



## AAQEP Annual Report for 2023

Provider/Program Name:	Houghton University Teacher Education Program
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 Houghton University Teacher Education Program (HUTEP) is rooted in the conviction that education at every level must not only inform the mind, but also enrich the spirit and develop the character of all who participate. The HUTEP further believes that, to serve effectively as teaching in the changing world of the 21st century, our graduates must enter the profession solidly prepared in academic content, intellectual abilities, and pedagogical knowledge. Additionally, graduates must demonstrate personal responsibility and professional dispositions that will ensure a positive educational experience for all learners. Since no amount of preparation can anticipate all teaching contexts or subsequent developments in the field, our graduates must also be ready to continue learning as they teach. The mission of HUTEP, derived from these convictions, is to equip teachers for transformative learning and service.

There are four undergraduate strands for teacher preparation at Houghton: Adolescence Education, Inclusive Adolescence Education, Inclusive Childhood Education, and Music Education. There are regular and diverse clinical field experiences across all strands of the undergraduate programs. While most of these experiences occur in rural schools, all candidates have a two-week intensive experience where they are immersed in inner city Buffalo Schools for the EDUC 240: Teaching in Urban America course. In addition to the four undergraduate strands, the HUTEP offers a Master's program in literacy. Paralleling our undergraduate program, the M.S.Ed. - Literacy program seeks to equip certified PK-12 educators to foster positive literacy-rich experiences with diverse backgrounds and abilities. The program leads to an additional initial or professional certification as a literacy specialist. The HUTEP is composed of all members of the education department and led by the area dean of the education department, and meets weekly to make program policy decisions.

All candidates complete practica/clinical experiences and student teaching/internships and complete a senior or graduate level portfolio. The HUTEP graduates approximately 30 program completers annually. These graduates are highly sought after within and beyond local and state school districts.

#### 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.houghton.edu/about/accreditation/>

## 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**

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 08/23)	Number of Completers in most recently completed academic year (12 months ending 08/23)
<i>Programs that lead to initial teaching credentials</i>			

<i>Bachelor of Arts- Adolescence Education (ADE)</i>	<i>Initial Certification: Biology (Grades 7-12)</i>	0	0
	<i>Initial Certification: Chemistry (Grades 7-12)</i>	1	0
	<i>Initial Certification: English (Grades 7-12)</i>	4	0
	<i>Initial Certification: Math (Grades 7-12)</i>	4	1
	<i>Initial Certification: Physics (Grades 7-12)</i>	0	0
	<i>Initial Certification: Social Studies (Grades 7-12)</i>	10	3
<i>Bachelor of Arts- Inclusive Adolescence Education (IADE)</i>	<i>Initial Certification: Biology (Grades 7-12)</i> <i>Initial Certification: SwD Generalist (Grades 7-12)</i>	2	2
	<i>Initial Certification: Chemistry (Grades 7-12)</i> <i>Initial Certification: SwD Generalist (Grades 7-12)</i>	0	0
	<i>Initial Certification: English (Grades 7-12)</i> <i>Initial Certification: SwD Generalist (Grades 7-12)</i>	4	2
	<i>Initial Certification: Math (Grades 7-12)</i> <i>Initial Certification: SwD Generalist (Grades 7-12)</i>	0	0
	<i>Initial Certification: Physics (Grades 7-12)</i> <i>Initial Certification: SwD Generalist (Grades 7-12)</i>	0	0
	<i>Initial Certification: SwD Generalist (Grades 7-12)</i>	3	0
<i>Bachelor of Science- Inclusive Adolescence Education (IADE)</i>	<i>Initial Certification: SwD Generalist (Grades 7-12)</i>	0	0
<i>Bachelor of Science- Inclusive Childhood Education (ICE)</i>	<i>Initial Certification: Childhood Education (Grades 1-6)</i> <i>Initial Certification: SwD (Grades 1-6)</i>	57	20
<i>Bachelor of Music- Music Education (MED)</i>	<i>Initial Certification: Music (Grades PK-12)</i>	7	2

Total for programs that lead to initial credentials		92	30
<b><i>Programs that lead to additional or advanced credentials for already-licensed educators</i></b>			
Master of Science in Education- Literacy (MSED - Literacy)	Initial Certification: Literacy (Birth-Grade 6) Professional Certification: Literacy (Birth-Grade 6)	7	3
	Initial Certification: Literacy (Grades 7-12) Professional Certification: Literacy (Grades 7-12)	0	0
	Initial Certification: Literacy (Birth-Grade 6 and Grades 7-12) Professional Certification: Literacy (Birth-Grade 6 and Grades 7-12)	2	0
Total for programs that lead to additional/advanced credentials		9	3
<b><i>Programs that lead to credentials for other school professionals or to no specific credential</i></b>			
Total for additional programs			
TOTAL enrollment and productivity for all programs		101	33
Unduplicated total of all program candidates and completers		101	33

