AAQEP Annual Report for 2024

Provider/Program Name:	National University
End Date of Current AAQEP Accreditation Term (or "n/a" if not yet accredited):	6/30/2029

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.

The mission of National University (NU) is to deliver accessible world-class student experiences by providing quality programs and services that ensure student success through meaningful learning.

National's vision is to be an inclusive and innovative university serving life-long learners who contribute to the positive transformation of society.

The NU Sanford College of Education (SCOE) has recommended more candidates for teaching credentials in CA than any other university in the state. We offer a wide range of credential programs to help navigate success in a teaching or school administration career. Our non-credential programs serve to enhance learning experiences across a variety of

educational settings. Through our convenient four-week courses, candidates can immerse themselves in career-driven credential programs that help future educators reach their goals.

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.nu.edu/our-university/the-university/ourmission/

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 07/24	**Number of Completers** in most recently completed academic year (12 months ending 07/24
Programs that lead to initial teaching credentials			
Preliminary Education Specialist Credential – Mild Moderate Support Needs	CTC Credential	1161	381
Preliminary Education Specialist Credential – Extended Support Needs	CTC Credential	613	165
Preliminary General Education Multiple Subject Credential	CTC Credential	1515	450
Preliminary General Education Single Subject Credential	CTC Credential	1473	445

Pupil Personnel Services-School Counseling	CTC Credential	848	154
Pupil Personnel Services- School Psychology	CTC Credential	319	142
Bachelor's Teacher Education - English/Language Arts	CTC Credential	49	4
Bachelor's Teacher Education - Social Sciences	CTC Credential	71	6
Total for programs that lead to initial credentials		6049	1747
Programs that lead to additional or advanced credentials for already-licensed educators			
Preliminary Administrative Services	CTC Credential	302	70
Clear Administrative Services Credential	CTC Credential	101	96
Total for programs that lead to additional/advanced credentials		403	166
Programs that lead to credentials for other school professionals or to no specific credential			
Bachelor of Arts in Interdisciplinary Studies (ITL)	n/a	135	5
Bachelor of Arts in Early Childhood Development (ITL)	n/a	771	95
Master of Early Childhood Education	n/a	115	65
Master of Bilingual Education	n/a	49	0
Ed Specialist	n/a	116	53
Doctor of Education	n/a	2639	353
Total for additional programs		3825	571
TOTAL enrollment and productivity for all programs		10277	2484
Unduplicated total of all program candidates and completers		10277	2484

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/A
Master of Bilingual Education Program was approved, 49 students enrolled during this reporting window, with no completers during the reporting window.

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.
10277
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.
2484
C. **Number of recommendations** for certificate, license, or endorsement included in Table 1.
Total number of candidates recommended for CTC credential 1903.

Recommendations for Credential	
Master of Education	**n**
Preliminary Education Specialist Credential - Mild/Moderate Support Needs	381
Preliminary Education Specialist Credential - Moderate/Severe Support Needs	165
Preliminary General Education Multiple Subject Credential	450
Preliminary General Education Single Subject Credential	445
Prelminary Administrative Services	70
Clear Administrative Services Credential	96
Pupil Personnel Servides- School Counseling	154
Pupil Personnel Servides- School Psychology	142
	1903

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.

98% completed in the expected timeframe

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%.

July 2023 - June 2024 Best Attempt (from "Pass Rate Analysis" in Results Analyzer/Pearson) Low N = fewer than 10 candidates took test					
Test	**Program/Test**	**Number Passed**	**Total Number**	**Institution Pass Rate**	**State Pass Rate**
CalTPA (Best Attempt)	Teacher Education: Multiple Subjects				
	Math 1	284	271	95%	90%
	Math 2	206	197	96%	93%

	Literacy 1	219	190	87%	87%
	Literacy 2	283	274	97%	93%
	TOTAL Mult. Subj.	**992**	**932**	**94%**	**91%**
	Teacher Education: Single Subjects				
	Agriculture	Low N	Low N	N/A	78%
	Art	38	38	100%	96%
	Business	Low N	Low N	N/A	83%
	English/Lang. Arts	141	146	97%	96%
	Home Economics	Low N	Low N	N/A	No Data
	World Language	55	56	98%	92%
	General Science	63	67	94%	91%
	Health Science	8	10	80%	82%
	Mathematics	133	133	100%	97%
	Music	57	59	97%	94%
	Physical Education	164	165	99%	96%
	Social Sciences	138	142	97%	97%
	TOTAL Single Subject	**810**	**816**	**98%**	**95%**
Ed Specialist CalTPA (Best Attempt)	**Education Specialist: Mild/Moderate Support Needs**				
	Math 1	47	53	89%	93%

