



AAQEP Annual Report for 2023

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

Ithaca College maintains a longstanding commitment to educator preparation since its founding in 1892 as the Ithaca Conservatory of Music. Today, [Ithaca College](#) provides robust programs committed to excellence and equity in teacher education in three of the College’s five schools—the schools of Music, Humanities and Sciences, and Health Sciences and Human Performance.* The All College Teacher Education Committee provides leadership and shared governance for teacher education programs across campus. Ithaca College’s professional education faculty prepare pre-service teachers to meet the goals of knowledge, experience, and commitment to service articulated in the ACTEC vision and mission statement.

All-College Teacher Education Unit Vision Statement

We strive to prepare exemplary teachers and educational leaders who work collaboratively with individuals and communities to create high-quality education for all.

All-College Teacher Education Unit Mission Statement

The All-College Teacher Education Unit at Ithaca College embraces the values of Knowledge, Competence, and a Commitment to Service expressed in the Ithaca College Mission. Our mission is to prepare teachers who possess knowledge and teaching competence in their respective disciplines, who know how to work collaboratively and effectively with diverse communities of students and families, and who are inspired and motivated by the belief that excellence and equity in education are profoundly interdependent. To this end, Ithaca College teacher educators guide candidates through carefully designed and supervised programs where theory, research, and practice combine in order to provide them with solid foundations in the content, professional, pedagogical, technological, relational, and cultural knowledge and experiences needed in order to become engaged and effective teachers for all students in the 21st century.

*As noted in our most recent self-study submitted in April 2021, the undergraduate programs housed in the School of Humanities and Sciences (H&S), along with our undergraduate programs within the School of Health Sciences and Human Performance (HSHP) will be phased out after 2025 due to the academic program prioritization process Ithaca College underwent in February 2021. These programs were included in the 2021 self-study for AAQEP accreditation and the teach out plan for these undergraduate programs is underway with the last cohort of H&S B.A. candidates graduating in 2024 and the last cohort of HSHP B.S. candidates graduating in 2025. The undergraduate B.M. programs and all the graduate level teacher certification programs in the three schools will continue.

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.ithaca.edu/academics/all-college-teacher-education/aaqep-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>			
Art Education B.A.*	Art (Grades K-12)	1	3
Art Education M.A.T.	Art (Grades K-12)	1	0

Agriculture Education M.A.T.	Agricultural Ed (Grades K-12)	4	2
Biology with Teaching Option B.A.*	Biology (Grades 7-12)	0	1
Adolescence Education M.A.T – Biology	Biology (Grades 7-12)	4	0
Chemistry with Teaching Option B.A.*	Chemistry (Grades 7-12)	0	0
Adolescence Education M.A.T – Chemistry	Chemistry (Grades 7-12)	0	0
Childhood Education M.S.	Elementary Ed (Grades 1-6)	8	5
English with Teaching Option B.A.*	English (Grades 7-12)	3	2
Adolescence Education M.A.T – English	English (Grades 7-12)	3	2
French with Teaching Option B.A.*	French (Grades 7-12)	0	0
Adolescence Education M.A.T – French	French (Grades 7-12)	0	0
German with Teaching Option B.A.*	German (Grades 7-12)	0	0
Adolescence Education M.A.T – Earth Science	Earth Science (Grades 7-12)	1	0
Health Education B.S.*	Health (Grades K-12)	0	1
Health and Physical Education B.S.*	Health and Physical Ed (Grades K-12)	7	6
Mathematics with Teaching Option B.A.*	Mathematics (Grades 7-12)	0	0
Adolescence Education M.A.T – Mathematics	Mathematics (Grades 7-12)	0	1
Music Education B.M.	Music (Grades K-12)	109	37
Music Education & Performance B.M.	Music (Grades K-12)	34	9
Physical Education B.S.*	Physical Ed (Grades K-12)	2	2
Physics with Teaching Option B.A.*	Physics (Grades 7-12)	0	0
Adolescence Education M.A.T – Physics	Physics (Grades 7-12)	1	0
Social Studies with Teaching Option B.A.*	Social Studies (Grades 7-12)	0	1
Adolescence Education M.A.T – Social Studies	Social Studies (Grades 7-12)	2	1
Spanish with Teaching Option B.A.*	Spanish (Grades 7-12)	0	1
Adolescence Education M.A.T – Spanish	Spanish (Grades 7-12)	0	1
Speech-Language Pathology with Teacher Certification M.S.	SLP (Grades K-12)	16	12
Total for programs that lead to initial credentials		196	87

<i>Programs that lead to additional or advanced credentials for already-licensed educators</i>			
N/A		--	--
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>			
N/A		--	--
Total for additional programs		--	--
TOTAL enrollment and productivity for all programs		196	87
Unduplicated total of all program candidates and completers		196	87

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.)

