



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 both in 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 9,399 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 Institution (HSI), 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 improve 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. The MA, Curriculum and Instruction program, Bilingual Added Authorization (BILA), and the Reading Literacy Added Authorization (RLAA) are within TED and are housed in [Extended Education](#). The three Special Education programs are housed in AES. All credential and authorization programs are fully accredited by the California Commission on Teacher Credentialing (CCTC) through Fall 2030. 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 college, 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>			
Preliminary Credential	Special Education	119	34
	Multiple Subject	408	166
	Single Subject	321	107
Total for programs that lead to initial credentials		848	307
<i>Programs that lead to additional or advanced credentials for already-licensed educators</i>			

Added Authorization	Early Childhood Special Education	1	1
	Bilingual	16	14
	Reading Literacy	34	8
Total for programs that lead to additional/advanced credentials		51	23
<i>Programs that lead to credentials for other school professionals or to no specific credential</i>			
Master of Arts	Curriculum & Instruction	234	104
	Special Education	25	15
Total for additional programs		259	119
TOTAL enrollment and productivity for all programs		1171	452
Unduplicated total of all program candidates and completers		1158	449

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.

Unduplicated Count total: 1158

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.

Program	Unique Completers
Multiple Subject Preliminary Credential (EDEL)	166
Single Subject Preliminary Credential (EDSE)	107
Special Education Preliminary Credential (EDSP)	34
Bilingual Added Authorization (BILA)	14
Reading Literacy Added Authorization (RLAA)	8
Early Childhood Added Authorization (ECAA)	1
Master of Art in Curriculum and Instruction (C&I)	104
Master of Arts in Special Education (MA_SPED)	15
Total	449

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

Program	Recommendations (certificate, license, or endorsement)
Multiple Subject Preliminary Credential	159
Single Subject Preliminary Credential	113
Special Education Preliminary Credential	46
Bilingual Added Authorization	11
Reading Literacy Added Authorization	18
Early Childhood Added Authorization (SPED)	10
Total	357

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.

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Program	Expected Timeframe	1.5 Timeframe
Multiple Subject Credential (MS/EDEL) 3 terms/ 5 terms	140	21
Single Subject Credential (SS/EDSE) 3 terms/5 terms	93	10
Special Education Credential (SS/EDSP) 3 terms/5 terms	15	16
Bilingual Added Authorization (BILA) 2 terms/4 terms	13	1
Reading Literacy Added Authorization (RLAA) 1 term	2	3
Early Childhood Added Authorization (SPED) 2 terms	1	1
Master's Degree in Curriculum and Instruction (C&I) 2 terms/3 terms	65	23
Master's Degree in Special Education (MA SPED) 3 terms	14	1
Overall Completion	343	76

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%.

Multiple Subject (EDEL) and Single Subject (EDSE) preliminary credential candidates are required to pass the CalTPA prior to credential recommendation. CSUB has always enjoyed a strong pass rate for this performance assessment. The [23-24 scores](#) report notes the lowest pass rate at 89% for the Multiple Subject Literacy Cycle 1 assessment.

Special Education/Educational Specialists (EDSP) candidates were in year 1 of the implementation of the EdSp CalTPA. Data from Pearson were not available as the numbers reported were lower than 10 for each assessment. [CSUB data](#) show special education candidates passed their performance assessments with a cumulative pass rate of 97%, no assessments were at or below 80%.

The Bilingual Added Authorization (BILA) requires candidates to demonstrate competency in the Spanish language by completing the CSET World languages Exam, Spanish Subtest III, or verification of subject matter competence through a bachelor's degree in Spanish. All candidates for the authorization in 2023-2024 were verified as meeting subject matter competency prior to recommendation for the added authorization.

The Reading Literacy Added Authorization (RLAA) and the Early Childhood Added Authorization (ECAA) do not have state licensure requirements for admission or authorization recommendation. These two authorization programs do require candidates to hold preliminary credentials in multiple subject, single subjects, or special education prior to recommendation for the added authorization.

