



AAQEP Annual Report for 2024

Provider/Program Name:	Saint Peter's University Caulfield School of Education
End Date of Current AAQEP Accreditation Term (or "n/a" if not yet accredited):	June 30, 2030

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.

Saint Peter's University is one of twenty-seven Jesuit colleges and universities in the United States and the only one located in New Jersey. Inspired by its Jesuit, Catholic identity, commitment to individual attention, and grounding in the liberal arts, Saint Peter's University educates a diverse community of learners in undergraduate, graduate, and professional programs to excel intellectually, lead ethically, serve compassionately, and promote justice in our ever-changing urban and global environment.

The mission of the Caulfield School of Education is to provide students with a value-oriented education based on the Catholic and Jesuit traditions. The programs are grounded in educational psychology and the methodologies of teaching. Students in the programs develop professional attitudes and behaviors that emphasize the immense responsibility they assume as education professionals.

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.saintpeters.edu/academics/caulfield-school-of-education/>

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 2023-2024

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 8/31/24)	Number of Completers in most recently completed academic year (12 months ending 8/31/2024)
<i>Programs that lead to initial teaching credentials</i>			
Bachelor of Arts in Elementary Education	Can lead to NJ Endorsements 1013 (Preschool through Grade 3), 1001 (Elementary School Teacher in Grades K-6), 1106 (Middle School with Subject Matter Specialization Language Literacy Arts in Grade 5-8), 1102 (Middle School with Subject Matter Specialization Mathematics in Grade 5-8), 1103 (Middle School with Subject Matter Specialization Science in Grade 5-8), and/or 1104 ((Middle School with Subject Matter Specialization Social Studies in Grade 5-8)	13	7
Bachelor of Arts in Elementary Education with a Pre K-3 Concentration	NJ Endorsement 1013 (Preschool through Grade 3)	29	13

Secondary Arts Minor (Major in One of NJ's Core Curriculum Content areas)	Can lead to NJ Endorsements 1106 (Middle School with Subject Matter Specialization Language Literacy Arts in Grade 5-8), 1102 (Middle School with Subject Matter Specialization Mathematics in Grade 5-8), 1103 (Middle School with Subject Matter Specialization Science in Grade 5-8), and/or 1104 ((Middle School with Subject Matter Specialization Social Studies in Grade 5-8), 1200 (Art), 1300 (Business), 2270 (Chemistry), 2210 (Biological Science), 2220 (Earth Science), 1410 (English), 1900 (Mathematics), 1510 (French), 1605 (Health and Physical Education), 1530 (Italian), 2260 (Physics), 2100 (Music), 2240 (Physical Science), 2300 (Social Studies), 1550 (Spanish), 1620 (Health Education), 1630 (Physical Education)	12	5
Master of Arts in Education: Teaching	Can lead to NJ Endorsements 1106 (Middle School with Subject Matter Specialization Language Literacy Arts in Grade 5-8), 1102 (Middle School with Subject Matter Specialization Mathematics in Grade 5-8), 1103 (Middle School with Subject Matter Specialization Science in Grade 5-8), and/or 1104 ((Middle School with Subject Matter Specialization Social Studies in Grade 5-8), 1200 (Art), 1300 (Business), 2270 (Chemistry), 2210 (Biological Science), 2220 (Earth Science), 1001 (Elementary Teaching K-6), 1410 (English), 1900 (Mathematics), 2260 (Physics), 2240 (Physical Science), 2300 (Social Studies)	21	10
Master of Arts in Education: Pre K-3	NJ Endorsement 1013 (Preschool through Grade 3)	11	4
Total for programs that lead to initial credentials		86	39
<i>Programs that lead to additional or advanced credentials for already-licensed educators</i>			

