



AAQEP Annual Report for 2025

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

Felician University Mission

Felician is an independent co-educational Catholic/Franciscan University founded and sponsored by the Felician Sisters to educate a diverse population of students within the framework of a liberal arts tradition. Its mission is to provide a full complement of learning experiences, reinforced with strong academic and student development programs designed to bring students to their highest potential and prepare them to meet the challenges of the new century with informed minds and understanding hearts. The enduring purpose of Felician University is to promote a love for learning, a desire for God, self-knowledge, service to others and respect for all creation (Felician University, Fact Book, 2023, p. 4).

Felician University Overview of Context

One of just three institutions of higher education in the United States established by the Order of Felician Sisters, Felician University was founded by the Felician Sisters of Lodi, New Jersey, on July 5, 1923. Initially known as Immaculate Conception Normal School, with a mission of training teachers, the institution evolved into a teaching college in May 1935, approved by and affiliated with the Catholic University of America. The institution reorganized as a junior college in 1941, and on March 26, 1942, was incorporated under the laws of the State of New Jersey as Immaculate Conception Junior College. By the 1960s, the College was admitting laywomen, conferring its own associate degrees, and running a two-year Nursing program, which it had taken over from St. Mary's Hospital in Orange, New Jersey. By 1967, the College changed its name to Felician College and started offering a four-year Elementary Teacher Education program. Concurrently, a physical expansion program resulted in the library and a building containing classrooms, offices, and an auditorium. Program development progressed over the next decades, mainly in the areas of Nursing and healthcare, Business, and Education. In the 1980s, the College established a Computer Science Center and introduced programs in this field. In 1986, the College became coeducational. Programs broadened to offer Weekend Classes, off-campus sites, and partnerships with other institutions, as well as degrees in fields including the Natural Sciences and Humanities. Recognizing the need for student support services, Felician opened a Childcare Center, a Center for Learning, and a Nursing Resource Center. The 1990s witnessed further growth. The College developed its virtual presence starting in 1996, with a website, Internet and email for students and faculty, and Distance Learning courses. The Athletics program began, with basketball for both male and female students, a men's soccer team, and a women's softball team. In 1995, Felician College received permission from the New Jersey Commission on Higher Education to offer graduate programs, starting with the MS in Nursing. Facility development continued, with the completion of Kirby Hall and the purchase of the Rutherford campus from Fairleigh Dickinson University. Support services also increased, one instance of which was the JumpStart program offered by the Center for Academic Support Services. Physical, educational, and extracurricular expansion advanced. Iviswold Castle opened in Spring 2013 after a 14-year renovation. The College updated the Little Theater on the Rutherford Campus. More academic programs emerged, at both the undergraduate and graduate levels, including Communications, Criminal Justice, additional options in Teacher Education, and Fasttrack Nursing. The College entered into articulation agreements with multiple community colleges for transfer students and with universities for joint programs. Webcasting from the student-run radio station WRFC (now known as Radio Felician University) began in 2006. Veterans found enhanced benefits through the College's status as a recognized Yellow Ribbon, Purple Heart, and Military Friendly University. The Felician College Athletic Program gained full membership in the National Collegiate Athletic Felician University Factbook 2022 Association Division II in Fall 2002. In 2004, the Office for Mission Integration was established to promote the continuance of the Felician Franciscan identity and heritage of the College in all aspects of the collegiate experience. On September 24, 2015, Felician College received approval from the New Jersey Secretary of Higher Education to change its name to Felician University. At this point, the institution had transformed from a junior college in 1941 to offer 16 masters, 4 post-bachelors or post-master's certificates, and 2 doctoral degree programs.

School of Education New EdD Overview

The Doctor of Education (EdD) in Educational and Organizational Leadership was approved by the New Jersey Office of the Secretary of Higher Education in July 2025 and welcomed its first cohort in Fall 2025. In alignment with the University's historical roots, mission, and current strategic focus on excellence in learning and curriculum innovation, the new EdD program aims to develop scholarly practitioners in the education and business sectors from diverse backgrounds.