The master's degrees in Curriculum and Instruction and Special Education do not require state licensure examinations for admission or prior to conferral of the degree.

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 individual program. Completers are asked to rate their satisfaction with the faculty, program preparation, and their level of confidence in their ability to be an effective educational professional. Overall, the programs in this QAR have a mean score of 4 or above on a 1-5 Likert-type scale for all areas. Program expectations for results would be a score of 3.5 or higher on all survey questions regarding program satisfaction.

[EDEL Unit Operations Survey](#)
[EDSE Unit Operations Survey](#)
[MA C&I Unit Operations Survey](#)
[BILA Unit Operations Survey](#)
[RLAA Unit Operations Survey](#)

The RLAA program experienced a decline in ratings in 2023-2024 for candidate preparation and program faculty. For the 2024-2025 academic year, new state requirements have been addressed in courses and program faculty have been supported to work with these updated requirements.

Special Education Data is not disaggregated for the three programs. We are working to develop an improved way to disaggregate these data for better data analysis for specific program improvement.

[EDSP, ECAA and MA SPED Unit Operations Survey](#)

For the EDEL, EDSE, and EDSP preliminary 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 all three programs, responses are at or above the state mean.

[CCTC EDEL Completer Survey \(2022-2023\)](#)
[CCTC EDSE Completer Survey \(2022-2023\)](#)
[CCTC EDSP Completer Survey \(2022-2023\)](#)

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

Advisory Groups

The Multiple, Single, Special Education, and Bilingual Added Authorization programs participate in a university wide **Teacher Education Advisory Council (TEAC)**. During AY 2023-2024, one TEAC meeting was held in [Spring 2024](#). The Provost and College Dean host the meeting. Advisory committee membership includes college and university administrators, college undergraduate and graduate program directors, alumni, current students, and district representatives. Moving into the 2024-2025 academic year, TEAC will begin meeting each semester.

The [Antelope Valley Special Education Advisory](#) group was formed in 2023 to respond to unique local context needs regarding support for Antelope Valley special education candidates and districts. Membership in this group includes district representatives, university administrators and faculty.

The [Bilingual Added Authorization Advisory Committee](#) consists of faculty, district representatives, non-profit, and program completers. It meets twice yearly to discuss state and national policies affecting multilingual education. They review and provide support for program initiatives and alignment of coursework to meet the ongoing needs of multilingual learners in Kern County.

The [Reading Literacy Added Authorization Committee](#) is comprised of current students, alumni, district employers, program faculty, external partners, and college/university 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 [Curriculum and Instruction Advisory Committee](#) is comprised of faculty, program graduates, district representatives, and university administrators. This advisory committee meets once per semester and discusses issues regarding course offerings, signature assignments, required books, student support for the culminating exam and literature review support.

The CSU system previously conducted an Educational Quality (EDQ) employer survey for the three preliminary credential programs (multiple, single, and special education). Unfortunately, the last time the survey was conducted was in [2017-2018](#). Based on those data, employers were very satisfied with the candidate preparation at CSUB. This system-wide survey is on hiatus, and we do not know when it might resume.

CCTC employer survey data is not available for AY 2023-2024. Only two district employers completed the survey.

External survey data for the added authorization and master's degree programs are not collected by the CCTC or CSU system. The lack of external data for employer perceptions of program completers offers a strong rationale for the EPP to ensure we are collecting employer feedback and recommendations through our advisory committees and a redeveloped employer survey. Data collected from the revised [alumni survey](#) will inform us regarding employers to contact for the [employer survey](#) (alumni survey sent each fall; employer survey sent each spring). Approval of the surveys will be conducted during Spring 2025.

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 anecdotally collected in each program. Faculty in multiple subjects, single subjects and special education residency pathways generally hear from completers when they have an employment offer, especially from their residency district. We are working to improve our understanding of employment rates for preliminary credential candidates in all pathways. As the bilingual and reading literacy added authorization programs require employment as part of program admission, these completers continue in their employment and can move into Teachers on Special Assignment (TOSA) and other teacher leader positions within their school and district. The master's degree programs are working to develop ways in which to keep in contact with program completers. Many preliminary credential candidates continue to pursue an education master's degree and the added authorizations. At times, we have enjoyed being able to hire MA program completers as adjunct faculty in the preliminary credential programs.

