



AAQEP Annual Report for 2025

Provider/Program Name:	Stockton University Teacher 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.

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.

Stockton's Master of Arts in Education (MAED) 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)
<i>Programs that lead to initial teaching credentials</i>			
Bachelor of Arts (Liberal Arts, Psychology)	Elementary	180	50
Bachelor of Arts (Liberal Arts, Psychology)	Early Childhood Preschool-3rd Grade	79	26
Bachelor of Arts (Visual Arts)	Visual Art	16	5
Bachelor of Arts (French, Spanish)	Foreign Language	9	0
Bachelor of Arts (Literature)	English Language Arts	28	10
Bachelor of Arts (Math)	Math	17	4
Bachelor of Arts (History, Political Science)	Social Studies	32	11
Bachelor of Arts (Biology, Environmental)	Biology	8	2
Bachelor of Arts (Chemistry)	Chemistry	1	0
Bachelor of Arts (Physics)	Physics	1	0

Total for programs that lead to initial credentials	371	108
<i>Programs that lead to additional or advanced credentials for already-licensed educators</i>		
	0	0
Total for programs that lead to additional/advanced credentials	0	0
<i>Programs that lead to P-12 leader credentials</i>		
	0	0
Total for programs that lead to P-12 leader credentials	0	0
<i>Programs that lead to credentials for specialized professionals or to no specific credential</i>		
	0	0
Total for programs that lead to specialized professional or no specific credentials	0	0
TOTAL enrollment and productivity for all programs	371	108
Unduplicated total of all program candidates and completers	371	108

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>							
371							
<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>							
108							
<p>C. Number of recommendations for certificate, license, or endorsement included in Table 1.</p>							
108							
<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>							
97% Traditional Program Completers within 1-1.5 times expected (107/110) two-year timeframe							
<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>							
<p>Data is drawn from the New Jersey Department of Education (NJDOE) Annual EPP Report for 2023-2024. (State data has a two-year lag time based on the state reporting structure). All candidates had a pass rate above 80%.</p>							
Praxis II	N	Ave Score	Test Cut Score	State Ave Scaled Score	State Overall Pass Rate	First Time Pass Rate	Overall Pass Rate
Art	4	*	158	163	97.7	100	100
Biology	4	*	152	164	100	50	100
Early Childhood	16	166	156	170	98.1	92.9	100
English	8	*	167	177	95.6	83.3	100
Gen Science	5	*	152	164	93.9	75	100
Elem- Math	46	176	157	177	99.1	82.8	100
Mathematics	3	*	160	267	91.7	50	100
Elem- Reading & Lang Arts	46	167	157	170	99.2	64.4	100

Elem- Science	46	170	159	171	96.4	65.5	98.9
Elem- Social Studies	46	164	155	167	96.2	51.7	100
Social Studies	4	164	157	166	96.2	38.3	100
*Data is suppressed if the count of valid scores is less than 10							

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

Below is a summary of our TEDU Exit Survey. The Exit Survey is completed by all candidates during the end of their final internship semester. Data represents perceived readiness using a series of Likert scale prompts aligned with the InTASC and state teaching standards (NJPST). NJPST 1-10 is the same as InTASC. One area, Ethical Practice, is not covered in InTASC so it is separately reported. Each standard has several prompts to investigate aspects of each standard. For reporting purposes below, those with more than one statement are averaged to calculate an overall mean response by licensure area. The Exit Survey was revised to the 2022 Standards as of Spring 2025 with a transition to completion in the Exxat software system from our previous Qualtrics structure. Data reported represents the first cohort with the updated instrument.

		InTASC Standards 1-10 & NJPST 11 (Ethical Practice)										
		For summary purposes (sub-standards are averaged to determine overall score for each)										
Licensure	N	1	2	3	4	5	6	7	8	9	10	NJPST11
Early Childhood	17	3.5	3.7	3.8	3.3	3.4	3.5	3.4	3.6	3.5	3.5	3.4
Art	1	*	*	*	*	*	*	*	*	*	*	*
Elementary	29	3.5	3.6	3.7	3.5	3.6	3.6	3.4	3.6	3.7	3.4	3.6
English	8	*	*	*	*	*	*	*	*	*	*	*
Mathematics	3	*	*	*	*	*	*	*	*	*	*	*
Social Studies	6	*	*	*	*	*	*	*	*	*	*	*
All areas	64	3.5	3.6	3.7	3.4	3.5	3.5	3.4	3.6	3.6	3.5	3.6
*Data is suppressed if the count of valid scores is less than 10												

The program standard mean score of 3.0 or higher was met for all licensure areas for all standards. Perceived strengths include learning environment, use of instructional strategies and professionalism. Concern was raised for a few candidates rushing through the assessment (reported by faculty where survey is housed- ie Art). Future semesters will announce survey earlier and explicitly explain purpose of instrument to encourage earlier completion and more thoughtful completion.

