



AAQEP Annual Report for 2025

Provider/Program Name:	Lenoir-Rhyne University
End Date of Current AAQEP Accreditation Term (or “n/a” if not yet accredited):	Fall 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](#)

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 mm/yy)	Number of Completers in most recently completed academic year (12 months ending mm/yy)
---	---	---	--

<i>Programs that lead to initial teaching credentials</i>			
	Elementary Education K-6 NC Teacher License	20	10
	Middle Grades 6-9 NC Teacher License	7	2
	High School 9-12 NC Teacher License	21	7
	Music K-12 NC Teacher License	14	8
Total for programs that lead to initial credentials			
<i>Programs that lead to additional or advanced credentials for already-licensed educators</i>			
		NA	NA
Total for programs that lead to additional/advanced credentials		NA	NA
<i>Programs that lead to P-12 leader credentials</i>			
		NA	NA
Total for programs that lead to P-12 leader credentials		NA	NA
<i>Programs that lead to credentials for specialized professionals or to no specific credential</i>			
		NA	NA
Total for programs that lead to specialized professional or no specific credentials		NA	NA
TOTAL enrollment and productivity for all programs		62	27
Unduplicated total of all program candidates and completers		62	27

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.)

Name Change: Elementary Education was changed to Integrated Elementary & Special Education
--

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

<p>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.</p>
<p>62</p>
<p>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.</p>
<p>27</p>
<p>C. Number of recommendations for certificate, license, or endorsement included in Table 1.</p>
<p>27</p>
<p>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.</p>
<p>100%</p>
<p>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%.</p>
<p>Elementary Education: edTPA – 100%; Praxis CKT Math – 100%; Pearson Foundations of Reading – 100% Middle Grades Education: edTPA 100%; Praxis II Content Exams – 100% Secondary & K-12 Education: edTPA 85%; Praxis II Content Exams – 71%</p>
<p>F. Explanation of evidence available from program completers, with a characterization of findings.</p>
<p>Our current Candidate Satisfaction survey data from the NC Department of Instruction shows that Lenoir-Rhyne University ranks in the top four EPPs in the state for 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 95% of candidate ratings at the top two ratings for the survey. Additional information regarding this evidence can be found on the NCDPI Educator Preparation Program Dashboard.</p>

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

Our current Employer Satisfaction survey data from the NC Department of Public Instruction shows that Lenoir-Rhyne earned an overall aggregate average of 88% across all survey criteria. The survey includes 36 criteria on which employers rate the preparation of recent graduates. 29% of employers rated LR's graduates as much more prepared than other teachers in their schools, 20% rated LR's graduates as more prepared, 41% of employers rated LR's graduates as comparable, and 10% rated LR's graduates as less prepared. Additional information regarding this evidence can be found on the [NCDPI Educator Preparation Program Dashboard](#).

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.

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. 84% 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](#)

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.

No changes during this report year.

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
Content Examination Pass Rates	Lenoir-Rhyne's teacher candidates demonstrate content and pedagogical	Elementary Education achieved a 100% pass rate.

	<p>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.</p>	<p>Middle Grades Education achieved a 100% pass rate.</p> <p>Secondary and K-12 candidates achieved an 71% pass rate.</p> <p>All programs exceeded our internal goal of an 80% pass rate or better except for secondary and K-12 education. The majority of first-time fails occurred for Music Education. LR has worked with the music department to create test preparation content within the undergraduate program, to address the situation.</p>
<p>Educator Teacher Performance Assessment</p>	<p>All teacher candidates must take and pass the Education Teacher 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</p>	<p>Elementary Education achieved a 100% first attempt pass rate.</p> <p>Middle Grades Education achieved a 100% first attempt pass rate.</p> <p>Secondary candidates achieved a 85% first attempt pass rate.</p> <p>All programs exceeded our internal threshold goal of an 70% or better pass rate.</p>

	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.	
Final Evaluation of Clinical Teaching	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 "exceeds expectations" in order to matriculate to graduation.	Elementary Education completers exceeded expectations on all criteria of the evaluation. Middle Grades Education completers exceeded expectations on all criteria of the evaluation. Secondary Education completers exceeded or met expectations on all criteria of the evaluation. All programs exceeded the internal goal of 80% or more candidates achieving "Met Expectations" or better on all evaluation criteria.
Graduate Effectiveness Evaluation Results	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	Our current Employer Satisfaction survey data from the NC Department of Public Instruction shows that Lenoir-Rhyne earned an overall aggregate average of 88% across all survey criteria. The survey includes 36 criteria on which employers

	<p>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>rate the preparation of recent graduates. 29% of employers rated LR's graduates as much more prepared than other teachers in their schools, 20% rated LR's graduates as more prepared, 41% of employers rated LR's graduates as comparable, and 10% rated LR's graduates as less prepared. Additional information regarding this evidence can be found on the NCDPI Educator Preparation Program Dashboard.</p>
--	---	--

