AAQEP Annual Report for 2023

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, 2022, 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 1960's, 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 1980's, 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 1990's 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 MSN 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, started 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. Despite the challenges posed by the COVID-19 pandemic, Felician University perseveres in meeting the needs of its community through relevant programs while maintaining the values of upholding the dignity of the individual consistent with a Catholic Franciscan perspective. (Felician University, Fact Book, 2022, p. 5)

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 **English** Specialization (5-8) and Teacher of Students with Disabilities (TOSD), BA	Elementary Certification (K-6) Grades 5-8 **English** Certification TOSD Certification
4. Elementary Education (K-6) with **Social Studies** Specialization (5-8) and Teacher of Students with Disabilities (TOSD), BA	Elementary Certification (K-6) Grades 5-8, **Social Studies** Certification TOSD Certification
5. 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
6. 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
7. Secondary Education **Mathematics** (K-12) and Teacher of Students with Disabilities (TOSD) BA	Secondary **Mathematics** Certification (K- 12) TOSD Certification
8. Secondary Education **Social Studies** (K-12) and Teacher of Students with Disabilities (TOSD) BA	Secondary **Social Studies** Certification (K- 12) TOSD Certification
9. Secondary Education **English** (K-12) and Teacher of Students with Disabilities (TOSD), BA	Secondary **English** Certification (K- 12 TOSD Certification
10. Secondary Education **Art** (K- 12) and Teacher of Students with Disabilities (TOSD) BA	Secondary **Art** Certification (K-12) TOSD Certification
11. Secondary Education **Biology** (K-12) and Teacher of Students with Disabilities (TOSD) BA	Secondary **Biology** Certification (K- 12) TOSD Certification
12. **Early Childhood Education** (P- 3) and Teacher of Students with Disabilities (TOSD) MA	**Early Childhood** (P-3) Certification TOSD Certification
13. Early Childhood Education (P- 3) and Teacher of Students with Disabilities (TOSD) MA **ALTERNATE ROUTE**	**Early Childhood** (P-3) Certification TOSD Certification
14. **Elementary Education** (K-6) and Teacher of Students with Disabilities (TOSD) MA	**Elementary** (K-6) Certification TOSD Certification
15. 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
16. Secondary **Social Studies** Education (K-12) and Teacher of Students with Disabilities (TOSD) MA	Secondary **Social Studies** Certification (K-12) TOSD Certification
17. Special Education, MA	Teacher of Students with Disabilities (TOSD)
18. Special Education, Certification only	Teacher of Students with Disabilities (TOSD)
19. Teacher of English as a Second Language, (ESL) MA	Teacher of English as a Second Language (ESL)

20. Teacher of English as a Second Language, (ESL) Certification only	Teacher of English as a Second Language (ESL)
21. Principal/Supervision Dual Certification, MA	Principal and Supervision
22. Educational Supervision, MA	Supervision
23. Educational Supervision, Post- Master's Certification Only	Supervision
24. Principal Post Masters Certification Only	Principal

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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 Fall 2022 - Spring 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 08/23)	**Number of Completers** in most recently completed academic year (12 months ending 08/23)
Programs that lead to initial teaching credentials			
Early Childhood (P-3) Certification TOSD Certification	Early Childhood (P-3) Certification TOSD Certification	7 (UG) 6 (GR)	1 (UG) 2 (GR)
Early Childhood (P-3) Certification (Alt Route) TOSD Certification	Early Childhood (P-3) Certification TOSD Certification	15	2