Grounded in Franciscan core values—namely, respect for human dignity, compassion, transformation, and the promotion of justice and peace—the curriculum is designed to integrate these principles and develop transformative educational and organizational leaders who serve with compassion and social consciousness.

The program admits current and aspiring leaders who hold a master's degree in education or a related field. The full program of study comprises 51 credits, with coursework distributed across three main areas: leadership, research methods, and a student-selected specialization in one of the following: K–12 Leadership, Business and Entrepreneurship, or Higher Education. The program is delivered entirely online, featuring both synchronous and asynchronous components. Except for dissertation seminars, all courses follow an 8-week cycle. Students may complete the program in two years by pursuing full-time study with a minimum course load of 9 credits per semester.

The program offers flexible pathways for K–12 candidates, allowing them to pursue their EdD and the New Jersey School Supervisor Certificate concurrently. Students work closely with faculty advisors to tailor a program of study that aligns with their professional goals and are supported throughout to ensure they acquire the research skills needed to complete their dissertation.

Our faculty includes practicing leaders with years of experience as school administrators and teachers, alongside professors who are experts in educational best practices. Students benefit not only from faculty expertise but also from learning collaboratively with peers about current issues and strategies in the field.

Programs

Degree or Certificate Granted by the Institution	State Certification, License, or Endorsement, or Other
1. Early Childhood Education (P- 3) and Teacher of Students with Disabilities (TOSD), BA	Early Childhood (P-3) Certification TOSD Certification
2. Elementary Education (K-6) and Teacher of Students with Disabilities (TOSD), BA	Elementary (K-6) Certification TOSD Certification
3. Elementary Education (K-6) with Mathematics Specialization (5-8) and Teacher of Students with Disabilities (TOSD), BA	Elementary Certification (K-6) Grades 5-8, Mathematics Certification

TOSD Certification	
4. Elementary Education (K-6) with Science Specialization (5- 8) and Teacher of Students with Disabilities (TOSD), BA	Elementary Certification (K-6) Grades 5-8, Science Certification TOSD Certification
5. Secondary Education Mathematics (K-12) and Teacher of Students with Disabilities (TOSD) BA	Secondary Mathematics Certification (K- 12) TOSD Certification
6. Secondary Education Art (K-12) and Teacher of Students with Disabilities (TOSD) BA	Secondary Art Certification (K-12) TOSD Certification
7. Secondary Education Biology (K-12) and Teacher of Students with Disabilities (TOSD) BA	Secondary Biology Certification (K- 12) TOSD Certification
8. Early Childhood Education (P- 3) and Teacher of Students with Disabilities (TOSD) MA	Early Childhood (P-3) Certification TOSD Certification
9. Early Childhood Education (P- 3) and Teacher of Students with Disabilities (TOSD) MA ALTERNATE ROUTE (<i>being sunset</i>)	Early Childhood (P-3) Certification TOSD Certification
10. Elementary Education (K-6) and Teacher of Students with Disabilities (TOSD) MA	Elementary (K-6) Certification TOSD Certification
11. Elementary Education (K-6) with Mathematics Specialization (5-8) and Teacher of Students with Disabilities (TOSD) Certification only	Elementary Certification (K-6) Grades 5-8, Mathematics Certification TOSD Certification
12. Special Education, MA	Teacher of Students with Disabilities (TOSD)
13. Special Education, Certification only	Teacher of Students with Disabilities (TOSD)
14. Teacher of English as a Second Language, (ESL) MA	Teacher of English as a Second Language (ESL)
15. Teacher of English as a Second Language, (ESL) Certification only	Teacher of English as a Second Language (ESL)
16. Principal/Supervision Dual Certification, MA	Principal and Supervision
17. Educational Supervision, MA	Supervision
18. Educational Supervision, Post- Master's Certification Only	Supervision
19. Principal Post Masters Certification Only	Principal
20. Educational and Organizational Leadership, EdD (Added in Fall 2025)	N/A

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):

[Accreditation and Annual Reports - Felician University of New Jersey](#)

2. Enrollment and Completion Data

Table 1 shows current enrollment and recent completion data, disaggregated by program and license/certificate, for each program included in the AAQEP review.

