



AAQEP Annual Report for 2024

Provider/Program Name:	California State University, Bakersfield
End Date of Current AAQEP Accreditation Term (or “n/a” if not yet accredited):	12/31/2030. CSUB received a Good Cause Extension approval to align the CCTC and AAQEP site visits for Fall 2030.

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.

California State University, Bakersfield, located in California’s Southern San Joaquin Valley, opened in October 1970. The university serves the largely agrarian and energy-producing communities of a five-county region including Kern, Inyo, Kings, Tulare, and North Los Angeles. The university operates campuses in both Bakersfield, a city of 378,000 in Central California, and in the Antelope Valley, a growing suburban region of 475,000 people in the high deserts of North Los Angeles. In September 2024, Dr. Vernon B. Harper, Jr was announced as CSUB’s sixth president. Dr. Harper previously served as the CSUB provost and had championed the education programs at CSUB. We have every confidence he will continue to do so in the future.

The combined Kern and Los Angeles county service area is home to diverse communities. The early twentieth century saw residents joined by ranchers, Dust Bowl migrants, immigrants from Mexico, and from many areas of the United States and the world. Growth continues in both service areas as residents move from the more crowded urban centers to the valleys' more open spaces. Today, immigrants also arrive from virtually every region of the world resulting in notable Central American, Southwest Asian, North African, and Middle Eastern communities.

As a regional comprehensive university, 69.9% of the student body is drawn from schools in Kern High School District with 16.8% drawn from the rest of the state of California. Some 9,300 undergraduate and graduate students attend CSUB at either the main campus in Bakersfield or the off-campus center in Antelope Valley, three quarters of them full-time and the rest on a part-time basis. CSUB is a designated Hispanic-Serving University (HSU), with approximately 68% of its undergraduate and 47% of its credential and graduate students identifying as Latinx. Sixty-three percent of its undergraduate and 69% of its graduate and credential students are female. A large proportion of CSUB students are first-generation university students. The CSUB service region also has one of the lowest graduate school attainment rates in the United States.

College of Social Sciences and Education Mission Statement

The School of Social Sciences and Education was elevated to the College of Social Sciences and Education in Fall 2024. The College seeks to enrich the lives of our students and improves the communities in which they live by providing high quality undergraduate and graduate programs in the social sciences and education. Our programs provide opportunities for students to grow as wise leaders, engaged and compassionate citizens, reflective users of disciplinary knowledge, well-prepared working professionals, and lifelong learners. We embrace diversity in thought and experience. The College is a resource and partner for increasing quality of life in our community. In all we do, the College strives for educational access, efficiency, and quality.

College of Social Sciences and Education Goals

- Recruit, retain, and support high quality faculty and staff who are dedicated to the mission of the University and College.
- Provide opportunities for strong disciplinary preparation and rich overall academic experiences leading to timely graduation.
- Develop stronger relationships with external partners to create opportunities for students and to improve the quality of life within our community.
- Expand academic programs within the College that increase educational access without sacrificing quality or efficiency.

The SSE is home to twelve academic units. Two units, the Department of Teacher Education (TED) and the Department of Advanced Educational Studies (AES), house the majority of the unit's Educator Preparation Programs (EPP). The EPP is operationally defined as those programs in SSE that: (1) come under AAQEP review as initial and advanced programs for teachers and programs for other school professionals (including credential, master's degree, and Doctoral program); and/or (2) are subject to review by the California Commission on Teacher Credentialing (CTC) as basic or advanced credential programs. All credential and authorization programs are fully accredited by the California Commission on Teacher Credentialing (CCTC). The CCTC does not accredit master's or doctoral degree programs.

Educator Preparation Programs Overview

The mission of both the University and the College of SSE provides the foundation for the Educator Preparation Program's (EPP's) approach to developing equitable educational leaders. That foundation connects the diverse history of the University and College with the EPP's frameworks, philosophies, goals, and standards.

Educator Preparation Programs Vision

The CSUB Educator Preparation Programs will be the nexus of a network of ethical educational leaders who promote student growth and improve the quality of life in their communities.

Educator Preparation Programs Mission

CSUB Educator Preparation Programs cultivate school, university, and community partnerships that prepare highly qualified education professionals who work collaboratively to nurture an equitable and informed education community.

Educator Preparation Programs Theme

Expanding minds. Engaging hearts. Enhancing communities.

