



## 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			

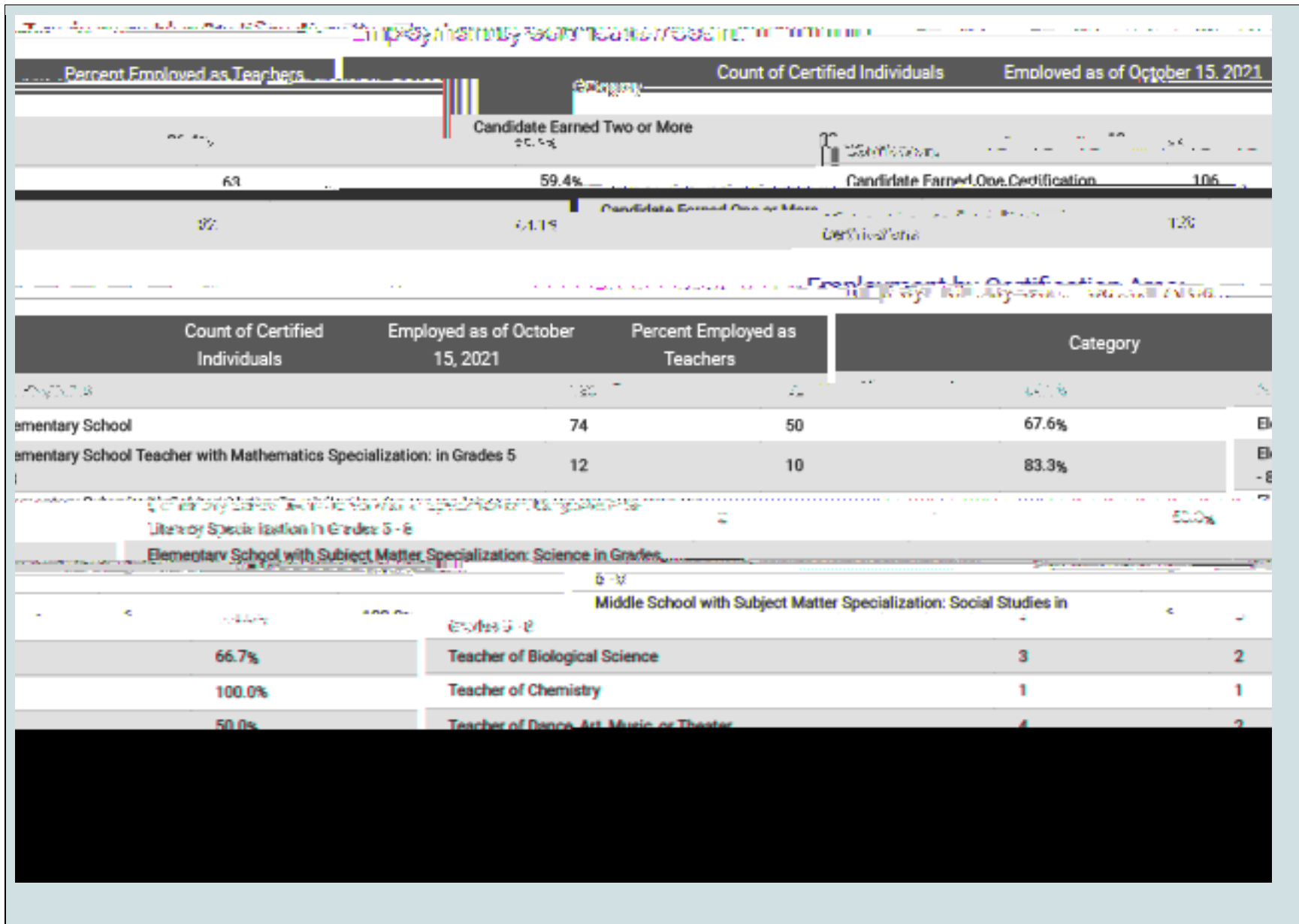
Bachelor of Arts (Mathematics)	Math	40	7
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Master of Arts in Education	Reading Specialist	16	5
Master of Arts in Education	Teacher of Students with Disabilities	134	32
Master of Arts in Education	Supervisor	16	16
Total for programs that lead to additional/advanced credentials		248	100

***Programs that***

<p><b>B. Total number of unique completers</b> (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><b>C. Number of recommendations</b> for certificate, license, or endorsement included in Table 1.</p>
250
<p><b>D. Cohort completion rates</b> for candidates who completed the various programs within their respective program's expected timeframe <b>and</b> 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>









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## 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 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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