Elementary (K-6) Certification TOSD Certification	Elementary (K-6) Certification TOSD Certification	9 (UDG) 9 (GR)	2 (UDG) 6 (GR)
Elementary Certification (K-6) Grades 5-8 TOSD Certification	Elementary Certification (K-6) Grades 5-8 TOSD Certification	3 (UDG) 1 (GR)	1 (UDG) 0 (GR)
Secondary Certification (K- 12) TOSD Certification	Secondary Certification (K- 12) TOSD Certification	26 (UDG) 2 (GR)	7 (UDG) 0 (GR)
Total for programs that lead to initial credentials		78	20
Programs that lead to additional or advanced credentials for already-licensed educators			
Special Education, MA	Teacher of Students with Disabilities (TOSD)	5	1
Special Education, Certification only	Teacher of Students with Disabilities (TOSD)	12	1
Teacher of English as a Second Language, (ESL) MA	Teacher of English as a Second Language (ESL)	5	1 (earned endorsement)
Teacher of English as a Second Language, (ESL) Certification only	Teacher of English as a Second Language (ESL)	2	2
Principal/Supervision Dual Certification, MA	Principal and Supervision	22	1
Principal/Supervision Dual Certification (no MA)	Principal and Supervision	15	1
Educational Supervision, Post Masters Certificate	Supervision	14	13
Principal, Post Masters Certificate	Principal	5	2
Learning Disabled Teacher Consultant (LDTC)	Learning Disabled Teacher Consultant (LDTC)	32	21
Total for programs that lead to additional/advanced credentials		112	43
TOTAL enrollment and productivity for all programs		190	63
Unduplicated total of all program candidates and completers		190	63

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 Program: ACT P-3/ TOSD CE (accelerated; revision of Alt. Rt. P-3; Anticipated start August 2024)
Added Program: ACT P-3/ TOSD CEAS (accelerated; new; Anticipated start TBD)
Added Program: ACT K-6/ TOSD CE (accelerated; new; Anticipated start August 2024)
Added Program: ACT K-6/ TOSD CEAS (accelerated; new; Anticipated start TBD)
Added Program: Principal/Supervision Dual Certification (Fall 2022)

Discontinued:
- Alternate Route (Above ACT P-3/TOSD & Alternate Route K-6/TOSD revised, are the replacements starting Fall 2024)
- Early Childhood (P-3) with **English** and Teacher of Students with Disabilities (TOSD) BA
- Early Childhood (P-3) with **Social Studies** and Teacher of Students with Disabilities (TOSD) BA
- Elementary Education (K-6) with **English** Specialization (5-8) and Teacher of Students with Disabilities (TOSD), BA
- Elementary Education (K-6) with **Social Studies** Specialization (5-8) and Teacher of Students with Disabilities (TOSD), BA
- Secondary Education (K-12) **English** and Teacher of Students with Disabilities (TOSD), BA
- Secondary Education **Social Studies** (K-12) and Teacher of Students with Disabilities (TOSD) BA

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.
190
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.
21

C. **Number of recommendations** for certificate, license, or endorsement included in Table 1.

98

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 2022 Initial Cert Program Completers			
Program	**Initial Cohort**	**100% (4 years)**	**150% (6 years)**
P-3/ TOSD	1 UDG	1	
K-6/ TOSD	1 UDG	1	
K-6; 5-8/ TOSD	--	--	
K-12/ TOSD	1 UDG	1	
Total	3 students	100% completion rate	
Spring 2023 Initial Cert Program Completers			
Program	**Initial Cohort**	**100% (4 years)**	**150% (6 years)**
P-3/ TOSD	--	--	
K-6/ TOSD	3 UDG 3 Grad	6	
K-6; 5-8/ TOSD	--	--	
K-12/ TOSD	5 UDG	5	
Total	11 students	100% completion rate	

Advanced Programs
Felician does not have a timeframe for completion of advanced programs. We do not have a scheduled time-frame 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%.

edTPA:

100% pass rate on edTPA (3 completers; Fall 2022; The New Jersey Department of Education eliminated the edTPA on Dec. 16, 2022. Our spring 2023 candidates were measured using the Clinical Competency Inventory [CCI]).

Praxis CORE:
63% pass rate on Core: Math (8 enrolled in Grad and UDG; 5 passed)
75% pass rate on Core: Reading (8 enrolled in Grad and UDG; 6 passed)
25% pass rate on Core: Writing (4 enrolled in Grad and UDG; 1 passed)
-   Our students have been offered study guides and free tutoring sessions through the Center for Academic Success & Experiential Learning (CASEL) in reading, writing, and math. We also held a 6- week math tutoring session taught by a Felician University math professor with no charge to students. In addition, we offer a Praxis Core Math Prep (MATH-120) and a Praxis Core Review (ENG- 121) prep course both fall and spring semesters housed in the School of Arts and Sciences and taught by university professors.

