



AAQEP Annual Report for 2025

Provider/Program Name:	St. Francis College
End Date of Current AAQEP Accreditation Term (or "n/a" if not yet accredited):	June 30, 2031

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 the Teacher Education Program at St. Francis College is to prepare candidates with the professional knowledge, skills, and dispositions necessary for effectively teaching in the inclusive classroom. Through an academically challenging curriculum, and in a welcoming and affirming environment, the department prepares its candidates to embrace an ethic of care and an inclusive pedagogy in their instructional approach and practice. The program of study also reflects a deep commitment to the Franciscan ideals of collegiality, compassion, human dignity, and service to others.

At the undergraduate level, St. Francis College offers the following programs:

Bachelor of Arts:

Childhood Education/English

Childhood Education/Social Studies

Adolescent Education/English

Adolescent Education/Social Studies

Childhood Education-Students with Disabilities

Early Childhood/Childhood Education-English

Early Childhood/Childhood Education-Social Studies

Early Childhood/Childhood Education-Mathematics

Early Childhood/Childhood Education-Biology

Bachelor of Science:

Childhood Education/Mathematics

Childhood Education/Biology

Adolescent Education/Mathematics

Adolescent Education/Biology

Adolescent Education/Chemistry

Educational Studies (not a teacher preparation program)

Post-Baccalaureate Certificate in Childhood Education 1-6

Master of Science:

Literacy (All Grades)

Early Childhood Education (All Grades)

Master of Science in Education:

Special Education (All Grades)

Childhood Special Education 1-6 (Phasing out)

Advanced Certificate:

School Building Leadership

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.sfc.edu/why-sfc/office-of-institutional-effectiveness-accreditation>

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 September 1 2024 – August 31, 2025

Degree or Program offered by the institution/organization	Certificate, License, Endorsement, or Other Credential granted by the state	Number of Candidates Enrolled in most recently completed academic year (12 months ending 08/25)	Number of Completers in most recently completed academic year (12 months ending 08/25)
<i>Programs that lead to initial teaching credentials</i>			
Bachelor of Arts	Childhood Education/English	22	9
	Childhood Education/Social Studies	5	2
	Adolescent Education/English	5	1
	Adolescent Education/Social Studies	6	1
	Childhood Education-Students with Disabilities (new program as of FA/25)	0 as program launched after the 2024-2025 academic year	0 as program launched after the 2024-2025 academic year
	Early Childhood/Childhood Education-English	0 as program launched after the 2024-2025 academic year	0 as program launched after the 2024-2025 academic year

	Early Childhood/Childhood Education-Social Studies	0 as program launched after the 2024-2025 academic year	0 as program launched after the 2024-2025 academic year
	Early Childhood/Childhood Education-Mathematics	0 as program launched after the 2024-2025 academic year	0 as program launched after the 2024-2025 academic year
	Early Childhood/Childhood Education-Biology	0 as program launched after the 2024-2025 academic year	0 as program launched after the 2024-2025 academic year
Bachelor of Science	Childhood Education/Mathematics	4	3
	Childhood Education/Biology	0	0
	Adolescent Education/Mathematics	0	0
	Adolescent Education/Biology	1	1
	Adolescent Education/Chemistry	0	0
	Educational Studies	5	0
	Physical Education	1	1
Post-baccalaureate Certificate	Childhood Education 1-6	2	0
Master of Science in Education	Special Education	24	14
	Childhood Special Education (phasing out)	0	0
Master of Science	Early Childhood	0 as program launched after the 2024-2025 academic year	0 as program launched after the 2024-2025 academic year

	Literacy	0 as program launched after the 2024-2025 academic year	0 as program launched after the 2024-2025 academic year
	Total for programs that lead to initial credentials	75	32
<i>Programs that lead to additional or advanced credentials for already-licensed educators</i>			
n/a	n/a	n/a	n/a
	Total for programs that lead to additional/advanced credentials	n/a	n/a
<i>Programs that lead to P-12 leader credentials</i>			
Advanced Graduate Certificate	School Building Leadership	0 as program launched after the 2024-2025 academic year	0 as program launched after the 2024-2025 academic year
	Total for programs that lead to P-12 leader credentials	0	0
<i>Programs that lead to credentials for specialized professionals or to no specific credential</i>			
n/a	n/a	n/a	n/a
	Total for programs that lead to specialized professional or no specific credentials	n/a	n/a
TOTAL enrollment and productivity for all programs		75	32
Unduplicated total of all program candidates and completers		75	32

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.)

