AAQEP Annual Report for 2023

Provider/Program Name:	Saint Elizabeth University
End Date of Current AAQEP Accreditation Term (or "n/a" if not yet accredited):	December 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.

Located in Morristown, New Jersey, Saint Elizabeth University (SEU) is a community of learning in the Catholic liberal arts tradition for students of diverse ages, backgrounds, and cultures. Founded in 1899 by the Sisters of Charity of Saint Elizabeth, the University is driven by its core values of integrity, social responsibility, leadership and excellence in teaching and learning. Through its Mission, Vision and Values, the University affirms its solidarity with the poor, and its commitment to the development of leadership in the spirit of service and social responsibility. Rooted in Catholic Social Teaching and the vision of Saint Elizabeth Ann Seton, Saint Vincent de Paul, Saint Louise de Marillac and Mother Mary Xavier Mehegan, SEU supports students as they search for intellectual and personal growth in an engaged and supportive learning environment. (https://www.steu.edu/meet-seu)

SEU serves over 1,000 students at the graduate and undergraduate levels, across more than 20 undergraduate majors, 35 minors, 12 master's degrees, two doctoral programs, and both post-baccalaureate and graduate certificate programs. A little over half of SEU

students are traditional undergraduates. The remainder are adult undergraduates and graduate students, with many seeking to advance or change their careers through higher education. Designated as both a Minority Serving Institution (MSI) and Hispanic Serving Institution (HSI). SEU traditional undergraduate students represent a wide range of ethnic and cultural backgrounds with 37% identifying as Black or African American, 28% identifying as Hispanic or Latino, and 23% identifying as White in Fall 2021. The percentages for the total student enrollment continue to show diversity with 23% of students identifying as Black or African American, 21% identifying as Hispanic or Latino, and 32% identify as white in Fall 2021. The University is committed to expanding educational opportunities to underserved students, as demonstrated by its high proportion of Pell Eligible (63% of first-time freshmen) and first-generation college students (25% of first-time freshmen). (SEU Fact Book Fall 2021)

The Mission of Saint Elizabeth University, sponsored by the Sisters of Charity of Saint Elizabeth, is to be a community of learning in the Catholic liberal arts tradition for students of diverse ages, backgrounds, and cultures. Through the vision and values of Elizabeth Ann Seton, Vincent de Paul and Louise de Marillac and rooted in Gospel values and in Catholic Social Teaching, Saint Elizabeth University affirms its solidarity with the poor and its commitment in service to the community.

In its vision for the future, Saint Elizabeth University aspires to be nationally recognized for educating individuals who seek an education focused on engaged learning for leadership in service to others. This vision is driven by SEU's core values of integrity, social responsibility, leadership, and excellence in teaching and learning.

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):

TBD - This has not been determined as we were waiting for our official accreditation notice which was received right before the University Winter Break.

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 06/23)	**Number of Completers** in most recently completed academic year (12 months ending 06/23)
Programs that lead to initial teaching credentials			
Bachelor of Arts in Education: Early Childhood Concentration	Certificate of Eligibility with Advanced Standing: Preschool Through Grade 3	4	3
Bachelor of Arts in Education: Elementary Education Concentration	Certificate of Eligibility with Advanced Standing: Elementary School Teacher in Grades K-6	6	6
Bachelor of Arts in Education: Elementary/Middle School Math Concentration	Dual Certificates of Eligibility with Advanced Standing: ● Elementary School Teacher in Grades K-6 ● Middle School Mathematics (Grades 5-8)	0	0
Bachelor of Arts in Education: Elementary/Middle School Science Concentration	Dual Certificates of Eligibility with Advanced Standing: ● Elementary School Teacher in Grades K-6 ● Middle School Science (Grades 5-8)	0	0
Minor in Secondary Education (undergraduate level)	Certificate of Eligibility with Advanced Standing: ● Art ● Biological Science ● English	0	0

	● Social Studies ● Mathematics		
Teacher of Students with Disabilities Endorsement Add-On (undergraduate level)	Certificate of Eligibility with Advanced Standing: Students with Disabilities	5	5
Graduate Initial Certification Program	Certificate of Eligibility with Advanced Standing: Elementary School Teacher in Grades K-6	2	2
Total for programs that lead to initial credentials		17	16

Programs that lead to additional or advanced credentials for already-licensed educators			
Math or Science Educator for Middle School	Certificate of Eligibility with Advanced Standing: Middle School Science (Grades 5-8)	0	0
Graduate Teacher of Students with Disabilities	Certificate of Eligibility with Advanced Standing: Students with Disabilities	2	2
Master of Arts in Education with Emphasis in Special Education	Certificate of Eligibility with Advanced Standing: Students with Disabilities	3	3
Master of Arts, Educational Leadership	Standard Supervisor Certificate Standard Principal Certificate	8	2
Supervisor Certification Program	Standard Supervisor Certificate	4	
English as a Second Language Certification	Certificate of Eligibility with Advanced Standing: English as a Second Language	0	0
Total for programs that lead to additional/advanced credentials		15	7

Programs that lead to credentials for other school professionals or to no specific credential			
N/A			
Total for additional programs		0	0
TOTAL enrollment and productivity for all programs		32	23
Unduplicated total of all program candidates and completers		24	15

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.)

