



AAQEP Annual Report for 2025

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 teachers 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, Childhood Education/Students with Disabilities, 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 in culturally diverse educational needs, where they are immersed in Buffalo City Schools for the EDUC 240: Teaching in Urban America course. In addition to the four undergraduate strands, the HUTEF 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 HUTEF 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 HUTEF 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, 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 08/25)	Number of Completers in most recently completed academic year (12 months ending 08/25)
<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>	3	0
	<i>Initial Certification: Chemistry (Grades 7-12)</i>	1	0
	<i>Initial Certification: English (Grades 7-12)</i>	7	1
	<i>Initial Certification: Math (Grades 7-12)</i>	7	2
	<i>Initial Certification: Physics (Grades 7-12)</i>	0	0
	<i>Initial Certification: Social Studies (Grades 7-12)</i>	14	5
<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>	0	0
	<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>	1	0
	<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: Social Studies (Grades 7-12)</i> <i>Initial Certification: SwD Generalist (Grades 7-12)</i>	3	0

	<i>Initial Certification: SwD Generalist (Grades 7-12)</i>	7	0
<i>Bachelor of Science- Inclusive Adolescence Education (IADE)</i>	<i>Initial Certification: SwD Generalist (Grades 7-12)</i>	5	1
<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>	55	9
<i>Bachelor of Music- Music Education (MED)</i>	<i>Initial Certification: Music (Grades PK-12)</i>	11	3

Total for programs that lead to initial credentials	114	21
<i>Programs that lead to additional or advanced credentials for already-licensed educators</i>		

<i>Master of Science in Education- Literacy (MSED - Literacy)</i>	<i>Initial Certification: Literacy (Birth-Grade 12)</i> <i>Professional Certification: Literacy (Birth-Grade 12)</i>	12	4
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Total for programs that lead to additional/advanced credentials	12	4
<i>Programs that lead to P-12 leader credentials</i>		
Total for programs that lead to P-12 leader credentials	0	0
<i>Programs that lead to credentials for specialized professionals or to no specific credential</i>		
Total for programs that lead to specialized professional or no specific credentials	0	0
TOTAL enrollment and productivity for all programs	126	25
Unduplicated total of all program candidates and completers	126	25

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.)

Due to a change by NYSED in the grade bands for the Literacy certification, we no longer offer our M.S.Ed. students the option to pursue either the Birth-Grade 6 or the Grade 7-12 track; all M.S.Ed students now prepare for Birth-Grade 12 certification. All students in the B-6 and 7-12 tracks completed their M.S.Ed. degree in a previous year.

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.	126
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.	25
C. Number of recommendations for certificate, license, or endorsement included in Table 1.	34 recommendations were earned, 30 undergraduate and 4 graduate. At the undergraduate level, 8 Adolescence Education completers and 3 Music Education completers earned a single recommendation, 9 Inclusive Childhood completers earned both Childhood Grade 1-6 and SwD Grade 1-6 recommendations, 1 Inclusive Adolescence completer earned a SwD 7-12 Generalist recommendation. At the graduate level, 4 completers earned Literacy B-Grade 12 recommendations.
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.	
<div>Inclusive Childhood Education</div>	

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)
2025	9	7	2		77%	23%	
2024	16		3		81%	19%	
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%		
As a general case, when 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.							

For the 2025 Inclusive Childhood Education cohort, 2 stopped out during their undergraduate studies, one for financial reasons and one to complete mandatory military service in his home country.

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)
2025	8	7	1		88%	12%	
2024	3	3			100%		
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 student in the 2025 cohort declared his education major late, which necessitated extra time.							
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)
2025	1	1			100%		
2024	2	2			100%		
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)
2025	3	2	1		100%		
2024	0						
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 2025 cohort took extra time to complete her degree.							
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)
2025	4	4			100%		
2024	8	7	1		88%	12%	
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
003	English	Low N	1	
060	Students with Disabilities	Low N	8	
065	Literacy	Low N	4	
115	Social Studies	Low N	4	
165	Music	Low N	2	
201	Educating All Students	15	16	94%
221	Multi-Subject 1-6 Part One	9	10	90%
222	Multi-Subject 1-6 Part Two	10	11	91%
241	Multi-Subject 7-12 Part One	Low N	1	
244	Multi-Subject 7-12 Part Two	Low N	1	
245	Multi-Subject Part Three	Low N	9	

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

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

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

Our annual employer survey did not have enough responses to analyze.

