AAQEP Annual Report for 2025

Provider/Program Name:	National University : Sanford College of Education
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's vision is to be a lighthouse college of education that fosters an innovative environment where knowledge, critical thinking, creativity, empathy, and diverse perspectives converge. The mission is to prepare transformational educators whose professional service positively impacts communities in a changing global society.

© Association for Advancing Quality in Educator Preparation – 2025

The 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. At the advanced degree level, our individualized model allows students to experience a personalized approach to learning.

The programs included in this AAQEP review include:

Bachelor of Arts in English with ITL Credential
Bachelor of Arts in Social Science with ITL Credential
Bachelor of Arts in Interdisciplinary Studies with ITL Credential
Bachelor of Arts in Early Childhood Development with ITL Credential
Bachelor of Arts in Early Childhood Education
Bilingual (BILA) authorization option
Clear Administrative Services Credential
Master of Early Childhood Education
Master of Bilingual Education
Preliminary Administrative Services Credential
Preliminary Education Specialist Credential –Mild Moderate Support Needs
Preliminary Education Specialist Credential –Extended Support Needs
Preliminary General Education Multiple Subject Credential
Preliminary General Education Single Subject Credential
Pupil Personnel Services-School Counseling
Pupil Personnel Services-School Psychology
Education Specialist
EdD in Education
PhD in Education

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/college/college-of-education/

The report is posted at the bottom of the linked page.

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 06/25	**Number of Completers** in most recently completed academic year (12 months ending 06/25
Programs that lead to initial teaching credentials			
Preliminary Education Specialist Credential – Mild Moderate Support Needs	CTC Credential	1156	324
Preliminary Education Specialist Credential – Extended Support Needs	CTC Credential	646	191
Preliminary General Education Multiple Subject Credential	CTC Credential	1813	596
Preliminary General Education Single Subject Credential	CTC Credential	2118	540

Pupil Personnel Services-School Counseling	CTC Credential	1086	263
Pupil Personnel Services- School Psychology	CTC Credential	339	98
Bachelor of Arts in Early Childhood Development with ITL Credential		340	186
Bachelor of Arts in English with ITL Credential	CTC Credential	42	12
Bachelor of Arts in Social Science with ITL Credential	CTC Credential	74	5
Bachelor of Arts in Interdisciplinary Studies with ITL Credential	CTC Credential	180	22
Total for programs that lead to initial credentials		7794	2237
Programs that lead to additional or advanced credentials for already-licensed educators			
BILA authorization option	CTC Credential Authorization	8	7
Total for programs that lead to additional/advanced credentials		8	7
Programs that lead to P-12 leader credentials			
Preliminary Administrative Services	CTC Credential	337	96
Clear Administrative Services Credential	CTC Credential	92	34
Total for programs that lead to P-12 leader credentials		429	130
Programs that lead to credentials for specialized professionals or to no specific credential			
Bachelor of Arts in Early Childhood Education	n/a	561	343
Master of Early Childhood Education	n/a	136	62
Master of Bilingual Education	n/a	80	1

Ed Specialist	n/a	81	40
PhD Education	n/a	337	123
EdD Education		1311	589
Total for programs that lead to specialized professional or no specific credentials		2506	1158
TOTAL enrollment and productivity for all programs		10737	3532
Unduplicated total of all program candidates and completers		10737	3532

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 additions or deletions, but the Educational Specialist Mod/Severe program is now called Educational Specialist Extended Needs Support. We have also included the updated program titles to concur with the current National University catalog listings.

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.
10737
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.
3532

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

Candidates earning recommendation for a California credential = 2142. This represents a 30% increase in recommendations from the prior year.

Recommendations for Credential		
	FY25	**FY24**
Preliminary Education Specialist Credential - Mild/Moderate Support Needs	324	312
Preliminary Education Specialist Credential - Extended Support Needs	191	124
Preliminary General Education Multiple Subject Credential	596	351
Preliminary General Education Single Subject Credential	540	369
Prelminary Administrative Services	96	77
Clear Administrative Services Credential	34	246
Pupil Personnel Servides- School Counseling	263	156
Pupil Personnel Servides- School Psychology	98	61
	2142	1696

© Association for Advancing Quality in Educator Preparation – 2025

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.

