AAQEP Annual Report for 2024

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

PART I: Publicly Available Program Performance and Candidate Achievement Data

1. Overview and Context

This overview describes the mission and context of the educator preparation provider and the programs included in its AAQEP review.

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

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

In pursuit of this mission, SUNY New Paltz offers undergraduate and graduate programs leading to initial certification in Early Childhood & Childhood Education and Adolescence English, Math, Science, and Social Studies; MSED programs leading solely to professional certification; MSED programs leading to professional certification in Literacy, Special Education, and TESOL; Certificate of Advanced Study (CAS) programs in Educational Administration and TESOL, and a Master of Professional Studies in Social Justice Educational Studies.

Public Posting URL

Part I of this report is posted at the following web address (accredited members filing this report must post at least Part I):

https://www.newpaltz.edu/schoolofed/assessment--accreditation/accreditation.html

2. Enrollment and Completion Data

Table 1 shows current enrollment and recent completion data for each program included in the AAQEP review.

Table 1. Program Specification: Enrollment and Completers for Academic Year 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 08/23)	**Number of Completers** in most recently completed academic year (12 months ending 08/23)
Programs that lead to initial teaching credentials			
BS/BA Early Childhood & Childhood Education	Initial certification B-2 and 1-6	456	103
BS/BA Adolescence English Education	Initial certification 7-12 English	110	25
BS/BA Adolescence Mathematics Education	Initial certification 7-12 Mathematics	18	1
BS/BA Adolescence Science Education	Initial certification 7-12 Science (discipline specific)	25	5
BS/BA Adolescence Social Studies Education	Initial/Professional certification 7-12 Social Studies	104	22

MST Early Childhood & Childhood Education	Initial/Professional certification B-2 and 1-6	32	15
MAT Adolescence English Education	Initial/Professional certification 7-12 English	21	10
MAT Adolescence Mathematics Education	Initial/Professional certification 7-12 Mathematics	13	10
MAT Adolescence Science Education	Initial/Professional certification 7-12 Science (discipline specific)	23	13
MAT Adolescence Social Studies Education	Initial/Professional certification 7-12 Social Studies	29	16
MAT World Languages Education	Initial/Professional certification 7-12 World Languages (language specific)	0	0
Total for programs that lead to initial credentials		831	220
Programs that lead to additional or advanced credentials for already-licensed educators			
MSED in Literacy Education	Initial/Professional certification in B-2 or 5-12 Literacy Education	96	31
MSED in Special Education	Initial/Professional certification in B-6 or 7-12 Special Education	52	15
MSED in TESOL	Initial/Professional certification in TESOL (all grades)	33	18
MSED in Childhood Education	Professional certification in Childhood Education 1-6	16	11
MSED in Adolescence English Education	Professional certification in Adolescence English Education 7-12	6	3
MSED in Adolescence Mathematics Education	Professional certification in Adolescence Mathematics Education 7-12	4	2
MSED in Adolescence Science Education	Professional certification in Adolescence Science Education 7-12	3	1
MSED in Adolescence Social Studies Education	Professional certification in Adolescence Social Studies Education 7-12	5	2

MSED in Educational Administration	Professional certification for anyone who already holds an initial teaching certificate	0	0
CAS in Educational Administration	Certificate of Advanced Studies and initial/professional certification in School Building Leader and School District Leader	136	47
CAS in Educational Administration	Certificate of Advanced Studies and initial/professional certification in School District Business Leader	12	4
CAS in TESOL	Certificate of Advanced Studies and initial certification in TESOL (all grades)	0	0
MPS in Social Justice Education (certification track)	Professional certification in NYS special teaching areas (music, PE, visual arts education, agriculture, etc.)	2	1
Total for programs that lead to additional/advanced credentials		365	135
Programs that lead to credentials for other school professionals or to no specific credential			
MPS in Social Justice Education (non-certification track)	None	24	7
MSED in Second Language Education (non-certification track)	None	0	0
BS in Early Childhood Studies (non-certification track)	None	7	2
Total for additional programs		31	9
TOTAL enrollment and productivity for all programs		1227	364
Unduplicated total of all program candidates and completers		1227	364

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.)

No programs have been added or discontinued that impact the Scope of Accreditation. However, in line with NYSED regulation changes, the Master's degree programs in Special Education and Literacy have been modified. Previously, these programs had two tracks each, one for earlier years, and one for adolescence years. NYSED regulations have removed these grade bands and will now only be granting an All Grades certification for Special Education and an All Grades certification for Literacy.

To facilitate this change, we revised one of our existing grade-banded programs to be the new All Grades program within each of these two areas, and discontinued all other grade-banded versions of the programs.

This change impacts neither the Scope of Accreditation nor our annual enrollment numbers; all this did was shift enrollment from two programs into one program for each of these disciplines.

