



## AAQEP Annual Report for 2024

Provider/Program Name:	Lenoir-Rhyne University
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.

Lenoir-Rhyne’s mission, in part, seeks to liberate mind and spirit, clarify personal faith, foster physical wholeness, build a sense of community, and promote responsible leadership for service in the world. Their vision and goal is to be a nationally recognized liberal arts university of choice - known for their excellence in building leaders for tomorrow, developing patterns of lifelong learning, positioning their graduates for success in their professional, personal, and spiritual lives and providing unparalleled quality of caring within their university community. Lenoir Rhyne’s values (excellence, integrity, care, and curiosity) are core to informing the educational community, personal development, and interactions with others. In addition, their values provide guidance and assurance to all members of their community. These values will support continuous improvement and assist in achieving its vision and mission.

Undergraduate academic programs are administered through a series of six Colleges, each representing programs and schools with similar backgrounds and areas of interest. The School of Education and the School of Counseling and Human Services are located within the College of Education and Human Services, which is guided by a conceptual framework. In summary, “Professional Education candidates studying for practice in public schools prepare for leadership in 21st century schools by becoming reflective practitioners who intentionally engage in transformative cycles of learning about themselves, their content, their students and the world.

The mission of the School of Education is to “enable students to become competent, reflective practitioners who are responsive to the challenges and opportunities of a changing world and community through research-based coursework, intensive clinical experiences, and the provision of service and leadership opportunities”. The Teacher Education Program, administered by the School of Education, includes all students seeking Initial Professional License. The Teacher Education Program received approval from the North Carolina Department of Public Instruction to prepare and endorse in twelve certification areas.

**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):

[Accreditation | Lenoir-Rhyne University](#) (this will be posted after submission as this is our first annual report)

**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 mm/yy)	Number of Completers in most recently completed academic year (12 months ending mm/yy)
<b><i>Programs that lead to initial teaching credentials</i></b>			
Elementary Education	Elementary Education K-6 NC Teacher License	19	8

Middle Grades Education	Middle Grades (6-9) NC Teacher License	8	3
Secondary Education	High School (9-12) NC Teacher License	20	15
Total for programs that lead to initial credentials		47	26
<b><i>Programs that lead to additional or advanced credentials for already-licensed educators</i></b>			
		NA	NA
Total for programs that lead to additional/advanced credentials		NA	NA
<b><i>Programs that lead to credentials for other school professionals or to no specific credential</i></b>			
Total for additional programs		NA	NA
TOTAL enrollment and productivity for all programs		47	26
Unduplicated total of all program candidates and completers		47	26

### 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.)

NA
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### 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. <b>Total enrollment</b> 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.
47

B. <b>Total number of unique completers</b> (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.
26
C. <b>Number of recommendations</b> for certificate, license, or endorsement included in Table 1.
26
D. <b>Cohort completion rates</b> for candidates who completed the various programs within their respective program's expected timeframe <b>and</b> in 1.5 times the expected timeframe.
100%
E. <b>Summary of state license examination results</b> , including teacher performance assessments, and specification of any examinations on which the pass rate (cumulative at time of reporting) was below 80%.
Elementary Education: edTPA – 100%; Praxis CKT Math – 100%; Pearson Foundations of Reading – 100% Middle Grades Education: edTPA – 100%; Praxis II Content Examinations – 100% Secondary Education: edTPA – 78% first attempt, 85% after second attempt; Praxis II Content Examination – 83%
F. Narrative explanation of <b>evidence available from program completers</b> , with a characterization of findings.
Our most current Candidate Satisfaction survey data from the NC Department of Instruction shows that Lenoir-Rhyne University leads the state in candidate satisfaction. The survey includes 35 criteria on which recent graduates must rate their preparation on its success in preparing them for each classroom teaching criterion. Lenoir-Rhyne had an overall aggregate average of 88% of candidate ratings at the top two ratings for the survey. Additional information regarding this evidence can be found on the <a href="#">NCDPI Educator Preparation Program Dashboard</a> .
G. Narrative explanation of <b>evidence available from employers of program completers</b> , with a characterization of findings.
Our most current Employer Satisfaction survey data from the NC Department of Public Instruction shows that Lenoir-Rhyne earned an overall aggregate average of 95% across all survey criteria. The survey includes 36 criteria on which employers rate the preparation of recent graduates. 13% of employers rated LR's graduates as much more prepared than other teachers in their schools, 29% rated LR's graduates as more prepared, 52% of employers rated LR's graduates as comparable, and 6% rated LR's graduates as less prepared. Additional information regarding this evidence can be found on the <a href="#">NCDPI Educator Preparation Program Dashboard</a> .