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.

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.

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. Last year we increased discussion of collaboration between teachers and other stakeholders- students, parents, colleagues and community- to both student teaching orientation and student teaching seminar courses, but we have not yet seen any change to survey scores.

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, staffing capacity for program delivery, administration, and quality assurance has been an ongoing improvement process. In order to align with the needs of the program, the institution conducted a national search for a Dean of Education and Behavioral Science. That search yielded the hiring of Dr. Michele Vanasse, who holds a Ph.D. Education with an emphasis in Teacher Education and School Improvement from the University of Massachusetts Amherst. Since her arrival, Michele has been working on evaluating the administration and quality assurance systems within the program. She is working on the integration of a new data collection and analysis system which all individuals who are responsible for engaging in ongoing quality assurance and assessment processes will have access to.

Our current full-time faculty numbers are lower than normal, but the search for two additional full-time faculty in the Fall of 2025 has yielded two quality candidates who are expected to arrive in fall 2026. Although our full time faculty numbers are not where we want it to be, to meet the current size and scope of the program, we have two part-time faculty and have been fortunate to call on additional high quality adjunct faculty to offset the need. To that end, our current faculty, along with adjunct or part-time faculty are engaged in teaching in instructional areas, including undergraduate and graduate courses and working on bi-weekly quality assurance measures and on overall programmatic improvement. These measures continue our efforts to monitor program outcomes, ensure compliance with state and institutional requirements, and respond more efficiently to student needs.

Thus, along with our current faculty and strong pool of adjunct faculty, we believe we are meeting the needs of our student population with regard to the scope and size of our program. Specifically, the faculty-to-student ratios remain appropriate for effective instruction and supervision, and our quality assurance processes are fully supported by designated staff. As enrollment remains fairly stable, our current structure allows us to sustain high-quality program delivery while maintaining continuous improvement efforts.

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																		
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.	19/19 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 border="1"> <thead> <tr> <th>Strand</th><th>Number</th><th>Results</th></tr> </thead> <tbody> <tr> <td>ADE</td><td>8</td><td>100% met</td></tr> <tr> <td>IADE</td><td>1</td><td>100% met</td></tr> <tr> <td>ICE</td><td>9</td><td>100% met</td></tr> <tr> <td>MED</td><td>3</td><td>100% met</td></tr> <tr> <td>Literacy</td><td>4</td><td>100% met</td></tr> </tbody> </table>	Strand	Number	Results	ADE	8	100% met	IADE	1	100% met	ICE	9	100% met	MED	3	100% met	Literacy	4	100% met
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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																		
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 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	<table> <tr> <th>Strand</th><th>Number</th><th>Results</th></tr> <tr> <td>ADE</td><td>8</td><td>100% met</td></tr> <tr> <td>IADE</td><td>1</td><td>100% met</td></tr> <tr> <td>ICE</td><td>9</td><td>100% met</td></tr> <tr> <td>MED</td><td>3</td><td>100% met</td></tr> <tr> <td>Literacy</td><td>4</td><td>100% met</td></tr> </table>	Strand	Number	Results	ADE	8	100% met	IADE	1	100% met	ICE	9	100% met	MED	3	100% met	Literacy	4	100% met
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	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.	
Disposition Assessment	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 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.	All candidates have met or exceeded dispositional standards prior to their student teaching experience.
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.

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: changing field placement- address dispositions throughout

- 1) Finding quality field placements continues to be a challenge; because of turnover and retirements, in many area districts teachers are either non-tenured or are mentoring their own first-year teachers.
- 2) While it doesn't happen often, we still find dispositional issues during junior and senior years that have not been addressed- late work, poor response to critical feedback, etc. These issues affect student success and potentially even continuance in the program.
- 3) As mentioned in our 2024 report, advising students who show interest in the program late in their studies of their options- particularly those interested in secondary education- has been limited to spending additional semesters as an undergraduate.

Responsive Actions/Accomplishments:

- 1) To improve quality placements, we have added new school partners and allow students in good standing to student teach near their home or the area where they intend to live after graduation. This has greatly expanded our placement options.
- 2) We are moving dispositional assessments and reviews earlier in our program and focusing on those students who show significant deficits.
- 3) We developed and received NYSED approval for our MAT program and enrolled our first students in Fall 2025. This will allow students to earn a master's degree while completing their vocational preparation and student teaching experience.