

AAQEP Annual Report for 2024

Provider/Program Name:	Daemen University
End Date of Current AAQEP Accreditation Term (or "n/a" if not yet accredited):	June 30, 2030

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 program included in the AAQEP review.

Teacher Preparation Programs Leading to Initial Certification 2023-2024

Daemen University's Teacher Preparation Programs are spread among five departments and two campuses. At the **Amherst Campus**, we have nine (9) undergraduate programs leading to initial teaching certification and two (2) graduate programs leading to initial teaching certification. This is a decrease from the programs we had for our QAR in 2022, as we are no longer offering programs in Adolescent Education: Spanish (7-12) and Adolescent Education: French (7-12). We did not have enough student interest for these

Program Learning Goals (InTASC Standards)

Daemen teacher preparation programs utilize the Interstate Teacher Assessment and Support Consortium (InTASC; 2013) Standards



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

- BS Adolescent Education: Biology
2 (100%) graduated within the expected timeframe
- BA Adolescent Education: Math
1 (100%) graduated within the expected timeframe
- BA Adolescent Education: Social Studies
2 (66.7%) graduated within the expected timeframe
3 (100%) graduated within 1.5 times the expected timeframe

E. **Summary of state license examination results**, including teacher performance assessments, and specification of any examinations on which the pass

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

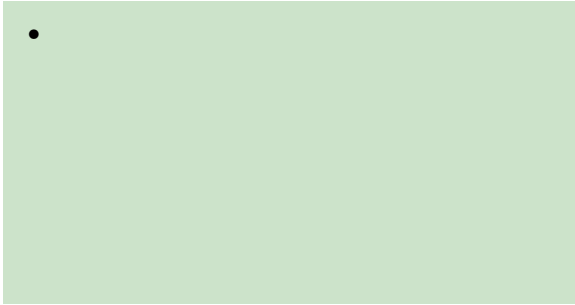
Another way we plan to investigate employment rates is through our new field experience platform, CORE ELMS. We moved to this platform in Fall 2024 to track certification requirements, field experience timesheets, and evaluations. There is an alumni module that we can activate to help us track our alumni. While we are still learning about this platform's functions, we hope to use that alumni feature by the end of the 24-25 academic year.

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



		<p>85% of scores were at proficient or above.</p> <p>We exceeded our aim for AAQEP Standard 1e based on the TPA Part 1 rubric.</p>
<p><u>AAQEP Standard 1f</u></p> <p>TPA Part 4 - Dispositional Self-Assessment</p> <ul style="list-style-type: none"> • Rubric 1: strives for professional growth • Rubric 2: reflects on practice to improve teaching • Rubric 3: communicates and collaborates to improve practice • Rubric 4: remains current in knowledge of content and pedagogy • Rubric 5: manages and performs requirements in timely fashion and with applicable expectations • Rubric 6: sensitive to cultural norms • Rubric 7: demonstrates ethical and professional behavior • Rubric 8: ethical use of information 	<p>The same performance expectations described in row 1 apply to all TPA rubrics.</p>	<p>Mean: 3.83 Median: 4.00</p> <p>98.1% of scores were at proficient or above.</p> <p>We exceeded our aim for AAQEP Standard 1f based on the TPA Part 1 rubrics. In addition to the overall mean and median exceeding 3.5, each individual rubric in this cluster had a mean and median at or above 3.5.</p> <p>It is important to note, these rubrics represent a candidate self-rating.</p>

Expectations and Performance on Standard 2: Completer Professional Competence and Growth

Selected Measures	Explanation of Performance Expectation	Level or Extent of Success in Meeting the Expectation
<p><u>Standard 2a</u></p> <p>All Students (EAS) Exam</p> <p>100%</p>		

	<p>We aim for mean & median scores of 3.0 (meets or just above) for each rubric component.</p> <p>We consider it acceptable if we have a mean & median of 2.75 or above because a 2 is just below and 2.75 is approaching meeting or just above expectations.</p>	
<p><u>AAQEP Standard 2b</u> Educating All Students (EAS) Exam</p> <ul style="list-style-type: none"> 1. Diverse student populations 2. English Language Learners 	<p>The same performance expectations described in row 1 apply to all NYS certification exam scores.</p> <p>For the exams, we are looking at each component separately.</p>	<p><u>Diverse Student Populations:</u> Mean: 2.3 Median: 2.0</p> <p><u>English Language Learners:</u> Mean: 2.59 Median: 3.00</p> <p>We are below our aim for diverse student populations, but at/close to our aim for English Language Learners. As mentioned for Standard 1c, we have been working for ways to improve our instruction in this area, as this is an area of relative need.</p>
<p><u>AAQEP Standard 2c</u> CST: Students with Disabilities</p> <ul style="list-style-type: none"> 4. Strategies for Planning and Managing the Learning Environment and for Providing Behavioral Interventions 	<p>The same performance expectations described in row 1 apply to all NYS certification exam scores.</p> <p>For the exams, we are looking at each component separately.</p>	<p>Mean: 3.60 Median: 4.0</p> <p>We exceeded our aim for AAQEP Standard 2c based on this CST rubric score.</p>
<p><u>AAQEP Standard 2f</u> TPA Part 4 - Dispositional Self-Assessment</p> <ul style="list-style-type: none"> Rubric 3: communicates and collaborates to improve practice. 	<p>Each rubric on the TPA is scored out of 4 points (as outlined in the first row of Table 3).</p> <p>We aim for mean & median scores of 3.5 (Proficient) for each rubric component.</p>	<p>Mean: 3.83 Median: 4.00</p> <p>100% of scores were at proficient or above.</p> <p>We exceeded our aim for AAQEP Standard 2f based on the TPA Part 1 rubric.</p>

	<p>We consider it acceptable if we have a mean & median of 3.2 (80%) on each component. Teacher candidates need 80% of the overall points to pass the TPA as well as 80% on each part of the TPA.</p> <p>We clustered the four rubrics in the column to the left and calculated the mean and median. We also look at the percentage of candidates who scored at proficient or above. Our aim is for 80% of candidates to score proficient or above.</p>	<p>It is important to note, these rubrics represent a candidate self-rating.</p>
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5. Notes on Progress, Accomplishment, and Innovation

we have been creative in how we staff low-enrolled courses. We are hopeful our department enrollment will lead to a new faculty hire in the next year or so.

Areas we need to continue to develop include building more/stronger partnerships with schools to make it easier to find field placements, scheduling advisory board meetings, utilizing our new platform for alumni tracking,