



## AAQEP Annual Report for 2023

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 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 60<sup>th</sup> 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 140 teacher education students across our four programs on two campuses. Our programs include:

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- ❑ 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
- ❑ (Graduate program in Inclusive & Special Education added Fall 2023—not included yet in 2022-23 report)

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):

[https://www.alfred.edu/academics/undergrad-majors-minors/\\_docs/aaqep-annual-report.pdf](https://www.alfred.edu/academics/undergrad-majors-minors/_docs/aaqep-annual-report.pdf)

## 2. Enrollment and Completion Data

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

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

<b>Degree or Certificate</b> granted by the institution or organization	<b>State Certificate, License, Endorsement, or Other Credential</b>	<b>Number of Candidates</b> enrolled in most recently completed academic year (12 months ending mm/yy)	<b>Number of Completers</b> in most recently completed academic year (12 months ending mm/yy)
<b><i>Programs that lead to initial teaching credentials</i></b>			
Bachelor of Science	Early Childhood/Childhood Education	68	21
Bachelor of Fine Arts	Art Education	32	6
Bachelor of Arts	Adolescent Education	20	3
Total for programs that lead to initial credentials		120	30
<b><i>Programs that lead to additional or advanced credentials for already-licensed educators</i></b>			
Master of Science	Literacy Education	20	20
Total for programs that lead to additional/advanced credentials		20	20
<b><i>Programs that lead to credentials for other school professionals or to no specific credential</i></b>			
N/A		--	--
Total for additional programs		--	--
TOTAL enrollment and productivity for all programs		140	50
Unduplicated total of all program candidates and completers		140	50

### 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>A. <b>Total enrollment</b> 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>140</p>
<p>B. <b>Total number of unique completers</b> (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>50</p>
<p>C. <b>Number of recommendations</b> for certificate, license, or endorsement included in Table 1.</p>
<p>91</p>
<p>D. <b>Cohort completion rates</b> for candidates who completed the various programs within their respective program’s expected timeframe <b>and</b> in 1.5 times the expected timeframe.</p>
<p>97%</p>
<p>E. <b>Summary of state license examination results</b>, including teacher performance assessments, and specification of any examinations on which the pass rate (cumulative at time of reporting) was below 80%.</p>
<p>2022-23 was the year that New York State dropped the edTPA. EPPs in NY were charged with developing an internal TPA and submitting them to the state for review by 7/1/23, and then to pilot the new TPAs during the 2023-24 academic year. We are in our first internal process currently. The other state examination results are included below:</p>

ATS-W	AU 100/NYS 99
EAS	AU 93/NYS 96

CST Early Childhood	AU 79/NYS 77
CST Childhood	AU 89/NYS 89
CST Art	AU 100/NYS 98
CST Social Studies	AU 100/NYS 91
CST English	AU 100/NYS 92

Notes on Exams:

- Our pass-rates dipped on the Early Childhood/Childhood groups this year, as they did statewide. This was our COVID class which had all four years disrupted. I anticipate that they should rebound to normal levels as the pandemic fades into the background. We have also made adjustments to our Math 102 course since then which I believe will improve candidate performance on the more challenging math portion of the multi-subject CST for our ECCE students.
- This was the first year that our EAS pass rate dipped below the state average, we have always been above in the past. Since this group tested we have added significantly to our Special/Inclusive Education faculty with both a new full-time Special Educator as well as an outstanding adjunct who is doing great work for us, so I anticipate that this number will also rebound in future years.
- In the interest of full disclosure, our test-taker “N” in both Art and Adolescent is very low, too low to be reported by Pearson. We were able to arrive at our pass rates by checking individual records. (But all of those who attempted the test did pass.)

