



AAQEP Annual Report for 2025

Provider/Program Name:	High Point University
End Date of Current AAQEP Accreditation Term:	May, 2030

PART I: Publicly Available Program Performance and Candidate Achievement Data

1. Overview and Context

This overview describes the mission and context of the educator preparation provider and the programs included in its AAQEP review.

MISSION AND CONTEXT

High Point University's Vision

The vision of High Point University is to be a nationally prominent, private institution recognized for the excellence of its academic programs, the depth of its values-based culture, and the strength of its commitment to helping students lead lives of significance.

High Point University's Mission

High Point University's inspiring environment, caring people and engaging education equip graduates for significance and success by cultivating the values, knowledge, mindset and skills necessary to thrive in a competitive and rapidly changing world.

High Point University's Core Values

High Point University's academic programs provide a rigorous liberal education nourished by research and scholarship, interdisciplinary exploration, and experiential learning within the context of a vibrant university community committed to helping students develop their full potential and gain a deeper understanding of the human condition. Its programs are aligned with the University's vision and mission, and guided by the following core academic values:

- 1- Respect for the integrity and enduring significance of intellectual discourse grounded in the written word;
- 2- Understanding the importance of history, faith, and tradition in leading an examined life;
- 3- Encouraging and inspiring free inquiry, curiosity, reflection, imagination, and critical thinking;
- 4- Active engagement with the world through experience, service, and leadership.

Stout School of Education's Purpose

Our purpose is to prepare teachers, principals, superintendents, and education leaders who have the skills, knowledge, and dispositions to ensure an equitable, relevant, and rigorous education for all learners.

Stout School of Education's Strategic Goals and Objectives for 2025-2028

Our objectives describe the specific actions we will take to reach each of our goals.

1. The Stout School of Education anticipates the evolving K–20 landscape.
 - a. Teach our students to leverage AI strategically
 - b. Prepare our students to teach and lead in virtual environments
 - c. Engage our students in increasing their emotional intelligence
2. The Stout School of Education fosters a culture of continuous improvement.
 - a. Develop an assessment handbook and calendar that is responsive to state and national accreditation requirements
 - b. Facilitate semi-annual assessment retreats to collect and analyze student learning and program outcome data
 - c. Conduct a deep revision of all undergraduate majors and minors to ensure relevance and rigor
3. The Stout School of Education drives intentional enrollment growth.
 - a. Differentiate our undergraduate programs through a strong emphasis on international education
 - b. Expand our Teacher Residency Program by establishing new cohorts in private, charter, and public schools
 - c. Partner with schools and districts to create graduate-level cohort-based programs
4. The Stout School of Education builds impactful partnerships across K-20 education.
 - a. Facilitate professional development exchanges with peer universities and school districts
 - b. Establish internship partnerships with K-20 international schools
 - c. Design robust opportunities for alumni to engage with current students and programs

PROGRAMS OF STUDY

Bachelor of Arts- Elementary Education

The Bachelor of Arts (B.A.) degree in Elementary Education builds on the most current body of knowledge of best practice relevant to teaching practices in K-6 classrooms. Undergraduate courses focus on the Common Core State and N.C. Essential Standards, Science of Reading, technology, and interdisciplinary curricula. Students enrolling in the elementary education program of study will be afforded many opportunities, beginning in their freshman year to practice their skills in the surrounding school districts with whom the School of Education currently partners. Advanced study through the Elementary B.A. to M.Ed. programs with concentrations in literacy or STEM are available for academically qualified students beginning in their senior year. The licensure track qualifies a student for N.C. licensure in Elementary Education (K-6).

Bachelor of Arts- Middle Grades Education

The Bachelor of Arts (B.A.) degree in Middle Grades Education leads to licensure to teach in grades 6-9. Students choosing to major in Middle Grades Education will be required to choose one of the four discipline specializations: Mathematics, Science, Language Arts or Social Studies. The teacher candidate will take a minimum of 24 content hours in their field of specialization. The licensure program in Middle Grades Education also requires coursework in teacher education. Undergraduate courses focus on the new Common Core State and N.C. Essential Standards, Science of Reading, technology, and interdisciplinary curricula in the middle grades. The licensure track qualifies a student for N.C. licensure in Middle Grades Education (6-9).