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.

Our most recent Employment data from the NC Department of Public Instruction provides the percentage of students who were employed within three years of completing their teacher preparation program. This report includes 3 years of data. 90% of Lenoir-Rhyne's completers were employed by a public school system in NC within three years of graduation. Additional information regarding this evidence can be found on the [NCDPI Educator Preparation Program Dashboard](#).

#### 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
Content Examination Pass Rates	Lenoir-Rhyne's teacher candidates demonstrate content and pedagogical knowledge by taking and passing state and national standard teacher licensure exams. Elementary Education candidates are required to pass the North Carolina Foundations of Reading Test and the Praxis Elementary Education: Content Knowledge for Teaching (CKT) Mathematics. Candidates in all other licensure areas must take and pass the Praxis II Content Knowledge examinations in their respective content area.	Elementary Education achieved a 100% pass rate.  Middle Grades Education achieved a 100% pass rate.  Secondary candidates achieved an 83% pass rate.  All programs exceeded our internal goal of an 80% pass rate or better.
Educator Teacher Performance Assessment	All teacher candidates must take and pass the Education Teacher	Elementary Education achieved a 100% first attempt pass rate.

	<p>Performance Assessment (edTPA) to be recommended for initial licensure. Teacher candidates that matriculate to the full-time clinical teaching semester complete the edTPA portfolio and submit it to the Pearson ePortfolio system. Candidate performance is assessed by national scorers, managed by Pearson Assessments, using up to 15 rubrics scored on a 5-point scale. In North Carolina, candidates must achieve at least a total score of 38 using the 15-rubric assessment to be recommended for initial licensure. Lenoir-Rhyne Education faculty have established an internal target for 70% of candidates to perform at a level three or better on each of the 15 rubrics.</p>	<p>Middle Grades Education achieved a 100% first attempt pass rate.</p> <p>Secondary candidates achieved a 78% first attempt pass rate and improved to an 85% pass rate on the second attempt.</p> <p>All programs exceeded our internal threshold goal of an 80% or better pass rate.</p>
<p>Final Evaluation of Clinical Teaching</p>	<p>At the end of clinical teaching, University supervisors and clinical educators evaluate each teacher candidate's ability to demonstrate specific competencies established by the SOE as six program goals and thirty-two learning objectives. University supervisors and clinical educators evaluate the candidates' competency on all 32 objectives using a 3-point scale where 2=exceeds expectations, 1=meets expectations, and 0=does not meet expectations. By the end of the clinical teaching experience, candidates are expected to receive an overall performance rating of "meets expectations" or</p>	<p>Elementary Education completers exceeded expectations on all criteria of the evaluation.</p> <p>Middle Grades Education completers exceeded expectations on all criteria of the evaluation.</p> <p>97% of Secondary Education completers exceeded or met expectations on all criteria of the evaluation.</p> <p>All programs exceeded the internal goal of 80% or more of candidates achieving "Met Expectations" or better on all evaluation criteria.</p>

