



AAQEP Annual Report for 2022

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 2021-2022

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 08/22)	Number of Completers in most recently completed academic year (12 months ending 08/22)
<i>Programs that lead to initial teaching credentials</i>			
Bachelor of Arts (Liberal Arts, Psychology)	Elementary	230	92
Graduate Certification/Alternate Route	Elementary	28	10
Bachelor of Arts (Liberal Arts, Psychology)	Early Childhood Preschool-3 rd Grade	57	19
Bachelor of Arts (Visual Art)	Art	15	4
Graduate Certification/Alternate Route	Art	1	0
Bachelor of Arts (French, Spanish)	Foreign Language	3	1
Graduate Certification/Alternate Route	Foreign Language	3	1
Bachelor of Arts (Literature)	English Language Arts	28	11
Graduate Certification/Alternate Route	English Language Arts	3	0
Bachelor of Arts (Mathematics)	Math	16	3

Graduate Certification/Alternate Route	Math	3	2
Graduate Certification/Alternate Route	Music	1	1
Graduate Certification/Alternate Route	Health and Physical Education	1	0
Bachelor of Arts (History, Political Science)	Social Studies	36	11
Graduate Certification/Alternate Route	Social Studies	3	1
Bachelor of Arts (Biology, Environmental Sci)	Biology	16	4
Graduate Certification/Alternate Route	Biology	3	1
Bachelor of Arts (Chemistry)	Chemistry	1	0
Graduate Certification/Alternate Route	Chemistry	2	1
Bachelor of Arts (Physics)	Physics	3	0
Graduate Certification/Alternate Route	Physics	3	1
Bachelor of Arts (Biology, Environmental Sci)	Earth Science	3	1
Graduate Certification/Alternate Route	Earth Science	3	1
Graduate Certification/Alternate Route	(American Sign Language, Business, Other)	3	0
Total for programs that lead to initial credentials		465	165
<i>Programs that lead to additional or advanced credentials for already-licensed educators</i>			
Master of Arts in Education	Bi-Lingual Education	28	13
Master of Arts in Education	English as a Second Language	35	16
Master of Arts in Education	Learning Disabilities Teacher Consultant	20	9
Master of Arts in Education	Principal	17	8
Master of Arts in Education	Reading Specialist	11	5
Master of Arts in Education	Teacher of Students with Disabilities	84	43
Master of Arts in Education	Supervisor	33	15

Total for programs that lead to additional/advanced credentials		228	109
<i>Programs that lead to credentials for other school professionals or to no specific credential</i>			
Master of Arts in Education - Curriculum		10	4
Total for additional programs		10	4
TOTAL enrollment and productivity for all programs			
Unduplicated total of all program candidates and completers		703	278

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.)

--

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.
703
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.
278
C. Number of recommendations for certificate, license, or endorsement included in Table 1.
274

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 (143/146) two-year timeframe
 100% Alternate Route Completers within 1-1.5 times expected (19/19) 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 Report:

Assessment	Cut Score	Takers	AvgScaled	Passers	PassRate	STAvgPassRate	STAvgScaled
BIOLOGY CONTENT KNOWLEDGE	152	13	162	13	100	100	166
EARLY CHILDHOOD EDUCATION	156	12	170	12	100	98	169
ELEM ED MULTI SUBJ MATHEMATICS	157	102	178	102	100	94	175
ELEM ED MULTI SUBJ READING LANG ARTS	157	102	168	102	100	95	168
ELEM ED MULTI SUBJ SCIENCES	155	102	171	102	100	92	169
ELEM ED MULTI SUBJ SOCIAL STUDIES	155	102	165	102	100	85	164
ENGLISH LANGUAGE ARTS: CK	167	14	177	14	100	98	178
GENERAL SCI CONTENT KNOWLEDGE	152	15	163	15	100	99	168
MATHEMATICS CONTENT KNOWLEDGE	160	10	168	10	100	94	168
SOCIAL STUDIES CONTENT KNOWLEDGE	157	18	166	18	100	95	168

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

Initial completer survey results are consistently between 3.0-4.0 on a 4-point scale of Not Prepared, Prepared, to Well Prepared and Very Well Prepared on all the InTASC components. Areas closer to 3.0 pertain to English Language Learners and Individualized Education Plans. Advanced completer results are consistently between 4.62-4.67 on a 5-point scale (Very Dissatisfied, Dissatisfied, Neutral, Satisfied, Very Satisfied).

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

Employer survey results for initial completers reflect very similar patterns to completer surveys. If state regulations permitted us to require more than 128 credits to graduate, we would include more course work in ESL and Special Education. Employer survey results for advanced completers also reflect similarly strong satisfaction.

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 Department of Education releases employment data with a 2-3 year lag. The latest data are shown below.

Category	Count of Certified Individuals	Employed as of October 15, 2019	Percent Employed as Teachers
All Programs	125	78	62.4%
Elementary School	79	43	54.4%
Elementary School Teacher with Mathematics Specialization: in Grades 5 - 8	10	7	70.0%
Elementary School with Subject Matter Specialization: Language Arts-Literacy Specialization in Grades 5 - 8	9	7	77.8%
Elementary School with Subject Matter Specialization: Science in Grades 5 - 8	6	5	83.3%
Middle School with Subject Matter Specialization: Social Studies in Grades 5 - 8	9	5	55.6%
Teacher of Biological Science	5	4	80.0%
Teacher of English	8	7	87.5%
Teacher of Mathematics	10	9	90.0%
Teacher of Physics	2	2	100.0%
Teacher of Social Studies	9	6	66.7%
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
As new candidates for accreditation, the EPP faculty members are working on selecting these measures for the 2023 report.		

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
As new candidates for accreditation, the EPP faculty members are working on selecting these measures for the 2023 report.		

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.

To help alleviate the teacher shortage, in the 2021-22 academic year, we began allowing initial certification candidates in the traditional program 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, our Alternate Route program is 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.

Faculty are also adjusting our traditional undergraduate program from a five- to a four-semester structure, offering specialized semester-to-semester guides and detailed advising to all candidates earlier, via a Blackboard course shell, effective Fall 2023.