



## AAQEP Annual Report for 2023

Provider/Program Name:	Stockton University
End Date of Current AAQEP Accreditation Term (or “n/a” if not yet accredited):	N/A

### 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.

Stockton's Teacher Education (TEDU) program is designed to prepare new teachers to be competent in their subjects, to apply appropriate pedagogy, and to demonstrate caring practices. Accreditation is granted by CAEP/sought by AAQEP at the initial-licensure level for programs in Art, Biology, Chemistry, Earth Science, Elementary, English, French, Health and Physical Education\*, Mathematics, Music, Physics, Preschool\*\*, Social Studies, Spanish, and Theater\*. \*Programs offered in our Alternate Route/CE only; all other initial certifications are offered in both, Traditional and Alternative Routes, except \*\*Preschool is Traditional Route/CEAS only.

Stockton's Master of Arts in Education (MAED) program is designed to deepen professional knowledge, develop and deliver instruction, and demonstrate caring through reflective and equitable practices. Accreditation is granted/sought at the advanced- (or add-on-) level for programs in Bi-lingual/Bi-cultural, ESL, Learning Disabilities/Teacher Consultant, Principal, Reading Specialist, Special Education, and Supervisor. Candidates for the Alternate Route/CE to initial certification\* prepare at the graduate level of instruction (no Preschool\*\*).

## 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.stockton.edu/education/accreditation-assessment.html>

## 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 2022-2023**

<b>Degree or Certificate</b> granted by the institution or organization	<b>State Certificate, License, Endorsement, or Other Credential</b>	<b>Number of Candidates</b> enrolled in most recently completed academic year (12 months ending 08/23)	<b>Number of Completers</b> in most recently completed academic year (12 months ending 08/23)
<b><i>Programs that lead to initial teaching credentials</i></b>			
Bachelor of Arts (Liberal Arts, Psychology)	Elementary	404	89
Graduate Certification/Alternate Route	Elementary	44	12
Bachelor of Arts (Liberal Arts, Psychology)	Early Childhood Preschool-3 <sup>rd</sup> Grade	171	25
Bachelor of Arts (Visual Art)	Art	44	4
Graduate Certification/Alternate Route	Art	3	1
Bachelor of Arts (French, Spanish)	Foreign Language	7	0
Graduate Certification/Alternate Route	Foreign Language	6	0
Bachelor of Arts (Literature)	English Language Arts	73	8
Graduate Certification/Alternate Route	English Language Arts	11	0

Bachelor of Arts (Mathematics)	Math	40	7
Graduate Certification/Alternate Route	Math	2	1
Graduate Certification/Alternate Route	Music	2	0
Graduate Certification/Alternate Route	Health and Physical Education	5	0
Bachelor of Arts (History, Political Science)	Social Studies	108	11
Graduate Certification/Alternate Route	Social Studies	7	0
Bachelor of Arts (Biology, Environmental Sci)	Biology	30	5
Graduate Certification/Alternate Route	Biology	5	0
Bachelor of Arts (Chemistry)	Chemistry	2	1
Graduate Certification/Alternate Route	Chemistry	3	0
Bachelor of Arts (Physics)	Physics	5	1
Graduate Certification/Alternate Route	Physics	2	2
Bachelor of Arts (Biology, Environmental Sci)	Earth Science	1	0
Graduate Certification/Alternate Route	Earth Science	1	0
Graduate Certification/Alternate Route	(American Sign Language, Business, Other)	7	1
Total for programs that lead to initial credentials		983	168
<b><i>Programs that lead to additional or advanced credentials for already-licensed educators</i></b>			
Master of Arts in Education	Bi-Lingual Education	3	17
Master of Arts in Education	English as a Second Language	28	16
Master of Arts in Education	Learning Disabilities Teacher Consultant	19	9
Master of Arts in Education	Principal	32	5

Master of Arts in Education	Reading Specialist	16	5
Master of Arts in Education	Teacher of Students with Disabilities	134	32
Master of Arts in Education	Supervisor	16	16
Total for programs that lead to additional/advanced credentials		248	100
<b><i>Programs that lead to credentials for other school professionals or to no specific credential</i></b>			
Master of Arts in Education - Curriculum	No credential	25	1
Total for additional programs		25	1
TOTAL enrollment and productivity for all programs		1256	269
Unduplicated total of all program candidates and completers		1108	250

### 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.)

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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. **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.

