



## AAQEP Annual Report for 2024

Provider/Program Name:	Vassar College
End Date of Current AAQEP Accreditation Term (or “n/a” if not yet accredited):	December 2029

### **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 Department of Education at Vassar reflects the philosophy that a broad liberal arts education is the cornerstone of successful teaching. We emphasize the importance of critical reflection in developing an emerging philosophy of education and teaching. The department offers teacher preparation programs as well as the major or correlate in educational studies.

#### **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.vassar.edu>

## 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 2023-2024**

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 05/24)	Number of Completers in most recently completed academic year (12 months ending 05/24)
<b><i>Programs that lead to initial teaching credentials</i></b>			
Bachelor of Arts	Initial Certification – Biology (7-12)	2	0
	Initial Certification – Chemistry (7-12)	0	0
	Initial Certification – Childhood Educ. (1-6)	8	4
	Initial Certification – Earth Science (7-12)	0	0
	Initial Certification – English (7-12)	3	1
	Initial Certification – Foreign Language: French, German, Japanese, Mandarin, Russian, Spanish (7-12)	2	0
	Initial Certification – Mathematics (7-12)	0	0
	Initial Certification – Physics (7-12)	1	0
	Initial Certification – Social Studies (7-12)	5	3
	Total for programs that lead to initial credentials		21
<b><i>Programs that lead to additional or advanced credentials for already-licensed educators</i></b>			
n/a	n/a		

Total for programs that lead to additional/advanced credentials		0	0
<b><i>Programs that lead to credentials for other school professionals or to no specific credential</i></b>			
n/a	n/a	0	0
Total for additional programs		0	0
TOTAL enrollment and productivity for all programs			
Unduplicated total of all program candidates and completers		21	8

### 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
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### 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.
21
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.
8
C. <b>Number of recommendations</b> for certificate, license, or endorsement included in Table 1.
8

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.
Our expected time frame of completion is 4 years or 4.5 years if students are doing our 5-semester program. All our students complete the program within this time frame.
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%.
NYSTCE Educating All Students Test: 100%; NYSTCE Content Specialty Tests: 100%
F. Narrative explanation of <b>evidence available from program completers</b> , with a characterization of findings.
Over the past five years, 100% of our certification students have passed the state examinations required for certification.
G. Narrative explanation of <b>evidence available from employers of program completers</b> , with a characterization of findings.
Data collected from surveys of program completers indicates that our graduates are well prepared to enter the teaching profession. The most recent survey we distributed asked employers to rate our graduates on AAQEP Standard 2 on a scale of 0-5. The mean scores from that survey are all close to 4 out of 5: Teacher understands how children learn and develop and can provide learning opportunities that support a child’s intellectual, social, and personal development: 4.43/5 Teacher understands how students differ in their approaches to learning and creates culturally relevant instructional opportunities that are adapted to diverse learners: 4.57/5 Teacher understands and uses a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills: 4.57/5
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.
Over the past five years, more than 90% of program completers had secured jobs in the education field or were enrolled in graduate study within a year of program completion.

#### 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		
Cooperating Teacher and Supervisor Assessments of Student Teachers	<p>The student teaching evaluation instrument is based on the INTASC performance standards for teachers. The evaluation instrument is scored on a 1-5 scale (1 = not at all, 5 = very much) Cooperating teachers and supervisors use the same instrument to evaluate student teaching performance. Our expectation is that the average score is at least 3 on every item.</p> <p>The fact that mentor teachers consistently give student teachers higher scores than college supervisors underscores the high expectations we have for our students.</p>	Standard #1		
			Mentor Teacher	Supervisor
		INTASC Standard #1: Content Pedagogy	4.5/5.0	4.38/5.0
		Standard #2: Student Development	4.88	4.13
		Standard #3: Diverse Learners	4.25	3.75
		Standard #4: Multiple Instructional Strategies	4.63	4.13
		Standard #11: Caring	5.0	4.63

**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		
Cooperating Teacher and Supervisor Assessments of Student Teachers	<p>The student teaching evaluation instrument is based on the INTASC performance standards for teachers. The evaluation instrument is scored on a 1-5 scale (1 = not at all, 5 = very much) Cooperating teachers and supervisors use the same instrument to evaluate student teaching performance. Our expectation is that the average score is at least 3 on every item.</p> <p>The fact that mentor teachers consistently give student teachers higher scores than college supervisors underscores the high expectations we have for our students.</p>	Standard #2		
			Mentor Teacher	Supervisor
		INTASC Standard #9: Professional Growth	4.75/5.0	4.50/5.0
		Standard #10: School and Community Involvement	5.00	4.00/5.0

## 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.

Although we do not report this data in our Quality Assurance Report, our exit interviews with student teachers indicate that they would like more input/advice from educators in the field, especially in terms of classroom management. In response to this information, we have developed and initiated a Teacher Advisory Council. This group of educators and administrators from local school districts is meeting several times each year, with Vassar faculty and students, to share their expertise, provide input into how our programs could be improved, and facilitate practicum placements in their schools.

