



## AAQEP Annual Report for 2022

Provider/Program Name:	University of Texas at Arlington
End Date of Current AAQEP Accreditation Term (or “n/a” if not yet accredited):	June 2028

### 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 [University of Texas at Arlington’s College of Education](#) strives to promote a collaborative culture of excellence in research, teaching, and service. Our goal is to enliven students’ lives, to provide them with unique experiences built on high standards, to encourage them to think critically and creatively, and to instill in them a lifetime commitment to learning and service to their communities.

The University of Texas at Arlington (UTA) is a comprehensive research, teaching, and public service institution whose mission is the advancement of knowledge and the pursuit of excellence. The University is committed to the promotion of continuous learning through its academic and continuing education programs and to the formation of good citizenship through its community service-learning programs. The diverse student body shares a wide range of cultural values, and the University community fosters unity of purpose and cultivates mutual respect.

UTA is a model for 21st-century urban research universities. UTA’s Strategic Plan 2020: Bold Solutions–Global Impact features four broad themes; Health and the Human Condition, Sustainable Urban Communities, Global Environmental Impact, and Data-Driven Discovery that set a path to unprecedented excellence in research, teaching, and community engagement. UTA’s research efforts recently earned it the designation as an R1: Doctoral University Highest

Research Activity University and Texas Tier 1 status. UTA is accredited by the [Southern Association of Colleges and Schools Commission on Colleges \(SACSOC\)](#) to award baccalaureate, master's, and doctoral degrees. The largest university in North Texas and second largest in The University of Texas System, UTA offers more than 180 bachelors, master's, and doctoral degree programs to its nearly 60,000 on-campus and online students. The university's ever-expanding facilities span 420 acres and include more than 100 buildings.

The diverse student body at UTA shares a wide range of cultural values and the University community fosters unity of purpose and cultivates mutual respect. UTA's student population includes students from almost every U.S. state and over 100 countries, resulting in one of the most diverse student groups in the nation. The University is a Hispanic-Serving Institution (HSI).

The College of Education is one of eight academic units at UTA with the primary responsibility for educator preparation. We are committed to preparing education experts for teaching our nation's children, leading our schools and communities, and conducting and disseminating impactful research that informs and shapes our practices. UTA's College of Education strives to promote a collaborative culture of excellence in research, teaching, and service. Our goals are to ensure that every child has access to a well-trained teacher and school leader, provide the highest quality education services to every current and future UTA student, inform and shape education-related policies and practices as we discover and disseminate new knowledge through our scholarly efforts, and positively support our colleagues as we individually and collectively advance the education field. These goals are accomplished through our focus on student success, professionalism, collaboration, advancement in research, and leadership, and through our commitment to social justice, equity, diversity, and inclusion.

A shared vision of Educator Preparation at UTA was developed in collaboration with colleagues across four academic colleges, colleagues in PK-12 education, and other stakeholders. This shared vision is rooted in the mission of UTA to serve the citizens of Texas, the United States, and the world through research, teaching, and service. The large scales of these visions and missions reflect the scope of the university and its educator preparation programs. The educator preparation programs are dedicated to the development of education professionals who are intellectual leaders; who are prepared to participate in professional, social, and technological change; who are collaborative with PK-12 education colleagues and others who are committed to improving learner outcomes; who promote the advancement of the field through ongoing professional development, the use of evidence based practices, the confidence to question and use innovative instructional strategies, and the skill to assess their impact on student learning; who advocate on behalf of all learners and the education profession; and who are education leaders in their classroom, school, and community.

Our programs prepare candidates to become classroom teachers in elementary, middle, high school, and PK-12 settings in a variety of content areas with multiple supplemental options. All initial licensure programs provide candidates instruction in child and adolescent development, instructional design, classroom management, assessment, positive behavior supports, and how to teach students with diverse learning needs along with several diverse, interactive fieldwork, and clinical teaching experiences. Advanced programs help candidates increase their knowledge, skills, and abilities. Some of the programs help prepare candidates for positions as PK12 and higher education leaders and reading specialists.

