



AAQEP Annual Report for 2023

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/#:~:text=world%20around%20them,-.Our%20Mission,student%20success%20through%20meaningful%20learning>

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 (June 2022- June1, 2023)

Degree or Certificate granted by the institution or organization	State Certificate, License, Endorsement, or Other Credential	Number of Candidates enrolled in most recently completed academic year (12 months ending 06/23)	Number of Completers in most recently completed academic year (12 months ending 06/23)
<i>Programs that lead to initial teaching credentials</i>			
Preliminary Education Specialist Credential – Mild/Moderate + new program Mild Moderate Support Needs	CTC Credential	1174	176
Preliminary Education Specialist Credential – Moderate/Severe + new program Extended Needs Support	CTC Credential	574	82
Preliminary General Education Multiple Subject Credential	CTC Credential	1494	254
Preliminary General Education Single Subject Credential	CTC Credential	1417	256

Pupil Personnel Services-School Counseling	CTC Credential	728	285
Pupil Personnel Services- School Psychology	CTC Credential	358	133
Bachelor's Teacher Education - English/Language Arts	CTC Credential	58	1
Bachelor's Teacher Education - Social Sciences	CTC Credential	59	10
Total for programs that lead to initial credentials		5745	1197
<i>Programs that lead to additional or advanced credentials for already-licensed educators</i>			
Preliminary Administrative Services	CTC Credential	203	42
Clear Administrative Services Credential	CTC Credential	81	20
Total for programs that lead to additional/advanced credentials		284	62
<i>Programs that lead to credentials for other school professionals or to no specific credential</i>			
<i>Bachelor of Arts in Interdisciplinary Studies (ITL)</i>	n/a	106	39
<i>Bachelor of Arts in Early Childhood Development (ITL)</i>	n/a	234	82
Master of Early Childhood Education	n/a	100	36
Ed Specialist	n/a	164	90
Doctor of Education	n/a	2003	252
Total for additional programs		2607	499
TOTAL enrollment and productivity for all programs		8636	1758
Unduplicated total of all program candidates and completers		8636	1758

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.)

Discontinued or merged programs include:
 Post-Master's Certificate Programs
 Post-Baccalaureate Certificate Programs
 MAT Program
 Doctor of Education all Specialties

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.
8636
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.
1758
C. Number of recommendations for certificate, license, or endorsement included in Table 1.
The total number of recommendations to the State of CA for credential = 1696

Recommendations for Credential	
Master of Education	n
Preliminary Education Specialist Credential – Mild/Moderate + new program Mild Moderate Support Needs	312
Preliminary Education Specialist Credential – Moderate/Severe + new program Extended Needs Support	124
Preliminary General Education Multiple Subject Credential	351
Preliminary General Education Single Subject Credential	369
Preliminary Administrative Services	77
Pupil Personnel Services-School Counseling	246
Pupil Personnel Services- School Psychology	156
Clear Administrative Services Credential	61
	1696

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%. June 2022-June 2023

July 2022 - June 2023 Best Attempt (from “Pass Rate Analysis” in Results Analyzer/Pearson)

Notes:

- Low N = less than 20 candidates took test
- Asterisk = Science Cycles 1 & 2 taken by all science-related program candidates

Test	Program/Test	Numbers Passed	Total Number	Institution Pass Rate	State Pass Rate
CalTPA Best Attempt)	Multiple Subjects				
	Math 1	191	211	91%	88%
	Math 2	251	274	92%	92%
	Literacy 1	211	249	85%	82%
	Literacy 2	137	152	90%	91%
	Total Mult. Subj.	790	886	89%	88%
	Single Subjects				
	Teacher Education - Agriculture/Ag 1 & 2	Low N	Low N	N/A	82%
	Teacher Education - Art	Low N	Low N	Low N	81%
	Teacher Education - Biology	117*	123*	95%*	92%*
	Teacher Education - Business	Low N	Low N	N/A	
	Teacher Education - Chemistry	117*	123*	95%*	92%*
	Teacher Education - Earth Science	117*	123*	95%*	92%*
	Teacher Education - English/Language Arts/English 1 & 2	141	147	96%	94%
	Teacher Education - Family and Consumer Sciences/Home Economics 1 & 2	Low N	Low N	N/A	No Data