Table 1. Program Specification: Enrollment and Completers for Academic Year 2024-2025

Degree or Program offered by the institution/organization	Certificate, License, Endorsement, or Other Credential granted by the state	Number of Candidates Enrolled in most recently completed academic year (12 months ending 08/25)	Number of Completers in most recently completed academic year (12 months ending 08/25)
<i>Programs that lead to initial teaching credentials</i>			
Early Childhood (P-3) Certification TOSD Certification	Early Childhood (P-3) Certification TOSD Certification	25 (UG) 6 (GR)	4 (UG) 0 (GR)
Early Childhood (P-3) Certification (Alt Route) TOSD Certification	Early Childhood (P-3) Certification TOSD Certification	9 (GR)	3 (GR)
Elementary (K-6) Certification TOSD Certification	Elementary (K-6) Certification TOSD Certification	24 (UDG) 4 (GR)	1 (UDG) 1 (GR)
Elementary Certification (K-6) Grades 5-8 TOSD Certification	Elementary Certification (K-6) Grades 5-8 TOSD Certification	4 (UDG) 2 (GR)	0 (UDG) 0 (GR)
	Secondary Certification (K- 12) TOSD Certification	15 (UDG) 3 (GR)	5 (UDG) 0 (GR)
Total for programs that lead to initial credentials		92	14
<i>Programs that lead to additional or advanced credentials for already-licensed educators</i>			

	Teacher of Students with Disabilities (TOSD)	0	0
Special Education, Certification only	Teacher of Students with Disabilities (TOSD)	38	8
	Teacher of English as a Second Language (ESL.PBCERT)	2	2
	Teacher of English as a Second Language (ESL.CERT)	2	1
	Principal and Supervision	0	0
Principal/Supervision Dual Certification (MA)	Principal and Supervision	5	27
Educational Supervision, Post Masters Certificate	Supervision	111	66
Principal, Post Masters Certificate	Principal	71	19
Learning Disabled Teacher Consultant (LDTC)	Learning Disabled Teacher Consultant (LDTC)	125	26
Total for programs that lead to additional/advanced credentials		354	149
<i>Programs that lead to credentials for other school professionals or to no specific credentials</i>			
Total additional programs			
TOTAL enrollment and productivity for all programs			
Unduplicated total of all program candidates and completers			

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.)

During the 2024-2025 academic year, the following program was discontinued.	
9. Early Childhood Education (P- 3) and Teacher of Students with Disabilities (TOSD) MA ALTERNATE ROUTE	

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.			
448			
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.			
164			
C. Number of recommendations for certificate, license, or endorsement included in Table 1.			
210			
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.			
Fall 2024 Initial Cert Program Completers			
Program	Initial Cohort	100% (4 years)	150% (6 years)

P-3/ TOSD	1 UDG	1 UDG	
K-6/ TOSD	1 Grad	1 Grad	
K-6; 5-8/ TOSD	--	--	
K-12/ TOSD	--	--	
Total	2 students	100% completion rate	
Spring 2025 Initial Cert Program Completers			
Program	Initial Cohort	100% (4 years)	150% (6 years)
P-3/ TOSD	3 UDG, 3 Grad	6	
K-6/ TOSD	1 UDG	1 UDG	
K-6; 5-8/ TOSD	--	--	
K-12/ TOSD	5 UDG	5 UDG	
Total	12 students	100% completion rate	

Advanced Programs

Felician does not have a timeframe for completion of advanced programs. We do not have a scheduled timeframe in an effort to accommodate students' schedules and offer flexibility. Some students will take every course that is offered in each early spring/late spring, summer I and summer II, and early fall/late fall sessions/semesters and others will take one course a semester, not always in the summer sessions.