National

TIME TO COMPLETION

AVERAGE MONTHS TO COMPLETION

Program	2019	2020	2021	2022	2023	2024	2025	Average
Clear Admin Services CR	21.0	21.9	21.6	21.6	21.1	22.8	21.9	**21.6**
Early Childhood Dev BA ITL	49.9	45.4	53.6	57.1	41.6	60.0	53.1	**51.6**
Early Childhood Education BA	41.5	42.7	38.7	44.5	36.3	35.4	40.0	**40.3**
Educational Administration MS	57.4	56.6	57.2	57.2	57.6	61.7	68.9	**58.8**
Educational Counseling MS	37.1	32.5	36.2	38.1	38.1	50.2	33.3	**37.1**
Master of Early Childhood Educ	10.7	12.8	10.5	15.1	19.7	20.0	22.3	**17.1**
MED ITL	18.7	25.9	30.0	26.2	29.3	34.9	32.6	**30.2**
Post-Cred Bilingual Authorizat							7.7	**7.7**
PPSC School Counseling CR	17.0	17.5	25.0	18.5	12.1	17.1	10.7	**17.0**
PPSC School Counseling CR INT	32.0		25.0		22.5			**25.4**
PPSC School Psychology CR	33.0	37.6	38.5	44.0		43.5		**39.4**
Prelim Admin Services CR	10.7	10.7	10.8	13.1	11.0	13.2	15.6	**11.7**
Prelim Ed Spec ES Needs CR INT				24.0	19.0	27.8	29.5	**25.3**
Prelim Ed Spec Ext Support CR	8.0	12.0	7.0	8.0		29.0		**13.4**
Prelim Ed Spec MM CR	5.0	11.3	13.3	17.0	15.0	25.2	23.5	**17.0**
Prelim Ed Spec MM CR INT			9.0	19.6	20.0	22.1	57.0	**21.7**
Prelim Multiple Subject BIL CR				283.0				**283.0**
Prelim Multiple Subject CR	21.8	21.6	19.7	19.9	17.4	17.9	17.6	**19.7**
Prelim Multiple Subject CR INT			34.0				45.5	**41.7**
Prelim Single Subject CR	18.9	21.1	17.4	19.0	18.3	19.8	18.4	**19.1**
Prelim Single Subject CR INT							34.5	**34.5**
School Psychology MS	43.0	42.4	43.5	46.7	48.1	45.8	50.5	**45.7**
Total	**36.0**	**31.7**	**32.9**	**32.8**	**34.1**	**37.0**	**34.4**	**34.0**

© Association for Advancing Quality in Educator Preparation – 2025

The following chart assists with a more global look at cohort completions, filtered by degree levels

	Bachelor	Master	Doctorate
Cohort	236	2959	2133
Completed	126	1690	509
Completed 100	116	944	353
Completed 100 %	49.15%	31.90%	16.55%
Completed 150	123	1453	488
Completed 150 %	52.12%	49.10%	22.88%
Still Active	5	186	40
Still Active %	2.12%	6.29%	1.88%

***Bachelor and Doctorate based off 4-year 100% time with Cohort Start FY = 2019**

****Master based off 2-year 100% time with Cohort Start FY = 2022**

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%.

Teacher Education:

Overall, the ITL candidates (n= 2138) report a 94% passing rate, with Single Subject candidates scoring slightly higher than Multiple Subject Candidates.

ITL July 2024 - July 2025 Totals			
	Pass	*Fail*	
Multiple Subject	1015	82	93%
Single Subject	1003	38	96%
Totals	2018	120	
Percentages	94%	6%	

Source: Pearson CalTPA data files

Multi-Subject	2024-25 MS Subtotals		
	Pass	Fail	Coded
Literacy 1	52	8	14
Literacy 2	494	29	31
Math 1	378	33	14
Math 2	91	12	10
Subtotal	1015	82	63
Percentages	93%	7%	

Source: Pearson CalTPA data files

Single Subject	2024-25 SS Subtotals		
	Pass	Fail	Coded
Agriculture 1	3	0	2
Agriculture 2	0	0	0
Art 1	30	1	0
Art 2	39	1	2
Business 1	8	2	1
Business 2	7	0	0
English 1	76	6	2
English 2	99	5	10
Health Sci 1	8	0	2
Health Sci 2	7	0	2
Home Ec/ITE 1	0	0	3
Home Ec /ITE 2	0	0	0
Math 1	47	4	0
Math 2	74	1	1
Music 1	26	2	0
Music 2	48	0	0
Physical Education 1	72	3	6
Physical Education 2	115	1	18
Science 1	45	4	0
Science 2	71	2	2
Social Science 1	74	0	1
Social Science 2	117	3	5
World Languages 1	19	3	3
World Languages 2	21	0	2
Subtotal	1003	38	54
Percentages	96%	4%	

Source: Pearson CalTPA data files

Special Education

In review of the data for Mild Moderate Support Needs (MMSN) and Extended Support Needs (ESN) candidates (n= 315) report a 95% passing rate as the overall FY 2025 score.

