



AAQEP Annual Report for 2024

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://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 2023-2024

Degree or Certificate granted by the institution or organization	State Certificate, License, Endorsement, or Other Credential	Number of Candidates enrolled in most recently completed academic year (12 months ending 08/23)	Number of Completers in most recently completed academic year (12 months ending 08/23)
<i>Programs that lead to initial teaching credentials</i>			
Bachelor of Arts (Liberal Arts, Psychology)	Elementary	272	54
Graduate Certification/Alternate Route	Elementary	38	17
Bachelor of Arts (Liberal Arts, Psychology)	Early Childhood Preschool-3 rd Grade	149	29
Bachelor of Arts (Visual Art)	Art	26	7
Graduate Certification/Alternate Route	Art	3	1
Bachelor of Arts (French, Spanish)	Foreign Language	21	0
Graduate Certification/Alternate Route	Foreign Language	9	2

Bachelor of Arts (Literature)	English Language Arts	56	4
Graduate Certification/Alternate Route	English Language Arts	8	2
Bachelor of Arts (Mathematics)	Math	26	7
Graduate Certification/Alternate Route	Math	3	0
Graduate Certification/Alternate Route	Music	2	0
Graduate Certification/Alternate Route	Health and Physical Education	5	2
Bachelor of Arts (History, Political Science)	Social Studies	83	13
Graduate Certification/Alternate Route	Social Studies	6	4
Bachelor of Arts (Biology, Environmental Sci)	Biology	4	17
Graduate Certification/Alternate Route	Biology	3	4
Bachelor of Arts (Chemistry)	Chemistry	3	0
Graduate Certification/Alternate Route	Chemistry	3	0
Bachelor of Arts (Physics)	Physics	1	2
Graduate Certification/Alternate Route	Physics	0	0
Bachelor of Arts (Biology, Environmental Sci)	Earth Science	0	0
Graduate Certification/Alternate Route	Earth Science	0	1
Graduate Certification/Alternate Route	(American Sign Language, Business, Other)	9	0
Total for programs that lead to initial credentials		744	152
<i>Programs that lead to additional or advanced credentials for already-licensed educators</i>			
Master of Arts in Education	Bi-Lingual Education	4	2
Master of Arts in Education	English as a Second Language	17	7

Master of Arts in Education	Learning Disabilities Teacher Consultant	3	2
Master of Arts in Education	Principal	18	11
Master of Arts in Education	Reading Specialist	38	15
Master of Arts in Education	Teacher of Students with Disabilities	32	24
Master of Arts in Education	Supervisor	5	8
Total for programs that lead to additional/advanced credentials		117	69
<i>Programs that lead to credentials for other school professionals or to no specific credential</i>			
Master of Arts in Education - Curriculum	No credential	18	3
Total for additional programs		18	3
TOTAL enrollment and productivity for all programs		879	224
Unduplicated total of all program candidates and completers		879	224

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

<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>							
879							
<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>							
224							
<p>C. Number of recommendations for certificate, license, or endorsement included in Table 1.</p>							
221							
<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>98% Traditional Program Completers within 1-1.5 times expected (117/120) two-year timeframe 100% Alternate Route Completers within 1-1.5 times expected (32/32) two-year timeframe</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>							
Initial completer Title II results from the 2023 NJDOE CEAS Report:							
Assessment	Cut Score	Takers	AvgScaled	Passers	PassRate	STAvgPassRate	STAvgScaled
EARLY CHILDHOOD EDUCATION	156	10+	166	10+	100	97.7	163
ELEM ED MULTI SUBJ MATHEMATICS	157	10+	176	10+	100	99.1	177
ELEM ED MULTI SUBJ READING LANG ARTS	157	10+	167	10+	100	99.2	170
ELEM ED MULTI SUBJ SCIENCES	155	10+	170	10+	98.9	96.4	171
ELEM ED MULTI SUBJ SOCIAL STUDIES	155	10+	164	10+	100	96.2	167
SOCIAL STUDIES: CONTENT KNOWLEDGE	157	10+	164	10+	100	96.2	166

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

The TEDU Program has all candidates complete the TEDU Exit Survey. The Exit Survey measures our candidates' perceptions of their readiness as measured by the AAQEP, InTASC, and New Jersey Professional Standards for Teacher (NJPST). Based on a Likert scale structure, data confirms candidates' readiness with an average score of 3.0 or higher (representing feeling prepared-3 to well prepared-4) for all areas by licensure area. An area of fluctuation in scores, though within the program set threshold, relates to working with special needs population. In response, our program has revised our Clinical Practice I semester. We now maintain a more direct link to working with varied needs in required courses, EDUC 3200 Practices & Techniques and EDUC 3101 CPI in Education (includes 80 hrs of clinical in a PreK-12 classroom setting). Additionally, our program is currently examining data specific to a standard found in NJPST on ethical practice. NJPST Standard 11 addresses a teacher's understanding of learners' rights and responsibilities such as HIB, ethical use of information, and knowledge of laws. Data shows fluctuation in perceived readiness among licensure areas with secondary candidates feeling less prepared. With small N (cohort) size, this is an area to watch over the next academic year.

The MAED program completer survey measures our teachers' perceptions about the MAED program's impact on their educational practice aligned to the AAQEP standards. Annual collections have consistently shown that completers indicate that they agree or strongly agree that the MAED program increased their ability to meet the standards.