G. 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 gathering data on readiness aligned with the INTASC, NJPST, and AAQEP standards. During the 2024-2025 academic year the instrument, aligned to 2018 AAQEP Standards, was scheduled to be sent to employers. However, due to the recent update to 2022 AAQEP Standards, our advisory board revalidated the instrument in May 2025. The Employer Survey is currently in progress with data available in Spring 2026.

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. In the area of Teacher Practice, employers reported 100% of alumni performing at the highly effective (22.4%) or effective (77.6%) level. Our advisory board, alumni focus group, and feedback from disposition instruments gather additional anecdotal data directly from PK12 partners including employers, alumni, and mentor teachers. Responses confirm findings with alumni reported as well-prepared and capable of all aspects of their roles.

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.

The TEDU Program uses the New Jersey Department of Education (NJDOE) Annual EPP Report to monitor employment rates. Below is data from the 2023-2024 annual report. (State data has a two-year lag time based on the state reporting structure). Overall, graduates maintain a strong employment rate with nearly 77% earning full-time employment.

Category	Count of certifications	Employed as of 10/22	Percent employed as teacher
All programs	131	100	76.3%
Elementary School	90	68	75.6%
Elementary School w/MS Math	9	8	88.9%
Elementary School w/MS LAL	6	3	50.0%
Elementary School w/MS Science	2	2	100.0%
Elementary School w/MS Social Studies	8	4	50.0%
Biology	2	1	50.0%
Dance, Art, Music or Theater	1	1	100.0%
English	6	4	66.7%
Mathematics	4	4	100.0%
Physics	2	2	100.0%

Preschool to Grade 3	15	15	100.0%
Social Studies	12	7	58.3%
Teacher of Students w/Disabilities	6	6	100.0%
World Language	1	1	100.0%

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 TEDU Program monitors staffing capacity using a combination of student enrollment and faculty data (part-time & full-time) provided by Stockton University through our Microsoft Power Bi system. Over the past year, the TEDU Program has seen an increase in demand for the early childhood pathway using enrollment data from an entry-level course specific to this licensure area (EDUC 2115) along with high use on part-time faculty for junior/senior level certification required courses. Additionally, evidence from candidate performance data and candidate feedback via our IDEA (course evaluation) raised concerns with the consistency of preparation in early childhood specific courses. Using this combined evidence as a basis for the request, the TEDU Program was approved for a new full-time tenure track faculty line with the new hire is anticipated by Spring 2026.

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
TEDU Program Student Teacher Final Evaluation by University Supervisor (for all licensure areas)	Average rating of 2 on a 1-3 scale based on Danielson Framework	Average rating for all areas 100% met (range 2.64-2.94) based on Spring 2025 cohort (N=64)

TEDU Teacher Performance Assessment (for all licensure areas)	Minimum total score of 14 out of 21 for TPA Task 1*, 18 out of 27 for TPA Task 2* based on set of rubrics (7 rubrics w/1-3 point scale for TPA Task 1; 9 rubrics w/1-3 point scale for TPA Task 2 modeled similar to Danielson Framework) <i>*TPA 3 offered in event minimum score not reached with same score requirements & structure in place</i>	TPA Task 1- 100% pass rate with 2 retakes: average score of 18.63 with range of 14-21 TPA Task 2- 100% pass rate with 1 retake: average score of 23.58 with range of 17-27
TEDU Program Exit Survey*	Average rating of 3 or higher on a 4 pt Likert Scale for all 11 standard areas (10 aligned with InTASC & 1 NJPST specific)	All areas met or exceeded average rating of 3 or higher (range 3.2-3.8) based on Spring 2025 cohort (N=64).
*Exit survey revised to reflect 2022 AAQEP standards. For continuity, data is based on Spring 2025 cohort.		

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
TEDU Program Student Teacher Final Evaluation by University Supervisor (for all licensure areas)	Average rating of 2 on a 1-3 scale based on Danielson Framework	Average rating for all areas 100% met (range 2.64-2.94) based on Spring 2025 cohort (N=64)
TEDU Program Exit Survey	Average rating of 3 or higher (well to very well prepared) based on Likert 4-point scale	All areas met or exceeded average rating of 3 or higher (range 3.2-3.8) based on Spring 2025 cohort (N=64).
NJDOE EPP Report	Majority (85%) earning effective or higher Teacher Practice Score (TPS)	100% of reported teachers of EPP earning effective in Teaching Practice Score (TPS)

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 last academic year, the TEDU Program received New Jersey Department of Education (NJDOE) re-approval for all initial licensure programs. Significant revisions were needed in the areas of early and elementary education due to increased focus on preparation in the areas of literacy and mathematics pedagogical preparation within state code. Initial program applications submitted had to be updated based on feedback from NJDOE. Based on all work and eventual approval, a series of new courses were successfully launched to support total credit requirements along with revisions to all advising documentation including our Degreeworks system to track progress.