Art Education M.A.T. was added in 2022-2023.
 Programs denoted with * are in the process of being sunset but will not be discontinued until 2025.

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.
196
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.
87

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

87

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.

100% of the total cohort (87 candidates) completed within 1.5 times their respective program's expected timeframe.
93.1% of the total cohort (81 candidates) completed within their respective program's expected timeframe.

More specifically, 6.9% of the cohort (6 candidates) did not complete within their respective programs' timeline. All six of these undergraduate candidates graduated within 5 years and their programs' expected timeframe is 4 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%.

The **NY EAS/Educating All Students** certification exam is for all disciplines.

Test	N Test Takers	N Passed Test	Pass rate
EAS	63	63	100%

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

The **Triennial Alumni Survey administered in 2021-2022** was sent to cohorts from:

- 2017-18
- 2018-19
- 2019-20 (Spring 2020 campus shut down due to Covid)

Emailed alumni from best contact list possible (but not as accurate as last administration due to changes in Alumni Affairs office)

- 297 Ithaca College and personal email addresses, 4 bounced on initial send = 293 sent
- 3 rounds of reminders to unfinished recipients
- 45 respondents = **15.4% Completion Rate** (last survey we had a 30% response rate)
- Of the 45 respondents, 39 have taught or been teaching 1-3+ years or worked in an educational setting

Noticings for Unit: Though this round's response rate was lower than the last round (15.4% vs. 30%) patterns for the quantitative Qs were the same. We had 45 alumni respond to the survey, and of those that had taught, 31 alumni completed the quantitative Qs. Areas of note and Hot spots were consistently in the same areas as the last administration of this survey:

-More than half of the respondents said they felt "Somewhat prepared" to differentiate instruction for English language learners (Q12, 18/31) and a quarter of respondents felt "Not at all well prepared" (8/31).

-More than half of the respondents said they felt "Not at all well prepared" (Q11, 8/31) or "Somewhat prepared" (9/31) to differentiate instruction for students with disabilities

-Almost half of the respondents said they felt “Somewhat prepared” to develop and use multiple methods of assessment (Q7 14/31) or “Not at all well prepared” (2/31).

-Over a third of the respondents felt “Somewhat prepared” to ensure an inclusive learning environment for all learners (Q2 11/31) or to make [their] discipline accessible and meaningful...(Q5 11/30).

-Over a third of respondents felt “Somewhat prepared” to evaluate outcomes of teaching using a variety of data to adapt planning and practice (Q15 9/31) or “Not at all well prepared” (3/31).

The Music Education program has revised its curriculum, including adding a new course, MUED 30000 Diversity, Equity and Inclusion in Music Education to address these areas. Our Education Department has also updated the grad program curriculum and added EDUC 50800 Assessment in the Disciplines, and we have incorporated the feedback related to assessment into our new performance assessment, edITH.

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

We no longer conduct employer surveys because response rates were so low, even pre-pandemic. However, we rebooted our Educational Advisory Committee (EAC) meetings in the fall of 2022 with great pleasure. Part of our intention of collaborating with this group of local school administrators is feedback on our alumni and programs. Part of our agenda from that meeting was a discussion asking “What’s working well within our partnerships? What could use improvement?” Comments that related to IC teacher ed employees included that they are prepared, and that our partners “have good results after hiring them.” They also told us Ithaca College provides a “solid subset of student teachers that want to stay in the area and these are highly sought after.” Our Coordinator of Field Experience Coordinator and Education Partnerships has started a new format of quarterly EAC meetings, and we look forward to continued communication and feedback from these colleagues.

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.