Praxis II Early Childhood Education:
75% pass rate on 5025 Early Childhood Education (4 enrolled in Grad and UDG; 3 passed)

Praxis II K-6 (by content area):
100% pass rate on 5002 Elementary Education Reading and Language Arts (2 enrolled in Grad and UDG; 2 passed)
50% pass rate on 5003 Elementary Education Math (4 enrolled in Grad and UDG; 2 passed)
100% pass rate on 5004 Elementary Education Social Studies (2 enrolled in Grad and UDG; 2 passed)
100% pass rate on 5005 Elementary Education Science (3 enrolled in Grad and UDG; 3 passed)

Praxis II K-12:
0% pass rate on 5038 English Language Arts: Content Knowledge (1 enrolled in Grad and UDG; 0 passed)
100% pass rate on 5165 Mathematics: Content Knowledge (3 enrolled in Grad and UDG; 3 passed)
0% pass rate on 5081 Social Studies: Content Knowledge (2 enrolled in Grad and UDG; 0 passed)
-   Scores under 80% are a result of low enrollment for this reporting year.

Praxis II School Leaders Licensure Assessment
40% pass rate on School Leaders Licensure Assessment (5 enrolled Principal Certification only; 2 completers)

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

As of December 2023, we received 4 alumni surveys from recent graduates. We focused on 4 questions that we feel address being prepared to step into a classroom:

Q22- When I graduated from Felician University, I understood the rigorous college- and career-ready standards in my discipline.
Response: 4/4 Agree

Q23- When I graduated from Felician University, I felt prepared to teach the rigorous college- and career-ready standards in my discipline.
Response: 2/4 Agree; 2/4 Somewhat Agree

Q24- When I graduated from Felician University, I felt prepared to use technology as an instructional tool.
Response: 3/4 Agree; 1/4 Somewhat Agree

Q25- The preparation I received from Felician University's School of Education was effective for my intended career.
Response: 4/4 Agree

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

There were 4 responses which rated completer as either strongly agree and agree. 100% of our spring 2023 graduates are gainfully employed as teachers.
- First employer survey was sent the week of October 15, 2023- no responses from employers of recent graduates at that time.
- Second employer survey was resent the week of November 15, 2023- 3 responses from employers of recent graduates was received.

We focused on 4 questions that we feel addressed the following:
Learning Differences, Assessment, Teaching Standards (knowledge of theories and strategies), and Students with Disabilities and Second Language Learners. These areas are a focus to ensure our learners have a clear understanding of the teaching standards, and theory and practice for the dual certification which includes the TOSD.

Q5- Recent Felician University School of Education graduates have demonstrated the ability to create learning experiences that are accessible and meaningful for all students.
Response: 1/4 Strongly Agree; 3/4 Agree

Q9- Recent Felician University School of Education graduates have demonstrated the ability to assess student learning and use assessments to inform practice and improve student learning.
Response: 2/4 Strongly Agree; 2/4 Agree

Q13- Recent Felician University School of Education graduates have demonstrated knowledge of a variety of teaching strategies to develop students' critical thinking and problem-solving skills.
Response: 1/4 Strongly Agree; 3/4 Agree

Q14- Recent Felician University School of Education graduates have demonstrated knowledge and skills to engage in culturally responsive educational practices with diverse learners, including students with disabilities and students who are learning English as a new language.
Response: 2/4 Strongly Agree; 2/4 Agree

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.

In the School of Education, the Director of Internship and Assessment identifies which completers are gainfully employed through emails, surveys, and social media accounts. The Office of External Relations does not track alumni employment and tracks alumni for specific purposes by using social media and professional data services.

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
edTPA	The program expectation for successful performance indicators is a passing rate of 100%. The New Jersey Department of Education eliminated the edTPA on Dec. 16, 2022. In lieu of the edTPA, moving forward, teaching candidates will be measured using the Clinical Competency Inventory (CCI). This observational instrument has been designed to provide feedback on the progress of individual teaching candidates who are completing their clinical practice in their teacher preparation program. This performance-based assessment instrument measures key competencies aligned to the 2011 InTASC standards and the edTPA rubrics that are required of all teaching candidates prior to being recommended for certification. This standards-based observational instrument specifies the defining set of competencies that pre-service teachers should demonstrate before being recommended for certification in the State of New Jersey.	In the reporting year Fall 2022, we had 3 completers. All 3 completers passed the edTPA. The New Jersey Department of Education eliminated the edTPA on Dec. 16, 2022. Our spring candidates were measured using the Clinical Competency Inventory (CCI).