N.B. The following programs were placed on pause in Fall 2023 due to low/no enrollment.

Math or Science Educator for Middle School
Graduate Teacher of Students with Disabilities
Master of Arts in Education with Emphasis in Special Education

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.
24
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.
15

C. **Number of recommendations** for certificate, license, or endorsement included in Table 1.
23
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.
We do not use a cohort model
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%.
F. Narrative explanation of **evidence available from program completers**, with a characterization of findings.
N/A – Please refer to goals
G. Narrative explanation of **evidence available from employers of program completers**, with a characterization of findings.
N/A – Please refer to goals
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.
N/A – Please refer to goals

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
Undergraduate/Graduate Initial Certification		
SEU Lesson Plan	The lesson plan rubric was designed to assess multiple dimensions of the lesson plan assignment. The lesson plan rubric is aligned with AAQEP and InTASC Standards and NJPTS. Scoring values for the lesson plan are: 4-Advanced; 3-Proficient; 2-Developing; 1-Beginner. The EPP expects the candidate to achieve a minimum 3.0 average across all categories at the completion of each program.	**Lesson Plan**: **1.a.** In Fall 2022, the mean scores indicate candidates improved in understanding, knowledge and skill in developing lesson plans. The candidates achieved at or above the EPP expected 3.0 score for each criterion. **1.b.** Data from Spring and Fall 2022 indicate undergraduate candidates are growing in knowledge and skill as they progress through the program. **1.c.** In Fall 2022 the candidates continued to develop lesson plans in ED465 Clinical Practice I Seminar. The candidates' mean scores show improvement in most criteria **1.**d. Over the course of the program, candidates' mean scores improve and show strength in most criteria areas. **1.**e. The undergraduate mean score data indicate that the candidates are gaining knowledge and skill in creating and developing positive classroom environments.
Observation & Conference Report (OCR)	The purpose of the Observation and Conference Report (OCR) is to provide formative feedback to the teacher candidate following the observation of a scheduled lesson. Aligned with the AAQEP	**OCR**: **1.a.** Candidates are meeting EPP expectations of a mean of 3 (Proficient) in criteria: 4 *Content*

	Standards, InTASC Standards, and NJPTS, the instrument evaluates the teacher candidate's competencies according to the standards. A post-observation conference allows the clinical supervisor to highlight the competencies, areas of strengths, and areas of and for growth. The instrument provides consistent input and repeated measures help demonstrate growth in competencies across the two semesters of clinical practice. The EPP gathers each candidate's scores for the Observation and Conference Reports (OCR) and the Clinical Competency Inventories (CCI) from Clinical Practice I and II. The EPP expects teacher candidates to achieve an average total score for both measures of 3 (out of 4) by the conclusion of Clinical Practice II.	*Knowledge* (3.03); 5 *Application of Content* (3.03); and 7 *Planning for Instruction* (3.19). **1.c.** Data for Fall 2021 and Spring 2022 provide evidence that the candidates are strong in all four areas: 2 *Learner Differences*; 3 *Learning Environment*; 7 *Planning for Assessment*; and 8 *Instructional Strategies*. Data for Fall 2021 and Spring 2022 present mean scores all above the expected 3.0 (out of 4.0). **1.**d. From the data, the 2021-2022 cohort met the required mean scores for assessment, analysis, and application of the analyses. **1.**e. Data indicate completers possess the skills to create a positive learning environment and a positive work environment. Total mean scores meet the expected 3.0 (out of 4.0). **1.**f. The data provide evidence that the candidates at the completion of their program have achieved the expected mean of 3 or better (out of 4) in the criteria for this area.
Clinical Competence Inventory (CCI)	The Clinical Competency Inventory (CCI) is used during Clinical Practice I and II, in conjunction with the Observation & Conference Report (OCR). In addition to assessing critical competencies, the measure also provides structured feedback to the clinical intern to advance growth in all areas of the InTASC standards. The CCI is completed at the conclusion of Clinical I and Clinical II by the clinical supervisor and cooperating teacher. The CCI has been designed to provide evaluative feedback on the growth in knowledge, skills, and dispositions of the individual clinical intern. The performance-based assessment measures key competencies aligned with the AAQEP standards, the InTASC standards, and the New Jersey Professional Teaching Standards (NJPTS) that are required for all teacher candidates prior to recommendation for certification. Aligned	**CCI**: **1.a.** Candidates possess the necessary content knowledge (criterion 4 mean=3.18; and can apply that knowledge appropriately in their teaching (criterion 5 mean=3.25). The two strongest criteria are 7 *Planning for Instruction* (mean=3.32) and 8 *Instructional Strategies* (mean=3.34). **1.b.** Data presented from Fall 2021 and Spring 2022 provide evidence that by the conclusion of Clinical Practice I and II, candidates have the knowledge and skills to support student success for all learners. The total mean scores are all above the expected 3.0 (out of 4.0) on each of the criteria. **1.c.** For Fall 2021 and Spring 2022 completers, the total mean scores are all above the expected 3.0 (out of 4.0) on each of the criteria. **1.e.** The total mean score for the criteria all meet the EPP expectation of 3.0 or better. The data

