AAQEP Annual Report for 2023

Provider/Program Name:	Roberts Wesleyan University
End Date of Current AAQEP Accreditation Term (or "n/a" if not yet accredited):	June 2029

1. Overview and Context

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

Roberts Wesleyan University is a small, private institution nestled just outside of Rochester, NY. Just south of Lake Ontario, the University's main campus is in North Chili, with several extensions throughout Western New York. Roberts Wesleyan University is a community of learners who are committed to historic Christianity and focus on preparing thoughtful, spiritually mature, service-oriented people who will help transform society. Addressing the whole student is a foundational tenet of Roberts, as is forming and nourishing strong relationships with students. Thanks to a rich Christian heritage and a dedication to "education for character," Roberts remains committed to integrating a Christian worldview and learning into everyday life and work.

The Department of Teacher Education has programs that prepare candidates for Initial and Professional certification. Each program has a unique student profile.

The Traditional Undergraduate program includes the following certification areas:
Early Childhood & Special Education (Initial Certification, Birth-Grade 2)

Childhood & Special Education (Initial Certification, Grades 1-6)
Adolescence Education (Initial Certification, Grades 7-12)
Adolescence Education & Students with Disabilities Generalist (Initial Certification, Grades 7-12)
Music Education (Initial Certification, Grades Pre-K-12)
Visual Art Education (Initial Certification, Grades Pre-K-12)
Physical Education (Initial Certification, Grades Pre-K-12)
English to Speakers of Other Languages (ESOL) (Initial Certification, Grades Pre-K-12)

The Pathway to Teaching Undergraduate program includes the following areas:
Childhood & Special Education (Initial Certification, Grades 1-6)
Adolescence Education & Students with Disabilities Generalist (Initial Certification, Grades 7-12)
Students with Disabilities Generalist (Initial Certification, Grades 7-12)

The Initial Certification Master in Education program, based in Rochester, includes the following areas:
Early Childhood & Special Education (Initial/ Professional Certification, Birth-Grade 2)
Childhood & Special Education (Initial/ Professional Certification, Grades 1-6)
Adolescence & Special Education (Initial/ Professional Certification, Grades 7-12)

The Initial Certification Master of Education program, offered to students in Brooklyn, NY, as a distance education program, includes the following areas:
Early Childhood & Students with Disabilities (Initial/ Professional Certification, Birth-Grade 2)
Childhood & Special Education (Initial/ Professional Certification, Grades 1-6)

The Master of Literacy program, offered as a distance with classes online or in person, includes the following area: Literacy (Initial/ Professional Certification, Birth-Grade 12)

The Master of Special Education program, offered as a distance education program for previously certified teachers, includes the following certification areas: Special Education (Initial/ Professional certification, Birth-Grade 2; Grades 1-6; and Grades 7-12)

The Post Master ESOL program includes the following area: Literacy (PreK-12)

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.roberts.edu/department-of-teacher-education/teacher-education-performance-data/

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)
Programs that lead to initial teaching credentials			
Bachelor of Science	Childhood 1-6 and SWD 1-6	26	4
Bachelor of Science	Early Childhood Birth-2 and SWD Birth-2	6	0
Bachelor of Science	Biology 7-12, and possible SWD 7-12	0	0
Bachelor of Science	Chemistry 7-12 and possible SWD 7-12	0	0
Bachelor of Science	English 7-12 and possible SWD 7-12	6	0
Bachelor of Science	Math 7-12 and possible SWD 7-12	2	0
Bachelor of Science	Physics 7-12 and possible SWD 7-12	0	0
Bachelor of Science	Social Studies 7-12 and possible SWD 7-12	9	1
Bachelor of Science	Music Education PreK-12	24	4
Bachelor of Science	Physical Education PreK-12	19	3
Bachelor of Science	Visual Arts Education PreK-12	3	0