## **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.uta.edu/academics/schools-colleges/education/about/accreditations>

## 2. Enrollment and Completion Data

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

**Table 1. Program Specification: Enrollment and Completers for Academic Year 2021-2022**

<b>Degree or Certificate</b> granted by the institution or organization	<b>State Certificate, License, Endorsement, or Other Credential</b>	<b>Number of Candidates</b> enrolled in most recently completed academic year (12 months ending 08/22)	<b>Number of Completers</b> in most recently completed academic year (12 months ending 08/22)
<i>Programs that lead to initial teaching credentials</i>			
B.F.A. in Art	Texas Teacher Certification: Art EC-12	19	14
B.A. in Education with EC-6 ESL Teacher Certification	Texas Teacher Certification: Core Subjects EC-6 with Science of Teaching Reading and ESL Supplemental	207	75
B.A. in Education with EC-6 Bilingual Teacher Certification	Texas Teacher Certification: Core Subjects EC-6 with Science of Teaching Reading and Bilingual Educator Supplemental	137	56
B.S. in Education with EC-12 Special Education and EC-6 Core Subjects Teacher Certification	Texas Teacher Certification: Core Subjects EC-6 with Science of Teaching Reading and Special Education EC-12	29	13
B.A. in Education with 4-8 Middle-Level English Language Arts/Social Studies Teacher Certification	Texas Teacher Certification: English Language Arts and Reading/Social Studies 4-8 with Science of Teaching Reading	11	7
B.S. in Education with 4-8 Middle-Level Math/Science Teacher Certification	Texas Teacher Certification: Mathematics/Science 4-8	30	15
B.A. in English	Texas Teacher Certification: English Language Arts and Reading 7-12	39	13
B.A. in History	Texas Teacher Certification: History 7-12	8	
	Texas Teacher Certification: Social Studies 7-12	26	13

Master of Education in Special Education	Texas Teacher Certification: Special Education EC-12 (for candidates seeking certification)	7	3
Master of Education in Teaching (also includes candidates seeking certification only)	Texas Teacher Certification: Art EC-12	2	1
	Texas Teacher Certification: Core Subjects EC-6 with Science of Teaching Reading	11	5
	Texas Teacher Certification: English Language Arts and Reading 4-8 with Science of Teaching Reading	1	
	Texas Teacher Certification: English Language Arts and Reading/Social Studies 4-8 with Science of Teaching Reading	1	
	Texas Teacher Certification: Mathematics 4-8		
	Texas Teacher Certification: Mathematics/Science 4-8		
	Texas Teacher Certification: Science 4-8		
	Texas Teacher Certification: Social Studies 4-8		
	Texas Teacher Certification: Chemistry 7-12		
	Texas Teacher Certification: English Language Arts and Reading 7-12	3	2
	Texas Teacher Certification: History 7-12	1	
	Texas Teacher Certification: Life Science 7-12		1
	Texas Teacher Certification: Mathematics 7-12		3
	Texas Teacher Certification: Music EC-12	4	2
	Texas Teacher Certification: Physical Education EC-12	1	1

	Texas Teacher Certification: Physical Science 6-12		
	Texas Teacher Certification: Physics/Mathematics 7-12		
	Texas Teacher Certification: Science 7-12		
	Texas Teacher Certification: Social Studies 7-12	4	1
B. of Music	Texas Teacher Certification: Music EC-12	29	30
B.A. in Kinesiology	Texas Teacher Certification: Physical Education EC-12	26	5
UTeach Program:	Texas Teacher Certification: Science 7-12	1	6
<ul style="list-style-type: none"> <li>• B.A. in Biology</li> <li>• B.S. in Biology</li> <li>• B.A. in Chemistry</li> <li>• B.A. in Geology</li> <li>• B.S. in Mathematics</li> <li>• B.S. in Physics</li> </ul>	Texas Teacher Certification: Life Science 7-12		8
	Texas Teacher Certification: Chemistry 7-12		
	Texas Teacher Certification: Mathematics 7-12	1	15
	Texas Teacher Certification: Physics/Mathematics 7-12	1	1
Total for programs that lead to initial credentials		599	290
<b><i>Programs that lead to additional or advanced credentials for already-licensed educators</i></b>			
Master of Education in Curriculum & Instruction	Texas Education Agency: Reading Specialist (for candidates seeking certification)	338	175
Master of Education in Educational Leadership and Policy Studies	Texas Education Agency: Principal as Instructional Leader (for candidates seeking certification)	401	242
Principal Certification Only Program (no degree)	Texas Education Agency: Principal as Instructional Leader	361	49
Total for programs that lead to additional/advanced credentials		1100	466