	with the standards, the observation evaluative instrument assesses the competencies.	collected provide evidence that dispositions and behaviors required for successful professional practice are strengths of the program. **1.**f. Data presented provide evidence that by the conclusion of Clinical Practice I II, completers possess the dispositions and behaviors required for successful professional practice. Mean scores for the identified criteria meet the required 3.0.
MA Educational Leadership and Supervisor Certification Program		
School Leadership Licensure Assessment (SLLA)	The School Leader Licensure Assessment (SLLA) is a New Jersey Department of Education required proprietary assessment for individuals seeking principal certification. Candidates for this license take the assessment upon completion of the MA in Educational Leader program. The content of the SLLA was defined by a national committee of expert practitioners and preparation faculty and confirmed by a national survey of the field. The assessment is aligned with the Professional Standards for Educational Leaders (PSEL), developed by the National Policy Board for Educational Administration (NPBEA). These standards were previously known as the Interstate School Leaders Licensure Consortium (ISLLC) Standards. The four-hour testing time is divided into two separately timed sections. During this time, the test taker will respond to the 120 selected-response questions and 4 constructed-response questions. The content categories assessed include: • Strategic Leadership • Instructional Leadership • Climate and Cultural Leadership	**1.a.** While limited data is presented, the evidence indicates that candidates are strong in content, pedagogical, and/or professional knowledge relevant to the credential or degree sought. For the SLLA, the EPP expects the pass rates to reach a minimum of 80% for each year the assessment is taken. In 2020-2021 the pass rate is 89%. In 2019-2020 the pass rate is 100%.

	• Ethical Leader, Organizational Leadership	
Educational Leadership Development Project	The Leadership Development Project evaluates candidate performance during the Leadership Development Institute on Evidence-Based Decision Making for Curriculum and Instruction (EDAS688). The Leadership Institute is an immersive educational experience held each summer at the conclusion of candidates' first year in the program. Drawing upon the first year of coursework, the Leadership Institute builds candidates' understanding of data analysis to improve instructional programming decisions centered on curriculum and program evaluation. It also provides candidates with an understanding of accountability systems to guide decision-making in instructional improvement. For the Leadership Development Project candidates work in teams to review and analyze an instructional issue, and formulate a detailed, research-based plan to address the problem. Scoring is based upon a four-point scale: Accomplished=4 points Proficient=3 points Developing=2 points Rudimentary=1.	**1.f** The evidence demonstrates candidates possess the knowledge, skills and dispositions necessary for successful professional practice. **Ed Leadership Development Project:** The mean scores are consistent across all criteria and all years. The candidates consistently reach 4 (out of 4) as their scores across the criteria. **Ed Leadership Action Research:** In the 2021 and 2022 cycles, the candidates scored well above the expected 3.5 (out of 4) with a 3.91 (2021) and a 4.0 (2022).
Educational Leadership Action Research Project	The Action Research Project is designed to provide ongoing opportunities for candidates to work as research team members and complete practical action research projects on authentic school-based problems. Candidates must share their findings in a scholarly presentation to an audience of peers and produce a final written research report. Applications of qualitative and quantitative methodologies applied to school-based research	

are the focal point of preparing a final Action Research Project on an authentic curriculum development and instruction problem. Candidates may elect to work individually or in groups on this project.

The assessment is administered at the conclusion of EDAS 611 *Action Research* for the candidates. Scoring on the Educational Leadership Action Research Rubric is based upon a four-point scale: Accomplished=4 points; Proficient=3 points; Developing=2 points; Rudimentary=1 point. The EPP expects candidates to achieve a Proficient (3 out of 4) rating on all criteria.

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
Undergraduate/Graduate Initial Certification		
Observation & Conference Report (OCR) Clinical Competence Inventory (CCI) SEU Lesson Plan	See Standard 1	**2.a. OCR/CCI/NJ EPP PR** – the data presented provide evidence that completers/novice teachers can effectively meet needs of learners and their families in a variety of contexts. **2.b. Lesson Plan/CC/ NJ EPP PR** – the data presented indicate that completers/novice teachers are successful in creating inclusive environments for all learners. **2.c. Lesson Plan/OCR/CCI/ NJ EPP PR:** The data provided evidence that completers are moving toward proficiency and completers are highly effective and effective in meeting learning needs in a variety of context.

