

AAQEP Annual Report for 2024

Provider/Program Name:	Meredith College
End Date of Current AAQEP Accreditation Term (or “n/a” if not yet accredited):	2029

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.

Teacher education is a vital part of Meredith College. The members of Meredith’s Department of Education embrace the College’s goal to educate students for success and to prepare them for service in the wider community.

The **mission** of the Meredith College Department of Education is to prepare reflective practitioners who have the 21st century knowledge, skills, and values to effectively teach all students. Graduates of the Department of Education, whom we term Meredith teachers, believe that reflection is essential to improving the quality of their teaching. They are able to examine the dilemmas of classroom practice within the cultural contexts in which they teach. They are able to question the assumptions they bring to teaching

and strive to understand how their actions impact their students. Meredith teachers are able to engage in reflection not only within their own classrooms but also within a community of professionals who have the common goal of improving student learning.

The **vision** of the Meredith College Department of Education embodies **teaching, learning, leading**. We seek to become the premier teacher education program in the Southeast. Our programs strive to be responsive to the needs of public schools, rigorous both in content and pedagogy, and innovative in design and delivery.

The **mission statement** of the teacher preparation program embodies the mission and vision of the College and of the Department of Education.

Department of Education Mission Statement

Students in schools need and deserve educators who teach, learn, and lead the way toward equitable schools and a just society. As teacher educators, we see the impact of racist and discriminatory policies, laws, and beliefs. We are responsible for confronting **racism, bias, and privilege**, including our own. We commit to change in ourselves and will advocate for change in schools. We must engage in on-going, critical conversations and listen to and learn from voices in marginalized communities to fight systemic racism and **injustice in all its forms**.

Therefore, a Meredith Teacher is prepared to work continuously toward...

- Learning and evaluating histories that have created inequitable policies and practices in schools and society.
- Critically examining their own identities, advantages, and biases.
- Developing an asset-based mindset to interrogate and change educational practices and systems that blame students, families, and communities.
- Building connections with students and their communities to center instruction on students' lived experience.
- Designing and implementing instruction that challenges, connects to content knowledge, and ensures all students learn and thrive academically.
- Listening to, reflecting on, and acting in response to feedback from colleagues, students, and communities.
- Courageously leading and advocating for justice in the school, community, and profession.

At the undergraduate level, candidates can obtain licensure in one of 19 licensure areas: birth-kindergarten, elementary, middle school (language arts, math, science, or social studies), high school (biology, chemistry, comprehensive science, English,

mathematics, or social studies), 6-12 family consumer science, or K-12 art, dance, music, or theatre. In the MAT program, candidates can obtain initial licensure at the master’s level in elementary, English as a second language, or special education. In the MEd program, candidates can obtain advanced licensure at the master’s level in elementary, English as a second language, literacy, or special education. Candidates may also obtain licensure through a post- baccalaureate program in art, dance, theatre, and family and consumer sciences.

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.meredith.edu/education/teacher-education-program-quality/>

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 07/24)	Number of Completers in most recently completed academic year (12 months ending 07/24)
<i>Programs that lead to initial teaching credentials</i>			
Bachelor’s	K-6	21	8
Bachelor’s	Art	6	4
Bachelor’s	B-K	8	3
Bachelor’s	Dance	3	1

Bachelor's	Secondary English	4	1
Bachelor's	Middle Grades Language Arts	2	0
Bachelor's	Family Consumer Sciences	0	0
Bachelor's	Health and Physical Education	0	0
Bachelor's	Secondary Math	3	0
Bachelor's	Middle Grades Math	1	0
Bachelor's	Music	2	1
Bachelor's	Biology	2	1
Bachelor's	Chemistry	1	0
Bachelor's	Middle Grades Science	1	0
Bachelor's	Secondary Social Studies	2	2
Bachelor's	Spanish	0	0
Bachelor's	Theatre	2	1
Master's of Art in Teaching	K-6	8	2
Master's of Art in Teaching	ESL	8	5
Master's of Art in Teaching	Special Education	2	1
Post-Baccalaureate Certificate	Art	0	0
Post-Baccalaureate Certificate	Dance	0	0
Post-Baccalaureate Certificate	Theatre	0	0
Total for programs that lead to initial credentials		76	30
<i>Programs that lead to additional or advanced credentials for already-licensed educators</i>			
Master's of Education	K-6	3	0

Master's of Education	ESL	2	0
Master's of Education	Special Education	1	0
Certificate	Curriculum and Instructional Specialist	1	0
Total for programs that lead to additional/advanced credentials		7	0
<i>Programs that lead to credentials for other school professionals or to no specific credential</i>			
None			
Total for additional programs		0	0
TOTAL enrollment and productivity for all programs		83	30
Unduplicated total of all program candidates and completers		81	30

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.)

We have added a post-baccalaureate in family consumer sciences.

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.

We had 74 students enrolled in the undergraduate and MAT Teacher Education Program.