	Teacher Education - World Language	22	44	50%	63%
	Teacher Education - General Science	117*	123*	95%*	92%*
	Teacher Education – Health	Low N	Low N	N/A	
	Teacher Education - Mathematics	132	137	96%	96%
	Teacher Education - Music	Low N	Low N	N/A	
	Teacher Education - Physical Education and Coaching/Phys Ed 1 & 2	145	161	93%	92%
	Teacher Education – Physics/Science 1 & 2	117*	123*	95%*	92%*
	Teacher Education - Social Sciences	137	145	92%	95%
Ed Specialist CalTPA	Preliminary Education Specialist Credential – Mild/Moderate/MMLM, MMML	No Data	No Data	N/A	89%
	Preliminary Education Specialist Credential – Moderate/Severe/ESLM, ESML	No Data	No Data	N/A	90%
CalAPA (Best Attempt)	Preliminary Admin Services/Leadership/All 3 Cycles	221	238	93%	98%

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

Twelve program exit surveys were reviewed for the 2022-23 academic year. These are distributed every two months by the institution and summarized each August and distributed to relevant department chairs. Demographics including employment are also included. Each program can add its own survey items. Each ITL, EDA, and PPS course was evaluated on scale of Very/Extremely Satisfied, Satisfied, Dissatisfied, Neither/Neutral, Very/Extremely Dissatisfied. Each ITL, EDA, and PPS Program Learning Outcome was evaluated on a scale of Strongly Agree, Agree, Neither/Neutral, Disagree, Strongly Disagree as to completer's perception of learning each. SPD courses used a 7-point scale 0=Not Well, 7= Very Well. Only Program Learning Outcomes were surveyed in SPD programs.

A total of 1927 surveys were distributed in 2022-23 and 173 were returned for a rate of just under 9%. Typically over 90% of completers reported they were Satisfied or Very Satisfied with courses, and over 90% perceived they met program learning outcomes by stating they Agreed or Strongly Agreed to each statement. All program collected qualitative data from the surveys, each receiving overwhelmingly positive responses regarding curriculum, instruction, and advising.

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 2022-23 academic year featured the following:

- Trauma care education. This includes how to identify and provide care for p-12 students and the candidates, themselves.
- Working with external stakeholders (collaboration and consultation)
- Understanding diversity and equity issues (e.g., LBGTQ+ students and staff)
- Implementing Social-Emotional Learning in classrooms.

These were taken into consideration by the program and changes in curriculum were made in response. Two examples are 1) the diversity and equity topic which caused EDA to make changes in their coursework, and 2) PPS incorporated trauma care into a new course.

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 2023, 1062 Interns, across 8 internship program options , were reported.

NU Internships 2023	
Row Labels	Count of ID
Education Admin	61
EDA	33
(blank)	28
ITL (TED)	463
School Counseling	30
School Psychology	55
SPD 692/694	8
SPD 693/691	118
SPD MMSN/ESN	45
Special Education	255
Teacher Education	27
Grand Total	1062

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 PLOs	Acceptable targets met
CalTPA, EdSpCalTPA, CalAPA exams	Pearson-reviewed performance exams	Areas for improvement detailed in PAR analysis, November 2023
Praxis Exams	Externally reviewed	Areas for improvement detailed in PAR analysis, November 2023
Disposition project	Three-tiered course experience	Survey measure in design

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 will aid design
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 is in the midst of 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:

- Developed a three-tiered approach to self-actualizing dispositional concepts within program coursework
- Redesigned four existing programs, earned state approval
- Launched 1 new credential Bilingual Program in response to state/district need
- Received approval for two new Special Education programs
- Awarded 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 4 state-awarded Residency programs
- Continued partnerships with Harmony and SEL-focused initiatives
- 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.

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 2023-24 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 2023-24 year	Redesign existing surveys, add new surveys specific to need
Actions	A survey audit is underway, and will drive the work for spring 2024
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 2023-24 year	Integrate the required 200 early field hours into current clinical practices, within CTC requirements.

	Address the continuous need for training and support for those working with clinical practice candidates.
Actions	Meetings with faculty began in the summer of 2023, with a focus on what types of experiences would meet our goals of purposeful, planned interactions and guided observations A professional development survey went out to all part-time faculty serving in clinical practice to drive the PDs we will offer to assist with professional growth.
Expected outcomes	Improved early field experiences, along with enhanced skills for those supporting candidates
Reflections or comments	Standard 3 aligns with our state accreditation requirements
	Standard 4
Goals for the 2023-24 year	Continue to grow partnerships, with attention to high-needs areas
Actions	The tracking of all partners has been operationalized; grant opportunities are engaged
Expected outcomes	Clear pathways for candidates to explore options to enter the field
Reflections or comments	The focus on this area has been exponentially increased since 2021

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 are due to be designed , the BA-IASE (interdisciplinary studies), and the BA-SPED (special education) . The Masters in Bilingual Education is operational, and enrolling 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).

Following a "pause" during COVID the CTC has reenvisioned the early field experiences, and we are designing the new process to engage with all options for candidates. The traditional method for early field is still very challenging, in some districts, as some are still very diligent with not accepting outside "visitors".

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:	12/12/23
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