A key component of our continuous improvement plan for the full EPP is to better connect with program completers. CSU system-wide and CCTC data are not consistently available, 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 build continuing relationships and 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 are staying in touch with completers. Using the revised [alumni](#) survey (draft), 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). Approval of the surveys will be conducted during Spring 2025.

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
Multiple Subject: Teacher Performance Assessment	The California Teacher Performance Assessment (CalTPA) is the primary provided selected measure for Standard 1. Candidates are supported through specific courses and field work in completing the CCTC mandated performance assessment. This assessment is completed in 2 cycles and assesses the California Teacher Performance Expectations (TPEs). Candidates must pass both cycles prior to credential recommendation.	CSUB candidates are expected to meet the minimum passing score of 19 in CalTPA Cycle 1 and a passing score of 21 on CalTPA Cycle 2. CSUB multiple subject credential candidates achieved a pass rate of 81% or higher on “Best Effort” submissions during AY 2023-2024. Candidates are not allowed to complete their credential program without passing both Cycle 1 and Cycle 2.

<p>Single Subject: Teacher Performance Assessment</p>	<p>The California Teacher Performance Assessment (CalTPA) is the primary provided selected measure for Standard 1. Candidates are supported through specific courses and field work in completing the CCTC mandated performance assessment. This assessment is completed in 2 cycles and assesses the California Teacher Performance Expectations (TPEs). Candidates must pass both cycles prior to credential recommendation.</p>	<p>CSUB candidates are expected to meet the minimum passing score of 19 in CalTPA Cycle 1 and a passing score of 21 on CalTPA Cycle 2. CSUB single subjects credential candidates achieved a pass rate of 75% or higher on “Best Effort” submissions during AY 2023-2024. Noted in the scores was a drop in the World Languages Cycle 1 scores with a 64% pass rate. Candidates who did not pass in AY 2023-2024 have been provided additional support to remediate their work and resubmit during the 2024-2025 academic year. Candidates are not allowed to complete their credential program without passing both Cycle 1 and Cycle 2.</p>
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<p>Educational Specialist: Teacher Performance Assessment</p>	<p>The California Educational Specialist Teacher Performance Assessment (EdSp CalTPA) is the primary selected measure for Standard 1. Candidates are supported through specific courses and field work in completing the CCTC mandated performance assessment. This assessment is completed in 2 cycles and assesses the California Teacher Performance Expectations (TPEs). Candidates must pass both cycles prior to credential recommendation.</p>	<p>CSUB Special Education candidates are expected to meet the minimum passing score of 19 in CalTPA Cycle 1 and a passing score of 21 on CalTPA Cycle 2. CSUB data show special education candidates passed their performance assessments with a cumulative pass rate of 97% across all assessments. Candidates who did not pass in AY 2023-2024 have been provided additional support to remediate their work and resubmit during the 2024-2025 academic year. Candidates are not allowed to complete their credential program without passing both Cycle 1 and Cycle 2.</p>
<p>Bilingual Added Authorization</p>	<p>The signature assignment for EDBI 6100 asks candidates to use their understanding of a highly effective bilingual program to meet the needs of diverse California students. The signature assignment is based on the needs of their local community or school district. Moving forward, students are assessed on the following criteria: (BILA rubric)</p>	<p>Data for AY 2023-2024 were collected based on the 2022 generalized rubrics. Candidates in the BILA program were scored holistically instead of by rubric construct. All candidates met or exceeded the required level 3 for the course signature assignment.</p>