	“exceeds expectations” in order to matriculate to graduation.	
Graduate Effectiveness Evaluation Results	<p>The North Carolina Teacher Evaluation Process was designed and implemented by the State Board of Education to assess teacher performance in relation to the North Carolina Professional Teaching Standards and to design a plan for professional growth. School administrators (principals) conduct the evaluation process in which the teachers actively participate through the use of self-assessment, reflection, presentation of artifacts, and classroom demonstration(s). Administrators provide evaluation data in the form of a rubric utilizing a progressive rating scale of developing, proficient, accomplished, distinguished. These evaluation data are provided to LR annually as one part of the IHE report card.</p>	<p>Our most current Employer Satisfaction survey data from the NC Department of Public Instruction shows that Lenoir-Rhyne earned an overall aggregate average of 95% across all survey criteria. The survey includes 36 criteria on which employers rate the preparation of recent graduates. 13% of employers rated LR’s graduates as much more prepared than other teachers in their schools, 29% rated LR’s graduates as more prepared, 52% of employers rated LR’s graduates as comparable, and 6% rated LR’s graduates as less prepared. Additional information regarding this evidence can be found on the <a href="#">NCDPI Educator Preparation Program Dashboard</a>.</p>

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

<b>Provider-Selected Measures</b>	<b>Explanation of Performance Expectation</b>	<b>Level or Extent of Success in Meeting the Expectation</b>
Educator Dispositions Assessment	<p>Lenoir-Rhyne University uses a nationally validated, research-based Educator Dispositions Assessment (EDA) instrument designed by The Educational Dispositional Assessment Consultants, LLC to systematically</p>	<p>100% of candidates were rated as developing or meets expectations on all criteria of the evaluation.</p> <p>All programs exceeded our internal goal of 80% or better of candidates achieving</p>

	<p>assess the dispositions of teacher candidates throughout the candidate's program. Formal assessment of candidate dispositions occurs at three stages in the undergraduate programs. Though formal assessments of dispositions are scheduled at specific stages in the program, program faculty, advisors, or administrators may complete the EDA at any point in a candidate's program.</p>	<p>rating of developing or meets expectations.</p>
<p>Employer Satisfaction Survey Results</p>	<p>The North Carolina Employer Survey: Perceptions of Beginning Teacher Effectiveness is conducted by the North Carolina Department of Public Instruction (NCDPI), North Carolina Independent Colleges and Universities (NCICU), the University of North Carolina (UNC) System, and researchers from the Education Policy Initiative at Carolina (EPIC) at the University of North Carolina at Chapel Hill. This survey asks school administrators (principals or assistant principals) to rate the effectiveness of the beginning teachers (teachers within the first year of employment) working in their schools on a set of 29 teaching tasks aligned with the North Carolina Professional Teaching Standards. Administrators rate the effectiveness of beginning teachers using a scale where 1=Much less effective; 2=Less effective; 3=Comparable; 4=More effective; and 5=Much more effective.</p>	<p>Our most current Employer Satisfaction survey data from the NC Department of Public Instruction shows that Lenoir-Rhyne earned an overall aggregate average of 95% across all survey criteria. The survey includes 36 criteria on which employers rate the preparation of recent graduates. 13% of employers rated LR's graduates as much more prepared than other teachers in their schools, 29% rated LR's graduates as more prepared, 52% of employers rated LR's graduates as comparable, and 6% rated LR's graduates as less prepared. Additional information regarding this evidence can be found on the <a href="#">NCDPI Educator Preparation Program Dashboard</a>.</p>



	Survey data are provided to LR annually as one part of the Institute of Higher Education (IHE) report card.	
Certification of Teaching Capacity Results	All teacher candidates are evaluated using the state-required Certification of Capacity evaluation tool at the end of clinical teaching. The evaluation tool is a summative evaluation consisting of 23 performance indicators. Teacher candidates must meet all competencies included in the evaluation to be recommended for initial state licensure. The University Supervisor, Clinical Educator, and School Principal use observational and performance data collected during clinical teaching to arrive at a shared evaluation rating in relation to each performance indicator.	100% of completers were rated as meeting all criteria of teaching capacity. This exceeds our internal goal of 80% of all completers meeting all criteria.

