AAQEP Annual Report for 2024

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, Theatre, and Dance, 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) willbe 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 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 08/24)	**Number of Completers** in most recently completed academic year (12 months ending 08/24)
Programs that lead to initial teaching credentials			
Art Education B.A.	Art (Grades K-12)	0	0
Art Education M.A.T.	Art (Grades K-12)	4	1
Agriculture Education M.A.T.	Agricultural Ed (Grades K-12)	4	2
Biology with Teaching Option B.A.*	Biology (Grades 7-12)	0	0
Adolescence Education M.A.T – Biology	Biology (Grades 7-12)	2	3
Chemistry with Teaching Option B.A.*	Chemistry (Grades 7-12)	0	0
Adolescence Education M.A.T – Chemistry	Chemistry (Grades 7-12)	1	0
Computer Science Education M.A.T	Computer Science (Grades K-12)	0	0
Childhood Education M.S.	Elementary Ed (Grades 1-6)	4	5
Childhood Education M.S. B Pathway	Elementary Ed (Grades 1-6)	1	0
English with Teaching Option B.A.*	English (Grades 7-12)	0	3
Adolescence Education M.A.T – English	English (Grades 7-12)	2	3
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)	0	1

Health Education B.S.*	Health (Grades K-12)	0	0
Heath and Physical Education B.S.*	Health and Physical Ed (Grades K-12)	2	5
Mathematics with Teaching Option B.A.*	Mathematics (Grades 7-12)	0	0
Adolescence Education M.A.T – Mathematics	Mathematics (Grades 7-12)	0	0
Music Education B.M.	Music (Grades K-12)	106	26
Music Education & Performance B.M.	Music (Grades K-12)	20	8
Physical Education B.S.*	Physical Ed (Grades K-12)	0	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	0
Adolescence Education M.A.T – Social Studies	Social Studies (Grades 7-12)	2	2
Spanish with Teaching Option B.A.*	Spanish (Grades 7-12)	0	0
Adolescence Education M.A.T – Spanish	Spanish (Grades 7-12)	1	0
Speech-Language Pathology with Teacher Certification M.S.	SLP (Grades K-12)	34	8
Total for programs that lead to initial credentials		184	71

Programs that lead to additional or advanced credentials for already-licensed educators

Total for programs that lead to additional/advanced credentials

Programs that lead to credentials for other school professionals or to no specific credential

Total for additional programs

TOTAL enrollment and productivity for all programs 184 71

Unduplicated total of all program candidates and completers 184 71

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.
> Computer Science Education M.A.T and Trans B Pathways for all M.A.T and M.S. Ed CHED were added in 2024; however, only one student was enrolled in the Childhood Education M.S. B Pathway for the period 9/1/23-8/31/24.
> 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.
184
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.
71
C. **Number of recommendations** for certificate, license, or endorsement included in Table 1.
71
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 (71 candidates) completed within 1.5 times their respective program's expected timeframe. Our Music Education program has a policy that states that when a student takes a leave of absence, it can affect their graduation date due to the availability of class offerings, ie. Some classes are only offered in the Fall or Spring semesters. (2 MUED students took a leave of absence for 1 semester in this time period, but it did not delay their completion rate.)
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%.
1. The **NY EAS/Educating All Students** certification exam is for all disciplines.

2. NY CST/ Content Specialty Tests are specific to discipline as listed in the table below. Note that the MS 1-6 is the Multi-Subject: Teachers of Childhood (Grade 1-6) Content Specialty Test in New York for elementary education. It has 3 parts that are taken separately: Part 1 Literacy and English Language Arts, Part 2 Mathematics, and Part 3 Arts and Sciences. This is the CST our Childhood M.S. candidates take as part of NY certification.

3. The **SLP Praxis Exam** is for our candidates in the Speech-Language Pathology with Teaching Certification M.S. program as their NY certification requirement for content knowledge assessment. SLP does not have a corresponding NY CST exam.