Bachelor of Arts- Special Education

The Bachelor of Arts (B.A.) degree in Special Education leads to licensure in General Curriculum or Adapted Curriculum for students in grades K-12. Several General Education area requirements and core courses may be fulfilled by required courses in professional education and supporting disciplines. The licensure track will qualify a student for N.C. licensure in Special Education: General Curriculum (K-12) or Adapted Curriculum (K-12) depending upon which program of study they choose. A minor in special education is also available to both education and non-education majors.

Bachelor of Arts- Health/Physical Education

The Bachelor of Arts (B.A.) degree in Health and Physical Education leads to licensure to teach health and physical education in grades K-12. Undergraduate courses focus on nutrition, health issues, motor development, individual and team sports skill development, and analysis. Emphasis is placed on the application of methodologies to the elementary and middle/secondary settings in the educator preparation coursework. The licensure track will qualify a student for N.C. licensure in Health/Physical Education (K-12). Minors in Health Education and Athletic Coaching are also available.

Secondary Education Minor (results in initial teacher licensure)

At High Point University, students who wish to teach at the secondary level, 9-12, complete a major course of study in their content area (English, Mathematics, History, Biology) and use their elective hours to take courses in the Stout School of

Education. Completion of these courses, a 16-week student teaching internship, passage of licensure tests, and the edTPA portfolio, leading to eligibility for licensure recommendation to the state.

BA to M.Ed. Program in Elementary Education or Special Education

The Stout School of Education is authorized to deliver M.Ed. programs in Elementary Education (K-6) and Special Education. Advanced undergraduate students are eligible to participate in the B.A. to M.Ed. program by taking four graduate courses while completing their undergraduate degree program. All B.A. to M.Ed. programs include several opportunities for practica that are designed to allow candidates opportunities to practice strategies for working with students in local partnership schools. Successful completion of this degree program leads to “M” level licensure in North Carolina.

Residency Teacher Licensure Program (non-degree, initial licensure at the post-baccalaureate level)

Residency Teacher Licensure Program- Prospective educators who hold a bachelor’s degree and meet content and GPA criteria are eligible to complete a program of study that qualifies them for initial teacher licensure. Ranging from 21-24 credit hours in length, candidates can complete licensure in elementary education, middle grades education, secondary education, special education, and K-12 education (PE, arts, languages).

Master of Arts in Teaching in Elementary Education (initial teacher licensure at the graduate level)

The Master of Arts in Teaching is a graduate-level initial teacher licensure program designed for candidates who already hold a BA from an accredited institution. The 36-hour program allows candidates to complete requirements for initial NC Licensure in Elementary Education. Candidates can select between STEM or Literacy for their area of specialty within the program of study. This degree includes a 16-week student teaching internship, passage of licensure tests, and the edTPA portfolio, leading to eligibility for licensure recommendation to the state.

Master of Education in Educational Leadership

The Master of Education (M.Ed.) in Educational Leadership prepares educational leaders to serve school leaders. The licensure track is designed for candidates who have a K-12 teaching license and at least four years of successful public/private school experience. The curriculum in the Educational Leadership program is comprised of two 12-hour graduate certificates and 12 additional hours selected by the candidate. For those pursuing the licensure track, these certificates include Educational Leadership and Organizational Development and The Principalship. Two 250-hour internships allow the candidate to work with his/her supervising principal to gain the skills that are emphasized in co-requisite courses throughout the program of study. Students in the HPU Leadership Academy complete a full year, 1500-hour internship in place of the two 250-hour internships required of the part-time candidates.

Education Doctorate in Educational Leadership

High Point University’s (HPU) Ed.D. in Educational Leadership was approved by the Southern Association of Colleges and Schools (SACSCOC) for implementation in Fall 2012. The program is designed to train and develop candidates for leadership

roles in educational organizations. The superintendent's license is offered as part of this program of study and was approved by the N.C. State Department of Public Instruction in January 2014. The doctoral program is practitioner-based, with professional experiences that focus on the practices transformational leaders need to create educational systems that are grounded in research, are culturally responsive, strategic, and ultimately improve student learning. The program features differentiated credit hours to cater to students seeking the degree only (54 hours), the degree plus superintendent licensure (57 hours) or the degree plus superintendent and principal licensure (60 hours).

