



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

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	404	89
Graduate			

Bachelor of Arts (Mathematics)	Math	40	7
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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

Programs that

<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>
250
<p>C. Number of recommendations for certificate, license, or endorsement included in Table 1.</p>
250
<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 (147/151) two-year timeframe 100% Alternate Route Completers within 1-1.5 times expected (17/17) two-year timeframe</p>

Percent Employed as Teachers		Count of Certified Individuals		Employed as of October 15, 2021	
63	59.4%	Candidate Earned Two or More	106	Candidate Earned One or More	126
92	61.1%	Candidate Earned One or More	126	Candidate Earned Two or More	106
Employment by Certification Area					
Count of Certified Individuals	Employed as of October 15, 2021	Percent Employed as Teachers	Category		
126	74	59.4%	Elementary School		
12	10	83.3%	Elementary School Teacher with Mathematics Specialization: in Grades 5-8		
2	2	100.0%	Elementary School Teacher with Literacy Specialization in Grades 5-8		
2	2	100.0%	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		
3	2	66.7%	Teacher of Biological Science		
1	1	100.0%	Teacher of Chemistry		
4	2	50.0%	Teacher of Dance, Art, Music, or Theater		

TEDU Supervisor Final Stude
Evaluation

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 2023-24 year	Context meetings will shape this section
Actions	
Expected outcomes	
Reflections or comments	
	Standard 2
Goals for the 2023-24 year	Context meetings will shape this section

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

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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>

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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