Reading Literacy Added Authorization	The signature assignment for EDLT 6100 asks candidates to create a project that demonstrates their ability to create a productive and positive culture of literacy in their current classroom. Candidates are assessed based on the following criteria: vision of literacy, foundations of creating a culture of literacy, theoretical understanding, and key research.	Couse instructors did not utilize the data management system in AY 2023-2024 for signature assignment submission. Faculty reported students met or exceeded all expectations for the signature assignment. Moving forward, the aligned rubric and signature assignment will be completed in the Watermark system to ensure data analysis is available.
Educational Specialist Early Childhood Authorization	The signature assignment for EDSP 5720 asks candidates to develop an intervention plan for a young child (birth to 5) with disabilities from a diverse background. Candidates are assessed based on levels of performance, goals and objectives, activity-based strategies (classroom and home), and child focused instructional strategies.	AY 2023-2024 rubric data indicate candidates met or exceeded the 2.5 or better rubric criteria score for each construct.
Master’s degree in Curriculum and Instruction	The signature assignment for EDCI 6200 asks candidates to select an organization and evaluate it based on how the teacher might collaborate with the organization to impact our current educational system in California.	Candidates are expected to meet the target or acceptable (level 2 or 3) in each rubric construct. AY 2023-2024 rubric data note candidate scores meet the program requirement for each construct.

Master's degree in Special Education	The signature assignment for EDSP 5630 asks candidates to create a comprehensive assessment report for one student.	Candidates are expected to meet the target or acceptable level for each rubric construct. AY 2023-2024 rubric data show consistency from AY 2022-2023 in meeting or exceeding the rubric requirements.
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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
Multiple Subject: Final Clinical Practice	Candidates in EDEL 5810 are formally observed 6 times during the semester (Observation Protocol). The final clinical practice evaluation completed by the university supervisor and site supervisor in EDEL 5810 was one of the first rubrics to be revised during the 2023-2024 academic year. During Fall 2023 , candidates were evaluated based on the Danielson framework and the California Standards for Teacher Performance. In Spring 2024 , the program revised the evaluation and rubric to focus on the California Teacher Performance Expectations and the AAQEP aspects.	For Fall 2023 , multiple subject candidates were expected to earn Proficient (4) or Distinguished (5) on all rubric constructs. In Spring 2024, all candidates met the rubric requirements. For Spring 2024 , multiple subject candidates were expected to earn Proficient (4) or Distinguished (5) on all rubric constructs. In Spring 2024, all candidates met the rubric requirements.
Single Subject: Final Clinical Practice	Candidates in EDSE 5810 are formally observed 6 times during the semester (Observation Protocol). The final	For Fall 2023 , single subject candidates were expected to earn Proficient (4) or Distinguished (5) on

	<p>clinical practice evaluation completed by the university supervisor and site supervisor in EDEL 5810 was one of the first rubrics to be revised during the 2023-2024 academic year. During Fall 2023, candidates were evaluated based on the Danielson framework and the California Standards for Teacher Performance. In Spring 2024, the program revised the evaluation and rubric to focus on the California Teacher Performance Expectations and the AAQEP aspects.</p>	<p>all rubric constructs. The candidate completion rate was 99 percent. The candidate that did not score proficient or distinguished was asked to redo their course.</p> <p>For Spring 2024, single subject candidates were expected to earn Proficient (4) or Distinguished (5) on all rubric constructs.</p>
<p>Educational Specialist: Final Clinical Practice</p>	<p>The EDSP Final Clinical Practice course consists of 6 observations and a final evaluation. The university supervisor and the district supervisor collaboratively complete the final evaluation. Candidates are evaluated on the California Teacher Performance Expectations and are expected to earn acceptable or target by the end of the term in all evaluated areas (observation form). Updated course rubrics aligning with CCTC and AAQEP standards will be implemented beginning Spring 2025.</p>	<p>Final clinical practice data for SPED candidates were housed in the individual instructor's canvas course module. Based on course pass rate data, all candidates in final clinical practice were successful in meeting the program requirements. Several SPED Interns participated in a soft launch of the new Watermark data management system (Intern Data). This report includes SPED candidate data for the past 3 years. Candidates are expected to earn a level 2.5 or better on all rubric constructs.</p>
<p>Bilingual Added Authorization</p>	<p>In the EDBI 6300 course candidates apply their knowledge of instruction and assessment during clinical practice. This practice allows candidates to reflect critically on the</p>	<p>Data for AY 2023-2024 were collected based on the 2022 generalized rubrics. Candidates in the BILA program were scored holistically instead of by rubric construct. All</p>