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.highpoint.edu/education/program-completion/>

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 the most recently completed academic year (12 months ending 07/25)	Number of Completers in the most recently completed academic year (12 months ending 07/25)
<i>Programs that lead to initial teaching credentials</i>			
Bachelor of Arts (BA)	Initial Teacher Licensure		
Bachelor of Arts (BA) Elementary Education	<i>Elementary (K-6)</i>	37	18
Bachelor of Arts (BA) Special Education – Adapted Curriculum	<i>Special Education – Adapted Curriculum (K-12)</i>	7	4
Bachelor of Arts (BA) Special Education – General Curriculum	<i>Special Education – General Curriculum (K-12)</i>	0	0
Bachelor of Arts (BA) Health & Physical Education	<i>Health & Physical Education (K-12)</i>	2	0
Bachelor of Arts (BS) Middle Grades	<i>Middle Grades English Language Arts (6-9)</i>	2	0
	<i>Middle Grades Mathematics (6-9)</i>	2	0
	<i>Middle Grades Science (6-9)</i>	1	0

	<i>Middle Grades Social Studies (6-9)</i>	2	1
Bachelor of Arts (BA) English + licensure	<i>Secondary English licensure (9-12)</i>	1	1
Bachelor of Arts (BA) Mathematics + licensure	<i>Secondary Mathematics licensure (9-12)</i>	1	1
Bachelor of Arts (BA) History + licensure	<i>Secondary History licensure (9-12)</i>	3	1
Bachelor of Science (BS) Biology + licensure	<i>Secondary Science licensure (9-12)</i>	0	0
Master of Arts in Teaching (MAT)	Initial Teacher Licensure		
Master of Arts in Teaching (MAT) - Elementary Education	<i>Elementary (K-6)</i>	37	18
Residency Teacher Licensure Program	Initial Teacher Licensure (non-degree)		
	<i>Elementary (K-6)</i>	15	3
	<i>Special Education – Adapted Curriculum (K-12)</i>	9	0
	<i>Special Education – General Curriculum (K-12)</i>	2	0
	<i>Health & Physical Education (K-12)</i>	4	1
	<i>Music (K-12)</i>	7	0
	<i>Spanish (K-12)</i>	0	0
	<i>Middle Grades English Language Arts (6-9)</i>	2	0
	<i>Middle Grades Mathematics (6-9)</i>	2	1

	<i>Middle Grades Science (6-9)</i>	0	0
	<i>Middle Grades Social Studies (6-9)</i>	0	0
	<i>Secondary English (9-12)</i>	1	1
	<i>Secondary Mathematics (9-12)</i>	2	0
	<i>Secondary Science (9-12)</i>	1	0
	<i>Secondary Social Studies (9-12)</i>	2	0
Total for programs that lead to initial credentials		140	50
<i>Programs that lead to additional or advanced credentials for already-licensed educators</i>			
<i>Master of Arts in Education (M.Ed.)</i>	<i>Advanced Elementary Teacher Licensure</i>	19	9
<i>Master of Arts in Education (M.Ed.)</i>	<i>Advanced Special Education Teacher Licensure</i>	3	3
<i>Principal Licensure</i>	<i>Principal Licensure Add-on (non-degree)</i>	2	2
<i>Master of Arts in Education (M.Ed.)</i>	<i>Principal Licensure</i>	42	17
<i>Education Doctorate (Ed.D.)</i>	<i>Superintendent Licensure</i>	22	4
<i>Education Doctorate (Ed.D.)</i>	<i>Principal Licensure</i>	8	0
Total for programs that lead to additional/advanced credentials		96	35
<i>Programs that lead to P-12 leader credentials</i>			
N/A	N/A	0	0
Total for programs that lead to P-12 leader credentials		0	0
<i>Programs that lead to credentials for specialized professionals or to no specific credential</i>			
N/A	N/A	0	0

Total for programs that lead to specialized professional or no specific credentials	0	0
TOTAL enrollment and productivity for all programs	236	85
Unduplicated total of all program candidates and completers	234	84

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.)