<i>Programs that lead to credentials for other school professionals or to no specific credential</i>			
		Total for additional programs	
	TOTAL enrollment and productivity for all programs	1699	756
	Unduplicated total of all program candidates and completers	1699	756

### 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.)

The request to add the Master of Education in Special Education (M.Ed.) degree program listed in Table 1 was approved by the Texas Higher Education Coordinating Board on August 26, 2020. This program shares unit assessments with the current undergraduate Special Education program. The first group of completers is also reported above.

### 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**

<b>A. Total enrollment</b> in the educator preparation programs shown in Table 1. This figure is an unduplicated count, i.e., individuals earning more than one credential may be counted in more than one line above but only once here.
1,699
<b>B. Total number of unique completers</b> (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.
756
<b>C. Number of recommendations</b> for certificate, license, or endorsement included in Table 1.
130 Initial, 63 Reading Specialist, and 48 Principal 2021-2022 completers were recommended for a total 241 recommendations by 8/31/2022.

**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.

**Initial Teacher Completion**

100% time	150% time
84%	12%

**Advanced Cert. Completion**

100% time	150% time
65%	28%

**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%.

**2021-2022 Pass Rates (First two attempts)**

Test Number	Test Name	Total passed	Total taken	Pass rate
160	Pedagogy and Professional Responsibilities EC-12	207	222	93.2%
178	Art EC-12	11	11	100%
164	Bilingual Education Supplemental	17	18	94.40%
190	Bilingual Target Language Proficiency Test (BTLPT)-Spanish	28	31	90.30%
291*	Core Subjects EC-6	0	1	0%
391	Core Subjects EC-6	104	127	81.90%
231	English Language Arts and Reading 7-12	14	16	87.50%
113	English Language Arts and Reading/Social Studies 4-8	5	6	83.30%
154	English as a Second Language (ESL) Supplemental	43	48	89.60%
238	Life Science 7-12	6	7	85.70%

235	Mathematics 7-12	11	11	100%
114	Mathematics/Science 4-8	13	15	86.70%
177	Music EC-12	27	27	100%
368	Performance Assessment for School Leaders (PASL)	196	198	99%
158	Physical Education EC-12	4	5	80%
243	Physics/Mathematics 7-12	0	1	0%
268	Principal as Instructional Leader	145	156	92.90%
151	Reading Specialist	97	97	100%
236	Science 7-12	6	8	75%
293	Science of Teaching Reading	98	98	100%
232	Social Studies 7-12	9	13	69.20%
161	Special Education EC-12	5	8	62.50%

\*291-Core Subjects has been phased out (last administered test 12/31/22) and replaced by 391-Core Subjects. The last candidate approved for the 291 tested in 2021-2022 year. Candidates are now being approved to test for 391, exclusively. The 391 exceeds the 80% standard.

The pass rate for 243-Physics/Math 7-12 was below 80%. The number of candidates pursuing this area is small, resulting in only 1 candidate taking the exam within this timeframe.

The pass rate for Social Studies 7-12 was below 80% (69.2%). Our pass rate for Social Studies 7-12 does align with the statewide pass rate, which was also below 80%. We are reviewing our program and resources to increase our candidates' test performance.

The pass rate for Science 7-12 (75%) and Special Education EC-12 (62.5%) are both below 80%. We are reviewing our program and resources to increase our candidates' test performance.