Information on employment rates is pretty scattershot in NY. A very small number of our completers respond to the College’s Institutional Research graduation survey. We have a very small group of STEM graduate program completers that are a part of a Noyce NSF grant that requires tracking after graduation, but that also relies on information volunteered by individuals within a few programs. We tend to rely most on our triennial Alumni Survey administered by ACTEC staff.

The most recent administration was in January 2022 and of the 45 respondents, 39 have taught or been teaching 1-3+ years. Of the 45 respondents, 8 were currently enrolled in a graduate program either full time or in addition to teaching. The response rate was much lower than usual (15%) but given the timing around the pandemic and the cohorts included, this may be an aberration. The response rate will hopefully return to our typical rate (30%) for our next administration planned for 2024-25 and then we will have more information and a clearer picture.

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											
<p>Our multipart Student Teaching Evaluation consists of three evaluations. Each student teacher has a first formative evaluation via a detailed rubric consisting of 22 items completed by their college supervisor and mentor teacher, a second formative evaluation of the same rubric completed by their college supervisor and mentor teacher, and a third summative evaluation of the 10 InTASC standards by each department’s program coordinator.</p>	<p>The third and summative scoring is a “Met or Not Met” rating of the overall 10 InTASC Standards is included in the annual report (all parts of student teaching evaluations are included in our previous self-study in great detail). The purpose of this scoring is to determine if a candidate has successfully completed the student teaching expectations of the program. A candidate must meet all 10 InTASC standards for completion to be considered successful. This scoring is based holistically on the first and second formative scorings and program coordinators may review observation notes, have additional conversations with mentors & supervisors, etc. as needed to complete the final summative assessment of InTASC standards. Candidates must meet expectations on the summative evaluation to be recommended for certification.</p>	<table border="1" data-bbox="1121 289 1944 493"> <thead> <tr> <th data-bbox="1121 289 1367 423">Program</th> <th data-bbox="1371 289 1572 423">N of 2022-23 Student Teachers evaluated</th> <th data-bbox="1577 289 1759 423">N Meeting InTASC expectations</th> <th data-bbox="1764 289 1944 423">% Meeting overall InTASC expectations</th> </tr> </thead> <tbody> <tr> <td data-bbox="1121 427 1367 493">All programs combined</td> <td data-bbox="1371 427 1572 493">81</td> <td data-bbox="1577 427 1759 493">81</td> <td data-bbox="1764 427 1944 493">100</td> </tr> </tbody> </table>				Program	N of 2022-23 Student Teachers evaluated	N Meeting InTASC expectations	% Meeting overall InTASC expectations	All programs combined	81	81	100
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<p>Educating All Students test/ EAS: focuses on competencies related to diverse student populations, English language learners, students with disabilities, and school-home relationships.</p>	<p>Currently, EAS is one of two state certification exams that are among the requirements for obtaining licensure in New York state.</p> <p>The test is pass/fail and a total test score of 500 or above passes the EAS test.</p>	<p>100% pass rate</p>											
<p>NY Content Specialty Test/CSTs and Praxis Exam for Speech-Language Pathology with Teaching Certification M.S. program (SLPTC)</p>	<p>Currently, the CST is one of two state certification exams that are among the requirements for obtaining licensure in New York state. The test is pass/fail and a score of 520 or above passes the test.</p>	<p>Following data privacy guidelines, the pass rate for each specific discipline’s content test is not posted for cohorts of less than 10.</p>											

The minimum qualifying score for the SLP Praxis exam is 162.

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
Alumni Survey	<p>This was the most recent alumni survey after our fall 2022 site visit. Our next triennial survey is planned for 2024-25 and will be of completers from AYs 2020-21, 2021-22, and 2022-23.</p> <p>Holistically, we focus on the satisfaction of respondents to frame performance expectations. →</p>	<p>Of the 45 respondents to this survey, 41 chose to respond to the following Q: <i>How would you rate your satisfaction with the overall quality of your Ithaca College Teacher education program?</i></p> <p>Very Dissatisfied= 0 Dissatisfied= 0 Somewhat Dissatisfied=0 Somewhat Satisfied= (4) 9.8% Satisfied= (21) 51.2% Very Satisfied= (16) 39%</p> <p>As mentioned, this round of the survey had a very low response rate (15%), but of the 41 individuals that chose to respond to this question, all were at least Somewhat Satisfied with the quality of their program, and most were Satisfied or Very Satisfied.</p> <p>Specific areas of note are broken out in Table 2F above.</p>