N/A

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.
234
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.
84
C. Number of recommendations for certificate, license, or endorsement included in Table 1.
BA (Teacher Licensure): <ul style="list-style-type: none">• 26 completers;<ul style="list-style-type: none">○ 23 candidates eligible for clear North Carolina Initial Professional License (met all testing and edTPA requirements);<ul style="list-style-type: none">▪ 21 candidates applied/recommended for North Carolina Initial Professional License▪ 2 candidates have not yet applied○ 3 candidates have testing requirements remaining to qualify for North Carolina Initial Professional License
Residency (Teacher Licensure): <ul style="list-style-type: none">• 6 completers;<ul style="list-style-type: none">○ 4 candidates eligible for clear North Carolina Initial Professional or Continuing Professional License (met all testing and edTPA requirements);<ul style="list-style-type: none">▪ 3 candidates applied/recommended for clear license▪ 1 candidate has not yet applied○ 2 candidates have testing requirements remaining to qualify for North Carolina Initial Professional or Continuing Professional license<ul style="list-style-type: none">▪ 1 candidate working under district-sponsored Limited License▪ 1 candidate relocated out of state
MAT (Teacher Licensure): <ul style="list-style-type: none">• 18 completers;

- 7 candidates eligible for clear Initial Professional License (met all testing and edTPA requirements; 7 candidates applied/recommended for North Carolina Initial Professional License)
- 8 candidates not yet eligible for clear license (testing requirements remaining) teaching under Residency License
- 3 candidates not yet eligible for clear license (testing requirements remaining); no license

M.Ed. (Principal Licensure):

- 17 completers, all eligible for North Carolina Principal License
 - 14 candidates applied/recommended for North Carolina Principal License
 - 1 candidate working under provisional license
 - 2 candidates have not yet applied for licensure

Master’s-level add-on (Principal Licensure):

- 2 completers, both eligible for North Carolina Principal License, both applied/recommended for licensure

Ed.D. (Superintendent Licensure):

- 0 completers

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.

All candidates completed their programs of study within the expected timeframe:

BA (Teacher Licensure): 100% (expected)
 Residency (Teacher Licensure): 100%
 MAT (Teacher Licensure): 90% (expected); 100% (1.5x expected)
 M.Ed. (Principal Licensure): 100%
 Ed.D. (Superintendent Licensure): n/a

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%.

The pass rates below reflect students listed as program completers within the 2024-2025 reporting period. Note that, due to changes in North Carolina teacher licensure policy in response to teacher shortages, districts may allow teachers to work indefinitely on a limited license. The limited license is available to teachers who have completed their academic program and have only testing requirements remaining. Although the limited license restricts teachers to remain employed within their district, it carries no other consequences (such as reduced salary). Therefore, many working teachers who complete the residency licensure pathway work under the limited license and do not choose to complete testing to become eligible for the clear license.

Elementary Completers: 39 completers

This licensure area requires either edTPA Elementary Literacy OR edTPA Elementary Mathematics, Pearson Foundations of Reading #190/890, and Praxis CKT Mathematics #7813.

- edTPA Elementary Literacy: 23/23, 100% pass rate
- edTPA Elementary Mathematics: 16/16, 100% pass rate
- Pearson Foundations of Reading: 69% pass rate
 - 11 candidates attempted the exam but received a failing score
 - 1 candidate did not attempt the exam
 - 27 candidates received a passing score
- Praxis CKT Mathematics: 77% pass rate
 - 8 candidates attempted the exam but received a failing score
 - 1 candidate did not attempt the exam
 - 30 candidates received a passing score

Health & Physical Education: 1 completer

This licensure area requires edTPA Physical Education OR edTPA Health Education and Praxis II Health & Physical Education # 5857.

- edTPA Physical Education: 0%
 - 1 candidate submitted a portfolio scored as “incomplete” with no resubmission.
- Praxis II Health & Physical Education: 100%
 - 1 candidate received a passing score

Secondary English: 2 completers

This licensure area requires edTPA Secondary English and Praxis II Secondary English # 5038.

- edTPA Secondary English: 100%
 - 2 candidates received a passing score
- Praxis II Secondary English: 50%
 - 1 candidate received a passing score
 - 1 candidate received a failing score

Secondary Mathematics: 1 completer

This licensure area requires edTPA Secondary Mathematics and Praxis II Secondary Mathematics # 5165.