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
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 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</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 rating of developing or meets expectations.</p>

	<p>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>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. Survey data are provided to LR annually as one part of the Institute of Higher Education (IHE) report card.</p>	<p>Our current Employer Satisfaction survey data from the NC Department of Public Instruction shows that Lenoir-Rhyne earned an overall aggregate average of 88% across all survey criteria. The survey includes 36 criteria on which employers rate the preparation of recent graduates. 29% of employers rated LR's graduates as much more prepared than other teachers in their schools, 20% rated LR's graduates as more prepared, 41% of employers rated LR's graduates as comparable, and 10% rated LR's graduates as less prepared. Additional information regarding this evidence can be found on the NCDPI Educator Preparation Program Dashboard.</p>

<p>Certification of Teaching Capacity Results</p>	<p>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.</p>	<p>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.</p>

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. **NSF Noyce Scholars Program (STEM Education).** In an effort to strengthen the STEM teacher pipeline at the middle and high school levels, Lenoir-Rhyne welcomed its first cohort of NSF Noyce Scholars in summer 2025. All participants are currently employed as alternatively licensed public-school teachers and will earn full licensure in May 2026. Upon graduation, these scholars are committed to teaching for two years in high-needs school districts, directly supporting the state’s critical demand for highly qualified STEM educators.
2. **B.A. in Integrated Elementary & Special Education.** The former Elementary Education major was redesigned and renamed as the B.A. in Integrated Elementary & Special Education to reflect a strengthened emphasis on inclusive instruction and differentiation for all learners. The revised program enrolled its first cohort in fall 2025, including seven new transfer students—the largest number of transfers in the program’s history. This milestone

demonstrates the program's increased accessibility for transfer students while maintaining a clear two-year completion pathway for full-time candidates.

3. **Middle Grades Education Minor.** In spring 2024, the undergraduate Middle Grades Education program was transitioned from a major to a minor to increase accessibility for students across multiple academic disciplines. Given historically low enrollment, this restructuring was designed to broaden participation and attract students interested in middle grades licensure. The minor currently enrolls seven students, with growing interest from newly admitted students.
4. **Proposed M.S. in Applied Behavior Analysis.** The School of Education is proposing a new graduate program in Applied Behavior Analysis (ABA) to address the regional need for professionals equipped to support students with autism spectrum disorders and behavioral and mental health challenges. This program is expected to provide meaningful and sustained support to local and regional school districts while expanding graduate-level preparation pathways at Lenoir-Rhyne.

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	Increase enrollment across all educator preparation programs to strengthen candidate quality and diversity in alignment with AAQEP Standard 1. Growth in enrollment is expected to enhance the diversity of perspectives, experiences, and backgrounds represented in coursework and clinical settings, contributing to a more intellectually rigorous learning environment. This enriched preparation experience will be reflected in improved candidate performance, as evidenced by positive trends in edTPA rubric scores and clinical evaluation outcomes.
Actions	<ul style="list-style-type: none"> • Strengthen Partnerships with Teacher Cadet Programs Establish and formalize partnerships with regional high school Teacher Cadet programs to build an early pipeline into educator preparation programs. Actions include coordinated campus visits, dual-credit or early-college opportunities, guest instruction by faculty, and targeted advising that clearly maps high school coursework to degree and licensure pathways. • Expand Community College Transfer Pathways Develop and promote seamless articulation agreements with regional community colleges to support transfer students pursuing teacher education. This includes aligning coursework, providing transfer-specific advising materials, hosting joint recruitment events, and ensuring clear two-year completion pathways that maintain program rigor and licensure outcomes. • Increase Scholarship and Financial Incentive Opportunities Expand targeted scholarship offerings for educator preparation candidates, with particular