		2.e. OCR/CCI/ NJ EPP PR – The data presented indicate completers/novice teachers possess the required dispositions to be reflective practitioner. 2.f. OCR: The data presented from the OCR indicate that completers are able to collaborate with colleagues to support professional growth.
NJ DOE EPP Performance Report	The goal of the NJ EPP PR is to share the available state data on novice teachers that the Educator Preparation Provider (EPP) recommended for certification. To create the report, the New Jersey Department of Education (NJDOE) has synthesized data from multiple sources. The New Jersey Department of Education (NJDOE) collects and aggregates the data used for this report from multiple sources. Suppression rules have been applied for the assessment, compensation, and evaluation data included in the report to prevent the identification of individuals and the disclosure of their personal information. The NJDOE collects: • **Certification** data from EPPs and individuals through the Teacher Certification System (NJEdCert formerly TCIS), which contains all information regarding the certification status of teachers who have applied for and/or hold a New Jersey certification. • **Employment and Compensation** data from school districts through the staff-level Standards Measurement and Resource for Teaching (NJSMART) data system. • **Higher Education** data from the Office of the Secretary of Higher Education's (OSHE) Student Unit Record (NJSURE)	

	system. OSHE collects data from Institutions of Higher Education (IHE), but not all IHEs are required to submit data to the NJSURE database. Non-submitting institutions have been noted in the report. • **Program level** data from EPPs through the teacher preparation program approval process. • **School level category** data is calculated using growth and proficiency data. This data includes student assessment data, graduation rates, and student growth over time. • **Student level demographic** data from school districts through the student student-level Standards Measurement and Resource for Teaching (NJSMART) data system. The data used in the report represents a one-year cohort of teachers who earned a Certificate of Eligibility with Advanced Standing (CEAS) who may have been employed in a New Jersey public school. Included in the report are the **Provider Profile, Completer Demographics, Certification Assessments, Full-time Employment Outcomes**, and **Teacher Evaluation Results**. In the NJ EPP PR the Teacher Evaluation Results include four categories. These are Summative, Teacher Practice Scores, Teacher Student Growth Objectives, and Teacher Student Growth Percentile Scores.	
edTPA	The edTPA assessment is a performance-based, subject-specific assessment and support system used by teacher preparation programs throughout the United States to emphasize, measure, and	

	support the skills and knowledge that all teachers need in the classroom. The assessment features a common architecture focused on three tasks: Planning, Instruction, and Assessment. Teacher Candidates complete the edTPA assessment during Clinical Practice II. The candidates receive their appropriate edTPA Handbooks in Clinical Practice I Seminar. The candidates explore the components of the Handbook with the Clinical Practice I Seminar professor. The candidates complete the edTPA Context for Learning during the Clinical Practice I Seminar. In the Clinical Practice II Seminar, the candidates are guided through the process to complete and submit their assessment. The EPP expects the candidates to achieve a 2.75 or better in each of the assessment rubrics.	
MA Educational Leadership and Supervisor Certification Program		
School Leadership Licensure Assessment (SLLA)	See Standard 1	**2.a.** While limited data is presented, the evidence indicates that candidates are strong in content, pedagogical, and/or professional knowledge relevant to the credential or degree sought. For the SLLA, the EPP expects the pass rates to reach a minimum of 80% for each year the assessment is taken. In 2020-2021 the pass rate is 89%. In 2019-2020 the pass rate is 100%.
Educational Leadership Development Project	See Standard 1	**2.f.** Completers possess the professional dispositions necessary to be able to collaborate with colleagues to support professional learning. The data presented indicate the candidates were strong in collaborating with their colleagues to support professional learning.

Educational Leadership Field Internship	The Field Internship Mentor Assessment is an observational instrument completed by mentors (practicing school leaders) who work with Educational Leadership interns for three semesters during the Field Internship experience and evaluate them as beginning school leaders who have acquired the knowledge and application of the PSEL Standards. A Likert-type rating scale demonstrates the intern's progress across three categories on the Mentor Assessment Form. The assessment is administered at the conclusion of each of three Field Internship courses beginning in Summer I and then at the conclusion of the fall and spring semesters in the second year of the program. Data is collected at the conclusion of each semester the course is taught. Scoring is based upon a three-point scale: Exemplary=3; Acceptable=2; Unacceptable=1. The EPP expects candidates to achieve an Exemplary (3 out of 3) on all criteria.	2.e. Completers possess the dispositions and behaviors required to be reflective practitioners. The data presented indicated the completers possess strength in professional reflective practice.