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

The first benchmark measure employed by our program here at Alfred is our participation in the CPAST (Candidate Pre-Service Assessment of Student Teaching) developed by the Ohio State University. This was our fourth year using the CPAST instrument. The CPAST represents a cooperative effort by the candidate, mentor teacher, and university supervisor. The CPAST scores are based on a three-way conversation/collaboration at the midpoint and conclusion of student teaching. We have been very pleased with this instrument and with the dialogue it generates and its effectiveness as a tool for evaluating our candidates. The CPAST process identifies areas of growth for students to pursue in the second half of student teaching, and indeed in their future teaching positions. There are 21 measures included in the CPAST on both planning, instructional delivery, assessment, and professional conduct. Our CPAST results allow us to compare our candidates with benchmarks set by national use. The CPAST instructional training encourages all participants to avoid the “everyone gets an A” paradigm. A snapshot of Fall 2022 student teaching results is included in the next section. The full CPAST report is available for review by AAQEP or other interested parties. Note that

CPAST scores for AU completers align closely with New York and national benchmarks, suggesting both favorable and quality performance by student teachers and accurate use of the CPAST instrument.

This past year we attempted our first email survey of completers. Our response rate was, predictably, low. We have an email database of 190 and received 32 responses, so the results should be seen as a sampling rather than a statistically significant statement. Nonetheless, their responses were both affirming and gave good feedback on some program improvements to consider. As 72% of the respondents were more than ten years out, many of their suggested innovations have already been implemented in recent years, particularly leading up to and in response to the work we did on our accreditation process and its follow-up. (The single largest group of respondents were from the Class of 2005 – 13%)

I felt well prepared to teach: (85% agree or strongly agree)

- Strongly agree 8 (25%)
- Agree 19 (60%)
- Neutral 4
- Disagree 1
- Strongly Disagree 0

I felt well prepared to teach in a caring and effective manner (90% agree or strongly agree)

- Strongly agree 11 (34%)
- Agree 18 (56%)
- Neutral 2
- Disagree 1
- Strongly Disagree 0

The courses in the Education program were helpful to me as a prospective teacher (81% agree or strongly agree)

- Strongly agree 4 (12%)
- Agree 22 (69%)
- Neutral 4
- Disagree 2
- Strongly disagree 0

My student teaching experience was positive and helpful in preparing me to lead my own classroom (88% agree or strongly agree)

- Strongly agree 16 (50%)
- Agree 12 (38%)
- Neutral 1
- Disagree 0
- Strongly Disagree 0

#### Suggestions for improvement from Alumni Survey

- More diverse student teaching experiences
- More emphasis on teaching diverse students in the curriculum
- More emphasis on teaching students with disabilities
- More instruction on social justice issues (esp. gender, race, class)
- Need an actual art teacher in the Art Education program
- The AU Education faculty was warm and supportive; my mentor teachers were neither good nor helpful.
- More time in classrooms earlier in the program
- Bring local K-12 students to campus to interact with teacher education candidates
- Instruction on teacher self-care
- Bring in guest lecturers from diverse schools

In the years since 72% of the respondents graduated some of their program reflections and suggestions have already been considered and incorporated. As an example, our Social Foundations course is highly oriented towards social justice issues now; we have added an Art Educator to our faculty; we have expanded instruction on diversity and students with disabilities (we always need more of this however); and candidates now visit local schools in their very first education course. The most valuable piece of feedback from the survey was their desire for more diversity in the program, curriculum, and placements, so we will endeavor to seek out more opportunities in our rural upstate area and look for ways to better equip our graduates for a diverse future.

Additionally, we asked respondents to comment on the current state of education in America and the group unanimously share serious-to-grave concerns. As this relates less to our program evaluation, those comments are not included here, but they were primarily concerned with teachers being underappreciated and under remunerated, that the teacher shortage is crippling our schools, that right-wing politicians are ruining the field of education with censorship, book-banning, standardized testing, and by

undermining confidence in our nation's schools. They also worry about the increasing emotional trauma that students bring to the classroom. Teachers increasingly must be social workers and counselors. Several referenced that we place increasing and unrealistic expectations on our schools while continuing to underfund them.