## 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.

1. In an effort to boost enrollment in STEM education at the middle and high school levels, Lenoir-Rhyne submitted an NSF Noyce grant. In August of 2024 we were awarded a \$1.2 million grant to scholarship and prepare 40 STEM teachers over the next 5 years. Our first cohort of Noyce Scholars will begin their program in Summer 2025.
2. The Elementary Education program completed a full revision of its curriculum. The curriculum is designed to increase accessibility for transfer students and traditional undergrads who may decide late that they would like to pursue a teaching credential. No curricular or clinical content was lost as a result of the revisions.
3. In Spring of 2024, our undergraduate middle grades program was converted from a major to a minor. This was an attempt to make the licensure program more accessible to students from various majors across campus. This

program has been low-enrolled for a number of years and we expect this new format to generate new and expanded enrollment in the program.

## 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**

	<b>Standard 1</b>
<b>Goals for the 2024-25 year</b>	Increase enrollment in all educator preparation programs. This goal aligns with Standard 1 as we believe that an increase in total enrollment will diversify the student population and provide a more intellectually rich classroom experience. This enriched experience should be reflected as positive growth in edTPA rubric scores and clinical evaluations.
<b>Actions</b>	<ol style="list-style-type: none"> <li>1. Creation of a recruitment committee made up of faculty and students who will visit high schools across the region to recruit new teacher candidates.</li> <li>2. Renewed collaboration with local Teacher Cadet programs including hosting campus visits and providing seminars.</li> <li>3. Visits to 6 local community colleges to speak with students planning to transfer into a teacher preparation program.</li> <li>4. Revision of the Elementary and Middle Grades curriculum to make the programs more accessible to transfer students and traditional students who may begin in other majors.</li> <li>5. Awarding of 25 scholarships through the LR Teaching Scholars program.</li> <li>6. Digital marketing campaign and increased social media utilization for prospective student communications.</li> </ol>
<b>Expected outcomes</b>	An overall student increase of 10%.

<b>Reflections or comments</b>	<p>Significant strides have been made in advancing the recruitment and support of prospective teacher candidates. The formation of a dedicated recruitment committee, comprised of both faculty and student members, has been instrumental in expanding outreach efforts. This committee has actively engaged in visiting high schools across the region to inform students about the rewarding career of teaching and the unique opportunities offered by our teacher preparation programs. Furthermore, renewed collaboration with local Teacher Cadet programs has fostered stronger partnerships, facilitating campus visits and providing valuable seminars for aspiring educators.</p> <p>Building upon these initiatives, the program has successfully conducted visits to six local community colleges to engage with students planning to transfer into teacher preparation programs. These visits have provided valuable opportunities to address the specific needs and concerns of transfer students and to facilitate a smooth transition into our programs. Concurrently, a comprehensive review of the Elementary and Middle Grades curriculum has been undertaken with a focus on enhancing accessibility for both transfer students and traditional students who may have initially pursued other academic paths. This curriculum revision aims to create a more flexible and inclusive learning environment that supports diverse student pathways.</p>
	<b>Standard 2</b>
<b>Goals for the 2024-25 year</b>	Develop a new alumni tracking system and a more robust alumni survey.
<b>Actions</b>	This will be a primary goal for the 25-26 academic year.
<b>Expected outcomes</b>	Increase response rates on survey and gain more in-depth knowledge of student perceptions regarding their preparation for the classroom.
<b>Reflections or comments</b>	We plan to examine a number of alumni surveys being used by other AAQEP institutions to help guide our redesign.
	<b>Standard 3</b>
<b>Goals for the 2024-25 year</b>	Revision and implementation of a new curriculum for Elementary Education and Middle Grades Education.