	<p>emphasis on high-need licensure areas and students from underrepresented backgrounds. Scholarships will be paired with academic advising and clinical support to promote persistence, timely completion, and strong performance in coursework and field experiences.</p> <ul style="list-style-type: none"> • Implement Targeted Digital Marketing and Outreach Campaigns Launch coordinated digital marketing campaigns that highlight program strengths, graduate outcomes, and the impact of teaching careers. Campaigns will leverage social media, program-specific landing pages, video testimonials, and data-driven advertising to reach prospective students, adult learners, and career-changers. • Engage School District and Community Partners in Recruitment Collaborate with local and regional school districts to identify and recruit paraprofessionals, substitute teachers, and alternatively licensed educators into degree-completion and licensure programs. Recruitment efforts will emphasize flexible scheduling, clinical relevance, and pathways to full licensure that support district workforce needs.
Expected outcomes	An overall student increase of 10%.
Reflections or comments	<p>Meaningful progress has been made toward strengthening the recruitment, preparation, and support of educator candidates in alignment with AAQEP Standard 1. A dedicated recruitment committee, composed of faculty and student representatives, was established to coordinate and expand recruitment efforts. This committee has led targeted outreach initiatives, including visits to regional high schools, to promote teaching as a high-impact profession and to communicate the distinctive strengths of the institution’s educator preparation programs. Renewed and expanded collaboration with local Teacher Cadet programs has further strengthened the candidate pipeline through coordinated campus visits and structured informational seminars for prospective educators.</p> <p>In addition, the program has intentionally expanded recruitment efforts among community college students by conducting outreach visits to six regional community colleges. These engagements have focused on addressing transfer-specific questions, clarifying licensure pathways, and supporting a seamless transition into educator preparation programs. Complementing these recruitment efforts, a comprehensive review of the Elementary and Middle Grades curricula was undertaken to ensure accessibility, coherence, and flexibility for both transfer students and candidates who enter teacher preparation after initially pursuing other academic pathways.</p>

	Collectively, these initiatives are designed to broaden access to educator preparation, enhance candidate diversity, and support high-quality preparation experiences that contribute to strong performance in coursework, clinical evaluations, and edTPA outcomes.
Standard 2	
Goals for the 2025-26 year	Establish a STEM Education Center housed at Lenoir-Rhyne University to strengthen partnerships with local and regional school districts through high-quality pre-service and in-service professional learning. In alignment with AAQEP Standard 2, the Center will serve as a collaborative hub for co-designed clinical preparation, professional development, and instructional resources that support both educator candidates and practicing teachers. The Center will enhance the alignment of coursework, clinical experiences, and district needs by providing hands-on training, access to STEM instructional materials, and sustained partnership engagement, thereby strengthening candidate readiness and P–12 instructional capacity.
Actions	<ul style="list-style-type: none"> • Formalize District Partnerships and Co-Design Center Programming Develop formal partnership agreements with local and regional school districts to collaboratively design the STEM Center’s priorities, services, and training offerings. This action includes identifying district needs, defining shared goals for pre-service and in-service preparation, and establishing clear roles for faculty, mentor teachers, and district leaders. Co-designed programming ensures that Center activities align with AAQEP Standard 2 expectations for shared responsibility and clinically rich preparation. • Develop and Deliver Integrated Pre-Service and In-Service STEM Training Create and pilot STEM-focused professional learning experiences that integrate educator preparation coursework with clinical practice and in-service professional development. Offer workshops, institutes, and hands-on training sessions that provide candidates and practicing teachers with access to STEM instructional strategies, curricular materials, and technology aligned with district priorities. These experiences will strengthen the connection between theory and practice while enhancing instructional capacity across partner schools. • Establish Infrastructure, Staffing, and Resource Supports for the Center Identify physical space, staffing roles, and instructional resources necessary to launch the STEM Education Center. This includes designating faculty leadership, securing instructional materials and equipment, and pursuing external funding and internal support to sustain Center operations. Establishing this infrastructure ensures the Center can

	provide high-quality, ongoing clinical and professional learning experiences that benefit educator candidates, in-service teachers, and district partners.
Expected outcomes	We expect to have the design and funding for the STEM center completed in 2025-26 and begin delivering professional development the following year.
Reflections or comments	These goals reflect a strategic and forward-looking approach to strengthening clinical partnerships in alignment with AAQEP Standard 2. The proposed STEM Education Center is designed to deepen collaboration between Lenoir-Rhyne and regional school districts by creating a shared space for co-designed pre-service and in-service learning. By intentionally aligning coursework, clinical experiences, and professional development with district-identified STEM needs, the Center has the potential to enhance candidate readiness while simultaneously supporting practicing educators. Collectively, these goals demonstrate a commitment to shared responsibility, clinically rich preparation, and continuous improvement that benefits educator candidates, partner districts, and the broader P–12 community.
Standard 3	
Goals for the 2025-26 year	Implementation of a new curriculum for the Integrated Elementary & Special Education and Middle Grades Education programs.
Actions	<ol style="list-style-type: none"> 1. Refine curricula based upon feedback from students, faculty, and employers as students begin matriculating through the revised programs. 2. Ensure that students entering the program are provided with support to meet all state and LR requirements for entrance into an educator preparation program. 3. Collaborate with undergraduate content majors to ensure that middle grades and secondary teachers complete coursework which aligns with the NC Standard Course of study for each teaching content area.
Expected outcomes	The revised programs are expected to increase enrollment, provide additional rigor, boost clinical preparation, and lead to positive impacts on student performance for alumni teaching in the state.
Reflections or comments	This goal reflects a comprehensive and intentional approach to strengthening program quality and candidate readiness through the implementation of revised curricula in the Integrated Elementary & Special Education and Middle Grades Education programs. Ongoing refinement based on feedback from students, faculty, and employers demonstrates a commitment to continuous improvement and responsiveness as candidates progress through the new programs. Ensuring