## Part II: Self-Assessment and Continuous Growth

AAQEP does not require public posting of the information in Part II, but programs **may** post it at their discretion.

### 6. Self-Assessment and Continuous Growth and Improvement

This section charts ongoing improvement processes in relation to each AAQEP standard. Note that providers may focus their work on an aspect of one or two standards each year, with only brief entries regarding ongoing efforts for those standards that are not the focus in the current year.

**Table 5. Provider Self-Assessment and Continuous Improvement**

	<b>Standard 1</b>
<b>Goals for the 2024-25 year</b>	Strengthen connections with local educators and obtain their input about how we can help our students perform as professional educators with the capacity to support success for all students.
<b>Actions</b>	<ul style="list-style-type: none"> <li>• Establish a Teacher Advisory Council (see section 4.5 for more detail)</li> <li>• Hold a series of conversations with Vassar Faculty and TAC members</li> <li>• Develop a set of action items related to our teacher preparation programs</li> <li>• Enhance the system of fieldwork placements for certification students</li> </ul>
<b>Expected outcomes</b>	We plan to modify our programs to better align with realities in local schools.
<b>Reflections or comments</b>	The department has been brainstorming ways to accomplish this goal for several years. It is nice to see those plans finally come to fruition.
	<b>Standard 2</b>
<b>Goals for the 2024-25 year</b>	Develop a set of structures for placing students in a more robust group of school contexts to observe, obtain information, and practice teach.
<b>Actions</b>	<ul style="list-style-type: none"> <li>• Solicit the input of TAC members on how our programs can improve its efforts to help program completers adapt to working in a variety of contexts and grow and professions.</li> </ul>



	<ul style="list-style-type: none"> <li>• Establish an alumni network and hold events in different locations around the country where our program graduates are working.</li> <li>• Meet with the Office of Community Engaged Learning to review procedures for placing students in local schools for fieldwork.</li> </ul>
<b>Expected outcomes</b>	We plan to develop a more efficient and effective system of placing our students in schools that will help them grow as professionals.
<b>Reflections or comments</b>	It has sometimes been difficult for us to accomplish this goal because very few of our program graduates work in nearby schools after completing the program. We hope the combination of TAC and alumni network activities will help.
	<b>Standard 3</b>
<b>Goals for the 2024-25 year</b>	Provide more courses that will provide students with information about current research and practice related to second language learners.
<b>Actions</b>	<ul style="list-style-type: none"> <li>• Applied for and received authorization to hire two new tenure track faculty members with expertise related to this goal.</li> <li>• Hired two colleagues who specialize in language acquisition, special education, and equity and access for multilingual learners.</li> <li>• Added new courses to our curricular offerings: English Language Policy, Language Policy and Planning, Researching Language in Educational Contexts.</li> </ul>
<b>Expected outcomes</b>	Students will complete the program with a deeper understanding of the needs of second language learners—and instructional practices they can employ to support those students.
<b>Reflections or comments</b>	The department has recognized the need for a specialist in language acquisition for a long time. We are excited about the contributions that our two new colleagues are making to the curriculum.
	<b>Standard 4</b>
<b>Goals for the 2024-25 year</b>	Support local teachers who are interested in implementing innovative programs/activities but lack the funds to do so.
<b>Actions</b>	<ul style="list-style-type: none"> <li>• Establish a grant that is explicitly designed to support this goal.</li> </ul>

	<ul style="list-style-type: none"> <li>• Provided small grants (\$500-\$1,000) to a group of teachers motivated to enhance their curricula.</li> <li>• Funded a series of exciting learning activities (i.e. math night for parents) and supplies (i.e. sets of novels that focus on civil rights leaders) that made it possible for teachers to achieve their goals.</li> </ul>
<b>Expected outcomes</b>	These grants will strengthen the K-20 education system, providing funding to educators who often struggle to realize their goals for engaging their students.
<b>Reflections or comments</b>	The feedback we have received from the first set of grant recipients was inspiring. We are currently brainstorming strategies we can use to expand the pool of teachers who take advantage of this opportunity.

## 7. Evidence Related to AAQEP-Identified Concerns or Conditions

This section documents how concerns or conditions that were noted in an accreditation decision are being addressed (indicate “n/a” if no concerns or conditions were noted). Note that where a condition has been noted, a more detailed focused report will be needed in addition to the description included here. Please contact staff with any questions regarding this section.

n/a

## 8. Anticipated Growth and Development

This section summarizes planned improvements, innovations, or anticipated new program developments, including description of any identified potential challenges or barriers.

All of the planned improvements have been addressed in the Self Assessment and Continuous Growth and Improvement section of this report.

## 9. Regulatory Changes

This section notes new or anticipated regulatory requirements and the provider's response to those changes (indicate "n/a" if no changes have been made or are anticipated).

n/a
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## 10. Sign Off

Provider's Primary Contact for AAQEP (Name, Title)	Dean/Lead Administrator (Name, Title)
Christopher Bjork, Chair of Education and Coordinator of Teacher Education	Christopher Bjork, Chair of Education and Coordinator of Teacher Education

Date sent to AAQEP:	1/6/25
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