational opportunities both in the classroom and in the field, the Alfred University Division of Education supports the growth of aspiring teachers. The Division programs focus on developing understanding of the learner, the learning context, instructional practice, and professional responsibilities as essential foundations for the teaching profession. Specifically, the Division supports its students in the active use of research and evidence, application of pedagogical skills found in the teaching standards with diverse P-12 students, and promotion of the meaningful use of technology in education.

Public Posting URL

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

2. Enrollment and Completion Data

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

Table 1. Program Specification: Enrollment and Completers for Academic Year 2020-2021

Degree or Certificate granted by the institution/organization	State Certificate, License, Endorsement, or Other Credential	Number of Candidates currently enrolled	Number of Completers in 2020-21
Bachelor of Science	Early Childhood/Childhood	75	21
Bachelor of Arts	Adolescent Education	17	6
Bachelor of Fine Arts	Art Education (K-12)	17	6
Master of Science	Literacy Education	6	13
	TOTALS:	115	46

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

<p>1. Total enrollment in the educator preparation programs shown in Table 1. This figure is an unduplicated count, i.e., individuals earning more than one credential may be counted in more than one line above but only once here.</p>
<p>115</p>
<p>2. Total number of unique completers (across all programs) included in Table 1. This figure is an unduplicated count, i.e., individuals who earned more than one credential may be counted in more than one line above but only once here.</p>
<p>46</p>
<p>3. Number of recommendations for certificate, license, or endorsement included in Table 1.</p>
<p>45</p>
<p>4. Cohort completion rates for candidates who completed the various programs within their respective program’s expected timeframe and in 1.5 times the expected timeframe.</p>
<p>93.7</p>
<p>5. Summary of state license examination results, including teacher performance assessments, and specification of any examinations on which the pass rate (cumulative at time of reporting) was below 80%.</p>
<p>Our completers had an overall pass-rate of 94% on their NYS exams EAS = 100% pass; ATS-W = 100% pass (COVID safety net for the edTPA) Multi-subject 1 – ELA (Gr. 1-6) 95% Pass Multi-subject 2 – Math (Gr. 1-6) 76 % Pass (see below) Multi-subject 1 – ELA (B – Gr. 2) 100% Pass Multi-subject 2 – Math (B – Gr. 2) 81 % Multi-subject A&S – 100% AU students, as is true state and nationwide struggle more with the Math component of the Multi-subject CST. We have implemented changes which we hope will improve these scores but that cohort has not yet taken the CST. Beginning in 2021 we added MATH 102 – a second course specifically targeted for Education students in which they study math, computational thinking and educational technology.</p>

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

We held focus groups with recent graduates to discuss their preparation for teaching. They were overwhelmingly positive in their responses. Respondents mentioned a desire to have more extensive preparation in inclusive education. They mentioned again that they would like to begin their teaching careers with a better understanding of teachers' unions. (We heard that also in our QAR study last year, so we need to invite a Union rep into Seminar to do a presentation. We will add that next year.) They felt as well prepared as possible and yet also said that "nothing can really prepare you for the reality of first year teaching, especially during COVID." Our response rate was low, so we need to explore other options for gathering additional information. The students who did self-select into this process were highly favorable in their responses. Schools/Teachers responding to COVID dominated the discussion.

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

Our survey of employers (both written and in a focus group) shows a high degree of satisfaction with our completers, both as student teachers and as hires. The employers did raise several suggested areas of improvement for us, most of which we were already aware of and working on:

*Critical teacher shortage – please get us more candidates

*Critical need for Special Education graduates – we are submitting proposals to NYSED for a significant expansion.

*Increased comfort level with Educational Technology, especially post COVID—we are already integrating that into our curriculum.

*Increased emphasis on classroom management through creative lesson planning. (to be discussed at our spring planning retreat)

*Increased emphasis on professional communication – this is a concern of ours as well. Discussions in progress. We would like to add a professional writing course, but do not presently have room for it in our curriculum. This is a trend we see across the University and Academia in general. This is a generation which tends to communicate informally. We are still brainstorming strategies to address this – check back next year.

8. 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.