The TEDU Program has revised and monitored updated basic skills testing requirements for program entry based on NJDOE's elimination of the Praxis Core. The program adopted internal basic skills competency through college/university level course equivalents with a grade of B- or better. While greater opportunities for program entry are now possible with the removal of Praxis Core, candidates continue to struggle to pass their state-required Praxis II in their respective licensure areas. To ensure timely program completion and inform candidate advising, the program instituted an earlier Praxis II deadline as of Fall 2025. The process, while beneficial to monitor candidate readiness/retention, necessitates significant faculty and staff oversight with semester-by-semester review of candidate status on scores and/or attempts. The program will continue to monitor candidate results over this academic year to determine if additional actions/supports are necessary.

Continual work is underway to address downward trends in enrollment at the university and within initial licensure areas. Work on two new pathways to certification are being added to the TEDU Program including a new elementary concentration within the BA in Literature and a health and physical education concentration with the BS in Exercise Science at the university based on collaborations with content program faculty in other Schools (Arts & Humanities; Health Science). Additional articulation work with local community colleges has strengthened transfer pathways with Atlantic Cape Community College (ACCC), Bergen Community College (BCC), and Rowan College of South Jersey (RCSJ). The program has also sought to strengthen teacher pipelines by targeting high school populations including dual enrollment offerings (15 school partnerships as of June 2025) and hosting a Future Teachers' Conference on campus bringing in nearly 300 high school students from 14 high schools.

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 data over time (3 cohorts- Spring 2025, Fall 2025 & Spring 2026) for our QAR. We also need to focus on the new AAQEP standards for 2025 which include new and/or elaborated standards 1d (literacy & language acquisition), 1e (students w/exceptionalities) and 1f (educational technology).
Actions	Evaluate all data aligned to Standard 1 for three cohorts. Make recommendations for areas of strength and needs for each program. Determine alignment of assessments in courses for updated 2022 standards.
Expected outcomes	Consistent results across data sets. Identification of any additional assessments that may be needed to support revised AAQEP standards.
Reflections or comments	We completed a significant review when writing our Inquiry Proposal to AAQEP. However, all instruments in Standard 1 were reviewed based on 2018 Standards. With the release of details of the 2022 Standards, we are going back through all assessments to confirm alignment and identify any gaps in practices.
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 (3 cohorts- Spring 2025, Fall 2025 & Spring 2026) for our QAR. We also need to

	focus on the new AAQEP standard for 2025 which includes revised and/or new standards including 2d (international & global perspectives), 2f (professional growth & conduct) and 2g (mental well-being & trauma-informed practices).
Actions	Evaluate all data aligned to Standard 2 for three cohorts. Make recommendations for areas of strength and needs for each program. Determine alignment of assessments in courses for updated 2022 standards.
Expected outcomes	Consistent results across data sets. Identification of any additional assessments that may be needed to support revised AAQEP standards.
Reflections or comments	We completed a significant review when writing our Inquiry Proposal to AAQEP. However, all instruments in Standard 2 were reviewed based on 2018 Standards. With the release of details of the 2022 Standards, we are going back through all assessments to confirm alignment and identify any gaps in practices.
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	This is a new process for us based on the updated AAQEP handbook, so we are currently in progress with this work.
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	This is a new process for us based on the updated AAQEP handbook, so we are currently in progress with this work. Program completer support and advancement, 4c, will be an area of focus.
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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.

The TEDU Program has begun the process of shifting many of our evaluation instruments into the web-based Exxat system to support program monitoring and evaluation. [Exxat](#) is a newer platform for teacher education, in general, with its initial design meant for health and social sciences (ie. Nursing, Social Work, Public Health, etc). The transition has taken longer than anticipated. We are now in year 2 of adoption with significant updates in place. As of now, we have yet to run a full-scale report using the internal structure but are targeting this for the future.

Currently, multiple platforms are used (Qualtrics, Exxat, Blackboard, Degreeworks, Osprey Navigate, Argos, etc) to monitor the various aspects of our program. Our institution has also adopted new software including Heliocampus and CourseDog. Over the next academic year, we will do a full review of all internal systems to confirm data quality as part of our work on our QAR submission in summer 2026.

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. Norma Boakes, Faculty Program Chair	Dr. Kimberly Dickerson, Interim Dean of Education

Date sent to AAQEP:	12/29/25
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