1108

**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.

250

**C. Number of recommendations** for certificate, license, or endorsement included in Table 1.

250

**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.

98% Traditional Program Completers within 1-1.5 times expected (147/151) two-year timeframe

100% Alternate Route Completers within 1-1.5 times expected (17/17) two-year timeframe

**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%.

Initial completer Title II results from the 2022 NJDOE CEAS Report:

Assessment	Cut Score	Takers	AvgScaled	Passers	PassRate	STAvgPassRate	STAvgScaled
EARLY CHILDHOOD EDUCATION	156	10+	169	10+	100	99.6	169
ELEM ED MULTI SUBJ MATHEMATICS	157	10+	175	10+	100	100	175
ELEM ED MULTI SUBJ READING LANG ARTS	157	10+	167	10+	100	99.4	169
ELEM ED MULTI SUBJ SCIENCES	155	10+	170	10+	100	92.3	161
ELEM ED MULTI SUBJ SOCIAL STUDIES	155	10+	158	10+	100	83.3	168

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

The traditional CEAS initial certification program submitted several program measures in the recently submitted AAQEP Accreditation Proposal. Four key program completer measures include the Student Teacher Final Evaluation (based on Danielson Framework), the TPA performance assessment, Exit Survey, Alumni Survey. The Exit and Alumni Survey has consistently shown that completers are well or very well prepared for each of the InTASC standards, with program faculty taking improvement action on any areas where any completers indicate somewhat or not at all prepared. An area of focus faculty has identified is reviewing candidates’ understanding of educational law (for learners’ protection and teacher responsibilities). The TPA performance

assessment is in a pilot phase due to the recent discontinuation of the edTPA by the state of NJ. Validity and reliability studies are planned for the coming semester. Initial results from Fall 2023 confirm basic teacher competencies associated with the Danielson Framework. The Student Teacher Final Evaluation further supports these findings with candidates in all initial licensure areas meeting basic or higher competency on the Danielson Framework.

The alternate route CE and MAED advanced program two program completer measures in the MAED Accreditation Proposal: Exit Survey and Alumni Survey. Annual collections have consistently shown that completers indicate that they agree or strongly agree that the MAED program increased their ability to complete each of the InTASC standards, with program faculty taking improvement action on any areas where any completers indicate disagree or strongly disagree.

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

The traditional CEAS initial certification program submitted its employers of program completer survey in the TEDU Accreditation Proposal. Previous bi-annual collections have consistently shown that employers indicate that program completers are basic or proficient at each of the InTASC standards, with program faculty taking improvement action on any areas where any completers indicate unsatisfactory performance. Currently, the employer survey is under revision to more closely align to AAQEP and InTASC standards with plans in place to do a focus group study to compliment data gathered via the survey and other informal techniques.

The alternate route CE and MAED advanced program asks employers of program completer measures as described in the MAED Accreditation Proposal. Annual collections have consistently shown that employers indicate that MAED program completers meet or exceed each of the AAQEP standards, with program faculty taking improvement action on any areas where any employers indicate partially or does not meet.

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.

New Jersey's Department of Education offered employment data in the following format, maintaining a 2-3 year reporting lag:

### Employment by Certification Count:

Category	Count of Certified Individuals	Employed as of October 15, 2021	Percent Employed as Teachers
Candidate Earned Two or More Certifications	22	19	86.4%
Candidate Earned One Certification	106	63	59.4%
Candidate Earned One or More Certifications	128	82	64.1%

### Employment by Certification Area:

Category	Count of Certified Individuals	Employed as of October 15, 2021	Percent Employed as Teachers
All Programs	128	82	64.1%
Elementary School	74	50	67.6%
Elementary School Teacher with Mathematics Specialization: in Grades 5 - 8	12	10	83.3%
Elementary School with Subject Matter Specialization: Language Arts-Literacy Specialization in Grades 5 - 8	2	1	50.0%
Elementary School with Subject Matter Specialization: Science in Grades 5 - 8	2	2	100.0%
Middle School with Subject Matter Specialization: Social Studies in Grades 5 - 8	6	6	100.0%
Teacher of Biological Science	3	2	66.7%
Teacher of Chemistry	1	1	100.0%
Teacher of Dance, Art, Music, or Theater	4	2	50.0%
Teacher of English	8	6	75.0%
Teacher of Mathematics	9	8	88.9%
Teacher of Preschool through Grade 3	13	10	76.9%
Teacher of Social Studies	19	6	31.6%