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

The TEDU Program gathered evidence from employers of program completers through several mechanisms. An Employer Survey is used on a bi-annual basis gathering data on readiness aligned with the InTASC, NJPST, and AAQEP standards. Over the past academic year, in response to our shift from CAEP to InTASC, the program realigned the survey more directly align with AAQEP standards. The realignment was then vetted by our advisory board. The TEDU Program will be gathering data again for the 24-25 academic year. Additional data on alumni performance is reported through the NJ Department of Education's Educational Preparation Report (EPP). Data reported in the 2023-2024 report illustrate effective practice based on state guidelines for teacher performance.

The MAED program asks employers of program completer measures aligned to the AAQEP standards. Annual collections have consistently shown that employers indicate that MAED program completers meet or exceed each of the AAQEP standards.

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, 2022	Percent Employed as Teachers
Candidate Earned One Certification	102	77	75.5%
Candidate Earned Two or More Certifications	29	23	79.3%
Candidate Earned One or More Certifications	131	100	76.3%

Employment by Certification Area:

Category	Count of Certified Individuals	Employed as of October 15, 2022	Percent Employed as Teachers
All Programs	131	100	76.3%
Elementary School	90	68	75.6%
Elementary School Teacher with Mathematics Specialization: in Grades 5 - 8	9	8	88.9%
Elementary School with Subject Matter Specialization: Language Arts-Literacy Specialization in Grades 5 - 8	6	3	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	8	4	50.0%
Teacher of Biological Science	2	1	50.0%
Teacher of Dance, Art, Music, or Theater	1	1	100.0%
Teacher of English	6	4	66.7%
Teacher of Mathematics	4	4	100.0%
Teacher of Physics	2	2	100.0%
Teacher of Preschool through Grade 3	15	15	100.0%
Teacher of Social Studies	12	7	58.3%
Teacher of Students with Disabilities	6	6	100.0%
Teacher of World Languages	1	1	100.0%

4. Candidate Academic Performance Indicators

Tables 3 and 4 report on select measures of candidate/completer performance related to AAQEP Standards 1 and 2, including the program’s expectations for successful performance and indicators of the degree to which those expectations are met.

Table 3. Expectations and Performance on Standard 1: Candidate and Completer Performance

Provider-Selected Measures	Explanation of Performance Expectation	Level or Extent of Success in Meeting the Expectation
TEDU Program Student Teacher Final Evaluation by University Supervisor (for all licensure areas)	Direct measure of 1a, b, d, e, f	100% of candidates met program-defined standard
TEDU Teacher Performance Assessment (for all licensure areas)	Direct measure of 1a, b, c, d, e, f	100% met program-defined standard
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
MAED Discipline Specific Portfolios	Direct measure of 1a, b, c, d, e, f	80% Expected Proficient or Better
MAED program completer and employer surveys	Direct measure of 1a, b, c, d, e, f	85% Agreed or Strongly Agreed

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

Provider-Selected Measures	Explanation of Performance Expectation	Level or Extent of Success in Meeting the Expectation
TEDU Program Student Teacher Final Evaluation by University Supervisor (for all licensure areas)	Direct measure of 2a, b, c, e, & f	100% of candidates met program-defined standard
TEDU Program Exit Survey	Direct measure of 2a, b, c, d, e & f	100% meeting of program standard of average rating of well to very well prepared
NJDOE EPP Report	Indirect measure of 2a, b, c, d, e & f	85% earning effective or higher in Teaching Practice Score (TPS)
MAED Portfolio of Signature Assignments for each discipline	Direct measure of 2a, b, c, d, e, f	80% Pass Rate Expected Proficient or better
MAED program completer and employer surveys	Direct measure of 2a, b, c, d, e, f	85% Agreed or Strongly Agreed

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.

During the 2023-2024 academic year, the TEDU Program and MAED program worked to redesign the initial licensure and alternate route programs to align directly with the NJDOE administrative code changes that are effective Fall, 2025. Significant changes include an increase in study specific to mathematics and literacy for PreK-3 and elementary candidates. Additionally, all licensure programs were impacted by a shift in the state performance assessment requirement. Previously, all EPPs in New Jersey required candidates to complete the edTPA. Based on a legislative decision by the Governor, the state has shifted from a national, fee-based assessment to allowing EPPs to determine their own internal performance assessment based on state guidelines. The TEDU and MAED Programs, in response, have created, vetted, and successfully submitted a state application for approval of our new instruments.

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

	Standard 1
Goals for the 2024-25 year	The TEDU and MAED program are currently realigning instruments described in the 2023 AAQEP proposal to the new AAQEP standards that will be approved in 2025.
Actions	
Expected outcomes	
Reflections or comments	
	Standard 2
Goals for the 2024-25 year	The TEDU and MAED program are currently realigning instruments described in the 2023 AAQEP proposal to the new AAQEP standards that will be approved in 2025.
Actions	
Expected outcomes	
Reflections or comments	
	Standard 3
Goals for the 2024-25 year	The TEDU and MAED program are currently realigning instruments described in the 2023 AAQEP proposal to the new AAQEP standards that will be approved in 2025.

Actions	
Expected outcomes	
Reflections or comments	
	Standard 4
Goals for the 2024-25 year	The TEDU and MAED program are currently realigning instruments described in the 2023 AAQEP proposal to the new AAQEP standards that will be approved in 2025.
Actions	
Expected outcomes	
Reflections or comments	

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.

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.

The TEDU and MAED program are currently realigning instruments described in the 2023 AAQEP proposal to the new AAQEP standards that will be approved in 2025.

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).

During the 2023-2024 academic year, the TEDU Program and MAED program worked to redesign the initial licensure and alternate route programs to align directly with the NJDOE administrative code changes that are effective Fall, 2025. A state application will be submitted in March 2025 to seek state approval for revised programming.

10. Sign Off

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

Date sent to AAQEP:	12/24/24
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