Bachelor of Science	Childhood 1-6 and ESOL PreK12	9	4
Bachelor of Science	Pathway to Teaching Childhood 1-6 and SWD 1-6	77	18
Bachelor of Science	Pathway to Teaching Biology 7-12 and SWD 7-12	1	1
Bachelor of Science	Pathway to Teaching Chemistry 7-12 and SWD 7-12	0	0
Bachelor of Science	Pathway to Teaching Earth Science 7-12 and SWD 7-12	0	0
Bachelor of Science	Pathway to Teaching English 7-12 and SWD 7-12	8	2
Bachelor of Science	Pathway to Teaching French 7-12 and SWD 7-12	0	0
Bachelor of Science	Pathway to Teaching Math 7-12 and SWD 7-12	0	0
Bachelor of Science	Pathway to Teaching Physics 7-12 and SWD 7-12	0	0
Bachelor of Science	Pathway to Teaching Social Studies 7-12 and SWD 7-12	9	3
Bachelor of Science	Pathway to Teaching Spanish 7-12 and SWD 7-12	0	0
Bachelor of Science	Pathway to Teaching SWD 7-12	3	1
Master of Education	Childhood Education 1-6 and SWD 1-6	84	48
Master of Education	Early Childhood Education Birth-2 and SWD Birth - 2	51	40
Master of Education	Biology 7-12 and SWD 7-12	9	5
Master of Education	Chemistry 7-12 and SWD 7-12	4	2
Master of Education	Earth Science 7-12 and SWD 7-12	1	0

Master of Education	English 7-12 and SWD 7-12	5	2
Master of Education	French 7-12 and SWD 7-12	0	0
Master of Education	Math 7-12 and SWD 7-12	4	0
Master of Education	Physics 7-12 and SWD 7-12	1	0
Master of Education	Social Studies 7-12 and SWD 7-12	6	2
Master of Education	Spanish 7-12 and SWD 7-12	1	0
Total for programs that lead to initial credentials		368	140
Programs that lead to additional or advanced credentials for already-licensed educators			
Master of Education	Literacy Birth-2 and Literacy 5-12	42	21
Master of Education	Leads to any of the following based on the license held: SWD Birth-2, SWD 1-6, SWD 7-12, Severe and Multiple Disabilities annotation/extension	40	19
Advanced Certificate	ESOL PreK-12	4	2
Total for programs that lead to additional/advanced credentials		86	42
Programs that lead to credentials for other school professionals or to no specific credential			
N/A	N/A	0	0
Total for additional programs		0	0
TOTAL enrollment and productivity for all programs		454	182
Unduplicated total of all program candidates and completers		453	181

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.)

> We have added a Master of Education Initial Certification Program, Distance Education, for Elyon College students in Brooklyn, NY.

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.
453
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.
181
C. **Number of recommendations** for certificate, license, or endorsement included in Table 1.
328
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.

Traditional Undergraduate Cohort Completion Rates

Our expected time frame is 4 years, so 1.5 times that expectation is 6 years. In New York State, depending on the certification(s) being pursued, students must complete between 100 to 200 hours of fieldwork in order to be eligible for student teaching.

The Traditional Undergraduate program in Teacher Education at Roberts Wesleyan University is a small but rigorous program that prepares students to earn their initial teaching certification(s) in New York State. As highlighted in the table below, 19 traditional undergraduate students began their studies at Roberts Wesleyan in the fall of 2017. Of those 19 students, 18 students graduated within 4 years while 1 student graduated within 6 years; this indicates that 95% of Roberts' Traditional Undergraduate Teacher Education students graduated within 4 years of starting the program.

Start Date	Major	Number of Students	Number of Students who Graduated in 100% time (4 years)	Number of Students who Graduated in 150% time (6 years)	Graduation Rate % (4 years)	Graduation Rate % (6 years)
Fall 2017	ECE/SWD	2	1	1	50%	50%
Fall 2017	Childhood/SWD	6	6	0	100%	0
Fall 2017	Adolescent Ed (Bio, Chem, ELA, Physics, Math, SS, SPAN) with optional SWD	5	5	0	100%	0
Fall 2017	Music Ed	6	6	0	100%	0
Fall 2017	PE	0	N/A	N/A	N/A	N/A
Fall 2017	Vis Arts	0	N/A	N/A	N/A	N/A
Fall 2017	ESOL/Childhood	0	N/A	N/A	N/A	N/A

Pathway to Teaching Cohort Completion Rates

The expected time frame is 21 months, and 1.5 times that expectation is about 32 months. In the Pathway to Teaching

program, if a student fails a course, they must stop out and wait until the next cohort (6 months) runs the course and will join that cohort.