[Unit Assessment System](#)

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.csub.edu/educaccred/aagep>

2. Enrollment and Completion Data

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

As this annual report is our first fully accredited report, we will move to the AY July 1, 2023, through June 30, 2024 for our reporting. This report will include Fall 2023 from the last annual report. The program completer numbers have not significantly changed.

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 6/30/24)	Number of Completers in most recently completed academic year (12 months ending 6/30/24)
<i>Programs that lead to initial teaching credentials</i>			
Total for programs that lead to initial credentials		0	0
<i>Programs that lead to additional or advanced credentials for already-licensed educators</i>			
Master of Arts	Educational Administration	18	17
	Educational Counseling	0	2
Preliminary Credential	Administrative Services	47	46
Clear Credential	Pupil Personnel Credential	22	0
Total for programs that lead to additional/advanced credentials		87	65

<i>Programs that lead to credentials for other school professionals or to no specific credential</i>			
Doctoral Program	Education Leadership	48	7
Total for additional programs		48	7
TOTAL enrollment and productivity for all programs		135	72
Unduplicated total of all program candidates and completers		135	72

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 discontinuations for AY 2023-2024.

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.
135
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.
72

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

Administrative Services: 27
Pupil Personnel Services: 1

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.

Program	Expected Timeframe	1.5 Timeframe
Educational Administration Credential (EDAD)	46	0
Educational Administration Master’s Degree	17	0
Education Counseling Pupil Personnel Services Credential (PPS)*	0	0
Doctoral Program in Educational Leadership (DPEL)	1	4
Overall Completion	65 (92%)	5 (7%)

*Educational Counseling PPS began the new 5 semester program in Fall 2023. Candidates recommended in 2023-2024 were from the discontinued program. The PPS discontinued program has been taught out.

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%.

The [Educational Administration Services Preliminary Credential Program](#) is the only program in this annual report with required state examinations for licensure. For the [2023-2024 academic year](#), program candidates had a 95% pass rate for all three cycles of the California Administrator Performance assessment (CalAPA). State level data for the most

recent state aligned reporting cycle ([academic year 2022-2023](#)) indicate program candidates passed each cycle at or above the program determined passing score of 2.0 for each rubric and meet or exceed the state averages. Cycle 2 rubric 2.3 was the only rubric below the expected program rubric level 2 or higher passing score with a 1.8 mean score. This rubric assesses how candidates work collaboratively with the selected group to select a problem of practice for exploration. Faculty provided additional emphasis and support for Cycle 2 rubric 2.3 for candidates during the 2023-2024 academic year. The preliminary state data indicate CSUB candidates now have a mean score of 2.55 for this rubric.

The Educational Administration Master's Degree (B.A.) does not have state licensure examination requirements.

The [Educational Counseling Pupil Personnel Services Clear Credential Program](#) (PPS) state licensure examination requirement for program admission is the completion of the California Basic Skills Requirement (BSR). For academic year 2023-2024, all applicants met BSR prior to program admission. Moving forward, BSR is satisfied by an earned bachelor's degree from a regionally accredited university. Effective Fall 2024, the PPS credential program will no longer have state license examination requirements.

The master's degree in school counseling and the student affairs program pathway are not AAQEP accredited.

The [Doctoral Program in Educational Leadership](#) (DPEL) does not have state license examination requirements. It is a terminal advanced degree program whose participants are already established educators/practitioners.

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

CSUB utilizes a Unit Operations Survey to gauge completer satisfaction with their program. Completers are asked to rate their satisfaction with the faculty, program preparation, and confidence in their ability to be an effective educational professional. Overall ratings for all three programs note an average mean score of 4 or above on a 1-5 Likert-type scale for all three areas.

[EDAD Unit Operation Survey](#)
[EDCS Unit Operation Survey](#)
[DPEL Unit Operations Survey](#)

For the Educational Administration and the Educational Counseling credential programs, the CCTC requires applicants for those credentials to complete a statewide survey for program satisfaction. Data from the most recently available survey (2022-2023) indicate a strong alignment with the CSUB survey regarding program satisfaction. For both programs, responses are at or above the state mean.

[CCTC EDCS Completer Survey \(2022-2023\)](#)

[CCTC EDAD Completer Survey \(2022-2023\)](#)

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

Advisory groups:

Educational Administration

The Educational Administration programs (credential and master's) have the [Educational Administration Advisory Council \(EAAC\)](#) that meets once per semester. This group consists of alumni, current candidates, employers/district administrators, and CSUB faculty and administrators. The purpose of this advisory council is to engage key stakeholders for the EDAD program in critical dialogue to inform program direction and continuous improvement efforts.