Because we are a small program that knows and works with our completers on a personal basis, we tend to know their plans and post-graduation work. Among our 46 completers for this cycle, 13 are Literacy graduates who were already employed and completing our program for professional certification. Among the remaining 33, we know where 31 of them based on

our interactions and relationships with them, and by working with our Career Development Center we turned up one more. So of the 46 students there is only one completer whose work is unknown to us. Among the 32, all are employed and/or completing graduate work in Education. The regional (and state-wide and national) teaching shortage means that we interact with our completers fairly regularly with requests that come our way from school districts in search of teachers. We have frequent requests for Art teachers and for high school teachers and our candidates in those fields typically have offers shortly after completion. (One of our seniors in Childhood Education this past year was actually hired by a local district BEFORE student teaching and they worked with her to complete her certification.)

4. Candidate Academic Performance Indicators

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

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

Provider-Selected Measures	Explanation of Performance Expectation	Level or Extent of Success in Meeting the Expectation
Employer Survey	Employers will be satisfied with Alfred University candidates as student teachers and hires. <ul style="list-style-type: none"> A. Knowledge of Learners and the Learning Process B. Content Knowledge C. Instructional Practices 	<ul style="list-style-type: none"> A. 100% agree B. 100% agree C. 80% Agree
Employer Focus Group	Alfred University will partner with local stakeholders and administrators to meet the educational needs of our region.	<ul style="list-style-type: none"> A. Critical Need for Teachers B. Critical Need for Special Educators C. See comments in Section 6

Recent Alumni Focus Group	Alfred University will graduate teacher candidates ready to perform as educators with the capacity to support the success of all learners.	<ul style="list-style-type: none"> A. Expressed a high degree of satisfaction with preparation at AU. B. Would recommend Teacher Education program at AU to their friends. C. Would be interested in a graduate program at AU D. Would like more Special Education preparation E. Want to know more about teacher unions, job negotiations. F. Program prepared them well as generalists – schools do more specific on-the-job training according to unique demands of each district. G. First year of teaching was overwhelming due to Pandemic.
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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
Employer Survey	Employers will be satisfied with Alfred University candidates as student teachers and hires <ul style="list-style-type: none"> A. Professionalism 	A. 100% agree

Employer Focus Group	Employers will be satisfied with Alfred University candidates as student teachers and hires	Expressed a high degree of satisfaction with preparation at AU. Two administrators expressed concerns: <ul style="list-style-type: none"> A. More reflective teachers open to and welcoming of feedback/correction. B. Should reach out and seek help when needed. C. More professionalism in communication/email.
Recent Alumni Focus Group	Completers will adapt to working in a variety of contexts and grow as professionals.	Focus Group had little to say about this category. They seemed overwhelmed by the first year of teaching and COVID concerns for themselves and their students. They did not articulate any complaints about program preparation in this area. Next year we will update this survey to ask this question of graduates 3-5 years out instead for better self-reflection and analysis.

5. Notes on Progress, Accomplishment, and Innovation

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

We are excited about several initiatives that we have been able to start/continue despite the continuing COVID crisis:

1. Our new hires in Education, a full-time tenure-track specialist in *Special Education* who will be teaching primarily in our Corning program and a full-time tenure-track *Art Educator* to head up that program. This position has been vacant for two years and we are so excited to have both of these outstanding young professors joining our team.
2. In response to some concerns/growth areas highlighted in our QAR we have begun an expansion in the area of Mathematics, Computational Thinking, and Educational Technology skills we have added Math 102 as a requirement for Education candidates which will emphasize all three areas. Additionally we have been implementing educational technology initiatives in other courses. Online teaching has accelerated our concerns and offerings in this area. All three of our recent hires excel in educational technology and model it in their teaching and courses.
3. We have had a Special Education expansion in our long-term planning for several years, but needed to get through accreditation first. We have a task force meeting with a goal of submitting three new programs in Exceptionality. Check back next year – we are hoping to be ready to offer these new programs by the fall of 2023.
4. 21st Century Community Learning Center partnership with Genesee Valley Central School. This project is in its early stages but we are a part of a group applying for a grant which should be mutually beneficial. The program will assist local students with an after-school tutoring program staffed by our Education candidates *and* that we believe it will benefit Alfred and our region with an increased number of teacher candidates joining our program.
5. Theoretical Mapping – this is an initiative based on a concern that emerged as a result of our implementation of the CPAST instrument for evaluating our student teachers out in the field. One of the 21 categories on which candidates are measured is to make connections to research and theory in their lesson planning, assessment and analysis of the progress of learners. We recognized a deficit in our candidates' preparation to weave educational theory into their daily work in planning, pedagogy and assessment during student teaching, so we have begun the process of analyzing a more holistic and intentional approach to theory across our curriculum.