<b>Actions</b>	<ol style="list-style-type: none"> <li>1. Redesign both curricula to allow maximum accessibility to transfer students and traditional undergraduates.</li> <li>2. Ensure that the new curricula maintain the clinical model that has been the foundation of our programming.</li> <li>3. Create new gateways given the revised sequence of courses.</li> <li>4. Align signature courses with licensure testing requirements to support student success.</li> </ol>
<b>Expected outcomes</b>	We expect to attain success on all of the above actions and have the new curricula in place for the 2025-26 academic year.
<b>Reflections or comments</b>	<p>The redesign of the Elementary and Middle Grades Education curricula has been undertaken with a strong emphasis on student success. Significant strides have been made towards achieving maximum accessibility for both transfer students and traditional undergraduates. This has been accomplished through a careful review and resequencing of core courses, creating more flexible pathways and reducing potential roadblocks for students entering the program at various points. Furthermore, the redesign prioritizes the preservation of the clinical model, ensuring that teacher candidates gain valuable hands-on experience through robust field placements and partnerships with local schools.</p> <p>In addition to enhancing accessibility, the curriculum revisions have focused on creating new gateways for students. These gateways include revised course prerequisites, more clearly defined pathways for students with different academic backgrounds, and opportunities for students to explore their interests through elective courses within the program. Finally, the alignment of signature courses with licensure testing requirements is a key component of the redesign. By closely examining licensure exams and incorporating this knowledge into course content and assessments, the program aims to better prepare students for successful careers in education and increase their likelihood of passing licensure examinations on their first attempt.</p>
	<b>Standard 4</b>
<b>Goals for the 2024-25 year</b>	Initiate the first cohort of Noyce Scholars on the Lenoir-Rhyne University campus.

<b>Actions</b>	<ol style="list-style-type: none"> <li>1. Recruit STEM majors from partnering HBCUs, Lenoir-Rhyne, and surrounding colleges and universities.</li> <li>2. Launch a grant website and start a digital marketing campaign.</li> <li>3. Award 8-10 full scholarships to the LR Master of Arts in Teaching program.</li> <li>4. Run a 1-day summer institute for the Noyce Scholars, local high school STEM teachers, and, university faculty.</li> <li>5. Develop and seek approval for two new STEM methods courses, created to provide in-depth subject matter instructional methods as well as culturally responsive pedagogy.</li> <li>6. Select and train two mentors who will serve the Scholars during their first year of teaching.</li> </ol>
<b>Expected outcomes</b>	We expect to successfully meet all of the goals above
<b>Reflections or comments</b>	<p>The Noyce grant team has convened weekly throughout the 2024-25 academic year to ensure the successful implementation of the grant objectives. This interdisciplinary team comprises faculty from the College of Education &amp; Human Services, the College of Natural Sciences &amp; Mathematics, and key administrative offices, including Admissions, Marketing, Academic Affairs, and the Business Office. The inclusion of an external evaluator from Metis Inc. provides valuable independent insights and ensures accountability in the grant's execution.</p> <p>To date, the project is progressing according to the established timeline. The scholarship application deadline is set for March 15th, with final scholarship recipient selections anticipated by the end of April. All proposed curriculum modifications will be formally submitted for approval in February. Concurrently, a dedicated subcommittee is actively engaged in the development of a comprehensive summer institute designed to enhance the professional growth and pedagogical skills of participating teachers.</p>

## 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.

No conditions cited as a part of our accreditation decision.

## 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 cited above, the following improvements and innovations are planned for next year:

1. Full implementation of the NSF Noyce Scholars program.
2. Implementation of the new Elementary Education and Middle Grades Education curricula. This will involve running the old program to teach out current students, but we have a plan for staffing to alleviate any barriers.
3. Expand recruitment efforts while increasing student retention in teacher preparation programs.
4. Actively pursue additional grants to support recruitment and programming for teacher candidates.
5. Expand summer programming for public school students through the LR Literacy Center.

## 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)
Hank Weddington, Dean of the College of Education & Human Services	Alyssa Reinhardt, Director of Teacher Education

Date sent to AAQEP:

1-15-2025