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%.

Core Academic Skills for Education: Math	N Takers	N Passed	N Failed	Pass Rate
2019-2020	28	21	7	75%
2020-2021	30	19	11	63%
2021-2022	32	23	9	72%
2022-2023	29	20	9	69%
2023-2024	27	15	12	56%
2024-2025	1	--	--	--

Note: -- not reported due to low number of test takers.

Core Academic Skills for Education: Reading	N Takers	N Passed	N Failed	Pass Rate
2019-2020	20	12	8	60%
2020-2021	30	17	13	57%
2021-2022	27	17	10	63%
2022-2023	29	16	13	55%
2023-2024	33	23	10	70%
2024-2025	1	--	--	--

Note: -- not reported due to low number of test takers.

Core Academic Skills for Education: Writing	N Takers	N Passed	N Failed	Pass Rate
2019-2020	37	10	27	43%
2020-2021	50	20	30	59%
2021-2022	53	20	33	59%
2022-2023	51	14	37	44%
2023-2024	49	19	30	51%
2024-2025	2	--	--	--

Note: -- not reported due to low number of test takers.

Early Childhood Education	N Takers	N Passed	N Failed	Pass Rate
2019-2020	12	8	4	67%
2020-2021	12	10	2	83%
2021-2022	7	5	2	71%
2022-2023	10	5	5	50%
2023-2024	12	9	3	75%
2024-2025	12	4	8	33%

Elementary Education: Middle School Mathematics	N Takers	N Passed	N Failed	Pass Rate
2019-2020	12	10	2	83%
2020-2021	16	13	3	81%
2021-2022	10	7	3	70%
2022-2023	10	6	4	60%
2023-2024	4	--	--	--
2024-2025	8	5	3	63%

Note: -- not reported due to low number of test takers.

Elementary Education: Middle School Reading Language Arts	N Takers	N Passed	N Failed	Pass Rate
2019-2020	14	11	3	79%
2020-2021	14	12	2	86%
2021-2022	10	9	1	90%
2022-2023	9	5	4	56%
2023-2024	5	1	4	20%
2024-2025	9	6	3	67%

Elementary Education: Middle School Science	N Takers	N Passed	N Failed	Pass Rate
2019-2020	12	9	3	75%
2020-2021	16	13	3	81%
2021-2022	11	8	3	73%
2022-2023	7	5	2	71%
2023-2024	4	--	--	--
2024-2025	11	7	4	64%

Note: -- not reported due to low number of test takers.

Elementary Education: Middle School Social Studies	N Takers	N Passed	N Failed	Pass Rate
2019-2020	13	9	4	69%
2020-2021	16	12	4	75%
2021-2022	10	9	1	90%
2022-2023	7	6	1	86%
2023-2024	5	2	3	40%
2024-2025	9	8	1	89%

School Leaders Licensure Assessment	N Takers	N Passed	N Failed	Pass Rate
2019-2020	5	5	0	100%
2020-2021	7	6	1	86%
2021-2022	1	--	--	--
2022-2023	4	--	--	--
2023-2024	20	20	0	100%
2024-2025	18	16	2	89%

Note: -- not reported due to low number of test takers.

Social Studies	N Takers	N Passed	N Failed	Pass Rate
2019-2020	3	--	--	--
2020-2021	5	2	3	40%
2021-2022	4	--	--	--
2022-2023	5	2	3	40%
2023-2024	2	--	--	--
2024-2025	1	--	--	--

F. Explanation of evidence available from program completers, with a characterization of findings.

For this reporting period, we received 13 responses to the Teacher Initial Certification Completer Survey. Completers were asked to rate their preparedness in the following four learning areas on a 5-point scale: (1) strongly disagree; (2) disagree; (3) neither agree or disagree; (4) agree; and (5) strongly agree. All four learning outcome items received mean ratings between 4.92 and 5.00. This indicates that graduates of our teacher preparation programs felt highly confident in key areas such as content expertise, student assessment, and integration of technology into classroom instruction. They also felt confident that the coursework prepared them well for their future teaching careers.