Overall, our candidates have performed well on their licensure exams and have exceeded the 80% standard for the PPR and in most content. However, we also have a few areas where we can improve and are taking measures to do so. We consistently review program content, resources, and processes to address candidate test preparation needs.

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

One measurement of meeting or exceeding the academic expectations of our students is through an annual survey of recent graduates. Most Fall 2022 respondents (over 85% across graduate and undergraduate programs) either agreed, or strongly agreed their academic program prepared them to meet outcomes such as developing relevant content, pedagogical, or professional knowledge, assessing student learning and use of data to inform decisions, and



establishing goals for professional growth through self-assessment and goal setting, among others. Completers at the graduate level typically rated their programs' performance somewhat more favorably than their undergraduate counterparts, and room for improvement is noted for preparing culturally responsive practices to learning.

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

Employers of program completers were surveyed using the same prompts as the program completer respondents. Employers survey results were similar to program completers and indicated opportunity to improve outcomes related to incorporating culturally responsive practices in diverse contexts and communicating and fostering relationships with families/guardians/caregivers in a variety of communities.

**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.**

We are contacting students to ask where they have secured employment. Texas does not have a system to automatically provide program finisher information to EPPs. We are processing an information request to our state agency for additional employment information.

#### 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
Campus Plan for Learning and Community Involvement	<p>Principal Certification students demonstrated an understanding of how to communicate the planning process for school improvement in a variety of ways to meet the needs of various stakeholders.</p> <p>The products were a two-page planning document for the plan for learning and community involvement in the form of a press release, a 20-slide forum presentation, and a five-page report to the superintendent and school board that addressed the requirements in the rubric.</p>	<p>The pillar was assessed through EDAD 5330 with an enrollment of 490 students from the Summer, Fall and Spring semesters. Data were analyzed by semester and cumulatively over the assessment period with the following outcomes.</p> <p>Target: 85% of students will demonstrate proficiency for Pillar 1 as demonstrated as "Target" or above on the assigned rubric.</p> <p>Summer: 93.8% Fall: 92.4%</p>

	<p>The press release to the local newspaper included specific details about the composition of the team that created the plan, a substantive description of how the team determined the opinions of stakeholder, and substantive plans for ensuring that parents and other members of the community were an integral part of the campus culture. The presentation to the group of board members was to include a descriptive analysis of the opinions of stakeholders and how the data were collected; a detailed synthesis of how the team used consensus-building, conflict-management, communication, and information-gathering strategies to involve stakeholders in planning processes that enable the collaborative development of a shared campus vision and mission focused on teaching and learning; and an in-depth analysis of how the team developed and implemented strategies for systematically communicating internally and externally.</p> <p>The report to the superintendent and school board included a rich description of the completed plan for learning and community involvement; a substantive justification for the steps the team used to implement effective strategies to systematically gather input from all campus stakeholders; support for how school staff have and will continue to establish and communicate consistent expectations for all stakeholders, providing supportive feedback to promote a positive campus environment; and a detailed appraisal of the process used to create the plan. The press release, forum presentation, and report were to exhibit substantive understanding of how to effectively communicate a message in different ways to meet the needs of various audiences.</p>	<p>Spring 2022: 93.8%  Cumulative: 93.3% (Target met each semester and for the year)</p>
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	<p>The goal was for 85% of students to demonstrate proficiency as demonstrated as "Target" or above on the assigned rubric.</p>	
<p>Higher Education Administration Emphasis - Action Research Project</p>	<p>EDAD 5399 students conducted an action research project and reported their research project progress. The rationale for the project was to offer students practical experience in a higher education department (e.g., student affairs, advising, residence life). Students discovered how the department functioned and identified problems for which they proposed a solution. In addition to time spent at the internship site, students presented their research project at the end of the semester.</p> <p>The presentation rubric used to evaluate students' research project includes the following criteria:</p> <ol style="list-style-type: none"> <li>1) Content of the research project,</li> <li>2) Organization of presentation,</li> <li>3) Delivery of the presentation,</li> <li>4) Use of resources, and</li> <li>5) Responsiveness of the audience</li> </ol> <p>The capstone (internship) project represents the culmination of the M.Ed. candidates' program and is completed and reported in the second half of the program. The intended outcome (95% scoring at least acceptable) was consistently achieved over the years. The data provided by instructors was analyzed and interpreted by the ELPS faculty and department chair. The results indicate that the M.Ed. program with higher education emphasis is achieving success in preparing students for research-based problem-solving in the field of higher education administration.</p> <p>It was desired that at least 95% of students score at least 80% on the presentation rubric.</p>	<p>In spring, 10 students presented the internship portfolios during class meetings. In the presentations, they discussed how NASPA/ACPA competencies applied to their internship.</p> <p>The presentation rubric included several criteria. It was desired that at least 95% of students score on average 80% on the entire presentation rubric. Data showed that students scored 90% on the portfolio presentation (450/5=90).</p> <ol style="list-style-type: none"> <li>1) Content of the research project – 100%</li> <li>2) Organization of presentation – 100%</li> <li>3) Delivery of the presentation – 60%</li> <li>4) Use of resources – 100%</li> <li>5) Responsiveness of the audience – 90% (good participation with the class asking questions)</li> </ol> <p>Therefore, all 10 students passed their capstone project and scored at least 90% on the course objectives.</p>