### **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.)

Prior to the 2022-23 academic year, Houghton submitted an application and received approval from NYSED to offer a Bachelor of Science degree leading to certification as a Grade 7-12 Students with Disabilities Generalist. The education core for the B.S. degree is identical to the B.A. degree; the B.S. option gives students desiring to pursue a second major greater flexibility and enables them to complete their degree in the traditional 4-year time period.

### 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. <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.																															
101																															
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.																															
33																															
C. <b>Number of recommendations</b> for certificate, license, or endorsement included in Table 1.																															
51 recommendations were earned. 9 candidates earned a single recommendation, 19 Inclusive Childhood majors earned both Childhood Grade 1-6 and SwD Grade 1-6 recommendations, 2 Inclusive Adolescence majors earned both Biology 7-12 and SwD 7-12 recommendations.																															
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.																															
<table border="1"> <thead> <tr> <th colspan="8">Inclusive Childhood Education</th></tr> <tr> <th>End of Academic Year</th><th>Graduation Cohort</th><th>Graduated in 100% time (4 years)</th><th>Graduated in 150% time (6 years)</th><th>Graduated in 200% time (8 years)</th><th>Graduation Rate % (4 years)</th><th>Graduation Rate % (6 years)</th><th>Graduation Rate % (8 years)</th></tr> </thead> <tbody> <tr> <td>2023</td><td>20</td><td>20</td><td></td><td></td><td>100%</td><td></td><td></td></tr> </tbody> </table>								Inclusive Childhood Education								End of Academic Year	Graduation Cohort	Graduated in 100% time (4 years)	Graduated in 150% time (6 years)	Graduated in 200% time (8 years)	Graduation Rate % (4 years)	Graduation Rate % (6 years)	Graduation Rate % (8 years)	2023	20	20			100%		
Inclusive Childhood Education																															
End of Academic Year	Graduation Cohort	Graduated in 100% time (4 years)	Graduated in 150% time (6 years)	Graduated in 200% time (8 years)	Graduation Rate % (4 years)	Graduation Rate % (6 years)	Graduation Rate % (8 years)																								
2023	20	20			100%																										

2022	14	13	1		93%	7%	
2021	16	16			100%		
2020	10	6	4		60%	40%	
2019	19	18	1		95%	5%	
2018	14	12	2		86%	14%	
2017	10	9	1		90%	10%	
2016	13	12	1		92%	8%	
2015	20	20			100%		

Where completers took more than four years to graduate, almost all declared the major late in their sophomore year. Course sequencing forced a year of preparation before beginning upper-level courses, then a ninth semester for student teaching.

Adolescence Education							
End of Academic Year	Graduation Cohort	Graduated in 100% time (4 years)	Graduated in 150% time (6 years)	Graduated in 200% time (8 years)	Graduation Rate % (4 years)	Graduation Rate % (6 years)	Graduation Rate % (8 years)
2023	4	4		100%			

2022	7	6	1		86%	14%	
2021	11	11			100%		
2020	3	3			100%		
2019	2	2			100%		
2018	4	3		1	75%		25%
2017	3	1	2		33%	67%	
2016	5	5			100%		
2015	12	10	2		83%	17%	

One international student in the 2018 cohort stopped out for a period to fulfill his national service.  
Two students in the 2017 cohort stopped out for a period due to medical reasons.

Inclusive Adolescence Education							
End of Academic Year	Graduation Cohort	Graduated in 100% time (4 years)	Graduated in 150% time (6 years)	Graduated in 200% time (8 years)	Graduation Rate % (4 years)	Graduation Rate % (6 years)	Graduation Rate % (8 years)
2023	3	3			100%		

2022	1	1	0	0	100%		
2021	0						
2020	2	2	0	0	100%		
2019	2	2	0	0	100%		
2018	0						
2017*	1	0	1	0		100%	

Music Education							
End of Academic Year	Graduation Cohort	Graduated in 100% time (4 years)	Graduated in 150% time (6 years)	Graduated in 200% time (8 years)	Graduation Rate % (4 years)	Graduation Rate % (6 years)	Graduation Rate % (8 years)
2023	2	2			100%		
2022	5	4	1		80%	20%	
2021	10	9	1		90%	10%	



2020	6	5	1		83%	17%	
2019	3	3			100%		
2018	9	9			100%		
2017	4	3	1		75%	25%	
2016	7	6	1		86%	14%	
2015	10	10			100%		

One student in the 2017 cohort chose to complete a double major- Music Education AND Mathematics, which required extra time.