Item #	Question	N	Mean	SD
Q19.10	My teacher preparation program coursework and field experiences increased my confidence in my ability to demonstrate effective classroom instruction that makes subject matter meaningful to all students.	12	4.92	.29
Q31.1	My teacher preparation program coursework and field experiences increased my confidence in my ability to align assessments with relevant standards.	13	5.00	0.00
Q39.3	My teacher preparation program coursework and field experiences increased my confidence in my ability to integrate technology to improve the overall classroom experience.	13	4.92	.28
Q42.6	The information I learned in my teacher preparation program coursework and field experiences was applicable to my future career.	13	4.92	.28

G. Explanation of evidence available from employers of program completers, with a characterization of findings.

For this reporting period, we did not distribute the employer survey. We are scheduled to administer the employer survey in January 2026 for the next reporting period. The survey would include four key questions that addressed learning outcomes related to learner differences, assessment, teaching standards, and serving students with disabilities as well as English language learners. These focus areas are intentionally emphasized to ensure that our candidates develop a strong understanding of teaching standards, along with the theoretical and practical knowledge required for dual certification, including the Teacher of Students with Disabilities (TOSD) endorsement.

We gathered informal data indicating the satisfaction of district leaders who hired our graduates. During a lunch meeting, both the superintendent and assistant superintendent of this partner district expressed that they were highly impressed with our graduates and would gladly hire as many as we could provide.

H. 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.

In the School of Education, the Director of Internship and Assessment identifies which program completers are gainfully employed through emails, surveys, and social media accounts. For this reporting period, 9 out of 10 graduates (90%) are gainfully employed as teachers. Of these, eight are teaching in the positions for which they received their licenses, and one holds a permanent substitute position.

I. Explanation of how the **staffing capacity** for program delivery and administration and quality assurance system monitoring have changed during the reporting year, if at all, and how capacity matches the current size of the program.

Staffing capacity has changed by the addition of Dr. Tiedan Huang, as our new Associate Dean of Students, Accreditation, and Compliance. This is a new role to the School of Education and she provides all quality assurance for the programs and monitors our accreditation efforts. We had a title change for Mrs. Lauren Eakin, who has a new title as the Director of Clinical Internships, Partnerships, and Community Engagement. This expanded role provides her with an opportunity to develop more meaningful school partnerships and to engage our school and community partners with students and alumni. We also hired a new faculty member for Educational Leadership, Dr. Gina Sarabella, who supports the students in the educational leadership certificate and MA program and serves as the program coordinator for the new Ed.D. in Educational and Organizational Leadership. Our current staffing capacity is adequate to support current program enrollments and future hires will be made as enrollments continue to increase in any respective program area.

4. Candidate Academic Performance Indicators

Tables 3 and 4 report on select measures (3 to 5 measures for each standard) of candidate/completer performance related to AAQEP Standards 1 and 2, including the program's expectations for performance (criteria for success) 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 (name and description)	Criteria for success	Level or extent of success in meeting the expectation
<p>Observation and Conference Report (OCR): The OCR is an observation form used by the university supervisor to provide feedback to teacher candidates on their observed lesson. It is utilized across two clinical practice courses, depending on the program. For this report, we used ratings from the final course in the sequence, as they best represent candidates' summative performance at the end of their clinical experiences.</p> <p>The OCR was developed by the New Jersey Teacher Assessment Consortium (NJTAC). It is aligned with the 2011 InTASC Standards and the edTPA rubrics. The tool comprises 11 items used to measure candidates' performance across 11 competency indicators, organized into the following four categories:</p> <ul style="list-style-type: none"> • The Learner and Learning (Learner Development, Learning Differences, Learning Environments) • Content (Content Knowledge, Application of Content) 	<p>On a four-point scale—1 (Emergent), 2 (Novice), 3 (Proficient), and 4 (Advanced Proficient)—an overall average of 3 or above indicates that the candidate has met our expectations for success.</p>	<p>In 2024-2025, at the end of their clinical placement, candidates obtained expected or higher-than-expected ratings; the mean ratings for 11 indicators ranged between 3.33 and 3.88.</p>