	Math 2	18	26	69%	93%
	Literacy 1	30	32	94%	92%
	Literacy 2	40	41	98%	97%
	TOTAL MMSN	**135**	**152**	**89%**	**94%**
	Education Specialist: Moderate/Severe Support Needs				
	Math 1	24	24	100%	96%
	Math 2	10	12	83%	98%
	Literacy 1	14	15	93%	91%
	Literacy 2	16	17	94%	97%
	TOTAL ESN	**64**	**68**	**94%**	**95%**
CalAPA (Best Attempt)	**Admin Services/Leadership**				
	Cycle 1	176	186	95%	98%
	Cycle 2	124	132	94%	94%
	Cycle 3	130	142	92%	97%
	TOTAL Ed. Admin.	**430**	**460**	**93%**	**96%**

F. Narrative explanation of **evidence available from program completers**, with a characterization of findings.
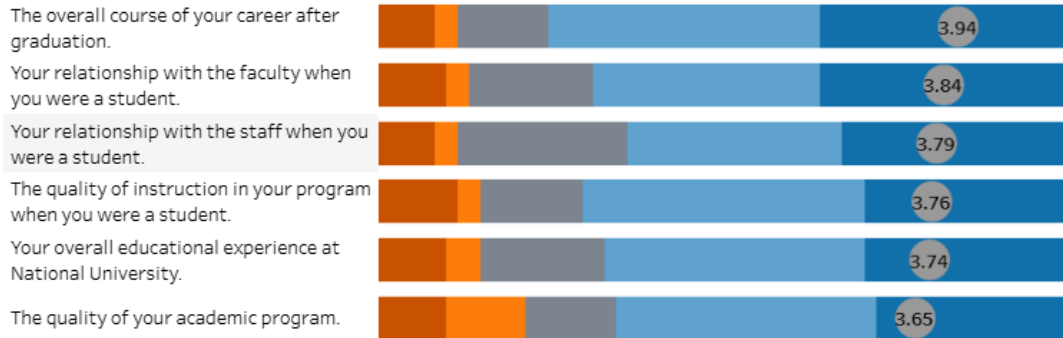
The 1 and 3 year Alumni Surveys are used to measure Completer Satisfaction in the Sanford College of Education. Overall, the 2023-24 1-year survey (n=89) suggests satisfaction in areas of quality and relationships. Over 85% rated the overall course of their career after graduation as above neutral (Satisfied or Very Satisfied).

Regarding the completer perception of competency mastery, candidates rated all areas above 3.8, with learning to utilize research and critical thinking to solve problems rated highest.

Program Completer Survey

Completers were asked to rate how satisfied or dissatisfied they are with each of the following statements.
1 (Very Dissatisfied) to 5 (Very Satisfied)

Statement	Rating
The overall course of your career after graduation.	3.94
Your relationship with the faculty when you were a student.	3.84
Your relationship with the staff when you were a student.	3.79
The quality of instruction in your program when you were a student.	3.76
Your overall educational experience at National University.	3.74
The quality of your academic program.	3.65

Completers were asked to rate how strongly they Agree or Disagree that National University helped them to develop the following competencies.
1 (Strongly disagree) to 5 (Strongly Agree)

Competency	Rating
Utilize research and critical thinking to solve problems.	4.02
Demonstrate professional ethics and practice academic integrity.	3.98
Communicate effectively orally and in writing, and through other appropriate modes of expression.	3.94
Demonstrate cultural and global awareness to be responsible citizens in a diverse society.	3.92
Use collaboration and group processes to achieve a common goal.	3.90
Apply information literacy skills necessary to support continuous, lifelong learning.	3.84
Display mastery of knowledge and skills in a discipline.	3.80

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

Advisory Board meetings are convened on an annual or semi-annual basis. These are either departmental (PPS, SPD) or programmatic (ITL, EDA) and membership consists of alumni, employers, fulltime and parttime faculty, and staff. Topics and suggestions from the 2023-24 academic year featured the following:

- The use of AI: appropriateness in education, professional development and implementation

- District level teacher shortages and strategies to assist with teacher workforce issues
- Residency partnerships, Classified Employee Grants, US DOE Grants and teacher pathways to enter the profession using braided funding sources to offset the costs of clinical practice requirements
- Bilingual needs for CA districts
- Placement challenges

These topics initiated a formal web-based AI information site and many program-level conversations regarding how/when to incorporate AI into assignments. The action in response to continual issues with teacher shortages resulted in an escalated effort to partner in many available pathways for candidates to enter the profession.

Employer Satisfaction Surveys are scheduled for the 2024-2025 cycle. The process includes an invitation to advisory board stakeholders to assist in designing the survey questions.

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 state of CA does not provide data on employment of educators, by program completed. We are able to track those issued a credential, but not track where/if they are employed. The one exception is those candidates who opt to engage in an Intern experience to complete clinical practice requirements. For 2024, 1190 Interns, across 5 internship program options, were reported.