Test	N Test Takers*	N Passed Test	Pass rate
EAS	49	48	98%
Agriculture CST	1	1	100%
Biology CST	3	3	100%
Earth Science CST	1	1	100%
English CST	6	5	83%
Health CST	3	3	100%
MS 1-6 Part 1 Literacy/ELA CST	4	4	100%
MS 1-6 Part 2 Math CST	4	4	100%
MS 1-6 Part 3 Arts & Sciences CST	5	5	100%
Music CST	22	22	100%
Physical Education CST	4	4	100%
Social Studies CST	1	1	100%
Visual Arts CST	2	2	100%
SLP Praxis	8	7	88%

There were no exams that had a pass rate less than 80%. NY certification exams are required for NY certification, but are not degree requirements for Ithaca College programs, as they are optional, and some candidates seek certification in other states.

Program/CST Ns with less than 10 will not be included in public posting of this report to provide privacy for test takers.

F. Narrative explanation of **evidence available from program completers**, with a characterization of findings.
2024-2025 is a transition year for the oversight of our programs by the All College Teacher Education Committee. Our Accreditation Coordinator transitioned to a new role, and we are currently reevaluating how we want to approach gathering data. This will be a topic of conversation when the All College Teacher Education Committee holds its Spring Meeting with Education faculty. We also expect that the First Destination Survey mentioned below will help us gather quality information from program completers. (The First Destination Survey is a tool administered at graduation by Ithaca College's Career Exploration and Development department.)

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. Information on employment rates is pretty scattershot in NY. There have been a few new developments that we anticipate will help us to gather more data from local employers including a new format for meeting more frequently with our Educational Advisory Committee members, and further developing partnerships, especially around the new Trans B pathways. We do receive frequent requests from our local partnering districts for candidates from our program to both be placed in their districts for field experience and to fill open positions. The majority of our candidates are highly sought after and typically have accepted positions for the next academic year before they have even completed the program. Feedback from EAC meetings is always that our teacher candidates are well-prepared and desired as new hires.

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.
Tracking of program completers, at least in their first year after graduation, is centralized for all programs at the Ithaca College Center for Career Exploration & Development. CES uses an instrument called "The First Destination Survey" to determine where graduates are ending up in their first-year post-graduation. From CES website: "Every year Ithaca College participates in the First Destination Survey from the National Association for Colleges and Employers (NACE). This survey helps to tell the story of what happens to Ithaca graduates after they complete their education at IC. As of 2024, the FDS is a requirement for graduates to receive their diplomas in the mail." This survey is completed by both undergraduate and graduate students. Additionally, 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. All 4 are currently employed in NY State public schools.

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			
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.**	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	**Program**	**N of 2023-24 Student Teachers evaluated**	**N Meeting InTASC expectations**	**% Meeting overall InTASC expectations**
		Health & Phys Ed BS	5	5	100
		Physical Ed BS	2	2	100
		Art Ed. MAT	1	1	100
		Agriculture Ed MAT	2	2	100
		Biology MAT	3	3	100
		Childhood Ed MS	5	5	100
		Earth Science MAT	1	1	100
		English BA	3	3	100
		English MAT	3	3	100
		Social Studies MAT	2	2	100
		Music Ed BM	23	23	100

Music Ed & Perf BM	5	5	100
SLPTC MS	8	8	100
All programs combined	**63***	**63**	**100**

*We had 71 unique completers in 2023-24, and 63 student teachers. This is due to 3 of our Music Ed & Perf BM and 3 of our Music Ed BM candidates student teaching outside of this period. (phasing in of double vs. Single placement requirement) We had 1 MAT Ag Ed student who student taught outside of this period and 1 Childhood Ed M.S. student who student taught outside of this period. These students had various reasons for student teaching outside of this period such as taking a Leave of Absence or needing to finish required work such as the Teacher Performance Assessment.

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.

