AAQEP Annual Report for 2025

Provider/Program Name:	Stockton University Master of Arts in Education Program
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.

Programs' Design

The MAED program is designed to support the development of already certified teachers. Therefore, all of our tracks require that applicants to the program are certified. With the exception of the Content, Instruction, and Assessment track the other tracks are aligned to the requirements put forth by NJDOE for licensure and will be included in the AAQEP review.

Table 1: Degree Options

Name of Program	Degree
Content, Instruction, & Assessment (can include ESL/BE)	MAED/Endorsement
Literacy/Reading Specialist	MAED/Endorsement
Special Education	MAED/Endorsement
Principal/Supervisor	MAED/Endorsement
Alternate Route (Elementary/Secondary)	MAED/Initial certification

In addition, the MAED program offers specific endorsement only tracks. The following table articulates specific tracks offering endorsements without culminating in a degree.
Table 2: Endorsement Options

Name of Program	Endorsement
English as a Second Language	Endorsement
Bilingual/Bicultural	Endorsement
Learning Disabilities Teacher Consultant (LDT/C)	Endorsement
Supervisor	Endorsement
Principal	Endorsement
Reading Specialist	Endorsement
Special Education	Endorsement

Stockton's Teacher Education (TEDU) program is detailed in a separate Annual Report this year.

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, 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 08/25)	**Number of Completers** in most recently completed academic year (12 months ending 08/25)
Programs that lead to initial teaching credentials			
Alternate Route - Secondary	Art, Biology, Business, Chemistry, English, Health & Physical Education, Math, Music, Social Studies, Spanish, Theater	74	34
Alternate Route - Elementary	Elementary	58	22
Total for programs that lead to initial credentials		132	56
Programs that lead to additional or advanced credentials for already-licensed educators			
ESL/Bi-Lingual Educator	ESL/BE	22	12
Special Education/LDTC	TOSD/LDTC	95	48
Literacy/Reading Specialist	Reading Specialist	28	5
Total for programs that lead to additional/advanced credentials		145	65
Programs that lead to P-12 leader credentials			
Principal/Supervisor	Principal/Supervisor	27	31
Total for programs that lead to P-12 leader credentials		27	31
Programs that lead to credentials for specialized professionals or to no specific credential			
		0	0

Total for programs that lead to specialized professional or no specific credentials	0	0
TOTAL enrollment and productivity for all programs	304	152
Unduplicated total of all program candidates and completers	304	152

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.
304
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.
152
C. **Number of recommendations** for certificate, license, or endorsement included in Table 1.
152
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.
100%

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%.

All applicants to these programs must have already submitted passing scores to the New Jersey Department of Education. 100% accepted applicants have filed passing scores.

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

Program Completer Survey Results

Individual Program	2024-2025		
	N	Mean	S.D.
Alternate Route	21	4.42	.68
SPED/LDTC	33	4.75	.46
ESL/BE	3	4.98	.15
Literacy/Reading Specialist	5	3.86	1.52
Principal/Supervisor	12	4.66	.48

The program set a cohort mean of 4.0/5.0 as a criteria for success. Four of the five programs met the criteria for success, indicating strong satisfaction of the preparation for their area. The SPED/LDTC which had the most students yield high scores indicating high reliability of satisfaction. Other programs also demonstrate high scores with low variability. The outlier was the Literacy/Reading Specialist program which did not meet the criteria for success; however, the program had only five completers, which can be challenging for reliability of scores. The very high standard deviation furthermore brings into question the reliability of the scores.

Program Completer Portfolio Results

Individual Program	2024-2025		
	N	Mean	S.D.
Elementary Alternate Route	22	2.72	.56
Secondary Alternate Route	21	3.02	.54
SPED/LDTC	48	3.40	.54
ESL/BE	12	3.69	.47
Literacy/Reading Specialist	4	*	*
Principal/Supervisor	31	3.32	.62

*Data is suppressed if the count of valid scores is less than 10

Alt-Route TPA Performance Assessment Results

Individual Program	2024-2025		
	N	Mean	S.D.
Elementary Alternate Route	22	53.8	4.53
Secondary Alternate Route	34	53.20	7.3

In the area of program completer portfolio results all groups are meeting or exceeding the criteria for success set by the program with the exception of our elementary alternate route program. The advanced program completer means indicate strong performance by completers. The secondary and elementary alternate route program completers have lower scores which is somewhat expected due to their work in a graduate program as new teachers. We will continue to monitor these findings. Both elementary and secondary alternate route program completers exceeded program standards for the performance assessment.

