



AAQEP Annual Report for 2025

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| Provider/Program Name: | University of Rio Grande |
| End Date of Current AAQEP Accreditation Term (or "n/a" if not yet accredited): | Fall 2027 |

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 Teacher Education program at the University of Rio Grande/Rio Grande Community College (URG/RGCC) was designed to serve the needs of the teacher candidate from the immediate area of Appalachia surrounding the institution. The School of Education holds the motto of “Windows to the Future.” We (Candidates, Faculty and Stakeholders) recognize that for the people of the Rio Grande Community College’s region within Appalachia, teaching jobs are one of the main professional opportunities for employment in our area. A college degree and teaching license offers the local citizenry “Windows to the Future” and they in turn open “Windows” for their future students.

Baccalaureate Degree programs offered through the Bunce School of Education are listed below:

- Adolescent to Young Adults Integrated Language Arts (7-12) (License)
- Adolescent to Young Adults Integrated Mathematics (7-12) (License)
- Adolescent to Young Adults Integrated Social Studies (7-12) (License)

Primary PK-5/PK-5 Intervention (License)
Primary PK-5/K-12 Intervention (License)
K-12 Intervention (License)
Middle Childhood Education (Mathematics, English Language Arts, Social Studies, Science) (licensure is in 2 content areas only)

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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 Program offered by the institution/organization | Certificate, License, Endorsement, or Other Credential granted by the state | Number of Candidates Enrolled in most recently completed academic year (12 months ending 06/25) | Number of Completers in most recently completed academic year (12 months ending 06/25) |
|--|--|--|---|
| <i>Programs that lead to initial teaching credentials</i> | | | |
| Bachelors of Arts (Baccalaureate) | Adolescent to Young Adults Integrated Language Arts (7-12) (License) | 15 | 10 |
| Bachelors of Arts (Baccalaureate) | Adolescent to Young Adults Integrated Mathematics (7-12) (License) | 10 | 4 |
| Bachelors of Arts (Baccalaureate) | Adolescent to Young Adults Integrated Social Studies (7-12) (License) | 17 | 5 |

| | | | |
|--|---|-----|----|
| Bachelors of Arts (Baccalaureate) | Primary PK-5/PK-5 Intervention (License) | 46 | 13 |
| Bachelors of Arts (Baccalaureate) | Primary PK-5/K-12 Intervention (License) | 61 | 10 |
| Bachelors of Arts (Baccalaureate) | K-12 Intervention (License) | 8 | 1 |
| Bachelors of Arts (Baccalaureate) | Middle Childhood Education (Mathematics, Social Studies, English Language Arts, Science) (4-9) (licensure is in 2 content areas only) | 15 | 3 |
| Total for programs that lead to initial credentials | | 172 | 46 |
| <i>Programs that lead to additional or advanced credentials for already-licensed educators</i> | | | |
| | | | |
| Total for programs that lead to additional/advanced credentials | | | |
| <i>Programs that lead to P-12 leader credentials</i> | | | |
| | | | |
| Total for programs that lead to P-12 leader credentials | | | |
| <i>Programs that lead to credentials for specialized professionals or to no specific credential</i> | | | |
| | | | |
| Total for programs that lead to specialized professional or no specific credentials | | | |
| 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.)

Not Applicable

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

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|---|
| 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. |
| 172 |
| 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. |
| 46 |
| C. Number of recommendations for certificate, license, or endorsement included in Table 1. |
| 32 |
| 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%. |
| During 2024-25 school year total number of the graduates was 46. The Bunce School of Education does not require graduates to pass or take required licensure exams. 11 students have chosen not to take all required licensure exams; thus we have 35 |

graduates who have attempted to take all exams required for the license of those, 28 have successfully obtained a teaching license by passing the required licensure exams. This is a passage rate of 80%

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

Each semester all Ohio teacher candidates enrolled in clinical practice receive a survey from the Ohio Department of Education near the end of the clinical practice experience. The Bunce School of Education receives the results of the survey of our students' responses as well as a comparison to statewide results of the survey.

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

For employer satisfaction we conduct a focus group with area superintendents, who employ a large percentage of our graduates. One of the major findings from the focus group was our dual licensure candidates were preferred over others due to their dual license preparation. One of the concerns expressed regarding our graduates they employed was the Ohio requirement: that new hires complete online training modules in the "Science of Reading". Superintendents asked if it will be possible for our graduates to complete those modules prior to their graduation and employment. They expressed the need in the area for more Math and Science teachers at Middle and High School levels and encouraged us to increase our recruitment in those areas.

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.

To track recent graduates, the University Rio Grande utilizes the survey "First Destination" using an application called "handshake", however, the repose rate is very low. We do not have a formal tracking system. However, individual faculty members receive information from their previous advisees. And we monitor local newspaper school district reports of their new hires. Additionally, Bunce school of Education secretary keeps an excel spreadsheet of past graduates and their current employment.

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.

During year 2024-2025 there has been no changes regarding either program delivery, administration or monitoring of the quality assurance system.

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 |
|--|----------------------|---|
| CPAST Evaluation | Total score of 44/63 | 100% of the graduates received a score of 44 or higher |
| Action Research | Total score of 10/15 | 100% scored 10 or above |
| Licensure Exam (OAE) | State Score of 220 | 80% have obtained required passing score of 220 and obtained a teaching license |
| Focus Group Superintendents | | <p>We consider it to be very successful, we had a discussion with on these three prompts: Strengths, Areas of Improvements and Current initiatives. From this discussion the following list of suggestions/recommendations were developed and shared with the School of Education faculty:</p> <ul style="list-style-type: none">• Pass all the required Pearson Tests before an interview• Include Science of Reading Modules in our courses or program |

| | | |
|--|--|---|
| | | <ul style="list-style-type: none"> • Recruit more Science and Math Teachers for Middle and AYA |
|--|--|---|

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 |
|--|-----------------------------|---|
| Licensure Exam (OAE assessment) | State Score of 220 | 80% have obtained required passing score of 220 and obtained a teaching license |
| CPAST Evaluation | Total score of 44/63 | 100% of the graduates received a score of 44 or higher |
| Focus Group Superintendents | | <p>We consider it to be very successful, we had a discussion with on these three prompts: Strengths, Areas of Improvements and Current initiatives. From this discussion the following list of suggestions/recommendations were developed and shared with the School of Education faculty:</p> <ul style="list-style-type: none"> • Emphasize Professional dress code at all field experiences • Utilize Superintendents for Student Seminars or meetings • Providing student guidance on applying for a substitute license • Recruit more Science and Math Teachers for Middle and AYA |

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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.

OAE assessment content is now targeted in specific courses or specific points in their program. Students are required to attempt passage of those targeted exams as part of their assigned coursework:

Educational Psychology: Assessment of Professional Knowledge

Phonics: Foundations of Reading

Junior Field: Content Area Assessments

In addition, seminars are available throughout the semester on test taking strategies which focus specifically on OAE assessments.

Finally, we continue to utilize 240 Tutoring program which we provide free to our students during Educational Psychology and Junior Field Experience classes.

