



## AAQEP Annual Report for 2023

Provider/Program Name:	SUNY New Paltz
End Date of Current AAQEP Accreditation Term (or “n/a” if not yet accredited):	June 2029

### **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.

SUNY New Paltz is the only public, residential, comprehensive university in the Hudson Valley region of New York State. Our mission, “Preparing caring, critical, and reflective professionals to maximize student success”, is based upon the four pillars of our conceptual framework:

- Critical Inquiry and Intellectual Development
- Professional Skills and Dispositions
- Culturally Responsive Practice and Social Justice
- Democratic Citizenship and Student Advocacy

In pursuit of this mission, SUNY New Paltz offers undergraduate and graduate programs leading to initial certification (5 BS/BA and 6 MST/MAT), MSED programs leading solely to professional certification (5 programs: MSED in Childhood, and Adolescence English, Math, Science, and Social Studies), MSED programs leading to professional certification in Literacy, Special Education, and TESOL (3 programs), Certificate of Advanced Study (CAS) programs in Educational Administration, and a Master of Professional Studies in Social Justice Educational Studies.

### 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.newpaltz.edu/schoolofed/assessment--accreditation/accreditation.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)
<i>Programs that lead to initial teaching credentials</i>			
BS/BA Early Childhood & Childhood Education	Initial certification B-2 and 1-6	467	133
BS/BA Adolescence English Education	Initial certification 7-12 English	95	22
BS/BA Adolescence Mathematics Education	Initial certification 7-12 Mathematics	12	5
BS/BA Adolescence Science Education	Initial certification 7-12 Science (discipline specific)	32	7

BS/BA Adolescence Social Studies Education	Initial/Professional certification 7-12 Social Studies	105	36
MST Early Childhood & Childhood Education	Initial/Professional certification B-2 and 1-6	45	11
MAT Adolescence English Education	Initial/Professional certification 7-12 English	20	9
MAT Adolescence Mathematics Education	Initial/Professional certification 7-12 Mathematics	15	8
MAT Adolescence Science Education	Initial/Professional certification 7-12 Science (discipline specific)	20	7
MAT Adolescence Social Studies Education	Initial/Professional certification 7-12 Social Studies	31	14
MAT World Languages Education	Initial/Professional certification 7-12 World Languages (language specific)	0	0
Total for programs that lead to initial credentials		842	252
<b><i>Programs that lead to additional or advanced credentials for already-licensed educators</i></b>			
MSED in Literacy Education	Initial/Professional certification in B-2 or 5-12 Literacy Education	76	40
MSED in Special Education	Initial/Professional certification in B-6 or 7-12 Special Education	43	15
MSED in TESOL	Initial/Professional certification in TESOL (all grades)	28	13
MSED in Childhood Education	Professional certification in Childhood Education 1-6	21	9
MSED in Adolescence English Education	Professional certification in Adolescence English Education 7-12	7	5
MSED in Adolescence Mathematics Education	Professional certification in Adolescence Mathematics Education 7-12	4	1
MSED in Adolescence Science Education	Professional certification in Adolescence Science Education 7-12	1	0

MSED in Adolescence Social Studies Education	Professional certification in Adolescence Social Studies Education 7-12	9	6
CAS in Educational Administration	Certificate of Advanced Studies and initial/professional certification in School Building Leader and School District Leader	143	57
CAS in Educational Administration	Certificate of Advanced Studies and initial/professional certification in School District Business Leader	8	2
CAS in TESOL	Certificate of Advanced Studies and initial certification in TESOL (all grades)	0	0
MPS in Social Justice Education (certification track)	Professional certification in NYS special teaching areas (music, PE, visual arts education, agriculture, etc.)	0	0
Total for programs that lead to additional/advanced credentials		340	148
<b><i>Programs that lead to credentials for other school professionals or to no specific credential</i></b>			
MPS in Social Justice Education (non-certification track)	None	25	13
MSED in Second Language Education (non-certification track)	None	0	0
BS in Early Childhood Studies (non-certification track)	None	11	7
Total for additional programs		36	20
TOTAL enrollment and productivity for all programs		1,218	420
Unduplicated total of all program candidates and completers		1,204	420

### **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.)

Added:  
 MAT in World Languages (no enrollment yet)  
 MPS in Social Justice Education (non-certification track)  
 MSED in Second Language Education (non-certification track)  
 CAS in TESOL  
 BS in Early Childhood Studies (non-certification track)

### 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. <b>Total enrollment</b> 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>
<p>1,204</p>
<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>
<p>420</p>
<p>C. <b>Number of recommendations</b> for certificate, license, or endorsement included in Table 1.</p>
<p>420</p>
<p>D. <b>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>Four-year completion rates in undergraduate programs range between 60% (those who started in 2017) and 67% (those who started in 2018). Six-year completion rates in undergraduate programs range between 77% (those who started in 2014) and 87% (those who started in 2016). Those who struggle to graduate within four years are those who transfer credits in from community colleges. Despite the Jointly Registered Teacher Education Programs (JRTEP) partnerships we have with our community college colleagues, candidates transferring to New Paltz from community colleges are often significantly off their plan of study upon arrival, primarily due to inaccurate advising during their community college experience and simply being unaware of the JRTEP</p>

opportunity. We have begun these conversations with our community college colleagues, who are interested in working with us to help alleviate these issues.

On-time graduation rates at the graduate level since Fall of 2015 range between 85% (those who started in 2018) and 93% (those who started in Spring 2019). What constitutes on-time depends on the program; our accelerated second-master's in Literacy Education program can be completed by a full-time student in a year, while our Special Education MSED will take many students two years to complete, especially if they don't want to take courses over the summer. Each student's plan of study is determined upon entry into the program, and if they succeed in each course and do not deviate from that plan, they graduate within the time frame outlined in the plan of study.

