

AAQEP Annual Report for 2024

Provider/Program Name:	Hartwick College
End Date of Current AAQEP Accreditation Term (or “n/a” if not yet accredited):	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 Hartwick Teacher Education Program offers a range of approved program options, including; Art (K-12), Inclusive Elementary Education, Biology, Chemistry, Earth Science, English, French, Mathematics, Physics, Social Studies, Spanish, and Students with Disabilities (7-12). Unlike many teacher education programs, Hartwick’s content area candidates, Students with Disabilities (7-12), and Art (7-12) completers leave with both a degree in their academic major that coincides with their chosen subject area and all of the coursework and field experience necessary for NYS certification. At Hartwick, we require a senior thesis or capstone project for all academic majors. Our secondary level and Art graduates complete the equivalent of two majors in seven semesters (we also have a one-month long January term), and this achievement illustrates the caliber of our graduates as well as the rigor of our program. The Inclusive Elementary Education program qualifies completers for both Childhood grades 1-6 and Students with Disabilities grades 1-6 initial licensure certifications. For the 2023-2024 academic year, as the Inclusive Elementary Education program was preparing its first cohort of graduates, there were three students who were holdovers in the now defunct Childhood

Education (1-6) program. Those three students had majors outside of the Education Department. All but one candidate who have graduated in 2023 and 2024 were recommended for certification upon completion.

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.hartwick.edu/academics/academic-departments/education-department/>

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 06/24)	Number of Completers in most recently completed academic year (12 months ending 06/24)
<i>Programs that lead to initial teaching credentials</i>			
BA Inclusive Elementary Ed. Initial Cert.	Childhood 1-6 / SWD 1-6 Initial Cert.	43	6
BA	Childhood 1-6 Initial Cert.	3	3
BA	SWD Generalist 7-12 Initial Cert.	1	0
BA	Biology gr 7-12 Initial Cert.	1	0
BA	Chemistry gr 7-12 Initial Cert.	0	0
BA	Earth Science gr 7-12 Initial Cert.	0	0
BA	Physics gr 7-12 Initial Cert.	0	0
BA	English gr 7-12 Initial Cert.	7	3

BA	Math gr 7-12 Initial Cert.	2	0
BA	French gr 7-12 Initial Cert.	0	0
BA	Spanish gr 7-12 Initial Cert.	0	0
BA	Social Studies gr 7-12 Initial Cert.	9	0
BA	Visual Arts gr 7-12 Initial Cert.	6	1
Total for programs that lead to initial credentials		72	13
<i>Programs that lead to additional or advanced credentials for already-licensed educators</i>			
Total for programs that lead to additional/advanced credentials			
<i>Programs that lead to credentials for other school professionals or to no specific credential</i>			
Total for additional programs			
TOTAL enrollment and productivity for all programs			
Unduplicated total of all program candidates and completers			

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.)

Discontinued: Childhood (1-6) and Dual Childhood/SWD (1-6)

3. Program Performance Indicators

The program performance information in Table 2 applies to the academic year indicated in Table 1.

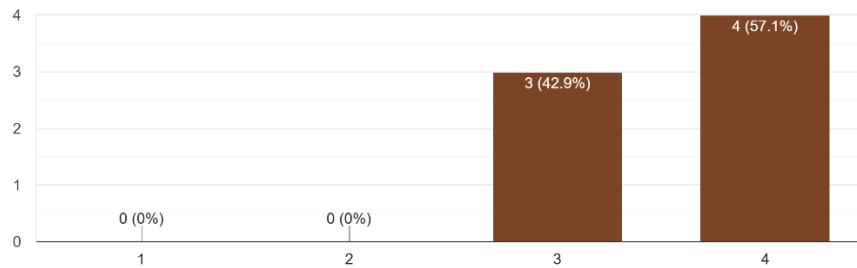
Table 2. Program Performance Indicators

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.				
72				
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.				
13				
C. Number of recommendations for certificate, license, or endorsement included in Table 1.				
19 (with 6 of those recommended for more than one licensure area of endorsement. Six students were dually certified in Childhood Education grades 1-6 and Students with Disabilities grades 1-6 initial certificates).				
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.				
Completed program: 13 Total enrolled in program: 14 Completion rate: 92.86%				
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	Total Passed	Total Number	Pass Rate
201	Educating All Students	9	9	100%
221	MS 1-6 Lit/ELA	4	4	100%
222	MS 1-6 Math	4	4	100%
245	MS 1-6 Art/Science	4	4	100%
003	English	2	3	66.6%
115	Social Studies	0	0	-
060	Students w/Disabilities	1	1	100%

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

How well did Hartwick College and the Hartwick College Education Department prepare you to...
utilize varied teaching methods?

7 responses



This table indicates that all of our completers said that they were well or very well prepared for teaching utilizing various teaching methods.

Scale:
1 – Inadequately
2 – Adequately
3 – Well
4 – Very well

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

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.

The small size of our program facilitates maintaining a comprehensive list of where our completers go after graduation. Of the 13 completers from the 2024 cohort, six are enrolled full time in graduate school, five have secured tenure track teaching positions, and two have opted to enter other fields of employment or have decided to take time off before pursuing a teaching position.