FY2025 SPED Totals			
	Pass	Fail	
MMSN	200	11	95%
ESN	99	5	95%
Totals	299	16	
Percentages	95%	5%	

Source: Pearson CalTPA data files

MMSN	2024-25 MMSN Subtotals		
	Pass	Fail	Coded
Literacy 1	38	4	3
Literacy 2	56	1	0
Math 1	72	6	0
Math 2	34	0	2
Subtotal	200	11	5
Percentages	95%	5%	

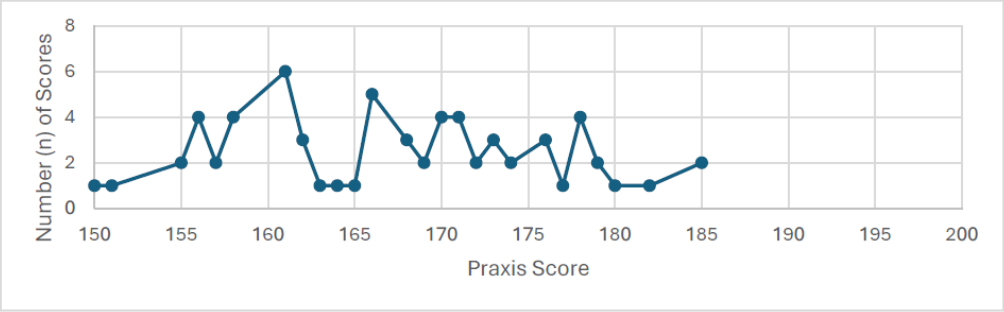
Source: Pearson CalTPA data files

ESN	2024-25 ESN Subtotals		
	Pass	Fail	Coded
Literacy 1	9	0	0
Literacy 2	33	3	4
Math 1	46	1	1
Math 2	11	1	1
Subtotal	99	5	6
Percentages	98%	2%	

Source: Pearson CalTPA data files

PPS School Psychology

Figure 1: Total Score Range



Source: SCOE Praxis Data Files, 2025

Table 2: First Attempt Comparison

	Number of Test Takers	Mean Passing Score	Average Performance Range	Highest Observed Score	Lowest Observed Score
ETS 1st Attempt	2856	170.7	164-178	199	116
State 1st Attempt	458	165.5	157-174	191	131
NU 1st Attempt	63	162.8	155-172	185	133

Source: ETS Praxis Praxis Summary Report, 2025

© Association for Advancing Quality in Educator Preparation – 2025

PPS School Counseling

Figure 2: Total Score Range

Source: SCOE Praxis Data Files, 2025

Table 6: First Attempt Comparison

	Number of Test Takers	Mean Passing Score	Average Performance Range	Highest Observed Score	Lowest Observed Score
ETS 1st Attempt	3844	159.5	154-171	196	114
State 1st Attempt	523	156.9	148-167	189	115
NU 1st Attempt	242	154.7	146-164	184	122