The survey garnered us a different demographic (more experienced long-term teachers with opinions about Alfred in the 2000-2014 era) whereas our focus groups in the past have focused on and attracted recent graduates in the past 1-3 years. Both groups have valuable feedback for us to further explore in the future.

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

This year, after discontinuing summer site visits during the Pandemic, we returned to visiting our most frequent school partners and candidate student teaching hosts/graduate employment destinations. The chair (annual report author) and certification and placement officer visited with seven local principals/superintendents. Thus, our evidence for this section and Section Four, table 3 is qualitative rather than quantitative this year. (Attempts at an electronic/mailed survey in the past have been unsuccessful.)

- We have had multiple great student teachers from Alfred. (Only one did not seem to rise to the challenge as well as the others.)
- Have had very positive experiences with Alfred (both student teachers and employees) and would like to work together more frequently.
- Would love to partner with Alfred to try and get more teacher candidates interested in employment in our school.
- Would love to have more Alfred candidates visit our school/classrooms
- Our past hires from Alfred have worked out very well.
- We have been disappointed with the quality of student teachers from \_\_\_\_\_ (another local college) but have been pleased with the ones who came from Alfred.
- We love to hire student teachers whenever we can.
- Could we have Alfred education students partner with students at our school considering a career in teaching?
- Alfred Education graduates are "in demand."
- We would like to be able to on-board our Alfred student teachers if possible.

Suggestions for Improving Teacher candidates for employment (many of these comments were general in nature, unless mentioned, were not targeted specifically at Alfred) and/or program suggestions.

- Candidates should be prepared to demonstrate a genuine, authentic interest and passion for teaching.

- Be cautious about their social media presence—we check that. (multiple comments on social media)
- Prefer candidates with more background/experience in special education.
- Candidates should know how to analyze data/assessment to revise future instruction. They should be prepared to cite data about learning outcomes for their students during student teaching.
- Student teachers should actively seek contact with and evaluation from administration during placement.
- We would like to visit your classes and talk to students, invite us anytime.
- Candidates should research and know as much about the district as possible before interviewing.
- We would like to serve as a lab site for teacher education at Alfred University.
- Looking for candidates with classroom management and differentiated instruction skills.
- We would be willing and eager to do mock interviews with AU students either here at the school or on your campus.
- Above all else we are seeking candidates with a passion for students who are teachable and coachable. We can train you to do the rest!

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.

Due to the smaller, high-touch nature of our program, we are in touch with nearly all of our completers and connect with (most of) them to track their post-graduation status. Note that members of our graduate Literacy Education cohort must already be employed teachers to enter our program, therefore are not included in these results. Among this year's completers, one is touring Europe, one is taking a gap year after the birth of her child, and two have not checked in with us so we are not clear what they are doing. (One interesting note: in the earlier section on percentage of our completers who graduate within 1.5 x the expected time frame, the ONE who has not yet graduated is actually in her second year of full-time teaching because the district hired her after student teaching despite not having finished her degree nor gained certification. She plans to have both accomplished by the summer of '24)

Degree Area (total #)	Employed in Educ.	In Graduate School	Unemployed	Unknown
ECCE-Alfred (6)	4	2	0	0
ECCE - Corning (15)	15*	3	0	0
Art Education	5	0	0	1
Adolescent Education (3)	1	1	0	1**