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.
1,227
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.
364
C. **Number of recommendations** for certificate, license, or endorsement included in Table 1.
355
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.
The numbers we are reporting this year look different from last year's because our Institutional Research (IR) office, after consulting with colleagues from other SUNY schools, has started to calculate this variable in a different way. Where other disciplinary programs (e.g., psychology or anthropology) might have a relatively linear path from high school graduation through

college graduation, education preparation programs often accept students only after they have completed a certain amount of undergraduate coursework to begin with. As such, our undergraduate education students are not education students until their second semester of their sophomore year. To report this data in a more meaningful way, the IR office has backwards-mapped the completers' time to degree (e.g., of those who graduated, what percentage completed within 4 years [on time] or 6 years [1.5 times], for undergraduates). As with last year, these numbers come from our IR office.

Entered as first-year graduated on time 79%, graduated in 1.5 time 19%, took more than 1.5 time to graduate 2%
Entered as transfer graduated on time 79%, graduated in 1.5 time 13%, took more than 1.5 time to graduate 3%
Masters graduated on time 86%, graduated in 1.5 time 12%, took more than 1.5 time to graduate 2%
Grad certificate graduated on time 87%, graduated in 1.5 time 10%, took more than 1.5 time to graduate 3%

Consistent with our report from last year, the largest barrier to completing an undergraduate program on time for most of our students is in the credits that are brought in from either their high school AP credits or from a community college transcript. It is not uncommon for a freshman to enter SUNY New Paltz and transfer in as a second-semester sophomore, which can impact program completion timelines.

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%.

All candidates must take the Educating All Students exam. Candidates must also take a discipline-specific Content Specialty Test (CST) for Adolescence Education, or a Multi-Subject Test (MST) for Early Childhood & Childhood Education. Pass rates on all exams are well over the state's benchmark of 80%. The edTPA was discontinued as a required exam, initially in response to the COVID pandemic in 2020, but was permanently removed in April of 2023.

Title II data for 2022-23 showed that the overall certification exam pass rate was 96%. Title II data for 2023-24 will not be available for reporting until May 2025.

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

Available evidence from program completers lies largely in the academic data gathered during the culminating experience (student teaching or practicum). Nearly all programs reported more than 90% of candidates scoring at or above the stated benchmark for each assessment, and no candidates were evaluated at "Unacceptable" on any item. The exception to this is the MAT English program. This program is relatively small, and so even a single low-performing candidate can bring the percentage meeting a threshold down significantly, as seems to be the case here. One student encountered some significant health challenges late in the semester and was actually hospitalized for a time. Although she was able to meet the state's mandated number of days for student teaching, her cooperating teacher rated her at a 1 (Developing) for all items on the dispositions assessment. Both the CT and

university supervisor agreed that the student had satisfactorily completed the student teaching placement. We are treating this case as an anomaly, rather than an indication of any kind of systematic issue for the program to address.

Available evidence from program completers, beyond the academic information gathered during the culminating experience (student teaching or practicum) is limited to alumni surveys, which are performed by the Office of Institutional Research. As with last year, we do not yet have data for the last three academic years, and our Office of Institutional Research is not sure when they will administer this survey again. The question of the survey's usefulness has become a question being discussed by the campus administration.

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

Available evidence from employers comes from the Employer Survey administered by the Mid-Hudson School Study Council, in collaboration with SUNY New Paltz. The data for the 2023 survey continue to demonstrate a positive endorsement of completers by employers, with every question in the survey showing a slightly higher average rating than the year previous, and all scores above 3.5 on a 5 point scale.

That said, in a meeting with the Mid-Hudson School Study Council, representatives expressed concern that the data suggest an overall drop in "soft skills", a statement that is also based upon conversations with district administrators. This coincides with our own observations regarding candidate dispositions during the student teaching semester over the last year. We are actively engaged in conversations within the School of Education around the dispositions issue.

H. Narrative explanation of how the program investigates **employment rates for program completers**, with a characterization of findings. This section may also indicate rates of completers' ongoing education, e.g., graduate study.

New York State does not provide data on employment. Last year we reported that after a decade of negotiation, the SUNY Deans and Directors were on the edge of a breakthrough with NYSED, and that we may finally be getting access to downstream data. Changes in personnel at both NYSED and SUNY have once again thrown this into question. The last conversation we had with NYSED about this was in September 2024 and they said that they are still working on it. We are cautiously optimistic that by this time next year we will have more concrete information to report on this.

There is a SUNY dashboard (gradwages) that shows labor-informed metrics (e.g., average income, % of completers working), but it does not specifically break down whether or not the data are coming from people working within the education sector (they could, for example, be working in retail). However, this data does show that 89.3% of completers from SUNY New Paltz education programs are working in NYS 2 years after graduation.

4. Candidate Academic Performance Indicators

Tables 3 and 4 report on select measures of candidate/completer performance related to AAQEP Standards 1 and 2, including the program's expectations for successful performance and indicators of the degree to which those expectations are met.