- edTPA Secondary Mathematics: 100%
 - 2 candidates received a passing score
- Praxis II Secondary Mathematics: 50%
 - 1 candidate received a passing score

Secondary Social Studies: 1 completer

This licensure area requires edTPA Secondary Social Studies and Praxis II Secondary Social Studies # 5581.

- edTPA Secondary Social Studies: 100%
 - 1 candidate received a passing score
- Praxis II Secondary Social Studies: 100%
 - 1 candidate received a passing score

Middle Grades Mathematics: 1 completer

This licensure area requires edTPA Middle Childhood Mathematics and Praxis II Middle Grades Mathematics # 5164.

- edTPA Middle Childhood Mathematics: 100%
 - 1 candidate received a passing score
- Praxis II Middle Grades Mathematics: 100%
 - 1 candidate received a passing score

Middle Grades Social Studies: 1 completer

This licensure area requires edTPA Middle Childhood Social Studies and Praxis II Middle Grades Social Studies # 5089.

- edTPA Middle Childhood Social Studies: 100%
 - 1 candidate received a passing score
- Praxis II Middle Grades Social Studies: 0%
 - 1 candidate received a failing score

Special Education – Adapted Curriculum: 4 completers

This licensure area requires edTPA Special Education, and Praxis II Severe to Profound Applications # 5545/5547, and Praxis II Fundamental Subjects #5511.

- edTPA Special Education: 100%
 - 4 candidates received a passing score

- Praxis II Severe to Profound Applications: 100%
 - 4 candidates received a passing score
- Praxis II Fundamental Subjects: 100%
 - 4 candidates received a passing score

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

North Carolina’s Department of Public Instruction issues an annual completer survey to determine the extent to which teacher candidates feel that they were “well or very well-prepared” by their EPP. The results below, from our 2024-2025 graduates, demonstrate that High Point University exceeds the mean performance of the state in all areas except “Male.” We have identified this as an area of concern and have created an annual goal, aligned with Standard 3, to increase the percentage of males who feel they were very well prepared for their roles.

Subgroup	State Mean	HPU
All	75.6%	80.5%
Hispanic	79.0%	94.3%
Black	84.0%	89.7%
White	74.5%	77.2%
Female	74.5%	81.4%
Male	76.0%	54.3%

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

North Carolina’s Department of Public Instruction issues an annual employer survey to determine how candidates’ performance compares to graduates from other programs. In the table below, question one, 64% of HPU graduates' ability to adapt teaching to benefit students with unique learning needs was comparable to graduates from other universities. For the same question, 32% of our employers felt that our candidates were more or much more able to adapt. In total, for all questions asked, only 3% of employers rated our candidates as less capable than graduates from other universities. We are pleased that for 10 of the questions, 100% of our employers rated our teachers as comparable or higher than graduates from other universities.

Question	Less	Comparable	More	Much More
Adapting teaching to benefit students with unique learning needs	4%	64%	28%	4%
Aligning instruction with the North Carolina Standard Course of Study	0%	68%	16%	16%
Communicating in ways that are clearly understood by students	4%	68%	20%	8%

Contributing to the productivity of school wide goals	4%	64%	28%	4%
Demonstrating pedagogical competency	0%	64%	28%	8%
Demonstrating skill in support of English second language learners	0%	68%	32%	0%
Engaging in professional development to address identified improvement needs	4%	68%	24%	4%
Exhibiting a strong foundation of knowledge in his/her content area(s)	0%	64%	24%	12%
Facilitating learning through student collaboration in small groups and teams	0%	60%	24%	16%
Helping students believe they can do well in school	4%	68%	20%	8%
Helping students value learning	4%	72%	16%	8%
Incorporating instructional materials that reflect a diverse set of student experiences	8%	68%	16%	8%
Integrating technology into instruction to enhance learning	8%	64%	20%	12%
Investing families and other significant adults in students' learning	0%	76%	20%	4%
Leveraging a variety of formal and informal assessments to drive student learning	0%	72%	20%	8%
Maintaining a classroom environment that enables students to learn	4%	52%	40%	4%
Making expectations about student behavior clear	8%	48%	32%	12%
Making instruction relevant to 21st century students	0%	72%	20%	8%
Managing disruptive behavior in the classroom	8%	44%	40%	8%
Promoting critical thinking in students	4%	68%	16%	12%
Reflecting on practice and identifying areas for improvement	8%	60%	28%	4%
Respecting diversity and multiple perspectives of students	4%	52%	44%	0%
Seeking solutions to address students' learning needs in a proactive manner	4%	68%	20%	8%
Serving students from diverse economic backgrounds	4%	63%	13%	21%
Taking an active role in professional learning communities	8%	68%	16%	8%
Teaching in a multicultural or multilingual setting	5%	71%	95%	14%
Using data to guide practice	0%	64%	32%	4%
Using state and/or district mandated assessments to inform instruction	4%	68%	8%	20%
Utilizing a variety of appropriate instructional materials	0%	60%	32%	8%
Total	3%	64%	24%	9%