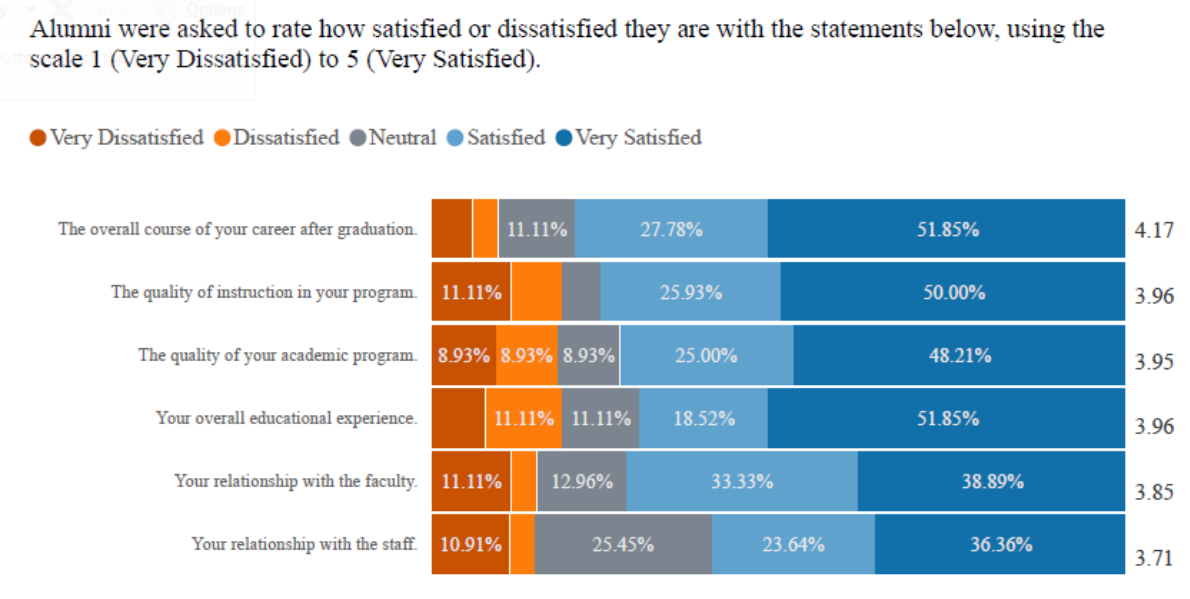
Educational Administration

Pass rate Analysis- First Attempt						
CalAPA Leadership	NU # of Takers	NU # Pass	NU Pass Rate %	State # Takers	State # Pass	State % Pass
2020-21	323	289	89	5177	4887	94
2021-22	260	212	82	4831	4480	93
2022-23	340	283	83	6027	5472	91
2023-24	454	342	75	6335	5376	85
2024-25	610	520	85	6457	5806	90

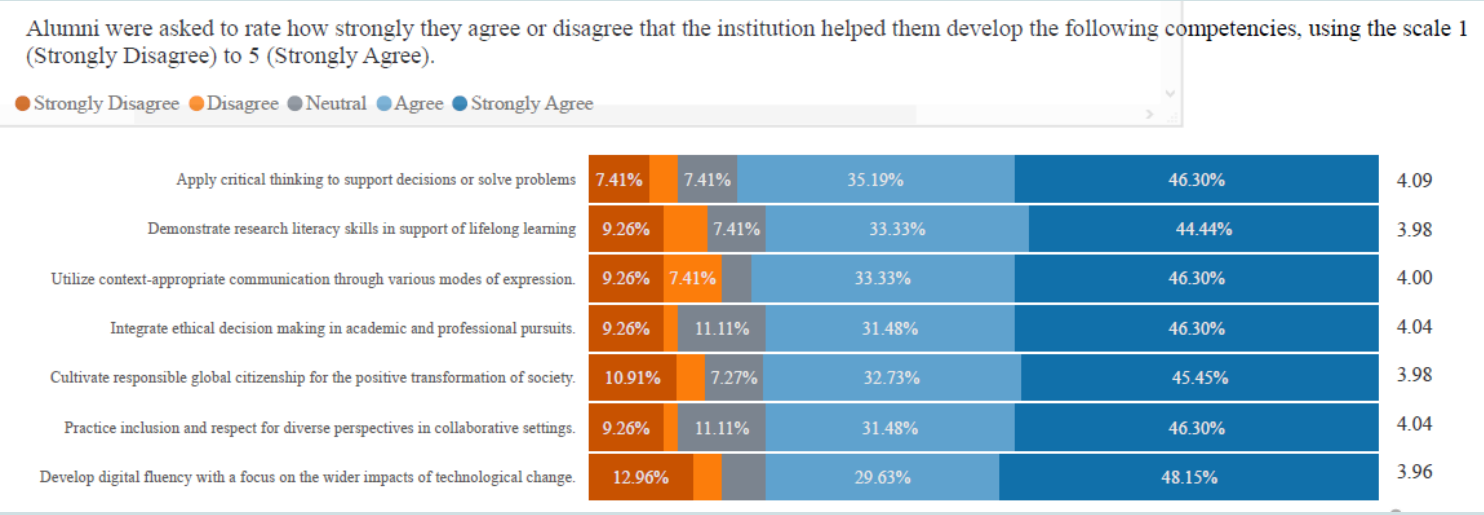
© Association for Advancing Quality in Educator Preparation – 2025

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

The 1 and 3 year Alumni Surveys are used to measure Completer Satisfaction in the Sanford College of Education. Overall, the 2024-25 1 year survey (n= 69) suggests satisfaction in areas of quality and relationships. The rating for relationships with faculty and staff are of note due to an increase in attention to "whole human education" and the professional development required of all faculty and staff to assist "ANDERS" (https://www.nu.edu/anders/) most appropriately.
Almost 80% rated the overall course of their career after graduation as above neutral (satisfied or very satisfied).