<ul style="list-style-type: none"> Instructional Practice (Planning for Instruction, Instructional Strategies, Assessment) Professional Responsibility (Professional Learning and Ethical Practice, Leadership and Collaboration, Professional Responsibility) <p>The tool uses a 4-point scale—1 (Emergent), 2 (Novice), 3 (Proficient), and 4 (Advanced Proficient)—across all 11 indicators. We used the overall average of these items to measure candidates' final performance.</p>		
<p>Clinical Competency Inventory (CCI): Clinical interns are required to complete two clinical practice experiences over two consecutive semesters in a Felician partnership school. Note that, due to various circumstances, some students may have two different placement sites. During the first clinical practice, students are required to teach two full days per week. This progresses to five full days of student teaching in Clinical Practice II.</p>	<p>On a four-point scale: 1 (emergent/exhibits difficulty), 2 (novice/limited competency), 3 (proficient/basic competence), and 4 (advanced proficiency/exemplary practice), candidates must score a 3.0 or higher on the CCI average rating to pass clinical practice and receive recommendation for certification.</p>	<p>In 2024–2025, the overall average rating of the final CCI was 3.60. Across the 34 performance indicators, only 6 of them fell below an average rating of 3.50. The slightly lower performance indicators included the following:</p> <ol style="list-style-type: none"> (1) The degree to which learners are using current resources that reflect diverse perspectives for content exploration ($M = 3.44$); (2) The degree to which the clinical intern models and integrates technology using a variety of modalities into the lesson plan to promote effective learning for all learners ($M = 3.44$);

<p>The CCI is used during Clinical Practice II as an observational tool to provide feedback on interns' progress. This performance-based assessment measures key competencies aligned with the 2011 InTASC Standards and the edTPA rubrics, which are required of all teaching candidates prior to being recommended for certification.</p> <p>The CCI includes 34 performance indicators that measure 11 standards across the four categories mentioned above. Interns are scored using the following rating scale:</p> <ul style="list-style-type: none"> 1 – Emergent (Exhibits Difficulty) 2 – Novice (Limited Competence) 3 – Proficient (Basic Competence) 4 – Advanced Proficient (Exemplary Practice) <p>An overall average across all 34 items is used to determine interns' final performance.</p>		<ul style="list-style-type: none"> (3) The degree to which the clinical intern models metacognitive processes to support comprehension for every learner ($M = 3.33$); (4) The degree to which the clinical intern provides the evidence of reflection on improvement of professional practice in content areas and pedagogy ($M = 3.44$) (5) The degree to which the clinical intern provides evidence of maintaining and analyzing accurate learner records ($M = 3.33$). (6) The degree to which the clinical intern provides evidence of contributing to the school and/or district by voluntarily offering assistance and participating in school district events, projects, and extracurricular activities ($M = 3.33$).
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<p>Praxis Subject Assessments (PSA): The Praxis tests, administered by ETS, are taken by individuals entering the teaching profession as part of the certification process required by many states and professional licensing organizations. These assessments measure subject-specific content knowledge, as well as general and subject-specific teaching skills needed by K-12 educators. They are required for beginning teachers in areas such as Early Childhood Education, Elementary Education, Middle School Education, and Secondary Education, including subjects like art, biology, English, mathematics, and social studies.</p>	<p>In New Jersey, cut scores vary by subject area (https://www.nj.gov/education/certification/testing/req/). Additionally, candidates with a GPA of 3.50 or higher may qualify for a 5% reduction below the standard cut score.</p>	<p>Out of 10 completers, all passed their PSA. Among them, 2 passed via the 5% reduction route, yielding an overall passing rate of 100%.</p>
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Table 4. Expectations and Performance on Standard 2: Completer Professional Competence and Growth