\*On maternity leave but has a position awaiting her

\*\*Touring Europe - employment status unknown

#### 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																										
NYS ED GPA Requirement	All candidates for recommendation for NYS certification must attain an overall 2.75 GPA and a 3.0 GPA in their education division coursework	Percentage of AU completers attaining this benchmark: 100%																										
CPAST	<p>Candidate Preservice Assessment of Student Teaching (developed by the Ohio State University)</p> <table border="0" data-bbox="762 850 1306 1027"> <thead> <tr> <th><u>Key</u></th> <th><u>Points</u></th> </tr> </thead> <tbody> <tr> <td>Does Not Meet Expectation</td> <td>0</td> </tr> <tr> <td>Emerging</td> <td>1</td> </tr> <tr> <td>Meets Expectations</td> <td>2</td> </tr> <tr> <td>Exceeds Expectations</td> <td>3</td> </tr> </tbody> </table>	<u>Key</u>	<u>Points</u>	Does Not Meet Expectation	0	Emerging	1	Meets Expectations	2	Exceeds Expectations	3	<table border="0" data-bbox="1335 672 1850 992"> <thead> <tr> <th><u>Testing Cohort</u></th> <th><u>Pedagogy Score</u></th> </tr> </thead> <tbody> <tr> <td>Alfred University</td> <td>2.44</td> </tr> <tr> <td>New York State</td> <td>2.42</td> </tr> <tr> <td>National</td> <td>2.49</td> </tr> </tbody> </table> <table border="0" data-bbox="1335 850 1850 992"> <thead> <tr> <th><u>Testing Cohort</u></th> <th><u>Disposition</u></th> </tr> </thead> <tbody> <tr> <td>Alfred University</td> <td>2.69</td> </tr> <tr> <td>New York State</td> <td>2.62</td> </tr> <tr> <td>National</td> <td>2.70</td> </tr> </tbody> </table>	<u>Testing Cohort</u>	<u>Pedagogy Score</u>	Alfred University	2.44	New York State	2.42	National	2.49	<u>Testing Cohort</u>	<u>Disposition</u>	Alfred University	2.69	New York State	2.62	National	2.70
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Local partners assessment of our student teachers during mock interviews	Local principals met with our completers and conducted interviews with them and scored them using the following rubric considering five questions/dispositions: 0-1 Below Standard 1-2 Approaching Standard 2-3 Meeting Standard 3-4 Exceeding Standard	<p>The principals scored our candidates as follows:</p> <p>Category 1 – 0%            Category 2 – 0%            Category 3 – 25%            Category 4 – 75%            (33% of the candidates received a perfect score of four)</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
CPAST Results	CPAST includes a section on professional commitment and behaviors	<p>AU candidates score a similar or higher levels than state and national results:</p> <p>Row N – Participates in professional development <b>AU 2.61</b>/NY 2.61/USA 2.66</p> <p>Row O – Demonstrates Effective Communication with Parents <b>AU 2.42</b>/NY 2.24/USA 2.48</p> <p>Row P – Demonstrates Punctuality <b>AU 2.84</b>/NY 2.81/USA 2.83</p> <p>Row Q – Meets Deadlines and Obligations <b>AU 2.74</b>/NY 2.68/USA 2.72</p> <p>Row R – Preparation <b>AU 2.71</b>/NY 2.72/USA 2.75</p>
CPAST Results	CPAST section on professional relationships	<p>AU candidates score at similar levels to state and national results</p> <p>Row S: Collaboration with Colleagues <b>AU 2.74</b>/NY 2.71/USA 2.78</p> <p>Row T: Advocacy for the Profession <b>AU 2.65</b>/NY 2.43/USA 2.56</p>

## 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.

Our **Advisory Board** had been dormant during the pandemic. We had one online zoom meeting that was poorly attended; our school partners were too overwhelmed during those two years. But we reconvened in the spring of 2023 and had a productive meeting and robust discussion about education after COVID. Some of their comments are included above in the previous section. Additionally, our partners affirmed their continued support for our program and desire to work more closely together to both attract and prepare teachers for our region. We continue to explore strategies to increase the pipeline of prospective teachers to cope with the teacher shortage. One of our local schools reported having to close out their high school program and send grades 9-12 to a nearby school as they do not have enough teachers to keep their own secondary program operational. (We also have expanded the membership of our Advisory Board to include any local school administrator who is available and interested in attending, in addition to the previous members which also includes some alumni and local teachers.)