Praxis Scores	Completers of the Felician Univeristy Teacher Ed programs are successful on the Praxis content exams at a 100% expected pass rate. However, the NJDOE flexibility allowance for students who have a passing score -5%, applicable for students with a GPA of 3.5 or higher, in cases where the passing content area exam score is no less than the score designated by the NJDOE, then the requirement for certification is considered met.	14 students took the appropriate content area exam; 13 passed; 1 student applied the Praxis Flexibility. Testing Requirements for Certification in New Jersey (nj.gov)
Observation and Conference Report (OCR)	With proficient scores on this assessment, we can confirm that most of our candidates met expectations which aligns well to standard 1A. Competency #11 Learning Differences • 1 - Emergent: Teacher candidate prepares and delivers instruction oriented toward the whole class. • 2 - Novice: Teacher candidate develops and delivers instruction to address the needs of learners on an inconsistent basis. • 3 - Proficient: Teacher candidate designs and delivers instruction based on the needs of each student. Modifications to lessons are made for students with special needs, learning styles, and English language learners. • 4 - Advanced Proficient: Teacher candidate applies and adapts	13/14 students were rated proficient or advanced proficient. Fall 2022 Completers: 2/3 Completers were rated advanced proficient and proficient. Spring 2023 Completers: 9/11 Completers were rated advanced proficient and proficient. 2/11 Completers were rated proficient, novice, and emergent.

	instruction that engages learners in ways that complement their learning styles. Teacher candidate modifies instruction to reflect the diverse cultures and communities of learners. • NO - Not Observed	

| Clinical Competency Inventory (CCI) | Clinical interns first engage in a Clinical Practice I semester teaching on site in a Felician partnership school for two full days per week, and then progress to five full days of student teaching in Clinical Practice II. The Clinical Competency Inventory (CCI) is used during the final semesters as an observational instrument designed to provide feedback on progress. This performance-based assessment instrument measures key competencies aligned to the 2011 InTASC standards and the edTPA rubrics that are required of all teaching candidates prior to being recommended for certification. This standards-based observational instrument specifies the defining set of competencies that pre-service teachers should demonstrate before being recommended for certification in the State of New Jersey and these specific competencies will be referenced throughout this QAR. The following rating scale is used to score each teacher candidate 1: Pre-Emergent (Exhibits Difficulty) 2: Novice (Limited Competence) 3: Proficient (Basic Competence) 4: Advanced Proficient (Exemplary Practice) Not Observed – if a specific indicator in the classroom is not observed. It is expected that all | Fall 2022- 3 completers, however, we only have information for 1.

Spring 2023- 11 completers; 7 met expectations (proficient 2.75-3.4 range) and 4 exceeded expectations (advanced proficient 3.5-4.0 range).

Average Score	University Supervisor	Cooperating Teacher
P-3 Fall 2022	N/A	N/A
K-6 Fall 2022	N/A	N/A
K-12 Fall 2022	N/A	N/A
K-6 Spring 2023	3.5	3.44
K-12; SS Spring 2023	3.19	3.26
K-12; Math Spring 2023	3.11	3.44
K-12; English Spring 2023	3.73	3.47

	candidates will receive a score of Proficient (3).	

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
Professional Dispositions Evaluation (PDE)	Our expectation is that the average score is at least a 3 on each item: 1= EMERGENT—The teacher candidate exhibits difficulty in this indicator 2= NOVICE—The teacher candidate continues to need assistance with this indicator 3= PROFICIENT—The teacher candidate shows basic competence and integration with this indicator 4=ADVANCED PROFICIENT—The teacher candidate shows exemplary practice and integration with this indicator NOT OBSERVED Q20- Please rate the degree to which the candidate was a willing learner. Indicators: The candidate: • exhibited self-awareness of areas for professional improvement. • actively participated in learning opportunities.	For Standard 2E, established goals for their own professional growth and engagement in self-assessment, goal setting, and reflection. The mean score given by Univeristy Supervisors was a 3.6 out of 4.