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.

At High Point University, we track employment rates at the institutional level through our Alumni Office and report them annually. At the school level, we include questions about employment and employers in our program completer and alumni surveys. This data is then included in our WaterMark Student Learning and Licensure data warehouse. We are thrilled to share that for the 2024-2025 academic year, 100% of our graduates from all programs are either employed in their respective fields or pursuing full-time graduate studies.

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.

In February of 2025, the Trump administration terminated three of our multi-million-dollar federal grants. This resulted in the loss of the following positions:

1. Director of ASCEND, a graduate certificate program
2. Program Administrator for ASCEND, a graduate certificate program
3. Director of HPU Leadership Academy, a principal preparation program
4. Director of PREPARE+, a teacher preparation program
5. Director of ASPIRE, a teacher and principal preparation program
6. Program Administrator for ASPIRE, a teacher and principal preparation program

Since students had not yet been enrolled in the ASPIRE Program, those positions were terminated in May of 2025 and were not continued. The ASCEND program was led through May of 2025 by two internal employees who were given course and time releases. The program ended in May of 2025, so the positions were terminated at the end of the academic year. The Leadership Studies Department Chair assumed leadership of the HPULA program, while the Educator Preparation Department Chair took over leadership of the PREPARE+ program. As these two programs will graduate their final candidates in May of 2026, we will not be requesting new faculty positions for these roles.

All non-grant affiliated faculty roles are fully staffed and we have no indicators of future attrition at this time.

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 for Teacher Licensure	Criteria for success	Level or extent of success in meeting the expectation
Certification of Teaching Capacity	100% proficiency on all standards	100% proficient
edTPA	Pass rates vary by workbook	See section E in this report for all pass rates
Licensure Exams	Pass rates vary by licensure area	See section E in this report for all pass rates
Provider-Selected Measures for Principal Licensure*	Criteria for success	Level or extent of success in meeting the expectation
NC School Executive Evaluation Rubric for Pre-Service Principals	100% proficiency on all standards	100% proficient
NCDPI Certificate of Competency	100% proficiency on all standards	100% proficient
Electronic Evidences	100% proficiency on all evidences	100% proficient
Provider-Selected Measures for Superintendent Licensure	Criteria for success	Level or extent of success in meeting the expectation
Internship Evaluation Form	100% proficiency on all standards	100% proficient
Comprehensive Exam	80% or higher to pass	92% pass rate
Electronic Evidences	100% proficiency on all rubrics	100% pass rate
Dissertation	Pass/No Pass	100% pass rate

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

Provider-Selected Measures for Teacher Licensure	Criteria for success	Level or extent of success in meeting the expectation
Certification of Teaching Capacity	100% proficiency on all standards	100% proficient
edTPA	Pass rates vary by workbook	See section E in this report for all pass rates
Licensure Exams	Pass rates vary by licensure area	See section E in this report for all pass rates

Provider-Selected Measures for Principal Licensure*	Criteria for success	Level or extent of success in meeting the expectation
NC School Executive Evaluation Rubric for Pre-Service Principals	100% proficiency on all standards	100% proficient
NCDPI Certificate of Competency	100% proficiency on all standards	100% proficient
Electronic Evidences	100% proficiency on all evidences	100% proficient