#### Graduate Literacy Education

End of Academic Year	Graduation Cohort	Graduated in 100% time (2 years)	Graduated in 150% time (3 years)	Graduated in 200% time (4 years)	Graduation Rate % (2 years)	Graduation Rate % (3 years)	Graduation Rate % (4 years)
2023	3	1	2*		33%	67%*	
2022	3		3*			100%*	

\*Our first graduates in this program were in AY 2021-22. The program at that time was built to be completed in three or four years, depending on the pace the individual was willing to follow. Beginning in F2022, based on feedback from our students

and prospective students, we restructured the program courses to be offered in 8-week sessions, reducing our program's expected timeframe from 3-4 years to 2 years.

**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%.

Test Number	Test Name	Number Passed	Number Taken	Pass Rate
060	Students with Disabilities	25	27	93%
065	Literacy	1	1	100%
090	Elementary Assessment of Teaching Skills	3	3	100%
091	Secondary Assessment of Teaching Skills	0	0	
115	Social Studies	2	2	100%
160	Biology	1	1	100%
165	Music	6	6	100%
201	Educating All Students	31	31	100%
221	Multi-Subject Part One	23	24	96%
222	Multi-Subject Part Two	18	22	82%
245	Multi-Subject Part Three	21	21	100%

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

As outlined above, our pass rate for every NYSED examination was above 80%. We continue to monitor changes to standards and state assessments and incorporate that content throughout our program requirements.

G. Narrative explanation of <b>evidence available from employers of program completers</b> , with a characterization of findings.
Our annual employer survey did not have enough responses to analyze.
H. Narrative explanation of how the program investigates <b>employment rates for program completers</b> , with a characterization of findings. This section may also indicate rates of completers' ongoing education, e.g., graduate study.
<p>Houghton University surveys all students at graduation and six months post-graduation, seeking information on employment and graduate school enrollment. In our most recent survey, over 80% of Education respondents reported employment in education and 95% reported either current graduate studies or a graduate degree.</p> <p>The Houghton University Teacher Education Program conducts an annual survey of graduates two years and five years after graduation. The results are summarized and reported to the Education faculty, who then identify areas of concern and set goals for improvement. In our most recent survey, 7% of respondents felt inadequately prepared to collaborate with parents and community members. As a result, a deeper discussion of collaboration was added to both student teaching orientation and student teaching seminar courses.</p>

#### 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									
Junior Practicum Evaluation	During the junior practicum clinical field experience, an evaluation form is utilized, which is based tightly on Danielson's framework. This alignment was due in large part to New York's alignment of the actual teacher observation instrument with Danielson. The practicum evaluation is a truncated form of the full form used for student teaching. There are numerous criteria observed which relate to AAQEP standard one. A Likert scale is used with a 4 indicating exceptional, 3 is proficient, 2 is developing and 1 is minimally evident. Candidates must perform at the developing level or higher on ALL criteria to move to student teaching.	16/16 juniors met all criteria and were approved to advance.									
Student Teacher Evaluation / Graduate Internship Evaluations	During student teaching and the graduate level clinical field experiences, evaluation forms are used (based tightly on Danielson's framework). This alignment was due in large part to New York's alignment of the actual teacher evaluation instrument with Danielson. There are numerous criteria observed which relate to AAQEP standard one. A Likert scale is used with a 4 indicating exceptional, 3 is proficient, 2 is developing and 1 is minimally evident. Candidates must earn exceptional or proficient scores for the majority of the criteria; scores of 'developing' must be rare.	<table> <tr> <th>Strand</th><th>Number</th><th>Results</th></tr> <tr> <td>ADE</td><td>4</td><td>100% met</td></tr> <tr> <td>IADE</td><td>4</td><td>1 candidate had a very successful first placement but developed serious dispositional concerns during their second placement, was removed from their placement and was not</td></tr> </table>	Strand	Number	Results	ADE	4	100% met	IADE	4	1 candidate had a very successful first placement but developed serious dispositional concerns during their second placement, was removed from their placement and was not
Strand	Number	Results									
ADE	4	100% met									
IADE	4	1 candidate had a very successful first placement but developed serious dispositional concerns during their second placement, was removed from their placement and was not									

				recommended for certification.
		ICE	23	1 candidate failed to demonstrate proficiency in multiple areas despite significant support, declined the opportunity to repeat their student teaching semester and was ultimately not recommended.
		MED	2	100% met
		Literacy	3	100% met