#### 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**

<b>Provider-Selected Measures</b>	<b>Explanation of Performance Expectation</b>	<b>Level or Extent of Success in Meeting the Expectation</b>
TEDU Praxis II	Direct measure of 1a	95% Pass Rate (5% with Flex) Expected
TEDU Mini SGO	Direct measure of 1a, 1b, 1d	100% Pass Rate Expected
TEDU CX & CP II Course Assessments	Direct measure of 1a, 1c, 1d	100% Pass Rate Expected
TEDU Performance Assessment	Direct measure of 1a, b, c, d, e, f	100% Pass Rate Expected
MAED Alternate Route Performance Assessment	Direct measure of 1a, b, c, d, e, f	100% Pass Rate Expected
MAED Principal Internship Evaluation	Direct measure of 1a, b, c, d, e, f	100% Pass Rate Expected
MAED LDTC Practicum Evaluation	Direct measure of 1a, b, c, d, e, f	100% Pass Rate Expected
MAED Reading Specialist Internship Evaluation	Direct measure of 1a, b, c, d, e, f	100% Pass Rate Expected

**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>
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TEDU Supervisor Final Student Teacher Evaluation	Direct measure of 2a, b, c, e, f	100% Pass Rate Expected Basic or better
TEDU Mentor Final Student Teacher Evaluation	Direct measure of 2a, b, c, e, f	100% Pass Rate Expected Basic or better
TEDU NJDOE Performance Report	Indirect measure of 2a, b, c, d, e, f	85% Effective or Highly Effective Expected
TEDU Focus Group	Indirect measure of 2a, b, c, d, e, f	Qualitative feedback for improvement
MAED Final Capstone Action Research Project	Direct measure of 2a, b, c, e	100% Pass Rate Expected 3.0 or better
MAED Portfolio of Signature Assignments for each discipline	Direct measure of 2a, b, c, e, f	80% Pass Rate Expected Proficient or better

## 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.

The NJDOE announced in late December 2022 that all EPPs must prepare their own Teacher Performance Assessments to replace the statutorily discontinued edTPA. By May of 2023, the NJ Board of Education adopted several curricular changes into its regulatory code, requiring all programs to complete program re-approval through the NJDOE portal.

The traditional CEAS initial certification program submitted its TPA instrument and its program re-approval applications to the NJDOE and to AAQEP in November, 2023. In addition, CEAS candidates continue to use the New Jersey Department of Education (NJDOE) “flex rule” that permits us to recommend for certification candidates with 3.5 or higher GPA who score within 95% of Praxis II cut score or candidates with 2.75-2.99 GPA who score 110% or higher on Praxis II.

Similarly, the Alternate Route CE initial certification program submitted its TPA instrument and its program re-approval applications to the NJDOE and to AAQEP in November, 2023. During the upcoming academic year, the MAED program faculty is exploring whether to implement a P-3 alternate route program. In addition, the program is entering its second year as NJDOE-approved to participate in its Limited CE program, waiving exactly one of the four components for program entry: GPA, Content Requirements, Praxis Core, or Praxis II. All Alternate Route and Advanced MAED programs are offered 100% online, with some synchronous pedagogical innovations: Zoom teamwork and discussions.

## 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 2023-24 year</b>	Context meetings will shape this section
<b>Actions</b>	
<b>Expected outcomes</b>	
<b>Reflections or comments</b>	
	<b>Standard 2</b>
<b>Goals for the 2023-24 year</b>	Context meetings will shape this section
<b>Actions</b>	
<b>Expected outcomes</b>	
<b>Reflections or comments</b>	
	<b>Standard 3</b>
<b>Goals for the 2023-24 year</b>	Context meetings will shape this section

<b>Actions</b>	
<b>Expected outcomes</b>	
<b>Reflections or comments</b>	
	<b>Standard 4</b>
<b>Goals for the 2023-24 year</b>	Context meetings will shape this section
<b>Actions</b>	
<b>Expected outcomes</b>	
<b>Reflections or comments</b>	

## 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.

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## 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.

<p>TEDU traditional CEAS initial certification enrollments continue to decline as regulatory requirements such as Praxis Core/Basic Skills on entry remain in place and additional curricular requirements in literacy and numeracy begin to take hold.</p>
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The MAED alternate route CE initial certification enrollments continue to increase as regulatory requirements such as Praxis Core/Basic Skills on entry are removed, in addition to the Limited CE program that allows a full waiver of GPA, Curricular Requirements, or Praxis II licensure examinations.

## 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).

Program re-approval applications were submitted to NJDOE in November 2023 including evidence of all regulatory updates.

## 10. Sign Off

Provider's Primary Contact for AAQEP (Name, Title)	Dean/Lead Administrator (Name, Title)
Dr. Norma Boakes, Program Faculty Co-Chair TEDU Dr. Kimberly Lebak, Program Faculty Chair, MAED	Dr. Kimberly Dickerson, Interim Dean of Education

Date sent to AAQEP:	12/31/23
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