Childhood & Adolescent Education

Start Date	Major	Number of Students in Initial Cohort	Number of Students who Graduated in 100% time (21 months)	Number of Students who Graduated in 150% time (32 months)	Graduation Rate % (21 months)	Graduation Rate % (32 months)
Cohort 21 8/19/20	CH/SWD	12	7	3	58%	25%
	ADOL/SWD	6	2	0	33%	0
Cohort 22 8/22/20	CH/SWD	11	7	0	33%	0
Cohort 23 3/4/21	CH/SWD	8	8	0	100%	0
	ADOL/SWD	2	2	0	100%	0
Cohort 24 3/4/21	CH/SWD	3	2	0	67%	0
	ADOL/SWD	4	3	0	75%	0
Cohort 25 8/9/21	CH/SWD	9	8	0	89%	0
	SWD 7-12	1	0	0	0%	0

Initial Certification Master of Education Program - Rochester Based

This program is designed to follow two tracks - full-time or part-time. Students who complete the program in a full-time status will take twelve credit hours per semester for three consecutive semesters before student teaching (total completion = 16 months). Students who complete the program in a part-time status will take six credit hours per semester for six semesters before student teaching (total completion = 28 months). Students can switch tracks during the program based on personal preference or need.

Since there is an expectation that many students will elect to complete the program in 28 months, this table must be completed after 28 months have elapsed from the start date. Therefore, this table focuses on students who entered in Spring 2021. It is important to note that these students entered the program during the height of COVID-19 health regulations, which impacted the course formats and experiences. Students who completed the program in a part-time format were able to experience courses and student teaching in a more traditional format. Based on the data in the table, all students in the Adolescence programs completed the program in an advertised and expected time frame.

Three students are currently enrolled in the program and progressing satisfactorily.

One student from the Childhood program graduated in 31 months and was not recommended for certification to the New York State Education Department.

Start Date	Major	# of Students	# of Students who Graduated in 16 months	# of Students who Graduated in 28 months	Graduation Rate 16 months	Graduation Rate 28 months	# of Students Still active	Rate of Students Still Active
N/A*	ECE/SWD	0	N/A	N/A	N/A	N/A	N/A	N/A
Spring 2021	CH/SWD	16	8	3	50%	18.75%	3	18.75%
Spring	Adol/SWD	6	4	2	67%	33%	0	0

2021								

*The MED Early Childhood program began in the Fall 2021 semester.

Initial Certification Master of Education Program - Brooklyn Based

The expected time frame is 12 months, and 1.5 times that is 18 months.

Start Date	Major	# of Students	# of Students who Graduated in 100% time (12 months)	# of Students who Graduated in 150% time (18 months)	Graduation Rate 100% (12 months)	Graduation Rate % 150 (18 months)
Cohort 4, Early Childhood August 2022	ECE/SWD	36	34	35	94%	97%
Cohort 4, Childhood August 2022	CH/SWD	18	18	18	100%	100%

Master of Literacy Professional Program

In the Master of Education Literacy Program, there are two formal starts: August and January. Students can complete the program with full-time studies in one year. Part-time studies can take 2-3 years to complete. Additionally, many students are full-time teachers and may decide part-time studies provide them with a desirable work/life balance.

Type of Cohort	Start Date	# of Students	# of Students who	#of students who	# of Students who	Graduation Rate 100 %	Graduation Rate 150%	Graduation Rate 200 %

			Graduated in 100% time	Graduated in 150% time	Graduated in 200% time			
18 months	January 2021	6	5	0	0	83%	0	0
3 years	August 2021	2	0	0	0	0	0	0
2 years	August 2021	2	2	0	0	100%	0	0
1 year	August 2021	16	11	0	1	69%	0	6%

Post Master ESOL Advanced Certificate Program

This program has three tracks: The expedited track lasts 8 months, the full-time track lasts 12 months, and the part-time track lasts 18 months,

Type of Cohort	Start Date	# of Students	# of Students who Graduated in 100% time	# of students who Graduated in 150% time	Graduation Rate 100 %	Graduation Rate 150%
Expedited	January 2023	1	1	0	100%	0
Full-time	Fall 2022	1	1	0	100%	0

Note: The **Master's in Special Education Professional Program** is a non-traditional program in which students choose their pace and have the flexibility to change that pace throughout the program. Therefore, completion time frames do not apply.