<p>Professional Qualities and Dispositions: Professional Improvement plans 2022-23 summary</p>	<p>Our Professional Qualities and Dispositions (PQDs) rating happens twice formally for each cohort prior to student teaching and during student teaching for each cohort. Additional evaluations are done on an individual basis as needed or if a candidate is in need of a Professional Development Plan. Each of the nineteen dispositions are rated as met or not met, and a candidate must meet expectations for each disposition within the category to receive a rating of met for the category. The majority of candidates meet the expectations of our dispositions. If a candidate does not meet the expectations outlined above, a Professional Improvement Plan is developed with them. The number of Plans, specific dispositions, and outcome of each plan is outlined next.</p>	<p>In 2022-23, 7 Professional Improvement Plans were developed for 7 candidates that did not meet expectations of all PQDs. Each plan included 1-2 dispositions in need of improvement per candidate, with the exception of one candidate needing to work on four.</p> <p style="text-align: center;">Specific Dispositions that needed improvement:</p> <table border="1" data-bbox="894 272 1942 678"> <thead> <tr> <th data-bbox="894 272 1747 337">I. Professional Responsibility</th> <th data-bbox="1747 272 1942 337">N of Candidates</th> </tr> </thead> <tbody> <tr> <td data-bbox="894 337 1747 375">2. Arrives on time for classes, field-based experiences, and meetings.</td> <td data-bbox="1747 337 1942 375">6</td> </tr> <tr> <td data-bbox="894 375 1747 456">3. Prepares fully for classes, field-based experiences, and meetings; submits assignments and reports on time.</td> <td data-bbox="1747 375 1942 456">3</td> </tr> <tr> <td colspan="2" data-bbox="894 456 1942 505">II. Collaboration and Communication</td> </tr> <tr> <td data-bbox="894 505 1747 586">4. Maintains professionally appropriate etiquette in all forms of electronic communication.</td> <td data-bbox="1747 505 1942 586">2</td> </tr> <tr> <td colspan="2" data-bbox="894 586 1942 646">III. Professional Development and Reflective Practice</td> </tr> <tr> <td data-bbox="894 646 1747 678">4. Engages in positive problem solving when challenges arise.</td> <td data-bbox="1747 646 1942 678">1</td> </tr> </tbody> </table>	I. Professional Responsibility	N of Candidates	2. Arrives on time for classes, field-based experiences, and meetings.	6	3. Prepares fully for classes, field-based experiences, and meetings; submits assignments and reports on time.	3	II. Collaboration and Communication		4. Maintains professionally appropriate etiquette in all forms of electronic communication.	2	III. Professional Development and Reflective Practice		4. Engages in positive problem solving when challenges arise.	1
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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.

New TPA Assessment – All College Teacher Education Committee (ACTEC) staff developed our institution's Teacher Performance Assessment (TPA) in consultation with the All College Teacher Education Committee and following NYSED's expectation. The two part assignment and accompanying rubrics were piloted by candidates and faculty in each of our departments in spring 2023 and refined based on their feedback. Implementation paths for each department were selected for the official roll out beginning in fall 2023. One of our student teachers suggested the name "edITH" which was unanimously well received by

the committee and is now the official name of our TPA assignment. We submitted all our assignment materials to NYSED in July 2023 as requested and were approved.

New Assessment Platform SLL – ACTEC staff devised a timeline and plan for the unit for the transition from Taskstream LAT to Watermark SLL/Student Learning and Licensure and completed the implementation and training for our new assessment platform over the summer. SLL will be used for managing student teaching placements and student teaching evaluations for the Education and Music Education departments beginning in fall 2023 (Speech-Language Pathology with Teacher Certification uses the Calipso system per ASHA accreditation preference). SLL will also be used for administering the edITH assessment for EDUC, MUED, and SLPTC candidates. Health and PE candidates will finish out the year in Taskstream. ACTEC staff set up the architecture of SLL, learned how to enroll users, create activities with various setting and workflow options, set up the field placement database, and how to create reports. The Education department chairs kindly volunteered to help us pilot the system at the start of the fall semester and we are wrapping up our first semester of use with Music Education candidates, mentor teachers and faculty.