Educating All Students test/ EAS: focuses on competencies related to diverse student populations, English language learners, students with disabilities, and school-home relationships.	Currently, EAS 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 total test score of 500 or above passes the EAS test.	98% pass rate

| NY Content Specialty Test/CSTs and Praxis Exam for Speech-Language Pathology with Teaching Certification M.S. program (SLPTC) | 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.

The minimum qualifying score for the SLP Praxis exam is 162. | We had a 100% pass rate for CSTs in:
    Agriculture
    Biology
    Earth Science
    Health
    MS 1-6 Lit/ELA
    MS 1-6 Part 2 Math CS
    MS 1-6 Arts & Sci
    Music
    Physical Education
    Social Studies
    Visual Arts

We had an 83% pass rate for the
    English CST

We had an 88% pass rate for the Praxis in:
Speech Language Pathology | |
| | | | |

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			
EdITH Teacher Performance 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	The EdITH Teacher Performance Assessment is designed to promote the professional growth and competence of our candidates by encouraging them to analyze assessments and to reflect upon the next actions they would take based on that analysis. EdITH Part 1 is	**Program**	**N of 2023-24 Student Teach**	**N meeting TPA expectations**	**Percentage meeting overall expectations**

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. The TPA was implemented in Fall 2023 per NYSED expectations and is both a program and certification requirement.

administered in the early part of the student teaching experience. A candidate analyzes an assessment from their cooperating teacher or other source. In Part 2, the candidate conducts and analyzes their own assessment once they have become comfortable as the lead teacher in the classroom. Edith is scored as either meets expectations or does not meet expectations. Any student who scores "meets expectations" or "developing" in all categories of the rubrics passes the assignment. Any students who scores as "unmet" for any part of the rubrics must resubmit that particular section of the assignment until they achieve a passing score.

	ers evaluated		
H&S MAT	Part 1-13 Part 2-15	Pt. 1-13 Pt.2-15	100%
H&S CHED	Part 1-6 Part 2-6	6	100%
H&S UG	Pt.1-3 Pr.2-3	3	100%
MUED	Pt.1-31 Pt.2-31	31	100%
SLPTC	Pt.1-8 Pt.2-8	8	100%
Health & Phys Ed BS	Pt.1-5 Pt.2-5	5	100%
Physical Ed BS	Pt.1-2 Pt.2-2	2	100%

Professional Qualities and Dispositions: Professional Improvement plans 2023-24 summary

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

In 2023-2024, 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.

	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.	**Plans for 4 H&S Candidates & follow up:** Total students on contract for AY 2023-24: 4 Total students who were released from contract in AY 2023-24: 4 1 student counseled out of program; 2 graduated in May 2023, and 1 has returned to complete student teaching in Fall 2024. **Plans for MUED Candidates & follow up:** Total students on contract for AY 2023-24: 6 Total students who were released from contract in AY 2023-24: 4 Total students who stayed on contract into AY 2024-25: 2 1 student removed from program by department vote **Plan for SLPTC Candidate:** **Total students on contract for AY 2023-24: 1** **1 Performance Improvement Plan still in progress as of December 2024 (SLPTC uses a different version of the PIP that conforms to the ASHA Code of Ethics.)** *The above disaggregated follow up data will not be included in the public posting of this report to protect candidate privacy.

Specific Dispositions that needed improvement:	
I. Professional Responsibility	N of Candidates
2. Arrives on time for classes, field-based experiences, and meetings.	3
3. Prepares fully for classes, field-based experiences, and meetings; submits assignments and reports on time.	4
II. Collaboration and Communication	
2: Treats others with dignity and respect	1
4. Maintains professionally appropriate etiquette in all forms of electronic communication.	4
III. Professional Development and Reflective Practice	
3: Uses available resources and explores additional ones in an effort to improve teaching and support student learning.	2
4. Engages in positive problem solving when challenges arise.	1

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.