Internships 2023-2024	
Row Labels	Count of ID
Education Admin	52
School Counseling	28
School Psychology	44
Teacher Ed (ITL)	603
Special Ed	463
	1190

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
Signature Assignment Data	Course-based, direct measure linked to Program Learning Outcomes (PLO)	Acceptable targets met
CalTPA,EdSpCalTPA, CalAPA exams	Pearson-reviewed performance exams	Targets met in exams, and in Literacy CalTPA Pilot work
Praxis Exams	Externally reviewed	Acceptable targets met, revising targets
Disposition project	Three-tiered course experience	Survey measure in design; implementation Fall 2025

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
Placement data/demographics	Diverse settings verified by data	Matched to CA demographics
State Standards alignment	(TPE, BTPE, CASEL, CAPSA)	Shift to new AMS has proven problematic
Induction Performance	Clear credential award data	% Credentials awarded
Completer Satisfaction Survey data	Questions specific to Standard 2	Overall satisfaction, analysis of qualitative data for suggested improvements

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.

The SCOE continues to work toward a merged state, including the launching of new data systems, AMS systems, LMS systems, and tools at the university level. While the merger offers opportunities for improvements to student learning and systems enhancements, this year has proven very challenging in regard to reliable data. We have relied extensively on external exams (Praxis, CalTPA) to provide needed information for program improvement. Survey responses were very low, and data for some merged programs unable to be mined. The progress we have made in spite of these issues includes:

- Selected to participate in a Literacy CalTPA pilot study
- Implemented a large US DOE Residency grant focusing on the Chula Vista district
- Partnered with 30 new districts in support of Classified Employee Grant opportunities for candidates
- Engaged with 9 state-awarded Residency programs
- Continued partnerships with Harmony and SEL-focused initiatives
- Developed a three-tiered approach to self-actualizing dispositional concepts within program coursework
- Strengthened partnership with Workforce Education Solutions to address teacher shortages, and award scholarships to candidates
- Awarded a large US DOE Full-Service Community Schools Grant, partnering with 11 community agencies
- Awarded a large US DOE grant to partner Ed. Admin candidates with teacher candidates, focusing on BIPOC candidates.

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. Note that providers may focus their work 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 2024-25 year	Increase the ability to measure course-based aspects of standard 1
Actions	NU is working on launching a new integration between the LMS and an interactive database to capture candidate performance data
Expected outcomes	Improved ability to review reliable data
Reflections or comments	The work required to integrate new systems is ahead of us
	Standard 2
Goals for the 2024-25 year	Continue to redesign existing surveys, add new surveys (Climate/Culture) specific to need
Actions	A survey audit provided input for the work we are now immersed in.
Expected outcomes	Enhanced ability to analyze employer, completer, and candidate perspectives
Reflections or comments	All sources (university, college, department, program) are under audit
	Standard 3
Goals for the 2024-25 year	Integrate the new TPA 7 Literacy Standard into the program assessment cycle as part of the measures of Standard 3

Actions	PD for program and clinical practice faculty
Expected outcomes	Program improvement/course improvement assessment information
Reflections or comments	CA Literacy is in flux; our candidates are placed throughout the state, and we need to be able to prepare them for any Literacy curriculum they may teach.
	Standard 4
Goals for the 2024-25 year	Continue to grow partnerships, traditional and residencies, with attention to high-needs areas
Actions	The tracking of all partners has been operationalized; grant opportunities have yielded many new partners, or pathways to credentialing within District models (Residency, classified Employee Grants)
Expected outcomes	Clear pathways for candidates to explore options to enter the field
Reflections or comments	A part-time Grant Liaison serves many of the Residency partnerships, with two faculty assigned to the largest partners.

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). Note that where 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.

We did not have any concerns or conditions, but have addressed the 1 comment we received:

 The Commission notes that successful operationalization of a quality assurance system for continuous improvement requires systematic reflection and action on the evidence at the aspect level. The program needs to identify the specific elements of assessments and other measures being used as evidence for each aspect of the standards in order to further develop this process and document it in its Annual Reports to AAQEP.
Our work to align both course-based assignments (standard 1) and focused survey items (Standard 2) respond directly to this comment. All work is being done with the AAQEP aspect-level output in mind.

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.

> Our anticipated growth includes two new Bachelor's programs, the BA-IASE (interdisciplinary studies), and the BA-SPED (special education) . The Masters in Bilingual Education is operational, and has begun to enroll students.

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. Patricia Heydet Kirsch, Director, Assessment, Accreditation and Clinical Practice	Dr. Robert Lee, Dean, Sanford College of Education

Date sent to AAQEP:	12/12/2024