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.
22
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%.
All assessments were passed except Art 5135, which had a pass rate of 50% (2 of 4 students passed).
F. Narrative explanation of evidence available from program completers , with a characterization of findings.
A survey is deployed each September to completers beginning their second and fourth years of teaching. This survey asks completers about their preparation and experiences in their first years of teaching. 91% of completers felt that they are more prepared than teachers prepared at other institutions. Completers feel most-prepared to collaborate with colleagues, prepare lessons aligned to standards and students' needs, and create positive learning environments. Completers feel least prepared to teach students with disabilities and those learning English; courses and field placements are being revised to meet this need.
G. Narrative explanation of evidence available from employers of program completers , with a characterization of findings.
According to data collected by the North Carolina Department of Public Instruction, 96% of employers believe Meredith completers are as or more prepared than teachers prepared at other institutions; the state average is 94%. 100% of employers believe Meredith completers are more prepared to work with diverse learners and plan effective curriculum and lessons. The lowest score is 81% in the area of discipline.
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.
100% of students who want to be in a full-time teaching position are doing so. According to data collected by the North Carolina Department of Public Instruction, 83% of completers are teaching in North Carolina 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
PPAT Scores	100% pass rate out of 4.0	100% of candidates passed the PPAT after no more than one resubmission. Resubmission data was analyzed; uploading the wrong artifacts was the cause in all cases. In fall 2024, PPAT faculty were more specific about artifact requirements.
Exit Surveys	Means of 3.0 or higher on each item	All means were above 3.0, with many at 4.0.
Professional Behaviors Matrix	Means of 3.0 or higher prior to program completion	All candidates were proficient at 3.0 or higher by student teaching. Students who were not proficient in early methods courses met with the appropriate director to develop a plan for improvement.

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
Completer Surveys	Means of 3.0 or higher out of 4.0	All means were above 3.0

NC Standards 1-5 Data (State Data)	90% proficient on all standards (by state law, beginning teachers can be developing in their first three years)	98% of completers were proficient on all standards
NC Employer Satisfaction Surveys (State Survey)	90% employer satisfaction	96% of employers were satisfied with completers

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.

Although students take courses that specifically teach strategies for working with students with disabilities and those learning English, candidates and completers listed these skills as challenges in student teaching and beginning teaching.

A new lesson plan template was designed and is used in all courses. This template highlights differentiation and language development, ensuring students carry the strategies they are learning across courses. We also have created new field placements to give students a better opportunity to see these strategies in real classrooms.

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	Based on completer and exit surveys, additional focus is being placed on working with multi-lingual learners and families in all programs.
Actions	<ol style="list-style-type: none"> 1. Incorporate additional field placements in schools with high percentages of multi-lingual learners and successful programs to serve them. 2. Implement family conference fishbowls into the student teaching seminars.
Expected outcomes	<p>Candidates will see effective instruction and support for multi-lingual learners, boosting their confidence in their own instruction and preparation.</p> <p>Candidates will have practice communicating with families in a safe environment.</p>
Reflections or comments	<p>Based on first semester data, candidates want to spend more time in the additional placement; they appreciated seeing what they were learning in practice.</p> <p>Candidates stated that the fishbowls enabled them to gain confidence and coaching in working with families—especially when it was regarding behavior challenges.</p>
	Standard 2

Goals for the 2024-25 year	Based on completer feedback, we are developing a professional development model for teachers in their third year (BT3s). While they still receive some support through the beginning teacher program, they requested support that is more tailored to their needs.
Actions	<ol style="list-style-type: none"> 1. Survey BT3s about their unique needs and requests for professional development. 2. Develop a symposium and follow-up sessions.
Expected outcomes	BT3s will receive targeted support to sustain them in the profession and help them transition to the professional license.
Reflections or comments	The survey has been deployed and the data will be analyzed at the beginning of 2025.
	Standard 3
Goals for the 2024-25 year	All programs will be transitioning from the PPAT to the edTPA as the performance assessment.
Actions	<ol style="list-style-type: none"> 1. Research the requirements and process for each handbook. 2. Develop curriculum materials for methods and student teaching courses. 3. Provide professional development for all faculty.
Expected outcomes	Candidates will pass the edTPA and become fully licensed teachers.
Reflections or comments	The Director of Undergraduate Programs has been named the edTPA coordinator. She is beginning her own professional development and will train all faculty in the spring.
	Standard 4
Goals for the 2024-25 year	We are developing additional post-baccalaureate and licensure-only programs to meet high demand areas, including secondary content areas and English as a Second Language.
Actions	<ol style="list-style-type: none"> 1. Submit Academic Council proposals for the post-baccalaureate programs. 2. Notify SACS of the online program for English as a Second Language licensure only program. 3. Recruit for both programs.
Expected outcomes	We will be able to recruit and train excellent teachers in these high needs areas.

Reflections or comments	The SACS notification is completed and the Academic Council proposal should move forward in early 2025. We are already recruiting for the ESL program, and we are keeping a list of inquiries for the post-baccalaureate programs.
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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.

None

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.



As mentioned in section six, we are developing 5 new programs.

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)
 Chair, Education Department	 Dean, School of Education, Health, and Human Sciences

Date sent to AAQEP:	10 December 2024
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