



AAQEP Annual Report for 2022

Provider/Program Name:	Alfred University
End Date of Current AAQEP Accreditation Term (or “n/a” if not yet accredited):	December 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 included 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 162 teacher education students across our four programs on two campuses. (Our numbers have rebounded to pre-pandemic levels!) 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 highly-qualified educators for our regional classrooms. Alfred was one of only a handful of colleges to pioneer integrated and coeducation in the 1830s and we still strive to have all of our completers reflect Alfred's historic commitment to diversity and inclusion. We try 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 filing this report must post at least Part I):

This will be sent along later – I am finishing this during the holiday break when the University is closed. Will send you this link after we reopen in January.

2. Enrollment and Completion Data

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

Table 1. Program Specification: Enrollment and Completers for Academic Year 2021-2022

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 mm/yy)	Number of Completers in most recently completed academic year (12 months ending mm/yy)
<i>Programs that lead to initial teaching credentials</i>			
Bachelor of Science	Early Childhood/Childhood Education	75	9
Bachelor of Fine Arts	Art Education	32	10
Bachelor of Arts	Adolescent Education	21	5
Total for programs that lead to initial credentials		138	24
<i>Programs that lead to additional or advanced credentials for already-licensed educators</i>			
Master of Science	Literacy Education	24	16
Total for programs that lead to additional/advanced credentials		24	16
<i>Programs that lead to credentials for other school professionals or to no specific credential</i>			
		N/A	N/A
Total for additional programs		N/A	N/A
TOTAL enrollment and productivity for all programs		162	40
Unduplicated total of all program candidates and completers		162	40

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.
162
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.
40
C. Number of recommendations for certificate, license, or endorsement included in Table 1.
40
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.
Our 40 completers finished within 1.5 x the expected timeframe. We also had three who did not finish. (So 40 out of 43 who attempted completed within the expected timeframe.)
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%.
Content Specialty Test <u>Early Childhood</u> (Birth – Grade 2) Part I – ELA AU pass rate 96/NYS pass rate 89 Part II – Math AU 89/NYS 77 Part III – Arts & Sciences AU 99/NYS/97

Childhood (Grades 1-6)

Part I – ELA **AU 92**/NYS 89

Part II – Math **AU 93**/NYS 85 (*substantial improvement for AU over last year*)

Part III – Arts & Sciences **AU 97**/NYS/95

Adolescent Education

Social Studies – **AU 94**/NYS 90

English – **AU 91**/89

Art Education

Visual Arts – **AU 96**/NYS 92

Educating All Students (EAS) Exam – Required test for all candidates across all programs

AU 97/NYS 93

Notes:

- At every level on every test, Alfred students performed above the state average. All of our pass rates were above 90% except for Early Childhood Math which was 89. Both of our CST Math scores improved over last year, so it seems that our efforts in that area are working.
- We have a new faculty member (chair of the Math Dept. actually) teaching the Math course specific for our majors this year and the students are actually enjoying the class and him.
- This was the class that did not take the edTPA due to its suspension during the Pandemic.
- We are working on our TPA replacement plan which will be submitted to NYSED by July 1 and implemented starting in the 2023-24 academic year.

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

The first benchmark measure employed by our EPP is the results of the CPAST evaluation of completers which is completed by a cooperative effort of the student, the mentor teacher, and the University supervisor. This is our third year of CPAST use and we have found it to be a useful and reliable tool. Both at a midpoint of the student teaching experience and at the conclusion, a three-way conversation takes place among those mentioned above who agree on a consensus score on the 21 measures of the CPAST instrument. The cumulative results of averages of Alfred University candidates is remarkably similar to state and national

averages. The CCAST results are not connected to a grade, rather all parties are instructed to use it as a tool to give candidates affirmation for goals accomplished and to suggest areas for continued growth and development. A quick snapshot of the 2021-22 results is presented below. The full CCAST report is available to AAQEP for review:

Location	Pedagogy	Disposition
Alfred	2.47	2.68
NYState	2.59	2.76
National	2.51	2.68

In our CCAST training for both Mentor Teachers and University Supervisors, participants are urged to avoid the “Everyone gets a trophy” mentality and to use the instrument to encourage professional and pedagogical growth and development. We are pleased to see that our results are almost identical to national results, suggesting that the instrument is being used accurately and appropriately.

Our second measure of program completers comes from the candidates themselves through both exit surveys and alumni focus groups. The past two years have been difficult years for data collection due to faculty vacancies. (more on that in a later section) We have a plan in place to improve that for next year. Nonetheless, we were able to gather some feedback from our completers, which continues to be overwhelmingly positive.

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

We have had a shortage on faculty members this year, due to illness/leaves of absence, so not all of our surveying and focus groups were able to be completed. (more on that in the next section.) We did gather some data in conversations with our local partners who hire our graduates and place our student teachers. Our stakeholders continue to be overwhelmed by the teacher shortage and the fallout from the Pandemic. There is more of an urgency in our conversations with them; they are in desperate need of teachers and subs. In conversations before the Pandemic, employers were more likely to offer affirmation as well as suggestions/critique of program content and teacher preparation. Now our conversations always quickly come to how we can open up the pipeline of teachers for them and how we might be able to partner together to get more high school students interested in teaching and into our program. Gone are the days that they wanted us to work on technology: now they want us to focus on teacher resiliency. They are interested in a discussion on the field of education; how completers can be better equipped to handle the difficult atmosphere in schools; *and* be willing to stay for the long game of a career in teaching. They do not see this as an Alfred University problem, but a microcosm of a much larger issue. Ironically, the cast of characters of local superintendents and principals has changed considerably across the COVID years. Thus, in many instances we are also familiarizing new stakeholders with our program and exploring how we can better work together and support one another. A couple of helpful comments from these conversations include;

- We have never had a bad student teacher from Alfred.
- We have not hired an Alfred grad yet while I have been here but I have been impressed with your students who have visited our classrooms as observers and student teachers.
- We are happy with our Alfred hires, we just wish there were more available.
- We are looking for a type of teacher: student-centered, resilient, team player, etc. We are happy to provide them with the training and resources that they will need once they are hired.
- Send us more STEM teachers!

