AAQEP Annual Report for 2025

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, Physical Education, 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 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.

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, disaggregated by program and license/certificate, for each program included in the AAQEP review.

Table 1. Program Specification: Enrollment and Completers for Academic Year 2024-2025

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)
Programs that lead to initial teaching credentials			
BA Inclusive Elementary Ed. Initial Cert.	Childhood 1-6 / SWD 1-6 Initial Cert.	59	16
BA	SWD Generalist 7-12 Initial Cert.	1	1
BA	Biology gr 7-12 Initial Cert.	2	1
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.	5	4
BA	Math gr 7-12 Initial Cert.	2	1
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.	14	6
BA	Visual Arts gr 7-12 Initial Cert.	4	1
	Total for programs that lead to initial credentials	87	30
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		
	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.)

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.
87
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.
30
C. **Number of recommendations** for certificate, license, or endorsement included in Table 1.
46 (16 Inclusive Elementary Ed. Completers received two recommendations)
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%
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	30	30	100%
221	MS 1-6 Lit/ELA	14	14	100%
222	MS 1-6 Math	14	14	100%
245	MS 1-6 Art/Science	14	14	100%
003	English	2	2	100%
115	Social Studies	5	6	83.3%
060	Students w/Disabilities	11	12	91.6%

| 160 | Biology | 1 | 1 | 100% |
| 167 | Visual Arts | 1 | 1 | 100% |

F. Explanation of evidence available from program completers, with a characterization of findings.

We found that our completers felt adequately prepared for licensure examinations, with a few exceptions. Inclusive Elementary Education students stated difficulties with passing the Math and Students with Disabilities portions of their licensure examinations.

G. Explanation of evidence available from employers of program completers, with a characterization of findings.

H. 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 facilities maintaining a comprehensive list of where our completers go after graduation. Of the 30 completers from the 2025 cohort, seven are enrolled full time in graduate school, sixteen have secured tenure track teaching positions, and seven have opted to enter other fields of employment or have decided to take time off before pursuing a teaching position.

I. Explanation of how the staffing capacity for program delivery and administration and quality assurance system monitoring have changed during the reporting year, if at all, and how capacity matches the current size of the program.

4. Candidate Academic Performance Indicators

Tables 3 and 4 report on select measures (3 to 5 measures for each standard) of candidate/completer performance related to AAQEP Standards 1 and 2, including the program's expectations for performance (criteria for success) 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 (name and description)	Criteria for success	Level or extent of success in meeting the expectation
Student Teaching Evaluation	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 — Average Total Score Adol. Ed. — 26.65 IEE — 26.8 SWD 7-12 — 28.4
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. — 84.5 IEE — 86.4 SWD 7-12 — 90

Table 4. Expectations and Performance on Standard 2: Completer Professional Competence and Growth

Provider-selected measures (name and description)	Criteria for success	Level or extent of success in meeting the expectation
Student Teaching Evaluation	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 Average Total Score Adol. Ed. 26.65 IEE 26.8 SWD 7-12 28.4
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. 84.5 IEE 86.4 SWD 7-12 90

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.

Our department continues to evolve quickly. Throughout the past year, the department has continued to operate on a skeleton crew level, with the department chair also taking on duties of student teaching director. We had our senior faculty member retire at the end of the Fall semester, leaving the department with three full-time faculty members, the department chair in their fifth year, and two in their second year.

Despite these challenges, we have continued to grow the department, seeing our numbers continue to rise. We are proud of new initiatives coming up in following years, including Physical Education Teacher Education (2025-2026 AY) and future plans for Masters Degree Programs (2026-2027 AY)

We have continued to work with the new Teacher Performance Assessment, and are proud that each of our completers has passed their presentation the first time around.

We have continued to:

- Collect data on our graduated students. We have maintained efforts to stay in touch and understand where our students end up after graduation.
- We have worked to maintain our relationships with school partners, and build new partnerships. We have begun utilizing three additional school districts and the area BOCES site. We are beginning a pipeline with an area school district during the 2025-2026 AY.

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 and recent activities related to investigating data quality. Table 5 may focus 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 2025-26 year	Maintain current effort to collect data
Actions	No specific action steps
Expected outcomes	N/A
Reflections or comments	N/A
Standard 2	
Goals for the 2025-26 year	Maintain current effort to collect data
Actions	No specific action steps
Expected outcomes	N/A
Reflections or comments	N/A
Standard 3	
Goals for the 2025-26 year	We will continue to build partnerships with area school districts, who we rely on both for practicum and student teaching placements, and as a source for adjuncts and professional development opportunities. We have also begun a pipeline with an area school district that will carry on during the 2025-2026 AY.

Actions	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	
Standard 4	
Goals for the 2025-26 year	Maintain current efforts to collect data
Actions	No specific action steps
Expected outcomes	N/A
Reflections or comments	N/A

Update on Activities to Investigate Data Quality

Data quality investigations are essential to work across the standards. This section documents activities in the 2024-25 reporting year related to ensuring data quality.

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). If 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 to Inclusive Elementary Education, and with the introduction of Physical Education Teacher Education, we have seen our numbers rise to nearly 100 students, which is a long term internal goal. The biggest challenge is absorbing growth with a smaller faculty. This includes a reliance on adjuncts until we are able to hire the empty fourth faculty line.

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:	