Table 3. Expectations and Performance on Standard 1: Candidate and Completer Performance

Provider-Selected Measures	Explanation of Performance Expectation	Level or Extent of Success in Meeting the Expectation
GPA	Consistent with New York State regulation, students must have a minimum GPA of 3.0 to be accepted, must maintain a GPA of at least 3.0 going into student teaching, and must graduate with a 3.0 or better.	All candidate GPAs are over 3.0 at each of these milestones.
NYSED Certification Exams - CST	Students must exceed state-identified cutscores. Institutions must have an 80% pass rate or higher.	All programs have higher than 80% pass rate on these exams.
NYSED Certification Exams - EAS	Students must exceed state-identified cutscores. Institutions must have an 80% pass rate or higher.	All programs have higher than 80% pass rate on this exam.
Internal: TPA	Students must have no evaluations at "Unacceptable" on the TPA, and must score an 80% or higher on the assessment. If a student fails to meet this expectation they are allowed to make revisions and resubmit the TPA.	All students who graduated during this academic year exceeded the stated benchmark.

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

Internal: School Leadership Portfolio Assessment	Students must have no evaluations at "Unacceptable" level during capstone experience, and must score an 80% or higher on the assessment. All students must pass in order to graduate and be recommended for certification.	All students who graduated during this academic year exceeded the stated benchmark.
Internal: School Leadership Professionalism Assessment	Students must have no evaluations at "Unacceptable" level during capstone experience, and must score an 80% or higher on the assessment. All students must pass in order to graduate and be recommended for certification.	All students who graduated during this academic year exceeded the stated benchmark.

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
MHSSC Employer Survey	The institution's goal is to 1) be rated above a 3.0 on each item in the survey, and 2) be rated above the collective average for at least half of the items on the survey (e.g., be in the top 50% for responders).	For the last edition of this survey, we were rated above a 3.0 on all items, and were in the top 50% for responders on 85% of the items.
Internal: TPA	Students must have no evaluations at "Unacceptable" on the TPA, and must score an 80% or higher on the assessment. If a student fails to meet this expectation they are allowed to make revisions and resubmit the TPA.	All students who graduated during this academic year exceeded the stated benchmark.
Graduating Student Survey	The institution's goal is to be rated above a 3.0 on each item in the survey.	For the last edition of this survey, we were rated above a 3.0 on all items on the instrument.

Alumni Survey	The institution's goal is to be rated above a 3.0 on each item in the survey.	For the last edition of this survey, we were rated above a 3.0 on all items on the instrument.

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.

1. Welcoming Dean Rene Parmar

AY2023-24 saw our third search for a Dean of Education since 2018-19, and we are delighted to report that Dr. Rene Parmar has assumed this role as of August 1, 2024. As of this writing, Dean Parmar has already demonstrated great leadership and vision, and has a reflective, measured, and pragmatic approach to guiding our School. We are simply thrilled to have Dean Parmar join us at SUNY New Paltz, and we look forward to reaping the benefits of her wisdom and leadership.

2. Reorganization of the School of Education

AY2023-24 also saw the conclusion of an initiative to reorganize the structure of the School of Education that began in 2021. Dean Parmar agreed to the departmental model that the School's faculty and staff had agreed upon, and the new departmental model went into effect prior to the start of the 2024-25 academic year. Our School went from two departments to five: Educational Studies & Leadership, Adolescence Education & TESOL, Early Childhood & Childhood, Special Education, and TESOL. This reorganization will distribute the work of one department chair to four department chairs, reducing the workload for one person and creating efficiencies in workflow and time management. We will monitor this departmental structure and measure its effectiveness in the coming years.

3. PDS School Partnership

Formalized partnerships in the Hudon Valley are difficult to create for a variety of reasons, not least of which is the perception that every agreement needs to be reviewed by lawyers on both sides. In a demonstration of nearly herculean effort and tenacity, Interim Dean Aaron Isabelle was able to finally carry a formalized PDS partnership across the finish line after two years of work. This partnership establishes a professor in residence for the partner district, a role that will

be filled by Dr. Isabelle as he returns to the faculty. We are hopeful that we will be able to use this agreement as a springboard to establish other partnerships in the region, partnerships that extend beyond the typical student teaching placement model.

4. Residency Programs

There is a concerted effort in New York State to establish residency programs, and this is something that SUNY New Paltz is beginning to engage in under the direction of Dean Parmar. There is support money available from the state for developing such programs, and access to resources to facilitate the necessary conversations for implementation. We are unsure of exactly where this will lead at this time, but we are optimistic that it will benefit our students and help meet the needs of surrounding districts.

5. Science of Reading

In early 2023 SUNY New Paltz was the recipient of a $6.4 million grant, funded by the IBIS group, to establish the Center for Excellence in the Science of Reading and create a Science of Reading microcredential. In the first year of operation, the goal was to enroll 5,000 New York teachers in the microcredential; at the end of that year, more than 8,000 teachers had completed it. This year, the state of Maryland has entered into an agreement that will put more than 27,000 of their teachers through the microcredential. The institution is building on this success by developing additional Science of Reading microcredentials using the processes that were discovered and created during the creation of the first one.