Regarding the completer perception of competency mastery, candidates rated all areas above a 3.9, indicating demonstration of university learning objectives. Applying critical thinking to support decisions and solve problems was rated highest (4.09).



The clinical practice survey data offers insight into the experiences during the capstone clinical practice courses. Whether serving as a Student Teacher in a classroom or as a district-employed Intern, candidates reported satisfaction with all aspects of the clinical practice experience.

Teacher Education (n=124) Candidate Perception of Clinical Practice

Question posed:	mean
1. My clinical practice placement (school or agency) was a good fit for me and my needs.	4.6
2. My clinical practice placement process was smooth and timely (e.g., well communicated, prompt responses).	4.1
3. My clinical practice experience allowed me to grow as a classroom teacher.	4.4
4. My clinical practice Site Support Provider (SSP) /mentor teacher (at school or agency) helped me grow as a classroom teacher.	4.5
5. My clinical practice University Support Provider (USP) helped me grow as a classroom teacher.	4.5
6. My Seminar course(s) provided a relevant foundation for passing the CalTPA.	4.3

Source: 2025 Clinical Practice Exit Survey
Scale: Strongly agree=5, Agree=4, Neutral=3, Disagree=2, strongly disagree=1

© Association for Advancing Quality in Educator Preparation – 2025

In analysis of the open-ended questions posed on the survey, candidates reported high satisfaction with the mentoring and coaching in both the clinical practice and seminar courses. Qualitative analysis revealed several suggestions for improvement. Candidates mentioned the possibility of a more structured course on the specifics of teaching reading, more practice with behavior management strategies, and earlier practice and guidance with the CalTPA lesson plan format.

Special Education Candidate Perception of Clinical Practice (n=118)

Question posed:	mean
1. My clinical practice placement (school or agency) was a good fit for me and my needs.	4.4
2. My clinical practice placement process was smooth and timely (e.g., well communicated, prompt responses).	4.2
3. My clinical practice experience allowed me to grow as a classroom teacher.	4.4
4. My clinical practice Site Support Provider (SSP) /mentor teacher (at school or agency) helped me grow as a classroom teacher.	4.5
5. My clinical practice University Support Provider (USP) helped me grow as a classroom teacher.	4.6
6. My Seminar course(s) provided a relevant foundation for passing the CalTPA.	4.3

Source: 2025 Clinical Practice Exit Survey
Scale: Strongly agree=5, Agree=4, Neutral=3, Disagree=2, strongly disagree=1

Candidates described hands on, real-time applications of the coursework theories as positive opportunities in clinical practice. Professional growth was also cited in several of the open ended comments on the survey. Suggestions for improvement included A request for more classes on understanding the psychology, therapy, trauma-informed resources, studying specific disabilities and how the symptoms manifest themselves physically and emotionally. Some candidates mentioned the need to actively monitor their own stress and feelings during clinical practice.