Provider-selected measures (name and description)	Criteria for success	Level or extent of success in meeting the expectation
<p>Profession Disposition Evaluation (PDE) <i>(Previously named Clinical Experience Disposition Evaluation in the self-study report)</i></p> <p>Using 60 indicators, the PDE instrument rates each teacher candidate's behavior</p>	<p>candidates must score a 3.0 or higher on the PDE average rating to be considered successful.</p>	<p>During the 2024-2025 period, overall average rating of PDE is 3.43. Across the 15 performance areas, our graduates demonstrated great strength in the following areas:</p> <ul style="list-style-type: none"> (1) Followed the district's dress code ($M = 3.80$) (2) Consistently adhered to school and district policies; acted in a sound and professionally

<p>and attitude across the following 15 aspects:</p> <ol style="list-style-type: none"> 1. Appreciation of diversity and cultural sensitivity (5 indicators) 2. Development of rapport and positive interactions with students (4 indicators) 3. Demonstration of flexibility, cooperation, and collaboration with staff and students (4 indicators) 4. Demonstration of appropriate oral language and communication skills (4 indicators) 5. Demonstration of appropriate written language and communication skills (4 indicators) 6. Effective completion of instructional tasks and responsibilities assigned by the cooperating teacher (4 indicators) 7. Respect for instructional time (4 indicators) 8. Regular attendance, punctuality, and reliability (4 indicators) 9. Following the school/district's dress code (3 indicators) 10. Maintaining student confidentiality and refraining from negative comments (4 indicators) 11. Demonstration of a positive attitude and enthusiasm towards assigned tasks, responsibilities, students, faculty, staff, and the 		<p>responsible manner; promoted positive engagement between students, faculty, and support staff; maintained organized, current, and accessible student records ($M = 3.70$).</p> <p>In contrast, our graduates achieved proficiency but showed room for improvement in the following areas:</p> <ol style="list-style-type: none"> (1) Independently offered to assist students and support staff; willingly shared knowledge of subject matter and/or skills; used technology, including assistive technology, to optimize learners' equitable access to the curriculum; contributed to the school and/or class by participating in extracurricular events or projects ($M = 3.10$) (2) Used instructional time to achieve learning outcomes; remained focused on student learning and engagement; monitored and adjusted lessons based on student needs and time constraints; kept learners on-task with cognitively challenging activities (e.g., higher order thinking) while minimizing time for transitions ($M = 3.20$).
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<p>teaching profession in general (4 indicators)</p> <p>12. Being a willing learner (4 indicators)</p> <p>13. Demonstration of initiative and willingness to assist when appropriate (4 indicators)</p> <p>14. Representing self, Felician University, and the profession in a positive light (4 indicators)</p> <p>15. Demonstration of professional promise beneficial to P-12 students throughout field experience (4 indicators)</p> <p>Students are assessed at various milestones throughout their matriculation. For this report, we used ratings from their Clinical Practice II (CPII), provided by their cooperating teacher, as it best predicts teacher candidates' dispositions in future work.</p> <p>Each aspect in the PDE is evaluated using a four-point scale:</p> <ul style="list-style-type: none"> • 1 – Emergent (Exhibits Difficulty) • 2 – Novice (Continues to need assistance) • 3 – Proficient (Shows basic competence and integration) • 4 – Advanced Proficient (Shows exemplary practice and integration) 		
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<p>An overall average across all 15 aspects and 60 indicators determines the interns' final performance in the PDE.</p>		
<p>Exit/Completer Survey: The Exit Survey was developed in collaboration with the New Jersey Association of Colleges for Teacher Education (NJACTE) accreditation committee. The committee comprises administrators and content experts. The survey content aligns with relevant standards, including the New Jersey Teaching Standards (NJTS) and the New Jersey Leadership Development Standards.</p> <p>The main body of the survey consists of five questions focused on students' perceptions of learning process measures related to their Felician coursework.</p> <p>Regarding learning outcomes, the survey includes a question that assesses the teacher candidate's perceived level of preparedness. The specific question is:</p> <p>"Reflecting on your experience in the program, how prepared do you feel to work in a school/educational setting?"</p> <p>1 – Very unprepared 2 – Unprepared 3 – Prepared 4 – Very prepared</p>	<p>A score of 3 or higher indicates that a teacher candidate is prepared.</p>	<p>During the 2024-2025 period, 15% of students were scored at 3 (prepared) and 85% were scored at 4 (very prepared).</p>