Provider-Selected Measures for Superintendent Licensure	Criteria for success	Level or extent of success in meeting the expectation
Internship Evaluation Form	100% proficiency on all standards	100% proficient
Comprehensive Exam	80% or higher to pass	92% pass rate
Electronic Evidences	100% proficiency on all rubrics	100% pass rate
Dissertation	Pass/No Pass	100% pass rate

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. **Three Fulbright Scholars.** For the 2024-2025 school year, **Lauren Buddie**, an Honors Scholar from Powell, Ohio, was awarded the Fulbright English Teaching Assistantship in Bulgaria. **Anna Tornovish**, an elementary education major from Nantucket, Massachusetts, was awarded the English Teaching Assistantship in Spain. For the 2025-2026 academic year, **Madison Shelby**, an elementary education major and Education Fellow from Frisco, Texas, received an English Teaching Assistantship award in South Korea.
2. **Fourth Year of 100% Licensure Portfolio Pass Rate.** For the fourth year in a row, the Stout School of Education's Elementary Education and Special Education majors earned a 100% pass rate on the very challenging national teaching portfolio, the Educator Teaching Portfolio Assessment (edTPA). The national pass rate is 72% and our students (Elementary Education, Special Education, Secondary English, Math, Social Studies, Middle Grades Math and Social Studies) have earned a 100% pass rate every year that the portfolio has been a licensure requirement for North Carolina!
3. **Summer STEM Camp.** With fiscal support from a Burroughs Wellcome Fund Grant (\$180,000 grant), Drs. Blankmann and Holcombe hosted a weeklong STEMtastic Summer Camp in partnership with the Nido and Mariana Qubein Children's Museum for 40+ High Point elementary students and 10 High Point elementary teachers. As a result, several High Point elementary schools have launched after-school STEM clubs that will be supported by our HPU Elementary Education students.
4. **NC Principal Fellows Program \$1.5 Million Dollar Grant.** The North Carolina Principal Fellows Program has awarded the Stout School of Education a \$1.5 million dollar Leadership Development Grant. This competitive grant competition recognizes HPU's successful track record of developing school principals by awarding these dollars to fund innovations in leadership development for K-12 schools over the next six years.
5. **Graduate Students Promoted to Executive-Level Roles.** Of the 53 K-12 school leaders enrolled in our ASCEND grant-funded doctoral program, 25, or 47%, have already achieved promotions to executive leadership roles, including superintendent, chief academic officer, executive director, etc. These promotions are evidence of the impact our graduate

program is having upon the professional success of our students and demonstrate the value of an HPU education.

6. **\$8 million Teacher Quality Partnership Grant.** The Stout School of Education was awarded a federal Teacher Quality Partnership grant in the amount of \$8 million that was designed to fund three cohorts of teachers prepared at the graduate level and three cohorts of principals. This influx of students and tuition would have benefited HPU's growth as well as the pipeline of educators into our K-12 schools. Note: This and two other grants were unexpectedly terminated by the federal government in the spring of 2025.

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.

4. 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	Revise the Ed.D. Comprehensive Exam to more authentically evaluate student knowledge and skills in the areas of leadership, research, and the students' area of specialty (K-12, Higher Ed).
Actions	<ol style="list-style-type: none"> 1. Establish an ad hoc committee for the revision of the Ed.D. Comprehensive Exam. 2. Conduct a review of comprehensive exams at universities with similar programs. 3. Facilitate a focus group of students to vet possible comprehensive exam formats. 4. Present the revised exam to Teacher Education Council for feedback and approval. 5. Launch the revised exam in the summer of 2026.
Expected outcomes	We expect that the new exam will be more rigorous, leading to a lower first-time pass rate and, therefore, the need to offer more retest opportunities.
Reflections or comments	While there is significant competition for Ed.D. students, which has led to our peer institutions lowering their standards, we want to stand out as a rigorous, high-quality program.
Standard 2	
Goals for the 2025-26 year	Revise the M.Ed. in Educational Leadership program of study to ensure tight alignment with the new NC Principal Portfolio Assessment, required as of August 1, 2025, which is designed to measure the application of knowledge and skills in the internship setting.