B.A. Childhood Education- Students with Disabilities, M.S. Early Childhood, M.S. Literacy, Advanced Certificate in School Building Leadership have all been added.

M.S.Ed. Childhood Special Education has been phased out to comply with the new New York State requirements for programs to focus on Special Education (All Grades).

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.		
As listed above, there were 75 enrolled students across our Education programs.		
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.		
There were 32 unique completers.		
C. Number of recommendations for certificate, license, or endorsement included in Table 1.		
There were 28 recommendations.		
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.		
Approximately 78.2% of full-time students completed their programs within the expected timeframe of 4 years from their first semester of enrollment. Approximately 21.8% of full-time students completed their programs 5 or 6 years after their first semester of enrollment. 100% of part-time students completed their programs within 7 years of their first semester.		
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%.		
Examination Name	Pass Rate During 2024-2025 Academic Year	Notes

St. Francis College Teacher Performance Assessment	100%	We attribute this success to our program gates, which ensure readiness for student teaching prior to registration and completion of student teaching and the performance assessment.
Educating All Students (EAS)	92%	
Content Specialty Test (CST) Students with Disabilities	83.3%	
Content Specialty Test (CST) Multi-Subject for Teachers of Childhood 1-6: Part 1 Literacy and ELA	80.1%	
Content Specialty Test (CST) Multi-Subject for Teachers of Childhood 1-6: Part 2 Mathematics	68.4%	To address a pass rate below 80% in this area, we collaborated with the Mathematics Department to assist them in creating a new course, MAT-1108 Mathematics for Elementary Teachers. We expect our upcoming cohorts to greatly benefit from taking this course as it will directly address concepts and skills covered on the CST Part 2 in Mathematics.
Content Specialty Test (CST) Multi-Subject for Teachers of Childhood 1-6: Part 3 Arts and Sciences	94.1%	
Content Specialty Test (CST) English Language Arts	0%	The results included a total of one score, which is not statistically significant for analysis.
Content Specialty Test (CST) Social Studies	66.7%	The results included a total of three scores, which is not statistically significant for analysis.
Content Specialty Test (CST) Mathematics	50%	The results included a total of two scores, which is not statistically significant for analysis.
Content Specialty Test (CST) Biology	n/a	There were no test results in this area during the last academic year

Content Specialty Test (CST) Chemistry	n/a	There were no test results in this area during the last academic year.
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F. Explanation of **evidence available from program completers, with a characterization of findings.**

Existing evidence available from program completers includes:

- Student Teaching Observation Reports from Cooperating Teachers and SFC Faculty
- Exit Survey of Teacher Education Program Completers on Perceptions of Program Quality
- Student Teacher Reflections as part of TPA
- New York State Teacher Certification Examinations

As will be detailed below in the appropriate section, the evidence available in all of the above areas indicates overall success, with specific target areas for improvement.

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

In October 2025, St. Francis College received employer data collected through the New York State Education Department regarding program completer employment in the New York City Public Schools and select charter schools. This data indicated that in the 2023-2024 academic year, 75% of certified program completers for which data was available were employed at the New York City Public Schools or a specific charter school. The completers for which no data was available are known by the college to be employed in parochial schools. SFC will continue to have access to the most updated information as data is shared with us by NYSED.

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 New York State Education Department has developed a data sharing system with institutions of higher education which resulted in the sharing of the data described above during this past Fall semester. We expect to utilize this data as an official documentation of employment rates in public schools in New York going forward.

The St. Francis College Education Department also distributes an Alumni Survey for program completers to self-report their current employment situation and their perceptions of their preparation.

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

Staffing has changed during this past reporting year, with two full-time Education faculty members no longer employed at the college. The Education Department currently maintains four full-time faculty members and three adjunct faculty members. This

capacity serves our program well, with all courses having coverage by qualified faculty members. We have a pool of highly qualified available adjunct faculty members to draw from as needed to support our program staffing.

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
Student Teaching Observations by SFC Faculty and Cooperating Teachers Observations are completed digitally by SFC Faculty and Cooperating Teachers, enabling us to analyze rubric performance through quantitative data. The observation report includes the following InTASC-based sections, with each section including specific subcomponents: <ul style="list-style-type: none">• Classroom environment• Planning and preparation• Instructional delivery• Classroom management• Assessment• Professionalism	An average score of 4 out of 5 or higher in rubrics	In summary, over 87% of student teaching observation reports (including first, second, and third reports for each student by SFC faculty members and cooperating teachers), indicated achievement of at least 4 out of 5 on rubrics. The results indicate accomplished candidate and completer performance based on this measure.