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

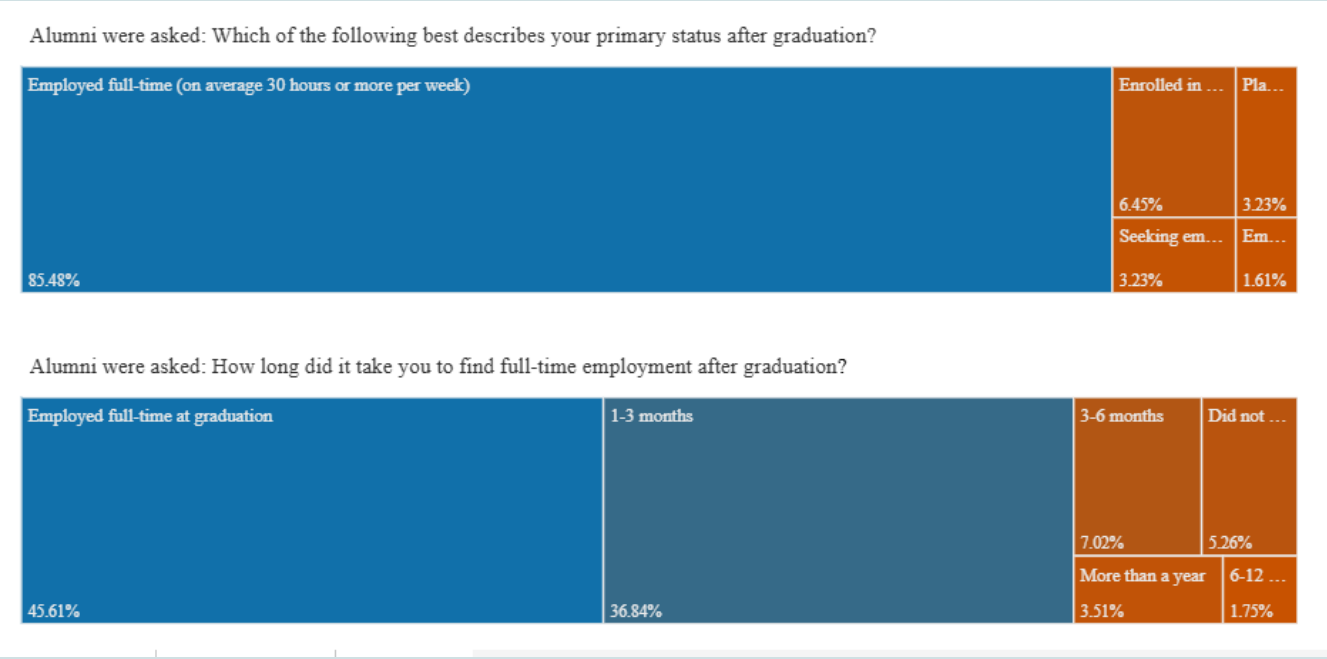
Advisory Board meetings are convened on an annual or semi-annual basis to provide opportunities to share concerns and successes. These meetings are often departmental (PPS, SPD) or programmatic (ITL, EDA). The membership consists of alumni, employers, part-time faculty, and staff. Conversations from the 2024-25 academic year featured many responses to changes in grant funding and government shifts. Often, meetings were a place to rebuild capacity following a loss of funding or shift in policy. Topics and suggestions included:

- Recommendation for AI training; NU has developed a new GaiIT model worthy of sharing
- Request to consider school social worker program, due to shortages

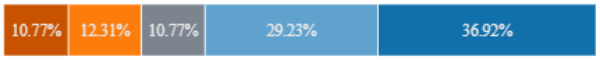
- Mental health issues of current and developing teachers
- Online course delivery applauded as a game-changer, especially in remote areas of California
- Residency program partnerships applauded

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.

The Alumni Survey is used to gather data regarding employment. Several aspects of the survey findings support a very high percentage of completers reporting they are employed (85.48%), enrolled in another degree program (6.45%) or in the process of enrolling in another degree program (3.23%).
The response rate (n=75) is an area for improvement the college will address.



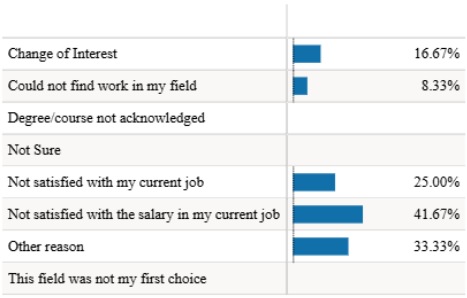
Alumni were asked to rate how well the institution prepared them for their career using scale 1 to 5.
(1- Not At All Prepared, 2- Slightly Prepared, 3- Moderately Prepared, 4- Well Prepared, 5- Extremely Well Prepared)



Alumni were asked: Did you seek a change in employment after graduation?

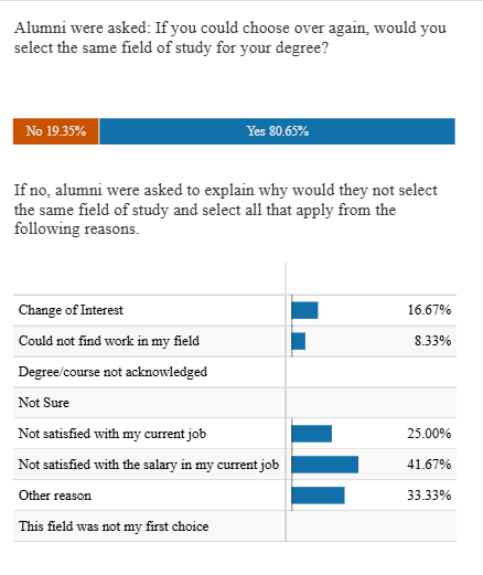
Alumni were asked: If you could choose over again, would you select the same field of study for your degree?

If no, alumni were asked to explain why would they not select the same field of study and select all that apply from the following reasons.