<p>Instructional Improvement Through Planning, Monitoring, and Feedback</p>	<p>Principal Certification students applied instructional leadership skills and demonstrated proficiency through identifying a campus leadership team, constructing an instructional preparation coaching plan, and executing a plan of action. The purpose of the assignment for the Curriculum Alignment pillar was to provide opportunities for candidates to engage in simulated practices an instructional leader, including leading the collaborative planning, implementation, and monitoring of curriculum, instruction and assessment; coaching/feedback and support; and establishing a monitoring and feedback cycle to improve instruction as a team. Following the See it, Name it, Do it. framework, three products comprised this assignment. The product for Part 1 was a substantially detailed description of the selection, composition, training and preparation of a leadership team convened to improve instruction in a school, including the value that each member adds to the team. The product for Part 2 was a comprehensive plan for improving the learning cycle with clear expectations, coaching and feedback. The products for the last part (3) of the assignment documented a classroom walk-through and post-observation conference and teacher coaching.</p> <p>The goal was for at least 85% of students to demonstrate proficiency as demonstrated as "Target" or above on the assigned rubric.</p>	<p>The assignment was assessed through EDAD 5389 with an enrollment of 432 students from the summer, fall, and spring semesters. Data were analyzed by semester and cumulatively over the year's assessment period with the following outcomes.</p> <p>Target: 85% of students will demonstrate proficiency for Pillar 2 as demonstrated as Target or above on the assigned rubric.  Summer: 95.1%  Fall: 93.6%  Spring: 91.4%  Cumulative: 93.3%</p>
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<p>Understanding Literacy Research</p>	<p>Candidates enrolled in LIST 5325, Understanding Literacy Research, completed an article analysis assignment in which they documented their ability to understand literacy research. There were three rubric elements 1) locating relevant research, 2) summarization of the article, and 3) analyzing the article and three levels of mastery (Expert, Acceptable, Unacceptable), with a total of 9 points possible. Candidates were required to score at least 2 points per characteristic, or at least 6 points total, to receive a score of Acceptable on the assessment.</p> <p>The goal was that 96% of candidates would score at least 6 points.</p>	<p>In fall, all students (n=44) in LIST 5325 scored the “expert” mastery level, which surpassed the set goal of 96%. In spring, all students (n=21) in LIST 5325 scored the “expert” mastery level, which surpassed the set goal of 96%. In summer, all students (n=64) in LIST 5325 scored the “expert” mastery level, which surpassed the set goal of 96%.</p>
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**Table 4. Expectations and Performance on Standard 2: Completer Professional Competence and Growth**