	• posed and listened to constructive suggestions to enhance the teaching and learning process • provided evidence of reflection on improvement of professional practice in content area(s) and pedagogy	
Clinical Competency Inventory (CCI)	AAQEP standard 2B: Engage in culturally responsive educational practices with diverse learners and do so in diverse cultural and socioeconomic community context. Standard #2 (InTASC): Learning Differences The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. Our expectation is that the average score is at least a 3 on each item: Competency 3 ; Standard #2 (Learning Differences): Please rate the degree to which the clinical intern designs and implements instruction that creates an inclusive learning environment where individual needs and differences are respected and met. 1 - Emergent: The clinical intern's lessons provide the same strategies for all	The mean score given by Univeristy Supervisors was a 3.2 out of 4.

	students and do not take into account learning differences. 2 - Novice: The clinical intern's lessons try to support a learning environment that allows all students to succeed, but need to include more individualized accommodations for learners. 3 - Proficient: The clinical intern's lessons include many activities that differentiate the delivery of instruction based on the needs of learners. Lessons contain strategies that support a learning environment that allows all students to succeed. Lessons include assessments that accommodate the needs of all learners. 4 - Advanced Proficient: The clinical intern's lessons include developmentally appropriate activities that accommodate individual differences of learners and allows them to succeed. Lessons contain strategies to differentiate the delivery of instruction based on prior knowledge and experience of all learners. Lessons include assessments that are differentiated to allow each learner to demonstrate their understanding of content. NO - Not Observed	
Global Awareness	To Address AAQEP Standards 2, the SoE implemented a pilot project for the spring 2023 academic session titled Global	EDU400/668 - Written Paper: 1 UDG student and 1 GR student.

	Awareness. The pilot consisted of a written paper and a poster presentation. This is implemented in three courses with an outreach to all students, in all programs, both UDG and GR. The courses were EDU506. EDU506 was chosen because all students in advanced endorsements take this course. EDU400/668, Clinical Practice Seminar. All students in the SoE are required to take this course at both the undergraduate and graduate level. EDU720 was chosen because all students in the masters of ed leadership are required to take this course. The expectation is that students will achieve a score of 18.25 or higher (proficient) on the written paper and a score of 20 or higher on the poster presentation.	Scores ranged from 16.75/25 to 22/25 for a mean of 19.38 Poster Presentation: Scores ranged from 22/25 to 25/25 for a mean of 23.5. EDU506- 15 GR students completed the written assignment. Score ranged from 20 to 25 for a mean of 22.6 Poster Presentation: 15 students completed the poster presentation. EDU720- Students in this course were evaluated with a 3 pt. rubric to access written communication with a possible total points earned of 15 pts (Proficient). This was a different rubric than the one used in EDU400/668 and EDU506. The expectation is that all students will achieve proficiency. All 15 students received a score of 15 pts.

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.

<u>Efforts:</u>
- In an effort to address teacher shortage in NJ, two new programs were submitted to the NJ DOE for approval in April 2022. These programs were created to provide an alternate pathway for paraprofessionals to receive certification. The programs have a start date of August 2024.

Accomplishments:
- To address AAQEP Standard 2A, the SoE at Felician University presented a FACT conference intended to engage partner schools, families, and community members. A total of 281 attendees from neighboring districts (public schools, private schools and organizations), three of the SoE's partnerships schools, and families.
- The New Jersey Department of Education sought recommendations for the 2023 New Jersey Distinguished Clinical Intern Award (DCIA). This annual award is a collaborative effort between the New Jersey Association of Colleges for Teacher Education and the New Jersey Department of Education, to publicly recognize the top graduates of New Jersey educator preparation programs. Felician was invited to nominate three outstanding education students for this award who, through their academic work and clinical performance, have distinguished themselves as being among the very finest teacher candidates. All three submitted a dossier and all three were awarded a New Jersey Distinguished Clinical Intern Award.
- All 11 of our spring 2023 graduates are gainfully employed in NJ schools as certified teachers.

Challenges:
- As with most small, private colleges/universities, Felician University is challenged by issues related to recruitment, retention, and a clear path to graduation. An additional challenge is adequate funding for retaining faculty and the creation of new programs. This includes the foreseen shift to creating and implementing fully online, accelerated graduate programs.