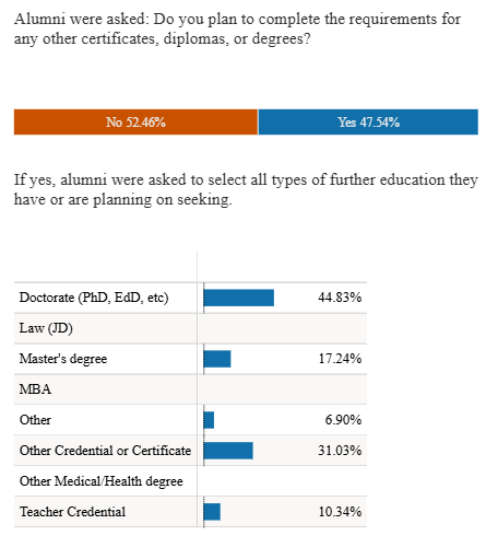


© Association for Advancing Quality in Educator Preparation – 2025

For those who mentioned their intent to continue, the data demonstrate over 80% of completers would select the same field of study again, with insight into reasons some would not choose the same path.



© Association for Advancing Quality in Educator Preparation – 2025



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.

The changes for 2024-2025 include university systems changes to the learning management and student management operations. This has impacted data retrieval, and professional development for all faculty and staff.
One full-time Academic Program Director was hired for the Educational Specialist Department, and one for the Teacher Education Department. A part-time grant liaison was hired to work with growing the Classified Employee Grant partnerships, and the Residency Program partners. During the Fall of 2025, an additional seven credential support staff were hired to support the growth of the programs.

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
Signature Assignment Data	Course-based, direct measure aligned to Program Learning Outcomes (PLO)	Acceptable targets met
CalTPA, EdSpCalTPA, CalAPA	Pearson-reviewed performance exams	Targets met in exams, and in Literacy CalTPA (SB488) approval work
Praxis Exams	Externally reviewed	Acceptable targets met; revising targets
Disposition project	Three-tiered course experience	Survey measure pilot launched Fall 2025

Table 4. Expectations and Performance on Standard 2: Completer Professional Competence and Growth

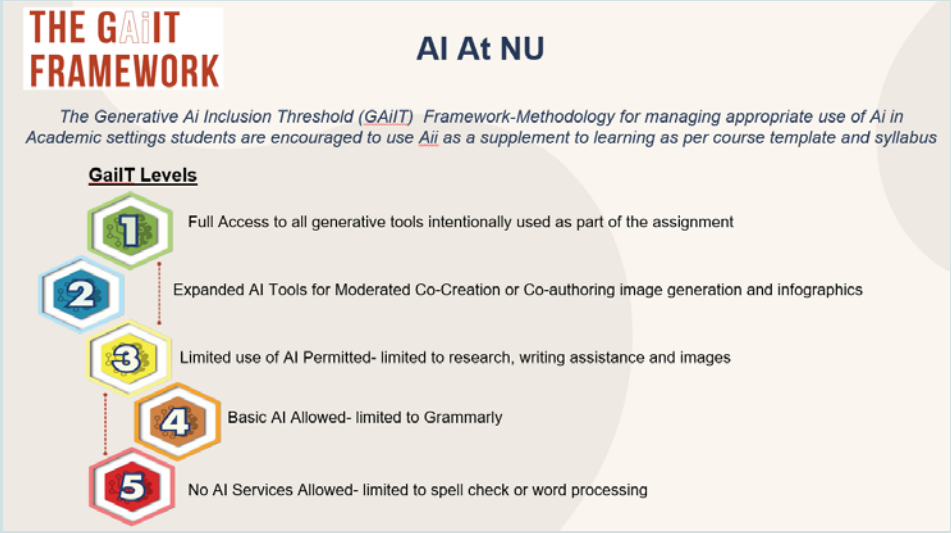
Provider-selected measures (name and description)	Criteria for success	Level or extent of success in meeting the expectation
Placement data/demographics	Diverse settings verified by data	Matched to CA demographics
State Standards alignment	(TPE, BTPE, CASEL, CAPSA)	Shift to new AMS is in process
Induction Performance	Clear credential award data	% credentials awarded
Completer Satisfaction Survey data	Questions specific to Standard 2	Overall satisfaction, analysis of qualitative data for improvement
Clinical Practice Completion Survey	Questions specific to Standard 2	Overall satisfaction analysis of qualitative data for improvement

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 at National University implemented a total revision of a new version of its Learning Management System including alignment to new state standards and templates shared in late September. Our data systems are also under revision, with anticipated launch for June 2026. The integration of multiple systems at once has created challenges. The college also experienced a loss of two large, US Department of Education funded grants, impacting essential work in Teacher Residency programs, Full-service school programs, and Educational Administration programs.
Despite setbacks, the progress we have made includes:

- Senate Bill 488 approval- Literacy
- Full implementation of Literacy Teacher Performance Expectation (TPE) 7
- Classified Employee Grant partnerships across the state
- Supported six active Teacher Residency programs
- Continued curriculum focused on whole human education
- Launched a three-tiered approach to self-actualizing professional dispositions in programs
- Worked diligently with Workforce Community Education to braid scholarship opportunities for candidates
- Offered new professional development to district-level site support providers, to enhance their understanding of the new Literacy expectations for IHE candidates
- Included the Generative AI Inclusion Threshold (GaiIT) into SCOE programs:



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 and recent activities related to investigating data quality. Table 5 may focus 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 2025-26 year	Increase the ability to measure course-based aspects of standard 1
Actions	Add depth and breadth to exam data using course-based measures in new Brightspace Navigate tool
Expected outcomes	Improved ability to review reliable, actionable data
Reflections or comments	The work to integrate the new Learning Management System rubric scoring to an interactive tool for aggregated data review has been delayed
Standard 2	
Goals for the 2025-26 year	Continue to redesign existing survey, or create new surveys to replace those no longer accessible at the university level
Actions	Procure a survey tool for program use
Expected outcomes	Enhanced ability to analyze employer, completer, and candidate perspectives
Reflections or comments	Most survey tools are in the process of being replaced, work to make sure licenses to use tools are awarded to program APDs
Standard 3	

Goals for the 2025-26 year	Revise the Memorandum of Understanding process for new and renewed MOUs; fully integrate the Literacy Standards (TPE 7) into the curriculum AND the clinical practice experiences
Actions	We have revised the MOU templates, and now must renew/revise over 3000 MOUs
Expected outcomes	Clearer partnership agreements; enhanced candidate experiences
Reflections or comments	Due to Senate Bill 488 requirements, all MOUs must be renewed to include Literacy expectations
Standard 4	
Goals for the 2025-26 year	Work to formalize best practices for partnerships, including multiple pathways to earn a CA credential
Actions	The tracking of all partners has been operationalized; grant opportunities have yielded many new partners, or pathways to credentialing within District models (Residency, classified Employee Grants) Our team is now focused on the quality of the candidate experiences from start to completion
Expected outcomes	Fewer missteps with program completion by aligning best practices from successful partners to those partners just beginning the work
Reflections or comments	One part-time Residency Liaison works with several small partnerships (fewer than 25 candidates), and one person is paid a stipend directly from our largest partner. The model of a district supporting a liaison is critical to continued growth

Update on Activities to Investigate Data Quality

Data quality investigations are essential to work across the standards. This section documents activities in the 2024-25 reporting year related to ensuring data quality.

- Sampled new PowerBI database, comparing results to both internal and prior external database options available at National University.
- Trained two faculty members to use Pearson Results Analyzer, comparing results to CTC state-generated data
- Fully explored options for data requests via ETS- Praxis

- Used focus groups to explore feedback from large surveys

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). If a condition has been noted, a more detailed focused report will be needed in addition to the description included here. Please contact staff with any questions regarding this section.

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

The Commission notes that successful operationalization of a quality assurance system for continuous improvement requires systematic reflection and action on the evidence at the aspect level. The program needs to identify the specific elements of assessments and other measures being used as evidence for each aspect of the standards in order to further develop this process and document it in its Annual Reports to AAQEP.

Our work to align both course-based assignments (standard 1) and focused survey items (Standard 2) respond directly to this comment. All work is being done with the AAQEP aspect-level output in mind.

8. Anticipated Growth and Development

This section summarizes planned improvements, innovations, or anticipated new program developments, including description of any identified potential challenges or barriers.

Our anticipated growth includes two new Bachelor's programs~~:,~~ the BA Interdisciplinary Studies in Education, and the BA Special Education. The Masters in Bilingual Education is operational and has begun to enroll students. Our faculty have been working with state and federal agencies to offer an apprenticeship pathway in Special Education.

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).

CTC Senate Bill 488- Literacy requirements have altered program courses, and the clinical practice experiences. The work is ongoing, following approval September 2025.

10. Sign Off

Provider's Primary Contact for AAQEP (Name, Title)	Dean/Lead Administrator (Name, Title)
Patricia Heydet Kirsch- Director of Assessment, Accreditation and Clinical Practice	Robert Lee- Dean, Sanford College of Education

Date sent to AAQEP:	12/19/25