Educational Counseling

The Educational Counseling program set up their advisory committee during AY 2023-2024. The committee began meeting in Fall 2024. This group consists of alumni, current candidates, employers/district administrators, and CSUB faculty and administrators. The purpose of this advisory council is to engage key stakeholders for the EDCS program in critical dialogue to inform program direction and continuous improvement efforts.

Doctoral Program in Educational Leadership (DPEL)

The DPEL program utilizes a similar structure for their advisory committee as the EAAC. This advisory committee is comprised of current students, alumni, employers, (district and university), program faculty, external partners, CSU-wide Ed.D. representatives, and college administrators. The focus of these once per semester meetings is to engage in substantive dialogue regarding program updates, accreditation updates, data-driven discussions/actions, and member discussions to support and inform continuous improvement efforts.

The Educator Preparation Program (EPP) are in the process of redeveloping the [alumni](#) and [employer surveys](#). These revised surveys will be sent to alumni 2 years after program completion. These surveys will mirror the Final Unit Operations Survey with additional questions related to their employment status.

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.

Employment rates for program completers have been informally collected in each program. Faculty in Educational Administration generally hear from students who are moving from the certificate of eligibility to the preliminary credential when they have an administrative employment offer. Educational Counseling faculty also hear from students who have positions pending while in the program. The DPEL program director maintains close ties with most program completers through formal and informal means including participation on the DPEL advisory committee and requests to mentor and support current DPEL students and program faculty.

A key component of our continuous improvement plans specific to standard 4 for the full EPP is to better connect with program completers. CSU system-wide data is not available, and we have struggled to gather additional data in this area for several years. Our plan moving forward has several approaches that we believe will assist us with both employer and program completer data collection. The [CSU Chancellor's Office](#) has announced a system wide shift in focus from graduation rates to ensuring graduates have opportunities for careers. This new focus builds on the Graduation 2025 initiative and is designed to ensure we are tracking and supporting students after degree completion. This is anticipated to provide education programs in the system with additional resources to stay in touch with program completers.

In addition to the CSU Chancellor's initiative, the EPP has developed a new alumni tab in PeopleSoft to collect personal email and contact information that will enable us to reach out on a more frequent basis and ensure we have the ability to stay in touch with completers. Using the revised alumni survey, we anticipate having a more robust understanding of employment and plans for program alumni. Data collected from the [alumni survey](#) will inform us regarding employers to contact for the [employer survey](#) (alumni survey sent each fall; employer survey sent each spring).

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
Educational Administration Credential: Administrator Performance Assessment	The California Administrator Performance Assessment is the primary provider selected measure for Standard 1. Candidates are supported throughout program coursework and field work in completing the CCTC mandated performance assessment. This assessment is completed in 3 cycles and assesses the California Administrator Performance Expectations (CAPEs).	In AY 2023-2024, state CalAPA scores decreased. Our analysis notes several rubrics where faculty are monitoring candidate progress and realigning coursework and support to effect improvement on those rubric scores. Moving into the 2024-2025 academic year, candidates in the CSUB preliminary administrator credential program are expected to achieve an average of 2.5 or better on each rubric.

<p>Master's Degree in Educational Administration</p>	<p>The master's degree in educational administration coursework builds on the preliminary credential work adding graduate level Statistics, Research Design and Analysis and the Culminating Activity to qualify for the master's degree. Candidates electing to complete the master's degree can complete these classes in one additional semester.</p>	<p>Candidates are expected to pass the culminating activity prior to awarding the master's degree. In the academic year 2023-2024, all enrolled candidates successfully completed the culminating activity.</p>
<p>Educational Counseling Pupil Personnel Services Credential</p>	<p>The Educational Counseling program utilizes clinical practice activities (EDCS 6360, 6370 and 6380) to ensure PPS completers are well prepared to support PK-12 students.</p>	<p>AY 2023-2024 clinical practice data indicate consistency in candidate scores across all evaluated areas. Candidates are expected to earn a 2 or better based on the 3-point Likert-type scaled rubric to meet program expectations.</p>