New York State Teacher Certification Examinations	Pass rate of 80% or higher	<p>As the NYSTCE results above indicate, we meet the 80% standard for the EAS (92%), CST Multi-Subject for Teachers of Childhood Part 1 (80.1%), CST Multi-Subject Part 3 (94.1%), and CST Students with Disabilities (83.3%). These are strong indicators of successful performance in this measure.</p> <p>An area in need of improvement was the CST Multi-Subject Part 2: Mathematics.</p> <p>Content Specialty Tests in the secondary subject areas (English Language Arts, Mathematics, and Social Studies) did not include statistically significant numbers of test scores, so this data is not appropriate for program-level analysis.</p>
Exit Survey of Teacher Preparation Program Completers on Perceptions of Program Quality	75% or higher of responses at "Completely" or "Considerably"	Over 75% of responses in all areas were at the levels of "Completely" or "Considerably," indicating successful performance in this measure.

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
Alumni Survey on Perceptions of Program Quality and Effectiveness	75% or higher of responses at "Completely" or "Considerably"	Over 75% of responses in all areas were at the levels of "Completely" or "Considerably," indicating successful performance in this measure.
Exit Survey of Teacher Preparation Program Completers on Perceptions of Program Quality	75% or higher of responses at "Completely" or "Considerably"	Over 75% of responses in all areas were at the levels of "Completely" or

		“Considerably,” indicating successful performance in this measure.
New York State Teacher Certification Examinations	<p>Pass rate of 80% or higher</p>	<p>As the NYSTCE results above indicate, we meet the 80% standard for the EAS (92%), CST Multi-Subject for Teachers of Childhood Part 1 (80.1%), CST Multi-Subject Part 3 (94.1%), and CST Students with Disabilities (83.3%). These are strong indicators of successful performance in this measure.</p> <p>An area in need of improvement was the CST Multi-Subject Part 2: Mathematics.</p> <p>Content Specialty Tests in the secondary subject areas (English Language Arts, Mathematics, and Social Studies) did not include statistically significant numbers of test scores, so this data is not appropriate for program-level analysis.</p>

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.

During the 2024-2025 academic year, the Education Department at St. Francis College continued to develop new program offerings in order to expand opportunities for our students. Specifically, we developed and received approval to offer four new pathways to dual certification in Early Childhood B-2 and Childhood 1-6 at the undergraduate level, with concentrations available in English, Social Studies, Biology, and Mathematics. In addition, we received approval for two new Master's degree programs in Early Childhood Education and Literacy, as well as an advanced graduate certificate in School Building Leadership. In addition, we updated our M.S.Ed. in Childhood Special Education to comply with NYSED regulations so that our degree now leads to certification in Special Education (All Grades).

We are very proud of an innovative partnership that we developed with New Leaders to offer an accelerated competency-based pathway to teacher certification. The strong rationale to create this new pathway stemmed largely from a national teacher shortage, especially in the area of certified teachers of students with disabilities. Titled the [Aspiring Teachers Accelerator](#), St. Francis College created competency-based pathways for paraprofessionals and other school staff, such as substitute teachers, to earn either a BA in Childhood Education-Students with Disabilities, or an M.S.Ed. in Special Education, along with the appropriate teacher certification from New York State. In close partnership with New Leaders and with the support of the New York City Public Schools (therefore grounding this project in our specific context), these programs officially launched in Fall 2025 leading to an immediate increase in enrollment. To date, we have approximately 100 new students from the Fall 2025 and Spring 2026 cohorts. This accomplishment was supported by approvals from NYSED and Middle States to deliver these innovative programs. We look forward to reporting on the success of our program completers in these programs as our first cohorts complete their degrees in the near future.

Another exciting accomplishment was earning a place in the first cohort of institutions of higher education that are engaging in [New York State's The Path Forward Literacy Initiative](#). In an endeavor supported largely by private funding, the St. Francis College Education Department is engaging with the Literacy Academy Collective and The Reading Institute to audit and then redesign relevant courses in order to deepen our teacher candidates' knowledge and practice regarding the science of reading.