**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		
Senior Portfolio / Graduate Portfolio	The senior portfolio is a compilation of essays which present the students understandings and practices (with appropriate hyperlinked artifacts) of each of five claims for program completers: 1) Demonstrate a breadth and depth of subject matter knowledge and facility with the intellectual tools of the liberal arts, 2) Articulate and implement a personal philosophy of education based on their knowledge of students' cognitive, psychosocial, and moral development as	Strand	Number	Results
		ADE	4	100% met
		IADE	4	100% met
		ICE	23	1 candidate initially scored a 1.33 on 1 claim and revised until their essay was acceptable.

	<p>well as the cultural and philosophical foundations of education, all of which inform and give coherence to their teaching, 3) Integrate the knowledge and intellectual tools of the liberal arts with pedagogical knowledge to create instruction and assessment practices that acknowledge, address and value the varied learning needs of diverse students in nurturing and culturally-responsive learning environments, 4) Work in partnership with students, educational professionals, parents, and community members to foster students' learning and development, and 5) Develop and critique educational thought and practice in light of Christian faith in a way that communicates the commitment and ability to grow as life-long learners who contribute thoughtfully to the profession while demonstrating integrity in their personal and professional behavior. A Likert scale is used with a 4 indicating exceptional, 3 is proficient, 2 is developing and 1 is minimally evident. If candidates score below a 2 on an essay, they must resubmit the applicable portion of the essay.</p>	<table> <tr> <td>MED</td><td>2</td><td>100% met</td></tr> <tr> <td>Literacy</td><td>3</td><td>100% met</td></tr> </table>	MED	2	100% met	Literacy	3	100% met
MED	2	100% met						
Literacy	3	100% met						
Disposition Assessment	<p>Professional Dispositions are monitored throughout each candidate's undergraduate experience. Candidates formally assess their own professional dispositions at the entry to the program. During the junior year, candidates again self-assess after they have interned in a K-12 setting while college faculty assess</p>	<p>All candidates have met or exceeded dispositional standards prior to their student teaching experience.</p>						

	them during this time as well. Dispositions are also discussed during weekly department meetings. If students need to improve, then a professional growth plan is created by faculty and the student.	
Survey of Alumni & Employers	These surveys examine program effectiveness in determining a candidate's content and pedagogical knowledge by surveying 2 years and 5 years after graduation	The number of responses was too low to allow quantitative analysis. While graduates generally reported feeling well-prepared with regard to content and pedagogical knowledge, MED completers continue to rate themselves lower than other strands. Field experiences and assessment for MED students have been increased to address this and we expect to see the impact once those students enter the field.

## 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.

### **Challenges:**

Finding quality practicum and student teaching placements continues to be a challenge. Area districts are dealing with teacher shortages and turnover, which results in untenured teachers and experienced teachers who are either in a new assignment or mentoring new faculty and therefore reluctant to mentor pre-service teachers.

Related to the teacher shortage, we find non-Education majors in their third or fourth year who wish to pursue teacher certification are frustrated to learn how much additional time it would add to their undergraduate degree.

### **Responsive Actions/Accomplishments:**

We are taking a multi-faceted approach to identifying and retaining high-quality classroom mentors. First, we are seeking broader connections with districts- serving on review panels, offering continuing education, developing collaborative opportunities. Second, we are reaching out to building principals by visiting newly hired administrators and attending area meetings, to ensure they are

prepared to host our students and direct them toward exceptional teachers. Third, we are engaging with our current mentors and responding quickly to their concerns and suggestions, in an effort to increase retention.

To accommodate students near or at the end of their undergraduate studies who express an interest in teacher certification, we are adding a Master of Arts in Teaching (MAT) degree with both a full-time and a part-time pathway. For now, the MAT will lead to Initial certification in a Grade 7-12 core subject but we plan to expand it to other certifications in the future. While we see sufficient demand for this degree just from Houghton undergraduates, we believe this program will also be attractive to residents of our surrounding area.

In response to changing requirements from NYSED, we have developed and received approval for a Teacher Performance Assessment (TPA) to replace the edTPA. This assessment has been incorporated into our existing senior portfolio and will be in place beginning with our Fall 2023 student teachers. This TPA will allow our completers to effectively demonstrate their understanding and use of the instruction cycle, with supporting evidence.