	that candidates receive early and consistent support to meet state and Lenoir-Rhyne entrance requirements promotes timely progression and program completion, while collaboration with undergraduate content majors strengthens alignment between coursework and the North Carolina Standard Course of Study. Collectively, these efforts are expected to enhance academic rigor, improve clinical preparation, support enrollment growth, and contribute to positive P–12 student outcomes for program graduates teaching across the state.
Standard 4	
Goals for the 2025-26 year	Graduate the first class of NSF Noyce Scholars at Lenoir-Rhyne University and evaluate the M.A. in Teaching program for its effectiveness in preparing STEM teachers.
Actions	<ul style="list-style-type: none"> • Collect and Analyze Candidate Performance and Completion Data Systematically collect and analyze data on candidate progression, licensure outcomes, edTPA performance, and clinical evaluations for the first cohort of NSF Noyce Scholars. These data will be disaggregated and compared to program benchmarks to assess the effectiveness of the M.A. in Teaching program in preparing STEM educators. Findings will be used to identify strengths, areas for improvement, and evidence of impact consistent with AAQEP Standard 4 expectations. • Evaluate Graduate Impact and Employer Satisfaction Implement follow-up surveys and structured feedback mechanisms with Noyce Scholars, their employing school districts, and supervising administrators during the first year of teaching. Data collected will focus on graduates' readiness to teach STEM content, instructional effectiveness, and ability to meet the needs of diverse learners. This feedback will provide direct evidence of program impact and inform data-driven program refinement. • Use Findings to Inform Program Improvement and Reporting Convene faculty and key stakeholders to review evaluation findings and develop action steps to strengthen the M.A. in Teaching program. Results will be documented and shared with internal governance bodies, grant stakeholders, and accreditation processes, demonstrating a clear cycle of evidence-based decision-making and continuous improvement in alignment with AAQEP Standard 4.
Expected outcomes	We expect that the first cohort of NSF Noyce Scholars will graduate in May of 2026 and that the following year's employer surveys will reflect an 80% or better satisfaction rating for these alumni.

Reflections or comments	This goal and its associated actions demonstrate a strong commitment to evidence-based evaluation and continuous improvement in alignment with AAQEP Standard 4. Graduating the first cohort of NSF Noyce Scholars provides a critical opportunity to examine the effectiveness of the M.A. in Teaching program in preparing high-quality STEM educators. By systematically analyzing candidate performance data, gathering feedback from graduates and employers, and using findings to inform program refinements, the program closes the assessment loop and documents its impact on P–12 learning environments. Collectively, these efforts support data-informed decision-making, accountability to stakeholders, and sustained improvement in STEM teacher preparation at Lenoir-Rhyne University.
--------------------------------	--

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.

NA

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.

Lenoir-Rhyne University's educator preparation programs are engaged in a coordinated set of improvements and innovations designed to strengthen candidate recruitment, preparation, and impact. Planned initiatives include expanded recruitment pipelines through Teacher Cadet partnerships, community college transfer pathways, targeted scholarships, and digital marketing efforts to increase enrollment and diversify the candidate pool. Programmatic innovations include the implementation and continuous refinement of revised curricula in Integrated Elementary & Special Education and Middle Grades Education, the proposed launch of a graduate program in Applied Behavior Analysis, and the graduation and evaluation of the first cohort of NSF Noyce Scholars in the M.A. in Teaching program. In addition, the establishment of a STEM Education Center will serve as a hub for pre-service and in-service professional learning, instructional resources, and collaborative clinical preparation with regional school districts. Collectively, these initiatives are intended to increase access, enhance rigor, strengthen clinical partnerships, and improve candidate and graduate performance outcomes.

Several potential challenges and barriers have been identified as these initiatives move forward. Sustaining enrollment growth will require continued investment in recruitment infrastructure, scholarship funding, and advising capacity, particularly for transfer students and career changers. The successful launch of new programs and centers may be constrained by staffing, space, and financial resources, as well as the need to align timelines with institutional governance and external approval processes. Maintaining strong clinical partnerships will also require ongoing coordination with school districts amid shifting workforce demands and capacity limitations in partner schools. Despite these challenges, Lenoir-Rhyne's intentional use of data, stakeholder feedback, and continuous improvement processes positions its educator preparation programs to adapt effectively and advance their mission in alignment with AAQEP standards.

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).

NA

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	Hank Weddington, Dean of the College of Education & Human Services

Date sent to AAQEP:	12/29/2025
---------------------	------------