Actions	<ol style="list-style-type: none"> 1. Faculty will attend NCDPI-provided training sessions to fully understand the new NC Principal Portfolio Assessment requirements for faculty and students. 2. Faculty will make necessary Program of Study revisions to ensure that all assessed content is a part of the current program, including the possible addition of a capstone course to be paired with the site-based internship during which the portfolio will be completed. 3. Faculty will revise Key Assessments to align with the NCPPA.
Expected outcomes	We expect that 100% of principal candidates will earn a passing score on the NCPPA.
Reflections or comments	This task will require changes to our program of study at the student learning outcome and assessment levels, resulting in updates to our Key Assessments for AAQEP accreditation.
Standard 3	
Goals for the 2025-26 year	We will increase “male” student satisfaction with their educator preparation program as measured by NCDPI’s annual survey of program completers from 54.3% up to a minimum of 80% (four percentage points higher than the 2024-2025 state mean for the male subgroup).
Actions	<ol style="list-style-type: none"> 1. Faculty will reach out to male teacher candidates from the 2024-2025 cohort to identify the reasons that they did not feel well or very well prepared for their roles. 2. Faculty will identify current male teacher candidates and facilitate a focus group to learn about their current satisfaction with their preparation program. 3. Faculty will initiate interventions informed by steps 1 and 2.
Expected outcomes	Our goal is to increase the percentage of male students who graduate feeling well or very well prepared for their role.
Reflections or comments	Many of our male students are Health/PE majors, so we may find that the issue isn’t necessarily with male students, but rather with the major experience.
Standard 4	
Goals for the 2025-26 year	We will partner with in-district EPPs in Winston-Salem/Forsyth County Schools and Guilford County Schools to bridge their programs into our Master of Arts in Teaching degree program in an effort to increase educator capacity in highly impacted schools.
Actions	<ol style="list-style-type: none"> 1. Faculty will host an interest session for HR leaders in both school districts.

	<p>2. Faculty and district leaders will collaborate in designing a program of study that bridges in-district coursework into graduate-level coursework leading to an MAT</p> <p>3. Launch the partnership program in the 2026-2027 academic year by recruiting teachers enrolled in the in-district EPPs and educating them about the TEACH and FELS forgivable loans for service</p> <p>4. Evaluate program outcomes</p>
Expected outcomes	We expect to launch an MAT cohort of 25 teachers in the summer of 2027, after candidates complete their in-district program of study.
Reflections or comments	Whereas districts can serve as EPP's, they cannot grant degrees. This partnership will create a value added opportunity that will help school districts recruit and retain non-traditionally prepared educators into their workforce.

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.

In this past academic year, the Stout School of Education engaged in several data quality activities including:

- December, 2024- All faculty participated in a key assessment work session which resulted in updates to the AAQEP Impact Maps which we used to track our key assessments and data.
- January, 2025- All faculty participated in the development of SACSCOC Decennial reporting which included the collection, analysis, and reflection upon data aligned to our program level Student Learning Outcomes. These reports captured data across three years, provided a narrative analysis of that data, and captured descriptions of continuous improvement activities. There is significant overlap between the SACSCOC reports and those we complete for AAQEP.
- Fall, 2025- Departmental teams are meeting to update Program Playbooks which contain the official copy of our programs of study and student learning outcomes, course descriptions and learning outcomes, the alignment of all courses to AAQEP standards, the alignment of all courses to the NC Effective Educator Standards, and our annual reflections.
- In the spring of this academic year, we will wrap with a two-day Assessment Retreat during which we will capture, analyze, and make continuous improvement recommendations for the 2025-2026 school year.

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.

N/A

8. Anticipated Growth and Development

This section summarizes planned improvements, innovations, or anticipated new program developments, including a description of any identified potential challenges or barriers.

Planned improvements and innovations for the 2025-2026 school year are captured in our [2025-2028 Strategic Plan](#). (Click on the link in the Welcome paragraph.)

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).

The state of North Carolina began requiring a portfolio for principal licensure candidates starting in August of the 2025-2026 school year.

10. Sign Off

Provider’s Primary Contact for AAQEP (Name, Title)	Dean/Lead Administrator (Name, Title)
Amy Holcombe, Dean	Amy Holcombe, Dean

Date sent to AAQEP:	10/24/25
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