Master of Arts in Education: Educational Leadership	Can lead to NJ Endorsements 0106 (Supervisor), 0200 (Principal), and/or 0101 (School Administrator)	38	25
Master of Arts in Education: Special Education (Applied Behavior Analysis)	NJ Endorsement 2475 (Teacher of Students with Disabilities)	6	1
Master of Arts in Education: Special Education (Literacy)	NJ Endorsement 2475 (Teacher of Students with Disabilities)	16	11
Master of Arts in Education: Reading	NJ Endorsement 3310 (Reading Specialist Standard Certificate)	0	3
Master of Arts in Education: Teaching English as a Second Language	NJ Endorsement 1475 (Teacher of English as a Second Language)	0	1
Special Education Certificate (Teacher of Students with Disabilities)	NJ Endorsement 2475 (Teacher of Students with Disabilities)	0	7
Total for programs that lead to additional/advanced credentials		60	48
<i>Programs that lead to credentials for other school professionals or to no specific credential</i>			
Master of Arts in Education: School Counseling	NJ Endorsement 2702 (School Counselor Standard Certificate)	19	4
Total for additional programs		19	4
TOTAL enrollment and productivity for all programs		165	91
Unduplicated total of all program candidates and completers		165	91

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.)

none

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.
165
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.
91
C. Number of recommendations for certificate, license, or endorsement included in Table 1.
52
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.
Not available
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%.
Will not be available for this cohort until early February 2025
F. Narrative explanation of evidence available from program completers , with a characterization of findings.
Not available
G. Narrative explanation of evidence available from employers of program completers , with a characterization of findings.
Not available

H. Narrative 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 School of Education does not currently collect data about employment rates; however, we are adding programs to support our completers, and we are working with our enrollment services department to keep track of alumni employment.

4. Candidate Academic Performance Indicators

Tables 3 and 4 report on select measures of candidate/completer performance related to AAQEP Standards 1 and 2, including the program's expectations for successful performance 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	Explanation of Performance Expectation	Level or Extent of Success in Meeting the Expectation
Praxis II Exam	Required by the state of NJ for certification	Official pass rates for our 2023-34 cohort will be available in early February 2025
Saint Peter's University Performance Assessment	The locally-developed performance assessment is approved by the NJ Department of Education as a replacement for the edTPA. Candidates submit a comprehensive portfolio designed to assess the New Jersey Professional Standards for Teachers.	91.1% of students passed with a score of 2.5/4.0 or higher 84.8% of students passed with a score of 3.0/4.0 or higher We may raise our passing score to 3.0/4.0 after we have seen another year or two of data

Table 4. Expectations and Performance on Standard 2: Completer Professional Competence and Growth

Provider-Selected Measures	Explanation of Performance Expectation	Level or Extent of Success in Meeting the Expectation
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<p>Master Classes for Current Practitioners</p>	<p>Master Classes on various topics, including DEI and AI, were run by our faculty. The classes were online and synchronous and were open to our completers.</p> <p>We measured satisfaction, but we will be adding a tool designed to measure the extent to which our completers make changes in their practice based on what they learn in the classes.</p>	<p>88.46% of participants indicated that they were satisfied or very satisfied with their Master Class</p>
<p>Programming in new Center for Child and Human Development</p>	<p>The Center for Child and Human Development is a grant-funded project that will, among other offerings, offer professional development to our completers.</p>	<p>We have been unable to staff the Center, despite and active search. We will begin offering programming as soon as a Director is in place, and we will ask completers to share the changes/innovations they make in their classrooms.</p>

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.

In the past year, we have focused on Standard 3, Quality Program Practices by making curricular changes designed to better support our candidates. We have added a full-time faculty member to support our Educational Leadership programs, and we have a budget line in next year’s budget that will support half of a full-time position for School Counseling. Additionally, we changed our 1 credit Clinical Practice 1 course to a 3 credit Clinical Practice with Praxis Workshop.

Other curricular improvements and innovations were done within the context of changes in NJ State DOE requirements, adding additional targeted coursework in literacy instruction, science/social studies instruction, math instruction, and special education.