One of the means by which we are exploring this is by entering into a partnership with three local school districts to apply for a **Full Service Community Schools Grant** which would fund cooperative programs with these local school districts: offering two AU education foundation courses on-site at their schools, sending our Teacher Education candidates there as tutors and bringing their students to our campus with the goal of boosting interest in and access to the teaching profession. We were not selected in last year's round, but our grant writer feels confident that we will be selected in the Spring of '24.

In addition to bringing our local school stakeholders to campus for Advisory Board, we resumed our **Summer Tour of Local Schools** in the Summer of '23. Division Chair, Tim Nichols, and Certification & Placement Officer, Kathy Sherman, visited our seven most frequent partners for practicum, student teaching, and employers of our graduates. We met with principals and superintendents and sometimes staff members that they brought along. We asked for program feedback, commentary on the state of education in our region, and suggestions for how we can work more effectively together. These visits are so helpful in opening lines of communication and keeping us aware of current challenges and concerns out in our schools and for the teaching profession. Some of the recurring themes that emerged included:

- Pleased with the quality of our student teachers
- Please send us more teachers!

- Critical needs in Special Education
- Have our candidates come with more skills and experience in Special Education
- Schools still dealing with learning deficits from the Pandemic
- Student Teachers should think of it as a semester-long job interview. Schools hope student teaching will lead to employment.
- Principals and superintendents expressed a high degree of willingness and desire to come and speak to our upper-level courses.
- Always willing to host students for observation.
- Open to creative new arrangements to generate increased interest in the teaching profession.

One of the most significant improvements to our program during the 2022-23 academic year was the addition of Kathy Sherman as **Certification and Placement Officer**. This was a recommendation that came out of our 2020 site visit. The Alfred University administration has been supportive of the idea ever since, but we had been unable to find the right candidate for it. We were able to identify and hire the IDEAL candidate in November of 2022. Kathy Sherman is a former high school teacher and Montessori School Director who brings a wealth of experience and energy to her position and is already making such a significant impact on our program.

During the spring of 2023, Kathy worked on building an **Alumni Database** and transferred decades of paper files to an electronic system. She then used that to conduct an **Alumni Survey**. Typically, our response rate was low, but some of the results are included above in the completer section. We will use this database in the future though to better track our completers and program evaluation. Our next step will be to invite completers to participate in both in-person and zoom focus groups. Most of our initiatives have always been with recent completers. We hope to work on a project with mid-career alumni who have been out of Alfred for 15-25 years and look at teacher retention and resiliency. We are eager to hear their perspectives on teaching, their preparation at Alfred, and their views on the state of American education.

One of the challenges across the past five years at Alfred has been to attract and retain high quality faculty members who are a good fit for our program. We began 2022-23 with a last-minute resignation and a devastating cancer diagnosis which led to a challenging year for those remaining. So much of last year was devoted to keeping the program afloat and student experience favorable. I believe we were able to do both, but it was an overwhelming year. The resignation yielded positive results as we conducted a **Successful Faculty Search** for a replacement who joined us this fall. This is a sneak preview for next year, but Dr. Jennifer Snow, a high school teacher who recently completed her doctorate at Johns Hopkins, joined us and

has been so favorably received by colleagues and students alike. Our colleague who had cancer is now in remission and returned to us this spring. These positive changes, in addition to Kathy Sherman and some highly capable and dedicated adjunct faculty members, mean that we are in the best and strongest position we have been since I came to Alfred six years ago.

During the 2022-23 academic year, we also gained final NYSED (New York State Department of Education) approval for our **Graduate Program in Inclusive & Special Education**. In a one calendar year program, graduate students may add Special Education, all-grades, certification to their existing certification area. We enrolled our first cohort in the Fall of 2023 (so not included yet in this year's report.) We rolled out our program initially at our Corning extension, but as the program grows, it will also be delivered on the main campus in Alfred.