<p>Doctoral Program in Educational Leadership</p>	<p>The DPEL program has aligned initial data collection regarding Standard 1 to coincide with the completion of coursework. While using multiple measures, faculty are currently aligning the signature assignments to the new Watermark system to collect and analyze data and enhance informed decisions and actions related to candidates' progress and progress throughout their doctoral journey. For AY 2023-2024, the program is using the passage of the dissertation proposal, after passing the Qualifying Exam and officially advancing to doctoral candidacy, and successful completion of coursework, and eventually their dissertation, unless they come ABDs.</p>	<p>Program data demonstrate the improved continuously improving completions rates numbers of students who have defended their dissertation proposal and coursework, while decreasing numbers of ABDs. The program faculty consistently worked to ensure students in Cohorts 1-5 were tracked, contacted, and supported to ensure they were making progress towards completing their dissertation thus phasing out of the ABD stage.</p> <p>The 2023-2024 data reflect such improvement trends across cohorts inclining Cohort 6.</p>
---	--	--

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

<p>Provider-Selected Measures</p>	<p>Explanation of Performance Expectation</p>	<p>Level or Extent of Success in Meeting the Expectation</p>
<p>Educational Administration Credential: Administrator Performance Assessment</p>	<p>The California Administrator Performance Assessment is the primary provide selected measure for Standard 2. Candidates are supported throughout the program coursework and field work in completing the CCTC mandated performance assessment.</p>	<p>In AY 2023-2024, state CalAPA scores decreased. Our analysis notes several rubrics where faculty are monitoring candidate progress and realigning coursework and support to effect improvement on those rubric scores.</p>

	This assessment is completed in 3 cycles and assesses the California Administrator Performance Expectations (CAPEs).	Moving into the 2024-2025 academic year, candidates in the CSUB preliminary administrator credential program are expected to achieve an average of 2.5 or better on each rubric.
Master's Degree in Educational Administration	The master's degree in educational administration coursework builds on the preliminary credential work adding graduate level Statistics, Research Design and Analysis and the Culminating Activity to qualify for the master's degree. Candidates electing to complete the master's degree can complete these classes in one additional semester.	Candidates are expected to pass the culminating activity prior to awarding the master's degree. In the academic year 2023-2024, all enrolled candidates successfully completed the culminating activity .
Educational Counseling Pupil Personnel Services Credential	In EDSE 6130, candidates construct a professional Continuous Improvement/Wellness Plan. From a holistic (bio-psycho-social-spiritual) perspective, the candidate's Continuous Improvement/Wellness Plan includes current, near future (within a year), and future (next five years) goals to support their physiological, psychological, social, vocational/professional, and spiritual well-being. Furthermore, the Continuous Improvement/Wellness Plan is unique	The assignment represents candidates' preparation for entry into the school counseling profession and aligns the knowledge gained in the credential program with their goals and aspirations for future work and learning. Candidates are expected to score target or acceptable (2 points or better for each rubric criterion). CSUB candidates have consistently achieved a 2 or better for each rubric construct .

	to the individual student; thus, it is to be developed individually based on both professional and personal goals.	
Doctoral Program in Educational Leadership	<p>The DPEL program has aligned initial data collection regarding Standard 2 to coincide with the completion of coursework. Faculty are currently aligning the signature assignments to the new Watermark system to better provide analysis regarding a candidate's progress in the program based on multiple measures.</p> <p>For AY 2023-2024, the program is using the passage of the dissertation defense (completed) to determine competent performance.</p>	<p>Program data demonstrate the improved numbers of students who have defended their dissertation proposal and coursework. The program faculty worked to ensure students in Cohorts 1-5 were contacted and supported to ensure they were increasing their time to ABD.</p> <p>Noted in 2023-2024 is the improvement in cohort 5 regarding successful completion of the dissertation within 4 years of program admission.</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.

Educational Administration Credential and Master's Degree Programs

The Educational Administration program in 2023-2024 is bucking statewide trends by seeing an increase in program enrollment. The program's quality in preparing aspiring administrators for day one on the job and the program's accessibility form key aspects of this enrollment.

Educational Counseling (Pupil Personnel Services) Credential

Since the AAQEP accreditation site visit in 2022, the Educational Counseling program has completed all requirements to be fully accredited by the CCTC.

Doctoral Program in Educational Leadership

The DPEL program has developed mentorship strategies and personalized opportunities through the [Educational Doctoral Guidance and Empowerment \(EDGE\) program](#). During its initial semester, the DPEL personnel have continued to support and hold various activities and events that include the DPEL Mixer (current students and alumni), scheduling dissertation seminars and panels, and connecting mentors with mentees across the program faculty and across cohort-participants.

