

2017 EPP Annual Report

CAEP ID:	21551	AACTE SID:	
Institution:	Stockton University		
EPP:	Masters of Arts in Education Program		

Section 1. AIMS Profile

After reviewing and/or updating the Educator Preparation Provider's (EPP's) profile in AIMS, check the box to indicate that the information available is accurate.

1.1 In AIMS, the following information is current and accurate...

	Agree	Disagree
1.1.1 Contact person	<input checked="" type="radio"/>	<input type="radio"/>
1.1.2 EPP characteristics	<input checked="" type="radio"/>	<input type="radio"/>
1.1.3 Program listings	<input checked="" type="radio"/>	<input type="radio"/>

Section 2. Program Completers

2.1 How many candidates completed programs that prepared them to work in preschool through grade 12 settings during Academic Year 2015-2016 ?

Enter a numeric value for each textbox.

2.1.1 Number of completers in programs leading to initial teacher certification or licensure

2.1.2 Number of completers in advanced programs or programs leading to a degree, endorsement, or some other credential that prepares the holder to serve in P-12 schools (Do not include those completers counted above.)

Total number of program completers 65

***2.2 Indicate whether the EPP is currently offering a program or programs leading to initial teacher certification or licensure.**

No, a program or programs leading to initial teacher certification is not currently being offered.

Section 3. Substantive Changes

Have any of the following substantive changes occurred at your educator preparation provider or institution/organization during the 2015-2016 academic year?

3.1 Changes in the published mission or objectives of the institution/organization or the EPP
No Change / Not Applicable

3.2 The addition of programs of study at a degree or credential level different from those that were offered when most recently accredited

This academic year the New Jersey Department of Education expanded the requirements for the statewide alternate route program for initial certification with a Certificate of Eligibility (CE) to complete the equivalent of 400 hours (24 credits) beginning 2017-2018. As a result, the MAED program will offer a CE Educator Preparation Program for teachers with a provisional certificate which will meet these new requirements. Next year (2017-18), this program will enroll graduate students seeking initial certification who will complete their requirements in the 2018-19 academic year.

3.3 The addition of courses or programs that represent a significant departure, in terms of either content or delivery, from those that were offered when most recently accredited
No Change / Not Applicable

3.4 A contract with other providers for direct instructional services, including any teach-out agreements
No Change / Not Applicable

Any change that means the EPP no longer satisfies accreditation standards or requirements:

3.5 Change in regional accreditation status
No Change / Not Applicable

Section 4. Display of candidate performance data.

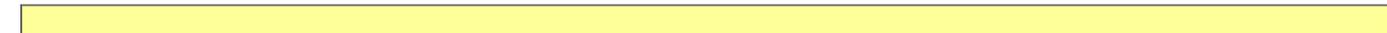
Provide a link that demonstrates candidate performance data are public-friendly and prominently displayed on the school, college, or department of education homepage.

Annual Reports for MAED Program:

<http://intraweb.stockton.edu/eyos/page.cfm?siteID=84&pageID=45>

Section 6. Areas for Improvement, Weaknesses, and/or Stipulations

Summarize EPP activities and the outcomes of those activities as they relate to correcting the areas cited in the last Accreditation Action/Decision Report.



Section 7. Accreditation Pathway

Inquiry Brief. Update Appendix E to confirm the categories of evidence the faculty members rely on and have available to support their claims that candidates know their subjects, know pedagogy, and can teach in an effective and caring manner. The update should also note any new categories of evidence the faculty plans to collect.

A. Items under each category of Appendix E are examples. Programs may have more or different evidence.

Type of Evidence	Available and in the Brief ¹		Not available and not in the Brief		Reason
	Relied on	Not Relied on	For future use	Not for future use	

Grades

Candidate grades and grade point averages

Student grades in the content courses, pedagogy courses and research courses are collected and reported in Section 7.2

Scores on standardized tests

Candidate scores on standardized license or board examinations

An initial teaching certification is required for admission to the MAED program. Therefore, this information is not collected.

Candidate scores on undergraduate and/or graduate admission tests of subject matter knowledge and aptitude

A standardized test is required for admission to the MAED Program. Student scores from the GRE or the Miller Analogy Test are collected and used to verify the quality of applicants. Found in 7.2

Standardized scores and gains of the completers' own students

This information is not available at this time.

Ratings

Ratings of portfolios of academic and clinical accomplishments

Student action research capstone projects are scored using a validated program rubric and are reported in Section 7.2

Third-party rating of program's students

This information is not available at this time.

Ratings of in-service, clinical, and PDS teaching		Students are rated on their teaching in their own classroom through videos of lessons. Lessons are scored using Domain 2 & 3 of the Framework for Teaching. Scores are reported in 7.2.
Ratings, by cooperating teacher and college / university supervisors, of practice teachers' work samples		Our students are already certified and therefore this is not applicable.
Rates		
Rates of completion of courses and program		Students may enter advanced programs at any time, so we do not cohort groups. Likewise, students attend, stop out, and re-enroll based upon financial need/reimbursement schedules.
Completers' career retention rates		Information is collected through alumni interviews and were reported in our 2013 IB.
Completers' job placement rates		Our students are already certified teachers.
Rates of completers' professional advanced study		This data was collected through an alumni survey but not used to support our claim.
Rates of completers' leadership roles		This data was collected through an alumni survey but not used to support our claim.
Rates of graduates' professional service activities		This data is collected through an exit survey and is included in 7.2.
Case studies and alumni competence		
Evaluations of completers by their own pupils		This is not available at this time.
Completer self-assessment of their accomplishments		This information is collected through alumni interviews and were reported in our 2013 IB.
Third-party professional recognition of completers (e.g., NBPTS)		This data was collected through an alumni survey but not used to support our claim.
Employers' evaluations of the program's completers		This information is not available at this time.
Completers' authoring of textbooks, curriculum materials, etc.		This data was collected through an alumni survey but not used to support our claim.
Case studies of completers' own students' learning and accomplishment		This information is not available at this time.

¹: Assessment results related to TEAC Quality Principle I that the program faculty uses elsewhere must be included in the Brief. Evidence that is reported to the institution or state licensing authorities, or alluded to in publications, Web sites, catalogs, and the like must be included in the Brief. Therefore, Title II results, grades (if they are used for graduation, transfer, and admission), admission test results (if they are used), and hiring rates (if they are reported elsewhere) would all be included in the Brief.

B. Provide an update of the program's data spreadsheet(s) or data tables related to the program's claims.

 MAED Exit Survey 2016.pdf

 Data Tables

Section 8: Preparer's Authorization

Preparer's authorization. *By checking the box below, I indicate that I am authorized by the EPP to complete the 2017 EPP Annual Report.*

I am authorized to complete this report.

Report Preparer's Information

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I understand that all the information that is provided to CAEP from EPPs seeking initial accreditation, going forward accreditation or having completed the accreditation process is considered the property of CAEP and may be used for training, research and data review. CAEP reserves the right to compile and issue data derived from accreditation documents.

Dean's comments: The MAED program has successfully expanded enrollments and strengthened student experiences in its online certification programs over the past academic year. In the case of the P-3 certification, the program acted wisely to redesign from the advanced standing program (graduate) area to the initial certification (undergraduate) program area. Faculty progress on measuring student learning outcomes has remained very strong, seamlessly integrating best practices from their own research (in particular, the use of video reflection) into evidence for continuous accreditation. Finally, the MAED program has successfully revived the former "summer to summer" Alternate Route/CE program from its "suspended" to its now active status. We anticipate enrollments to grow over the coming year as the word gets out to our service region about this program's availability on the graduate, initial certification level.