E. **Summary of state license examination results**, including teacher performance assessments, and specification of any examinations on which the pass rate (cumulative at the time of reporting) was below 80%.

2022_2023 Certification Exam Pass Rates

Note: The results reported below are taken from NYSTCE EdReports and represent the best annual attempt. For Adolescence programs (Grades 7-12), data is aggregated to report a large enough sample size for reporting and data analysis. When disaggregated, some programs have sample sizes (n<9) that are too low to report.

Exam	RWU Pass Rate	NY State Pass Rate
Biology CST	Low N (0)	80%
Chemistry CST	Low N (1)	93%
Earth Science CST	Low N (1)	82%
Educating All Students	97%	91%
English Language Arts CST	73%	78%
English to Speakers of Other Languages CST	Low N (5)	91%
French CST	Low N (0)	92%
Literacy CST	75%	87%
Mathematics CST	Low N (4)	62%
Multi-Subject B-2 Part 1	100%	84%

Multi-Subject B-2 Part 2	69%	62%
Multi-Subject 1-6 Part 1	91%	86%
Multi-Subject 1-6 Part 2	79%	82%
Multi-Subject 7-12 Part 1	77%	67%
Multi-Subject 7-12 Part 2	100%	81%
Multi-Subject Part 3	99%	93%
Music CST	Low N (4)	100%
Physical Education CST	Low N (6)	82%
Physics CST	Low N (0)	84%
Social Studies CST	Low N (9)	88%
Spanish CST	Low N (3)	99%
Students with Disabilities CST	91%	84%
Visual Arts CST	Low N (1)	97%
*Combination of Biology, Chemistry, Earth Science, ELA, French, Math, Physics, Social Studies, Spanish, ESOL, Music, PE, Visual Arts	89%	84%

As noted above, data in this table has been aggregated. For the MST Part 2 assessments, programs leading to Early Childhood and Childhood certification have added content and/or courses to increase passing scores on this assessment. We are beginning to track the data, which has a low *n* but is showing promising results.

For the Literacy CST, 16 students took the exam during the 2022-2023 academic year, and four students did not pass. All four students were from past cohorts (two before 2020) before changes were made to support students with the exam. One of the four students has retaken the exam three times and has yet to succeed. The Program Director prepared an asynchronous review session for current students to familiarize them with the test format, time constraints, the kinds of questions that will be asked, etc. All literacy courses, and all they entail, are aligned with the International Literacy Association (ILA) Standards for Literacy Professionals and the New York State Competencies as part of the CST.

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

Two distinct pathways provided evidence of program quality and assurance from program completers. Program completers participate in a completer survey and a completer focus group. The first completer survey, sent in August 2023, included 12 questions. Fifty-seven people participated in the survey out of 121 total completers (completion percentage = 47.1%) from 7 program areas. The survey requested information about the program and pertinent information about their current teaching position or role. For each question asked about their specific program, students could choose from five answers: poorly, adequately, well, very well, and not enough information to say. Also, an optional question asked for comments they would like to share. Within this data set of responses, only one response was given for "poorly," 27 responses were given for "adequately," and 428 responses were given for "well" or "very well." The option "not enough information to say" was not noted for any question. We must use the information presented in the survey to enhance our program and look for any shortcomings reflected by the "poorly" or "adequately" responses.

The other opportunity for data collection came through the completer focus groups. Completer focus groups occurred in the Fall 2022 semester. Four completer focus groups occurred with students from the Master of Literacy Program, Master of Education Program (Rochester-based), Pathway to Teaching Program, and Traditional Undergraduate Program. The data were organized by initial certification programs (Pathway to Teaching, Traditional Undergraduate, and Master of Education) and professional certification programs (Master of Literacy). We categorized data by program strengths, program weaknesses, and program implications. Before attending the focus group, completers could also submit a completer survey. We had 11 initial certification students participate in either the focus group or the survey. This particular group mentioned areas of improvement directly related to program initiatives already being addressed, such as adding special education material to all courses to adhere to K-12 special education certification changes). For the professional certification group, we had four participants who either participated in the

focus group or survey. This particular focus group did not mention any areas of weakness.