**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%.

Candidates must take and pass the Educating All Students exam, a Content Specialty Test (CST) specific to their discipline. Pass rates on all exams are over 80%.

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

Available evidence from program completers is limited to alumni surveys, which are performed by the Office of Institutional Research. We do not yet have data for the academic year covered in this report.

**G. Narrative explanation of evidence available from employers of program completers**, with a characterization of findings.

Available evidence from employers comes from the Employer Survey administered by the Mid-Hudson School Study Council, in collaboration with SUNY New Paltz. The data for the 2022 survey continue to demonstrate a positive endorsement of completers by employers, with every question in the survey showing a slightly higher average rating than the year previous, and all scores above 3.5 on a 5 point scale.

**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.

New York State does not provide data on employment, but after a decade of negotiation, the SUNY Deans and Directors are on the edge of a breakthrough with NYSED, and we may finally be getting access to downstream data.

There is a SUNY dashboard (gradwages) that shows labor-informed metrics (e.g., average income, % of completers working), but it does not specifically break down whether or not the data are coming from people working within the education sector (they could, for example, be working in retail). However, this data does show that 87.3% of completers from SUNY New Paltz education programs are working in NYS 2 years after graduation.

#### 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**

<b>Provider-Selected Measures</b>	<b>Explanation of Performance Expectation</b>	<b>Level or Extent of Success in Meeting the Expectation</b>
NYSED Certification Exams - CST	Students must exceed state-identified cutscores. Institutions must have an 80% pass rate or higher.	All programs have higher than 80% pass rate on these exams.
NYSED Certification Exams - EAS	Students must exceed state-identified cutscores. Institutions must have an 80% pass rate or higher.	All programs have higher than 80% pass rate on this exam.
Internal: TPA	Students must have no evaluations at “Unacceptable” on the TPA, and must score an 80% or higher on the assessment.	This was rolled out in Fall 2023 due to NYSED regulatory changes. There is no data to report, but faculty have been providing positive feedback on the TPA.
Internal: Planning Assessment	Students must have no evaluations at “Unacceptable” level during capstone experience, and must score an 80% or higher on the assessment. Programs strive for each candidate to meet this bar, but we follow the state’s expectation of 80% passing before we consider it to be an issue warranting targeted action.	All students who graduated during this academic year exceeded the stated benchmark. Students who did not meet the benchmark failed student teaching and were forced to repeat a placement the next semester. This number was less than 1% of all completers for the year.

Internal: P-12 Learning Assessment	Students must have no evaluations at “Unacceptable” level during capstone experience, and must score an 80% or higher on the assessment. Programs strive for each candidate to meet this bar, but we follow the state’s expectation of 80% passing before we consider it to be an issue warranting targeted action.	All students who graduated during this academic year exceeded the stated benchmark. Students who did not meet the benchmark failed student teaching and were forced to repeat a placement the next semester. This number was less than 1% of all completers for the year.
Internal: Assessment of Pedagogical Practice	Students must have no evaluations at “Unacceptable” level during capstone experience, and must score an 80% or higher on the assessment. Programs strive for each candidate to meet this bar, but we follow the state’s expectation of 80% passing before we consider it to be an issue warranting targeted action.	All students who graduated during this academic year exceeded the stated benchmark. Students who did not meet the benchmark failed student teaching and were forced to repeat a placement the next semester. This number was less than 1% of all completers for the year.
Internal: Dispositions Assessment	Students must have no evaluations at “Unacceptable” level during capstone experience, and must score an 80% or higher on the assessment. Programs strive for each candidate to meet this bar, but we follow the state’s expectation of 80% passing before we consider it to be an issue warranting targeted action.	All students who graduated during this academic year exceeded the stated benchmark. Students who did not meet the benchmark failed student teaching and were forced to repeat a placement the next semester. This number was less than 1% of all completers for the year.
Internal: School Leadership Portfolio Assessment	Students must have no evaluations at “Unacceptable” level during capstone experience, and must score an 80% or higher on the assessment. All students must pass in order to graduate and be recommended for certification.	All students who graduated during this academic year exceeded the stated benchmark.



Internal: School Leadership Professionalism Assessment	Students must have no evaluations at “Unacceptable” level during capstone experience, and must score an 80% or higher on the assessment. All students must pass in order to graduate and be recommended for certification.	All students who graduated during this academic year exceeded the stated benchmark.
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**Table 4. Expectations and Performance on Standard 2: Completer Professional Competence and Growth**

<b>Provider-Selected Measures</b>	<b>Explanation of Performance Expectation</b>	<b>Level or Extent of Success in Meeting the Expectation</b>
MHSSC Employer Survey	The institution’s goal is to 1) be rated above a 3.0 on each item in the survey, and 2) be rated above the collective average for at least half of the items on the survey (e.g., be in the top 50% for responders).	For the last edition of this survey, we were rated above a 3.0 on all items, and were in the top 50% for responders on 85% of the items.
Internal: TPA	Students must have no evaluations at “Unacceptable” on the TPA, and must score an 80% or higher on the assessment.	This was rolled out in Fall 2023 due to NYSED regulatory changes. There is no data to report, but faculty have been providing positive feedback on the TPA. The State previously used edTPA, but the COVID pandemic put that on hold, and no students have taken the edTPA since 2020, so we have no data.
Graduating Student Survey	The institution’s goal is to be rated above a 3.0 on each item in the survey.	For the last edition of this survey, we were rated above a 3.0 on all items on the instrument.
Alumni Survey	The institution’s goal is to be rated above a 3.0 on each item in the survey.	For the last edition of this survey, we were rated above a 3.0 on all items on the instrument.