<p>Employer Survey: Felician developed the Employer Survey in collaboration with the New Jersey Association of Colleges for Teacher Education (NJACTE) Accreditation Committee. The survey content is closely aligned with the New Jersey Professional Standards for Teachers and School Leaders.</p> <p>The Employer Survey for teacher preparation program graduates includes 14 questions designed to measure employers' perceptions of graduates' knowledge, performance, and dispositions across 11 professional standards. These standards are organized into four major domains: learner and learning, content knowledge, instructional practice, and professional responsibility.</p> <p>The questions use a four-point Likert-type scale (1 = strongly disagree, 2 = disagree, 3 = agree, and 4 = strongly agree) to gather employers' ratings of Felician graduates.</p> <p>In addition, an open-ended question invites comments about the unique qualities of Felician graduates.</p>	<p>A score of 3 or higher indicates that employers agree that our graduates possess the knowledge, skills, and dispositions to be effective teachers.</p>	<p>During the 2024–2025 period, only informal qualitative data were available, which demonstrated high levels of satisfaction among district partners with our graduates. During a lunch meeting with a district partner that has hired many of our graduates in the past, both the superintendent and assistant superintendent expressed that they were highly impressed with our graduates and would gladly hire as many as we could provide.</p>
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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.

Efforts

We had identified that while in some areas we saw improvements in pass rates for the Praxis II exam, there were other areas where students were still struggling to pass the Praxis II exam. Therefore, we have now embedded a Praxis II test preparation course into the teacher preparation program at both the undergraduate and graduate level. Furthermore, we have partnered with a company called 240 Tutoring, which provides Praxis II test preparation courses and study materials that offer a guaranteed first time passing score if students use their program. We anticipate that with both of these supports in place we will see better student improvement in first-time test-taker pass rates for Praxis II. Additionally, we engaged in an internal review of curriculum content and we worked on curricular revisions to align with New Jersey Department of Education mandated changes for P-3 and K-6 programs due to an increase in mathematics and reading/language arts requirements. While doing changes we structured the programs to now include a full day field experience every Friday starting second semester freshman year so undergraduate students will have 5 pre-clinical experiences in diverse placements including special education, urban, suburban, private, and public schools prior to student teaching. Similar changes were implemented at the graduate level as well. Finally, we have developed three new certificate programs of school administrator, school business administrator, and instructional design and technology, which are going through internal review process and approvals at the university that will then be submitted for NJDOE approval.

Accomplishments

During this past reporting year, we received a \$150,000 grant from the Alden Trust Foundation, which allowed us to redo two classrooms to become state-of-the-art demonstration classrooms for students in teacher preparation. Through this grant we were also able to purchase advanced technology from Promethean to help train students on the technology and instructional tools they will encounter in their careers as educators. Lastly, we partnered with Mursion, Inc. to integrate virtual reality training simulations into our curriculum to support students in gaining practical experiences prior to being in the field. Also, we got approved and launched our Ed.D. in Educational and Organizational Leadership, which welcomed its first cohort in the Fall 2025.

Challenges

While we have seen significant enrollment growth in our educational leadership and LDTC programs, enrollment for teacher preparation still remains a challenge. In the coming year we will be making strategic partnerships with school districts for dual enrollment opportunities, Grow Your Own, and paraprofessional-to-teacher pipelines to help produce more teachers in New Jersey given the teacher shortage. Furthermore, we will be working to become approved as USDOL approved teacher apprenticeship program to make us eligible for grants to help fund and support students on their journey to becoming an educator.