These two opportunities afforded us data on completer information and opinions through numerical and narrative data.

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

In January 2023, we held an employer focus group to identify strengths and areas of need for our completers. The focus group consisted of administrators, and questions were devised to align with New York State Teaching Standards and AAQEP standards. Employers noted that our completers were prepared with the use of technology, aligned with culturally responsive teaching practices, demonstrated a growth mindset with students, engaged in small group instruction, developed instruction utilizing backward design and gradual release of responsibility, and were open to feedback and collaboration. There were two areas for growth noted. First, completers could be tentative when communicating with parents. Additional case studies and practice opportunities will be placed in classroom management courses to address this need. Second, completers need additional practice with differentiating instruction. To address this need, planning and methods courses will reinforce these principles and identify opportunities for practice. A recent revision to the department's lesson plan template has created more space for noting differentiating instruction in the lesson plan. This change has already resulted in students considering additional differentiation opportunities in the lesson. While this feedback is helpful, it must be noted that the participation rate was small (n=3), so the Department needs to collect additional data to triangulate findings. Additionally, the focus group participants tended to consider all new teachers, not only the ones from Roberts Wesleyan University.

At the beginning of October 2023, a survey was sent to employers of program completers. Principals were the primary target for this survey because they serve as the direct supervisors for the program completers. By utilizing a survey, we seek to expand our available data compared to the above focus group. The Department sent the survey to 45 employers with 14 responses. It included questions regarding completers' performance in school engagement, communication, culturally responsive teaching practices, professional growth and self-assessment, collaboration, and content mastery. The survey utilized a Likert scale with responses of poorly, adequately, well, very well, and not enough information to say. In all categories, employers responded with "well" or "very well," with a few responses that stated insufficient information. While additional data would strengthen findings, these initial responses are positive in identifying the strengths of our programs in preparing our teacher candidates for employment. Respondents were provided space for any additional feedback. This section also included positive feedback on our completers' professional dispositions and skills. For additional context, one respondent noted that while all new teachers have a learning curve, those from our programs are prepared to work hard and learn quickly.

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.

In early October 2023, a program completer's survey and an employment survey were sent to our recent graduates to determine employment rates for program completers. The surveys required respondents to indicate if they were currently employed and their place of employment (if applicable). Those surveyed included May and August 2023 graduates. There were nine responses for the program completer's survey, including four from the Traditional Undergraduate program; one from the Pathway to Teaching program; and four from the Master of Literacy professional program. Of those nine respondents, 8 out of 9 (89%) graduates indicated that they were currently employed; no reason for unemployment was provided by the one respondent who indicated unemployment. For the employment survey, there were 29 responses; of those respondents, 28 out of 29 (97%) indicated that they were currently employed, with one respondent noting that they are currently living abroad.

In late October 2023, an additional employment survey was sent to our December 2022 graduates. There were 15 responses, including three from the traditional undergraduate program, three from the Pathway to Teaching program, and nine from the Initial Certification graduate program. Of those fifteen responses, 14 out of 15 (93%) graduates indicated that they were currently employed; no reason for unemployment was provided by the one respondent who indicated unemployment.

These findings indicate a high total rate of employment for program completers; specifically, out of 53 responses, only three indicated that they were not employed. **These findings represent an average employment rating of 94% across all programs at Roberts Wesleyan University.**