	choices they make for multilingual instruction and assessment aligned with the California Bilingual Teacher Performance Expectations. Moving forward, students are assessed on the following criteria: (BILA rubric)	candidates met or exceeded the required level 3 for the course signature assignment .
Reading Literacy Added Authorization	The signature assignment for EDLT 6400 asks candidates to create a Literacy Intervention Plan based on comprehension, higher-order thinking, critical literacy/ study skills for a different student group than EDLT 6300. This supports a broader understanding and development of critical literacy instruction and support skills for classroom implementation.	Couse instructors did not utilize the data management system in AY 2023-2024 for signature assignment submission. The faculty reported that students met or exceeded all expectations for this signature assignment. Moving forward, the aligned rubric and signature assignment will be completed in the Watermark system to ensure data analysis is available.
Educational Specialist Early Childhood Authorization	The signature assignment for EDSP 5710 asks candidates to create a routine-based intervention plan including objectives, strategies, accommodations for culturally and linguistically diverse young children with disabilities. Candidates are to create understandable procedures, develop appropriate data keeping procedures and be able to modify their program based on student progress data.	AY 2023-2024 rubric data indicate candidates met or exceeded the 2.5 or better rubric criteria score for each construct.
Master's degree in Curriculum and Instruction	EDCI 6820 is the Culminating Exam for the Curriculum and Instruction	Candidates are scored holistically on a 4-point scale. Candidates must meet

	<p>master's degree. The exam consists of three research papers. Candidates for the degree will receive a list of exam questions covering different topics discussed while you were in the program. Candidates will be required to select 3 questions from the list and write a research paper on each one (approximately 10-12 pages each) following APA format with 8-10 peer-reviewed sources.</p>	<p>or exceed expectations to pass the exam and be awarded the master's degree. Data for AY 2023-2024 note a 95% pass rate on the exam. Pass rates have been increasing over the past 4 years.</p>
<p>Master's degree in Special Education</p>	<p>EDSP 6820 is the competency exam for the Special Education master's degree. Candidates work with a 3-member faculty committee to complete the exam requirements. There are program options for a thesis or project. However, candidates traditionally choose the exam as their culminating activity.</p>	<p>During academic year 2023-2024, all 15 candidates met the required rubric level of Target (3) to pass their competency exam and be awarded the master's degree.</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.

Multiple and Single Subject Credentials

- The single subject program has increased their numbers to a total of 100 students for the Fall semester and expanded our local residency program to 40 students.
- The multiple subject program is currently running three residency programs. The majority of students are graduating successfully and being hired.
- Kern urban Teacher residency candidates presented at the Computer Using Educators conference as well as hosted two family/community nights.

Special Education Credentials and MA

- Increased completion/graduation rate for MA students.
- Continuous enrollment of BIPOC candidates for both credential and MA programs.
- Developed TPA course to support candidates resulting in high passing rate for Ed Sped CalTPA-both cycles.
- Established SPED advisory committee (AV campus), hoping to establish one for main campus soon.
- All tenured/tenured-track faculty members have presented and/or published at least one journal article w/in the last 1-2 years.