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 2024-25 year	All aspects: Revise and align all course signature assignments with AAQEP and California (CCTC) standards, aspects, and elements.
Actions	In Fall 2023, the Educator Preparation Programs (EPP) began work on the realignment of program rubrics to align with AAQEP and CCTC standards. This alignment coincided with the move from LiveText to the Watermark Student learning and Licensure data management platform. The 2023-2024 academic year is considered a pilot year for all programs to ensure we have correctly aligned the aspects and course activities to enrich our ability to collect aspect data across courses and clinical practice to provide faculty a richer and well-developed snapshot of candidate progress through their program.

Expected outcomes	We anticipate this alignment will allow faculty to better determine strengths and areas of growth in each program based on multiple data points that will offer faculty the ability to better gauge progress and be able to use these data in a timelier manner to quickly respond to continuous improvement efforts across programs and pathways.
Reflections or comments	As of December 2024, we are still in the growing phase of rubric completion and ensuring rubrics are in the system for faculty and student use. We are successfully able to collect and report clinical practice data for most programs.
	Standard 2
Goals for the 2024-25 year	All aspects: Revise and align all course signature assignments with AAQEP and California (CCTC) standards, aspects, and elements.
Actions	In Fall 2023, the Educator Preparation Programs (EPP) began work on the realignment of program rubrics to align with AAQEP and CCTC standards. This alignment coincided with the move from LiveText to the Watermark Student learning and Licensure data management platform. The 2023-2024 academic year is considered a pilot year for all programs to ensure we have correctly aligned the aspects and course activities to enrich our ability to collect aspect data across courses and clinical practice to provide faculty a richer and well-developed snapshot of candidate progress through their program.
Expected outcomes	We anticipate this alignment will allow faculty to better determine strengths and areas of growth in each program based on multiple data points that will offer faculty the ability to better gauge progress and be able to use these data in a timelier manner to quickly respond to continuous improvement efforts across programs and pathways.
Reflections or comments	As of December 2024, we are still in the growing phase of rubric completion and ensuring rubrics are in the system for faculty and student use. We are successfully able to collect and report clinical practice data for most programs.
	Standard 3

Goals for the 2024-25 year	Aspects 3b and 3e: Revise and align all course signature assignments and clinical practice evaluations with of AAQEP and California (CCTC) standards, aspects, and elements.
Actions	In Fall 2023, the Educator Preparation Programs (EPP) began work on the realignment of program rubrics to align with AAQEP and CCTC standards. This alignment coincided with the move from LiveText to the Watermark Student learning and Licensure data management platform. The 2023-2024 academic year is considered a pilot year for all programs to ensure we have correctly aligned the aspects and course activities to enrich our ability to collect aspect data across courses and clinical practice to provide faculty a richer and well-developed snapshot of candidate progress through their program.
Expected outcomes	We anticipate this alignment will allow faculty to better determine strengths and areas of growth in each program based on multiple data points that will offer faculty the ability to better gauge progress and be able to use these data in a timelier manner to quickly respond to continuous improvement efforts across programs and pathways.
Reflections or comments	As of December 2024, we are still in the growing phase of rubric completion and ensuring rubrics are in the system for faculty and student use. We are successfully able to collect and report clinical practice data for most programs.
	Standard 4
Goals for the 2024-25 year	Aspect 4c: Strengthen the EPP’s support for and work with program completers.
Actions	Work with the CSU Chancellor’s office to support the new career initiative. Finalize the PeopleSoft tab for alumni that will allow faculty more information to contact program completers. Train faculty on the use of this information and through the EPP collaborate across programs to develop best practices for maintaining and improving alumni support and participation. Reinstate the alumni and employer surveys for advanced credentials and degree programs. Use the DPEL Educational Doctoral Guidance and Empowerment (EDGE) program as a first step into dedicated mentorship and alumni engagement.

Expected outcomes	Based on these new initiatives, we hope to utilize the EPP work to develop a strong multi-faceted approach to engaging and supporting program completers.
Reflections or comments	We hope to solidify the alumni and employer surveys in spring 2025 and begin sending these in Fall 2025.

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.

N/A

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.

There are no plans to develop new program pathways during AY 2024-2025. We will be revisiting program assignments and rubrics to realign with the 2025 AAQEP standards for program improvement efforts.

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).

N/A

10. Sign Off

Provider's Primary Contact for AAQEP (Name, Title)	Dean/Lead Administrator (Name, Title)
Debbie Meadows, Ed.D. Director, Education Assessment and Accreditation	Luis Vega, Ph.D. Interim Dean, College of Social Sciences and Education

Date sent to AAQEP:	12/5/2024
---------------------	-----------