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			
Student Teaching Evaluation	Out of a possible 28 total points, all students reached a score of at least 21. This instrument is considered developmental rather than pass/no pass and is used to track growth over time as well as provide opportunities for reflection.	Grade Level	Supervis or	Mentor Teacher	Avg. Total Score
		Adol Ed	26.64	24.18	25.41
		EI E	27.8	26.45	27.12
		Dual EI Ed/SWD	26.88	25.32	26.1
Junior Review Portfolio	Out of a possible 100 points, all candidates achieved an Effective or Highly Effective Score. This instrument is used as a pass/no pass gateway to student teaching. One person, who already held a BA completed the course work for initial certification as an Individual pathway candidate. He was therefore exempt from some of our program specific requirements such as the JRP.	Grade Level	Average Total Score		
		Adol Ed	76.6		
		EI Ed	88.28		
		Dual EI Ed/SWD	91.5		
		SWD 6-12	88		
EAS Average Scores (Passing Score 520)	9 of 9 students passed the EAS, 100% pass rate.	Grade Level		Average Total Score	
		Adol Ed		532	
		EI Ed		540	
		Dual EI Ed/SWD		535	
		SWD 7-12		540	

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			
Student Teaching Evaluation	Out of a possible 28 total points, all students reached a score of at least 21. This instrument is considered developmental rather than pass/no pass and is used to track growth over	Grade Level	Supervis or	Mentor Teacher	Avg. Total Score
		Adol Ed	26.64	24.18	25.41

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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.

Change has become a consistent theme in the Hartwick College Education Program. Our Coordinator of Student Teaching and Field Experiences left in March, and we introduced two new faculty members, one in Social Studies, and one in Special Education. Additionally, the Department Chair position transitioned from one faculty member to another in April.

Despite these challenges and changes, we were able to follow through on our goals for next year, and have seen significant growth within the program, something we are proud of.

1. As promised in our 2022-2023 goals, we have worked to not only maintain quality data, but to up our efforts to stay organized. We continued to implement our Dispositions assessment through the initial EDUC 101 foundations course, through student methods, field work, and student teaching. The triangulation of this data has given us a clear picture of student progress beyond simply grades and GPA.

2. Our work with the Indigenous community continued. We identified a strong adjunct faculty member near the community we have been working with to work with our Indigenous students (there are currently two in program).
3. We continued our work with the new Teacher Performance Assessment, which went live for the first time during this school year. The major components in the TPA (which was made to replace the now defunct edTPA in the state of New York) include a portfolio containing lesson plans, evaluations of student work, a context for learning statement, and a philosophy statement. The student teacher, their cooperating teachers, and their university supervisor met for 30 minutes at the end of each semester in December and again in May (depending on the semester the student teacher taught in), for students to present their portfolios. Throughout this process, we have been pleased with results that will assist us greatly in our AAQEP accreditation when it arrives, and has been a strong data set for us to gauge program quality internally.
4. We graduated our first cohort of students in our new Inclusive Elementary Education degree program. We continue to monitor if these students are pursuing licensure in both the general education and special education settings. The overall IEE cohort for the 2023-2024 school year comprised a full 59.7% of the entire program, a number that continues to grow. We believe the major is a huge asset both to the department and college as a whole.

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

	Standard 1
Goals for the 2024-25 year	Maintain current efforts to collect data
Actions	No specific action steps
Expected outcomes	N/A
Reflections or comments	N/A
	Standard 2
Goals for the 2024-25 year	Maintain current efforts to collect data
Actions	No specific action steps
Expected outcomes	N/A
Reflections or comments	N/A
	Standard 3
Goals for the 2024-25 year	As a small college, the Hartwick Education Program relies heavily on our school partners to provide our students with robust classroom experiences. While these experiences have been a huge asset to our program, we can do more to build stronger relationships with school partners. For 2024-2025, we will seek a partnership with one of our school district partners

	that goes beyond practicum and student teaching placements, to working with the district to prepare and mentor their high school students who want to teach with hopes of creating a pipeline.
Actions	<ol style="list-style-type: none"> 1. The department chair will work directly with the elementary school principal at the partner school to create the outline of a partnership pipeline program that will serve the needs of both Hartwick students and high school students who can complete practicum hours in the elementary school. 2. The department chair will create a schedule for the high school students to participate in seminars, and will seek funding to provide transportation to and from the school to the college campus. 3. The school principal and department chair will work together to refine this program and create goals for the following school year.
Expected outcomes	The department has been tasked with continuing to create robust enrollment opportunities. This will meet the goal of providing local students with the opportunity to take advantage of the scholarships available to area students, and can enter the college having already completed some credits through the partnership. As this program grows, we will chart its growth and any impact on program enrollment.
Reflections or comments	I am excited about this opportunity, but nervous about getting it off the ground. As chair, I have found that running a small department is very challenging, and my time is spread thin. While ambitious, this program is something that getting off the ground would be a feather in our cap.
	Standard 4
Goals for the 2024-25 year	Maintain current efforts to collect data
Actions	No specific action steps
Expected outcomes	N/A
Reflections or comments	N/A

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.

We have continued to see growth in our Inclusive Elementary Education program, and are introducing a new Physical Education Teacher Education program during the 2025-2026 academic year. These new developments should continue to assist the department in its growth. The biggest challenge to this is that the size of our departmental faculty has not grown even though the number of students we serve has more than doubled in the past four years.

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

10. Sign Off

Provider’s Primary Contact for AAQEP (Name, Title)	Dean/Lead Administrator (Name, Title)
Dr. Ross Bussell, Chair Department of Education	Dr. Laurel Bongiorno, VP for Academic Affairs and Provost

Date sent to AAQEP:	
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