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

Individual Program	2024-2025		
	N	Mean	S.D.
Alternate Route	19	3.78	.42
SPED/LDTC	13	3.78	.47
ESL/BE	1	*	*
Literacy/Reading Specialist	4	*	*
Principal/Supervisor	4	*	*

*Data is suppressed if the count of valid scores is less than 10

The MAED program set a cohort mean score of 3.0 out of 4.0 as the criteria for success. As noted above all programs are performing at or above 3.78 suggesting positive outcomes across all of the programs. There was little variability across the groups indicating reliability of scores. Furthermore, analysis of qualitative scores indicate a great deal of satisfaction with the preparation of our individual programs.

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.

In the advanced programs all candidates must be certified. The majority of our candidates apply to our program with a Certificate of Eligibility for the alternate route program, special education or ESL/BE program. In these cases, the candidates are already employed in an instructional position and must complete the alternate route coursework for a standard certificate. In the 2024-2025 program completers, 100% of all students were employed in a teaching position.

Similarly, those candidates seeking advanced certifications in Literacy/Reading Specialist, Supervisor, Principal, or Learning Disabilities/Teacher Consultant must have a minimum of three years' teaching experience to earn these endorsements, so these programs generally enroll 100% employed students.

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.

The MAED program has grown significantly in the past two years. Although our program completion numbers do not yet reflect that trend since most students take 3 years to complete the full MAED program, the increase in enrollment has led to the need to hire additional adjuncts. In the past year we have hired an additional four adjuncts. In addition, the MAED program was granted a tenure track line beginning the 2026-2027 academic 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
Program Completer Portfolio (signature assignments are collected for each AAQEP substandard)	80% of candidates will score 3 or higher out of a score of 4.	All programs, with the exception of the elementary alternate candidates met this expectation.
Program Completer Survey	Mean score of 4.0 or higher out of 5 by cohort.	All programs, with the exception of reading specialist met this expectation.
Employer Survey	Mean score of 3.0 or higher out of 4.0 by cohort.	All programs met this expectation.
Alt-TPA Performance Assessment and Rubric	Mean score of 48/60 which is equivalent to an 80% or better.	Both elementary and secondary alternate route programs met this expectation.

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
Program Completer Portfolio (signature assignments are collected for each AAQEP substandard)	80% of candidates will score 3 or higher out of a score of 4.	All programs, with the exception of the elementary alternate candidates met this expectation.
Program Completer Survey	Mean score of 4.0 or higher out of 5 by cohort.	All programs, with the exception of reading specialist met this expectation.

Employer Survey	Mean score of 3.0 or higher out of 4.0 by cohort.	All programs met this expectation.
Alt-TPA Performance Assessment and Rubric	Mean score of 48/60 which is equivalent to an 80% or better.	Both elementary and secondary alternate route programs met this expectation.

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.

This is the first year our elementary and secondary alternate route students are on different tracks with their own unique curriculum. Our elementary alternate route candidates will now take 12 credits in literacy and 6 credits in mathematics.

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	We are in an accreditation year, so we will be examining our annual data along with examining longitudinal data over time (past three cycles) for our QAR. We also need to focus on the new AAQEP standards for 2025 which includes 1e and 1f.
Actions	Evaluate all data aligned to Standard 1 for 25-26 Make recommendations for areas of strength and needs for each program. Determine alignment of assessments in courses for 1e and 1f.
Expected outcomes	Consistent results across data sets. Identification of assessments to meet 1e and 1f.
Reflections or comments	
Standard 2	
Goals for the 2025-26 year	We are in an accreditation year, so we will be examining our annual data along with examining data over time (past three cycles) for our QAR. We also need to focus on the new AAQEP standard for 2025 which includes 2g.
Actions	Evaluate all data aligned to Standard 2 for 25-26 Make recommendations for areas of strength and needs for each program. Determine alignment of assessments in courses for 2g.

Expected outcomes	Consistent results across data sets. Identification of assessments to meet 2g.
Reflections or comments	
Standard 3	
Goals for the 2025-26 year	Complete the QAR for all aspects of Standard 3
Actions	Complete all templates Conduct an internal audit
Expected outcomes	Completion of templates and internal audit.
Reflections or comments	
Standard 4	
Goals for the 2025-26 year	Complete the QAR for all aspects of Standard 4
Actions	Complete all templates
Expected outcomes	Completion of all required templates.
Reflections or comments	

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.

Our university requires every academic school to engage an assessment liaison to consult with all degree programs on quality assurance in our data sets. Our school has designated our dean emerita as assessment liaison, who regularly cross-checks all reports during the federal Title II and state reporting cycles. In addition, she cross-checks licensure information with our certification specialist. Once the data are cross-checked, faculty delve into reviews of performance outcomes for each student.

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 description of any identified potential challenges or barriers.

N/A

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).

N/A

10. Sign Off

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

Date sent to AAQEP:	12/29/25