Our other major initiative during the 2022-23 academic year was discussing, researching, and structuring our “auTPA” (**Alfred University Teacher Performance Assessment**) process which will be used to replace the edTPA. I submitted our proposal to the State Education Department on July 1. Their default setting was that they would provide feedback if they had any concerns or suggestions for improvement, so “no news is good news,” which was our situation. We are piloting our program with our student teachers this fall and will report the results in our next Annual Report. (Our completers will be completing the final piece of the assessment— “Presentation of Learning” tonight in Alfred and tomorrow night in Corning. We invite all the rising students in the program as the audience as our completers present their reflections on student teaching and on their teacher performance assessment, then we all will eat dinner together afterwards.) We have been pleased with the process thus far and will meet in January and May to discuss our data results and to consider any changes or improvements before the next cycle.

Just a few last notes on some additional program improvements that we were able to initiate last year:

- We added **Site-Based Observation Hours** as a requirement to our very first course (Psychological Foundations) so that our candidates and even academic explorers immediately spend some time out in local schools watching the teaching and learning process up close. We (and our stakeholders) believe that this will better equip them for their future coursework and for those still on the fence about majoring in Education, we hope it will solidify their decision to pursue a career in teaching.
- We established an **Education Student Lounge** on our floor to better build esprit d' corps among our future teachers. Kathy Sherman has taken ownership of it and has come up with home-like furniture and décor, student artwork on

the walls, and supplied with daily snacks. The students have responded well to this new space, and we believe it helps them to feel more at home in our division.

- We have been concerned about recent trends in politics and education (book-banning, teacher-scripting, “don’t say gay” initiative in Florida, and troubling restrictions on the teaching of race.) While this phenomenon has not been as common in New York State, our local schools have not been immune to these dangerous trends. Several local libraries and school districts have come under fire. We have initiated conversations about this in Social Foundations and in Adolescent Education Methods courses. Additionally, we have added a “**Banned Books**” library in the Education office. We researched the 50 most frequently banned books by school and have them available for our students to sign out, read, consider, and discuss. One of our alumni heard about it and ordered us an additional book that she thought should be included in the collection!
- Our program numbers were down a bit in this year’s calculations, compared to last year’s; by 2022-23 we had three small COVID-classes on campus. University enrollment significantly rebounded this semester (Fall 2023). One of our early indicators on the size of program enrollment is the number in our two foundations courses. In the fall of ’22 those two courses had 33 unique students in them. This year there were 50, which is the largest enrollment in the two courses in the past decade.

Lastly, this will be my final annual report. I have reached the decision to retire in the summer of 2024; I have already told my AAQEP cohort. My years at Alfred University and my association with AAQEP have been the highlights of my long career, I am deeply grateful to AAQEP for taking on Alfred in 2018 when we were experiencing a variety of problems and working through, not just the accreditation process, but also the transformation of our program. I believe Alfred University to be the strongest right now that it has been in many years. We have great camaraderie among the faculty, which is perhaps the greatest change. Our new faculty division members (Dr. Danielle Cowley, Dr. Jennifer Snow, and Kathy Sherman, our certification and placement officer will take Alfred to new heights, and I feel great confidence in leaving them at this time. I am not leaving the village of Alfred so will still be close by to help and advise in anyway that I can. I will be in Orlando in April for the Symposium but wanted to put on record here my deepest appreciation and praise for the AAQEP leadership.

*Timothy J. Nichols, PhD, Education Division Chair 2018-2024*

## 6. Sign Off

Provider's Primary Contact for AAQEP (Name, Title)	Dean/Lead Administrator (Name, Title)
Timothy J. Nichols, Education Division Chair	Robert L. Stein, Dean, College of Liberal Arts & Sciences

Date sent to AAQEP:	December 18, 2023
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