Educational Advisory Committee – New Approach
To improve our teacher education programs at Ithaca College, we developed the EAC back in 2012 with the goal of providing high quality education for our students in collaboration with local teachers, administrators, and alumni. In the past, we have held annual meetings but have transitioned to quarterly meetings to better keep abreast of the needs and suggestions of our local partners. These meetings have been well received and provide more opportunities to learn from and support one another in our efforts to improve the field.

Implementation of Student Learning & Licensure
SLL/Student Learning and Licensure has been fully implemented for managing student teaching placements and student teaching evaluations for the Education and Music Education departments beginning with the fall 2023 semester (Speech-Language Pathology with Teacher Certification uses the Calipso system per ASHA accreditation preference). SLL has also been used for administering the edITH assessment for EDUC, MUED, and SLPTC candidates. ACTEC staff is still working with Watermark to learn and implement new aspects of SLL including System Administration (which will better allow us to manage all aspects) and Gateways as a tool for keeping all of our student data in one place and easily accessible by staff, faculty, and students who want to review a student's progress in the program.

Mentor Teacher Events/Opportunities
After considering feedback from our local mentors, the Department of Education has transitioned from a January Mentor Teacher Dinner (primarily an information session) to a May Mentor Teacher Appreciation Social event. We recognized our teachers at this event for the first time in May 2023 and received numerous community sponsors so that we were able to gift the teachers with items, experiences, or gift cards from local businesses. This was also the first time we were able to invite both our outgoing and incoming cohorts to mingle with local teachers. Feedback following the event was positive from all teachers who attended. Music Education is also planning to revisit their Cooperating Teacher Event.

In Speech-Language Pathology and Audiology, this year for the first time, mentor teachers were invited to attend a professional development opportunity on campus. This event offered professionals a chance to network with others in Speech-Language Pathology and Audiology, Occupational Therapy, and Physical Therapy.

Rural School Field Experience (Pilot)
To replicate our H&S students' unique week-long New York City field experience in a rural setting, we partnered with a nearby rural school district and our students had the opportunity to shadow a student and to spend 3 days observing and participating in assigned classrooms. Prior to this fall trial field experience, our students were hosted by the district superintendent on a school bus tour of the district. We will further pilot this experience next year in hopes of providing our students rich experiences in all types of communities (rural/suburban/urban).

New Trans B Pathways
In September 2023, we submitted applications to NYSED to offer Transition B certificate pathways in MAT Adolescence, MAT Agriculture, MAT Art, MAT Computer Science, and MS Childhood Education. We were approved and all Trans B offerings will be advertised and offered for the incoming cohorts of May 2025. While these offerings are officially in our catalog as of Fall 2024, we have not advertised them yet as one of our key teaching faculty is on sabbatical this year. We have continued to work with partner districts who have expressed interest in supporting candidates through this pathway, particularly paraprofessionals already employed by partner districts.

Partnership with Teach NY
Ithaca College has partnered with Teach NY for recruitment and funding purposes. This partnership allows students wishing to apply to IC an opportunity to apply for scholarships and reimbursement of up to $100 for fingerprinting, testing, or application fees. Teach NY provides a detailed Ithaca College profile page: Ithaca College Profile

SLPA Welcomes Students from College of St. Rose
As a result of the closure of the College of St. Rose in Summer 2024, our SLPA program acquired approximately 20 students as part of a teach-out agreement. These students began at Ithaca College in the fall of 2024. ACTEC staff is working closely with SLPA staff and faculty to ensure all of these students are supported and able to meet graduation/certification requirements.

MUED Specific Accomplishments
The student teaching requirement regulation changes that took effect with the incoming cohorts of 2024, required some creativity in planning for the transition from one 40-day MUED student teaching placement to a 70-day experience. MUED faculty and staff worked to create a deliberative approach over the past two years, increasing the number of MUED students completing full semester student teaching placements until they reach 100%. We are on target to have this year's incoming cohort all in full-semester placements at the time of their student teaching. Additionally, several MUED students have had the opportunity to participate in New York State Conferences this year, with funding provided by the department.