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

Initial Certification Programs AAQEP Aspect 1C CPAST T (Advocacy to Meet the Needs of Learners or for the Teaching Profession)	The expectation is that scores would average 2.6-3 for exceeding expectations and 2-2.5 for meeting expectations. Students scoring less than a 2 would not meet our expectations.	For the 2022-2023 academic year, each program evaluated CPAST data in the fall and spring semesters. For Fall 2022, all teacher education participants scored a 2 or a 3 on this section of the CPAST. Out of 56 students, 34 earned a three and 22 earned a two. Thus, 100% of our students met our expectations. In Spring 2023, most teacher education participants also scored either a 2 or a 3, with only one student earning a score of 1. Out of 87 students, 67 earned a three, 19 earned a two, and one earned a one. Thus, 99% of our students met our expectations.
Initial Certification Programs AAQEP Aspect 1D Assessment: Mentor Teacher Survey, Competency NYS Learning Standard #5 (Assessment for Student Learning: Teachers use multiple measures to assess and document student growth, evaluate instructional effectiveness, and modify instruction.)	The expectation is that, given a four-point scale, students will achieve a 3 or 4 on the given competency.	For the 2022-2023 academic year, each program evaluated Mentor Teacher Survey data in the fall and spring semesters. There were 15 responses from mentor teachers in the Fall of 2022. Of those responses were four responses of a two, four of a three, and seven of a four. Therefore, 73% of students met expectations. In Spring 2023, there were 20 responses. (The number is lower because we changed the data collection to only ask for mentor teacher input since we were receiving supervisor input through the CPAST.) Of those responses, there were ten responses of four, nine responses of three, and one of two. Therefore, 95% met expectations.

| Master of Literacy AAQEP Standard 1A Literacy CST Total Score and Competency 0007: Language and Vocabulary Development | The expectation is that students will pass the Literacy CST. The expectation is 3 or above for Competency 0007: Language and Vocabulary Development. | Sixteen students took the Literacy CST exam during the 2022-2023 academic year. Twelve students (75%) passed the exam. The Literacy CST assesses students' content, pedagogical, and/or professional knowledge relevant to the credential or degree sought. Three of the four students who did not succeed were from cohorts before 2020, before the program developed a comprehensive review resource for students. Relative to Competency 0007, 14/16 students earned a 3 or 4 on the exam. Of the two students who did not earn the expected score of a 3 or above, one earned a 1, and the other earned a 2. Both did not pass the exam. |
| Master's in Special Education AAQEP Standard 1B SWD CST Competency 2 | The expectation is 3 or above on Competency 002: Knowledge of Students with Disabilities. | Of 6 students, five achieved a 3 or higher; 83% met expectations. However, the average of all scores was 3.67, indicating that most students exceeded expectations. Since these results, the program has developed specific SWD CST review resources. |

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

Initial Programs AAQEP ASPECT 2c TPA 2.1 (Learning Environment)	The expectation is that scores would average 2.6-3 for exceeding expectations and 2-2.5 for meeting expectations. Students scoring less than a 2 would not meet our expectations.	A Teacher Performance Assessment (TPA) was piloted in Spring 2023; 33 participants successfully completed the TPA, including 19 from the Initial Certification Master of Education program; 9 from the Pathway to Teaching program; and 5 from the Traditional Undergraduate program (plus 1 Traditional Undergraduate student who did not successfully complete the TPA). Out of those 33 participants, most teacher education participants scored either a 2 or a 3, with only one student scoring a 1. Of these 33 students, 27 earned a three, 5 earned a two, and 1 earned a one. Thus, 97% of our students met our expectations.
Initial Programs AAQEP Aspect 2f CPAST - S (Collaboration)	The expectation is that scores would average 2.6-3 for exceeding expectations and 2-2.5 for meeting expectations. Students scoring less than a 2 would not meet our expectations.	For the 2022-2023 academic year, each program evaluated CPAST data in the Fall and Spring semesters. For Fall 2022, all teacher education participants scored either a 2 or a 3 on this section of the CPAST. Of these 56 students, 50 students earned a three and 6 students earned a two. Thus, 100% of our students met our expectations. Similarly, in Spring 2023, all teacher education participants either scored a 2 or a 3 on this section of the CPAST. Of these 87 students, 74 students earned a three and 13 students earned a two. Thus, 85% of our students met our expectations.
Master of Literacy AAQEP Standard 2C	The expectation is 3 or above on the given competencies regarding Learning	For 2023 completers, 95% (all but 1 student who earned a 2) earned 3s and