<p><b>Provider-Selected Measures</b></p>	<p><b>Explanation of Performance Expectation</b></p>	<p><b>Level or Extent of Success in Meeting the Expectation</b></p>
<p>Employer Survey</p>	<p>Completers’ employers were asked the extent to which their employee’s program prepared the employee to meet specific standards. Employer Survey prompts that had combined scores for strongly agree/agree of less than 80% are reported.</p>	<p>Response rates were small (n=14). The survey questions that align with Standard Aspect 2b refer to incorporating culturally responsive practices and incorporating culturally responsive practices in diverse contexts. Employers were asked to rate their employee’s ability to incorporate culturally responsive practices. Per Fall 2022 survey results, 21.43% of employers strongly agreed that their employees had that ability, 57.14% agreed, 21.43% expressed a neutral opinion, 0% disagreed, and 0% strongly disagreed.</p> <p>Employers were asked questions about their employee’s ability to use assessment results to improve instruction. Per Fall 2022 survey results, 14.29% of employers strongly agreed that their employee had the ability, 64.29% agreed, 14.29%</p>

		expressed a neutral opinion, 7.13% disagreed, and 0% strongly disagreed.
Survey of Graduates/Completers	Completers were asked the extent to which their program prepared them to meet specific standards. Sixty (60) respondents were reported with aggregate results.	Per Fall 2022 survey results, 88.33% of 60 completers strongly agreed/agreed that they were prepared to incorporate culturally responsive practices, 10% expressed a neutral opinion, and 1.67% strongly disagreed/disagreed.
Educator Preparation Advisory Committee Feedback	Members of the Education Professions Advisory Council (EPAC) discussed details pertaining to ongoing and relevant field experiences and supervisor statuses and needs. Members were asked for their input on field-based experiences. Data were shared pertaining to the number of field experience sites, employment, any clinical experience rule changes, and any new training and/or documentation processes.	Education Professions Advisory Council members provided feedback affirming the appropriateness of clinical experience offerings. In addition, members provided positive feedback pertaining to program completers who were employed in the respective institutions.

## 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.

We continue to adjust assessments and refine surveys to collect data from employers and completers. We have added members to our Educator Preparation Advisory Committee and asked members for additional feedback. We have also entered into agreements with additional school districts for candidate placement.

## 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**

	<b>Standard 1</b>
<b>Goals for the 2022-23 year</b>	Refine professional dispositions document.
<b>Actions</b>	Work with committee to edit professional dispositions document.
<b>Expected outcomes</b>	Adjust instructions as office roles shift
<b>Reflections or comments</b>	We continue to adjust the procedural information in our professional dispositions document.
	<b>Standard 2</b>
<b>Goals for the 2022-23 year</b>	Increase completer survey response rates.
<b>Actions</b>	Distribute pre-survey information.
<b>Expected outcomes</b>	Increase response rates by 10% per survey.
<b>Reflections or comments</b>	We seek to increase our response rates. Our principals are completers are already surveyed by the state, however, so some may think they have already responded to questions about our program(s).
	<b>Standard 3</b>
<b>Goals for the 2022-23 year</b>	Redesign program standards matrices
<b>Actions</b>	Ask program faculty to review program matrix documents.

<b>Expected outcomes</b>	Adjust/refine documents.
<b>Reflections or comments</b>	We seek to continue to update programmatic information on our matrix documents.
	<b>Standard 4</b>
<b>Goals for the 2022-23 year</b>	Improve materials for site supervisors of advanced candidates.
<b>Actions</b>	Review training materials for field supervisors of advanced candidates to ensure that content is based on up-to-date, scientifically-based research.
<b>Expected outcomes</b>	New presentation materials
<b>Reflections or comments</b>	We seek to ensure that our training materials are relevant and timely.

## 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.

Our Accelerated Online office is adding seven additional staff members to provide additional concierge-type service to prospective students, applicants, and new students. We expect this to impact our recruitment and retention rates.

## 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)
Casey Brown, Associate Dean	Teresa Doughty, Dean

Date sent to AAQEP:	12/21/2022
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