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.

Our employment rate investigation is site-based, due to the characteristics of our program. We are small enough of an operation that we know what our 24 completers are doing. (The 16 Literacy completers already had jobs when they entered our graduate program.) We regularly hear from school districts (near and far) seeking teachers, so we keep close tabs on anyone who is seeking employment. Among the completers who are referenced in this report, ALL have teaching positions except for two who are attending graduate school full time; one who is taking a year off for pregnancy; another who decided he wanted to take a gap year in the Adirondacks before he starts teaching.

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 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. 90% agree B. 90% agree C. 100% agree

Employer Focus Group	Alfred University will partner with local stakeholders and administrators to meet the educational needs in our local area.	<ul style="list-style-type: none"> A. Critical Need for Teachers B. Critical Need for Special Educators C. Pay more attention to Teacher resiliency D. Social Emotional Learning remains a high level concern but general agreement that AU candidates have proven responsive to this imperative. <p>See additional comments in Section G above</p>
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. Most expressed a high level of interest in our Special Education graduate program with all-grades certification that we are hopeful of rolling out in Fall 2023 (pending NYSED approval) D. Want to know more about teacher unions, job negotiations.

		<p>E. Program prepared them well as generalists – schools do more specific on-the-job training according to unique demands of each district.</p> <p>F. Expressed general agreement on satisfied/very satisfied with AU preparation, but less certain whether they will continue in teaching long-term. Curious about what other options might be out there.</p> <p>G. They and their school districts are still dealing with COVID in many more ways than they anticipated.</p>

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
Focus Group of Literacy candidates (almost exclusively former AU undergraduates who are teaching full time and now enrolled in our grad program)	Completers adapt to working in a variety of contexts and grow as professionals. (Specific emphasis on cultural and community context, CRP, and diverse learners.	<ul style="list-style-type: none"> • Students expressed overall satisfaction with their professional preparation and ongoing development • Wish that we had told them more about teachers’ union issues.

		<ul style="list-style-type: none"> They appreciated the employer panel we put together for the Student Teaching seminar—lots of valuable information there.
CPAST results	One section of the CPAST deals with professional development (collaboration and advocacy)	<p>AU candidates scores at similar levels to national averages:</p> <p>Row S: Collaboration with colleagues AU 2.71/National 2.78</p> <p>Row T: Advocacy for the profession AU 2.50/National 2.53</p> <p>A score of 2 = meets expectations A score of 3 = exceeds expectations</p>
We need additional surveying capacity to check in with completers who are five and ten years out (and beyond)	Working on that for the future—we were not able to get to it yet this year with staffing shortages.	Hope to have more to report on that next year
Additional Notes: renewed and expanded emphasis in foundational courses on context, rural vs. urban vs. suburban settings, and considering the particular needs of students from marginalized populations.	Students write a final paper for “Social Foundations of Education” on how teachers can engage in anti-racist pedagogy and curriculum. Implemented in 2021 and expanded in 2022.	To be evaluated next year.

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.

- We have submitted a proposal to NYSED to launch a graduate program in Inclusive Childhood Education. State representatives responded encouragingly but then suggested that we wait to submit under the new all-grades SWD guidelines (rather than have to immediately reapply) which we have done. We are awaiting their decision with hopes of launching our program in the fall of 2023.
- We have been working with a group of local stakeholders in a multidistrict collaborative effort to apply for a grant. Our project is known as the Full-Service Community Schools (FSCS) program referred to as the “Pipelines for Education Success.” The multi-level program will be mutually beneficial for local schools, communities, students, Alfred University, and the students involved. It will deliver our foundations courses at local schools for prospective young teachers who will earn college credit useable at Alfred or elsewhere and will hopefully help to increase the pipeline of future teachers for our region. Additionally it will open up and fund field experience opportunities for our students to go and tutor and interact with local students in after school programs. It has been a beneficial process of working through this proposal with several local districts.
- One of my goals since arriving at Alfred, and a suggestion that came out of our accreditation process, was to be able to add a placement/certification officer. This work has drained a great deal of time from the chair and faculty members in the past. Despite continued budgetary restraints related to COVID, the Alfred administration agreed with this need for teacher education and funded the position and we have recently hired for it. We have a marvelous new staff member who is a retired educator and eminently qualified for this position. We will be in a much better position as a result in the years ahead.
- Our new staff member has already begun work on an electronic data base of all current and former students (as far back as we have records) to be able to streamline our record keeping, alumni connections, statistical analysis for future accreditation processes, etc. This is going to be a significant tool for us in the future.
- Because of staff shortages across the pandemic, we have had a difficult time keeping on top of the continuous quality improvement work that we need to do to maximize our efforts, to track alumni, to run focus groups, etc. I was able to gain some faculty release time for the spring semester for one of our faculty members to have a two-course release to do research for us. The ongoing support of the Alfred University administration for our Division is one of our most critical assets in teacher education.
- Perhaps our greatest accomplishment of the past year has been just to survive under the most difficult circumstances of the pandemic and faculty vacancies related to the pandemic and illness. We have done our best to continue to offer a high quality, student-centered educator preparation program. Even though numbers are down for higher education--especially private higher education--and at our own institution, our numbers in Teacher Education (both on our main campus and in our Corning program) have rebounded to pre-pandemic levels, so we are so pleased that local students have continued to choose Alfred University to pursue their dreams of teaching.