ILA Standard 5: Learning and the Literacy Environment Evidenced in Programmatic Portfolio	and the Literacy Environment (e.g.,5.1, 5.2, 5.3, 5.4).	4s on their portfolio for ILA component 5.1. For components 5.2 and 5.3, the results were the same; 95% earned a 3 or 4. One student earned a 2 on each of these components. Finally, for component 5.4, 100% earned 3s and 4s.
Master of Special Education AAQEP Aspect 2a Completer Focus Group Question 2: In what ways, if any, did the program help prepare you to be an effective teacher/	The expectation is that completers would be able to produce multiple, positive examples to answer Completer Focus Group Question 2.	The one completer from this program identified the following examples of strong preparation from RWU: - There was much collaboration in the RWU program, which helped the completer collaborate with other professionals as a special education teacher. - The RWU program emphasizes social-emotional learning, and the completer frequently uses that knowledge in the school setting. - The RWU program exposed the completer to many resources, such as assistive technology. As a result, the completer felt she had many tools in her toolbox to use in the classroom setting.

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.

Over the past year, the department created targeted workgroups that addressed elements of the AAQEP report. The groups created new or updated assessments and systems for analysis. Specifically, the initial certification programs identified key assessments that are aligned with New York State and AAQEP standards. The MED Literacy program added another checkpoint in the portfolio creation and review in order to expand data analysis and progress monitoring opportunities. The MED Special

Education program identified four benchmark assignments that will be analyzed at specified times in the program. Since NYSED removed the edTPA requirement for initial certification, we were required to create our own Teacher Performance Assessment. One of the workgroups developed an assessment that was piloted in the Spring 2023 semester. We made some small tweaks and implemented this assessment fully for the Fall 2023 semester. This assessment supports our progress monitoring initiatives and is aligned with New York State Teaching and Culturally Responsive-Sustaining Framework Principles.

The Department's Brooklyn, NY-based initial certification graduate program, provided with a partnership with Elyon College, was approved by NYSED for a distance learning format. This will maintain the quality of the program along with enhanced course experiences aligned to state standards. Faculty will still provide in-person experiences to support students' needs and communication. For example, New York State workshops and certification preparation may be provided in an in-person format.

The Department has reorganized leadership positions with Dr. Adam Huck as Co-Dean of the School of Education and Social Work, Dr. Katie Heath as Chair of Professional Certification Programs, and Dr. Emily Robinson as Chair of Initial Certification Programs. This new organizational structure has created systems of analysis and support within the department. Additionally, this shared oversight allows for continuous improvement initiatives, such as program review and data analysis, to be shared with targeted faculty support. On January 1, 2024, Dr. Adam Huck will assume the role of Dean of the School of Education and Social Work.

The New York State Education Department (NYSED) revised regulations to require special education and literacy programs to be inclusive of all grades. As a result, each program director must revise program and course requirements to meet the new regulations. Currently, we have two programs that have been approved for the new certification requirements, with one program under review. The Traditional Undergraduate, the Master of Literacy, and the Master of Special Education programs have a target submission timeline of Spring 2024. A goal is to update our programs as soon as possible to accommodate our students' needs better and support employers' hiring needs. As part of this review, the Traditional Undergraduate program seeks to revise current courses to provide content-specific methods courses for the Early Childhood and Childhood certification bands. This initiative is critical for the Department so that students are skilled in teaching all content areas in the Early Childhood and Childhood certification tracks.

While our students pass the certification exams at very high rates, we revised the math review sessions to be expanded and targeted to specific topics in math content. Additionally, we have reinstated a review class for the Students With Disabilities certification exam to support students in all initial certification programs. These initiatives will benefit students and ensure passing rates remain high or increase.

Looking to the coming year, we have identified some challenges we will face. First, Roberts Wesleyan University faces enrollment challenges like many similar universities around the state and country. This challenge will require us to communicate with prospective students and provide outreach opportunities. Second, the current teacher shortage is tied to the enrollment challenge.

So, we must work to identify and communicate the benefits of not only our programs but also our profession. Third, we will have three new faculty to begin at two entry points in 2024. Two positions are needed to replace departed faculty, and one is needed to expand and address critical staffing needs. While additional faculty are needed, we must work to ensure effective and efficient onboarding for a smooth transition.