Bilingual Added Authorization

- Surpassed milestone of 100 completers since the program's inception in 2019. As of June 2024, the CSUB BILA has contributed 110 newly certified bilingual/dual language teachers to the region and state.
- Successfully collaborated with Kern County Superintendent of Schools on attainment of a Bilingual Teacher Professional Development Program Grant from the California Department of Education to fund the BILA certification of 150 candidates over the next five years.
- Expanded network of school district partners to now include Panama Buena Vista Union School District (Bakersfield) Newhall School District (Santa Clarita, CA) and Hart High School District (Santa Clarita, CA).
- Enhanced the program by updating/upgrading the curriculum to reflect latest research, trends, and practices in the field.
- Provided new course/curriculum development and California Bilingual Teacher Performance Expectation (BTPE) alignment support for the new Cultivando Maestra/os Kern Multilingual Residency Program (BILA Concurrent Pathway).
- Partnered with CSUB Liberal Studies Program on the creation of a Bilingual/Bicultural (Pre-BILA) undergraduate pathway.

- CSUB BILA faculty continue to be state and national leaders in dual language/bilingual education research and service through board membership, participation in regulatory bodies (and other activities) within organizations committed to the advancement of bilingual teacher education in California and the nation.

Reading Literacy Added Authorization

- Embarked on partnerships with Hart School District through CDE Literacy Grant: one cohort finished the program (Spring –Fall 2024); another started fall 2024), another expected to start next year.
- Expanded capacity building to recruit more qualified faculty to teach in the RLAA...*this is a priority*.
- Enhanced the program by updating/upgrading the curriculum to reflect the current mode of thinking, research-based practices, and effective pedagogical practices in literacy...*this is also a priority*.
- Enhanced the assessment system by updating the various course rubrics for anchor assignments to be used on Watermark for datafication and continuous improvements.
- Publication [“The Alchemy of Promoting a Culture of Literacy: Transmuting Learners and Educators to Become More Skillful”](#) focusing on emancipatory Freirean critical literacy pedagogy.

MA Curriculum and Instruction

- Faculty in the C & I program have updated coursework to better scaffold writing skills based upon our students needs as well as address leadership theories more relevant to our community.

For several years, CSUB Education faculty participated in the CSU Chancellor’s Office Initiative: Center for Transformational Educator Preparation Programs ([CTEPP](#)). This [cross-program](#) work has served to offer support for developing multiple campus initiatives and developing practices in clinical practice to ensure quality support and feedback for increasing the completion rate for BIPOC credential candidates ([report and findings](#)).

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 with 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 with 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 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 with 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	<p>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.</p> <p>Reinstate the alumni and employer surveys for advanced credentials and degree programs.</p> <p>Use the DPEL Educational Doctoral Guidance and Empowerment (EDGE) program as a model from which to build dedicated mentorship and alumni engagement across the EPP.</p>
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.

Department of Teacher Education faculty are developing the [PK-3 credential](#) for CSUB students. This new credential offering will support the development of teachers who are well prepared to work with California’s youngest students (pre-kindergarten through third grade). Program faculty anticipate a Spring 2025 submission to the CCTC with hopeful approval during Fall 2025. This would put the program fully in place during the 2026-2027 academic year. While preparing the program submission, faculty are aligning the signature assignments and clinical practice requirements to the AAQEP aspects. Once we have a more solid date for implementation, we will contact AAQEP staff for guidance regarding submitting the new program for accreditation approval.

The BILA program has begun offering a blended Multiple Subject/BILA Credential Residency pathway ([Kern Multilingual Residency Program](#)) in 2 high needs districts. This program supports both the district in collaboration with CSUB to develop home grown teachers who are ready to support the multilingual students and families in Kern County. To ensure consistency between the two pathways, program faculty revised the [Course Matrix](#) and program syllabi to ensure state requirements are met for all BILA candidates.

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).

The California Legislature passed SB 488 requiring the California Commission on Teacher Credentialing (CCTC) to recertify all multiple, single and educational specialists in a new [Reading Literacy Teacher Performance Expectations](#) (TPE 7). During Spring and Fall 2024 faculty in these programs worked to ensure all new literacy expectations were in place and documentation was submitted to the CCTC for evaluation ([website](#)). At this time of this submission, we do not have a response regarding this evaluation of the alignment to the new expectations.

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, College of Social Sciences and Education	Luis Vega, Ph.D. Interim Dean, College of Social Sciences and Education

Date sent to AAQEP:	12/19/2024
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