AAQEP Annual Report for 2025

Provider/Program Name:	St. John's University – Administrative and Instructional Leadership
End Date of Current AAQEP Accreditation Term (or "n/a" if not yet accredited):	12/31/2030

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.

The Department of Educational Administrative and Instructional Leadership (DAIL) designs opportunities and access to the highest-quality education for those preparing for various administrative supervisory and leadership roles in school districts and other educational constituencies

DAIL supports the graduate education of future school leaders within the New York City area with programs accredited by the New York State Education Department (NYSED). These programs focus on educational leadership, rather than teacher preparation. According to the QAR, DAIL's mission statement seeks to:

1. Create an academic community that supports student success, equity, access, resources, engagement, and learning within a 21st - century educational setting;
2. Provide a rigorous, standards-aligned curriculum in classes, which engages students in understanding and furthering cutting-edge research and theory;
3. Establish a network of partnerships including researchers and practitioners that investigates and produces social change within educational contexts;
4. Incorporate innovative research and practices to reinforce the service-oriented teaching and leadership practices;
5. Recruit, retain, and develop engaged educational leaders who advocate for inclusivity and excellence within the learning environment.

Specific to accreditation purposes, DAIL supports the advanced certification of School Building Leadership and School District Leadership, which can be obtained through several different pathways. In all pathways, DAIL provides an engaging online learning environment for teachers and administrators to better develop educational leadership skills that allow for data-driven, business-minded, and strategic decision making within the local New York school communities. The following pathways are available to students:

- Master of Education, School Building Leadership (34 credits)
- Advanced Certification, School Building Leadership (22 credits)
- Advanced Certification, School District Leadership (31 credits)
- Dual Advanced Certification, School Building/ District Leadership (35 credits)

Educational leadership certification programs within the Department are guided through the National Policy Board for Educational Administration (NELP) standards and the program curriculum adheres to the Professional Standards for Educational Leaders (PSEL) standards. Both program candidates and faculty actively participate in two key organizations: the Metropolitan Council of Educational Administration Programs (MCEAP) and the University Council for Educational Administration (UCEA) whose standards guide DAIL practice, curriculum, and program improvement. DAIL has an advisory council to ensure active communication and collaboration with key stakeholders within the local school districts and educational communities.

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.stjohns.edu/academics/schools/school-education/about/accreditation-information

2. Enrollment and Completion Data

Table 1 shows current enrollment and recent completion data, disaggregated by program and license/certificate, for each program included in the AAQEP review.

Table 1. Program Specification: Enrollment and Completers for Academic Year 2024-2025

Degree or Program offered by the institution/organization	**Certificate, License, Endorsement, or Other Credential** granted by the state	**Number of Candidates Enrolled** in most recently completed academic year (12 months ending 05/25)	**Number of Completers** in most recently completed academic year (12 months ending 06/25)
Programs that lead to initial teaching credentials			
Total for programs that lead to initial credentials		0	0
Programs that lead to additional or advanced credentials for already-licensed educators			
Total for programs that lead to additional/advanced credentials		0	0
Programs that lead to P-12 leader credentials			
MSED, School Building Leadership (SBL)	School Building Leader	30	9
ADVCRT, School Building Leadership (SBL)	School Building Leader	41	18
ADVCRT, School District Leadership (SDL)	School District Leader	2	0

ADVCRT, School Building and School District Leadership (SBDL)	School Building Leader & School District Leader	15	2
Total for programs that lead to P-12 leader credentials		88	29
Programs that lead to credentials for specialized professionals or to no specific credential			
Total for programs that lead to specialized professional or no specific credentials		0	0
TOTAL enrollment and productivity for all programs		88	29
Unduplicated total of all program candidates and completers		88	29

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.)

One (1) program - The School District Leadership (SDL) certificate admissions are currently paused while the department reviews curricula and responds to NYS changes to leadership certifications.

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.

88

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.

29

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

47

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.

For the fall 2022 first-time graduate students entering the School of Education pursuing a MSED, 0% graduated with a MSED within 2 years (0/5), 60% graduated with a MSED within 3 years (3/5).

For the fall 2022 first-time graduate students entering the School of Education pursuing an Advanced Degree, 83% graduated with an Advanced certificate within 2 years (20/24), 92% graduated with an Advanced certificate within 3 years (22/24).

Many candidates are employed full-time and pursue graduate studies part-time. A part-time status impacts a candidates ability to complete a program in the traditional, full-time timeframe.

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%.

St. John's uses NYSTCE/edReports data to obtain School Leadership Administration (SLA) examination results. According to the results in edReports, examinees affiliated with St. John's between June 2024 and May 2025 had a cumulative pass rate above 80%. The pass rate was 89.7% for all attempts at the SBL 1 (2013 & 2019 version), SBL 2 (2013 & 2019 version), School District Leader I, and School District Leader II exams.

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

As per the New York State Education Department, the 2013 SBL exam is being fully phased out this year and will no longer be administered. Moving forward, all our candidates will sit for the 2019 SBL exam. This shift is important, as the 2019 assessment is

aligned to the national PSEL standards. Our program coursework was first aligned to the PSEL standards in 2017, and we have continued to review and update our curriculum accordingly.

Our overall outcomes remain strong, with an 89.7% passing rate. However, we are concerned that several candidates (4 out of 21) did not pass Part I of the School Building Leader exam on their first attempt. To better understand this pattern, we will conduct a deeper analysis focusing on the multiple-choice data to reveal any item-level trends that point to specific gaps in our curriculum. Findings from this review will guide any necessary revisions to strengthen our coursework and ensure alignment with the competencies assessed on the 2019 SBL exam.

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

We have historically used survey and interview data, but the results from 2024-2025 do not provide enough data to perform meaningful analysis. We would like to see if there is state-level outcome data that we could integrate with our own. New York State is working on a comprehensive data share that provides information on job placement and outcomes. St. John's received the first data share in fall 2025. Relevant information will be utilized to improve outreach to employers. The department will continue working with the Associate Dean of Innovation and Partnerships, Director of the Institute of Catholic Schools, and Director of Public-School Partnerships to identify employer connection opportunities.

H. Explanation of how the program investigates **employment rates for program completers**, with a characterization of findings. This section may also indicate rates of completers' ongoing education, e.g., graduate study.

The University Career Services unit at St. John's University manages the graduate placement outcomes data collection process. A uniform survey is utilized by Career Services to obtain employment and further education data from September, January and May graduates. The distribution of the survey begins with a link shared with graduates in the summer following their graduation. A calling campaign by Career Services advisors begins in September. The advisors call graduates who have yet to respond to the survey, those who indicated they obtained part-time employment, and those who were seeking employment. The calling campaign continues until December. The data is then analyzed and shared with schools and colleges early in the spring semester.

The data collection process for academic year 2024-2025 is still in process. Data from the most recently completed data cycle (2023-2024) is provided.

Academic Year 2023-2024:
The total population of graduates for Administrative and Instructional Leadership was 35. Of those 35, 24 graduates were reachable, and 15 provided a response (62.5% response rate). The outcome rate for all respondents was 100%, meaning all respondents were employed full-time and/or furthering their education.

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

Staffing capacity for program delivery, administration, and quality assurance remains strong and well-aligned to the current size of the program. We currently employ 10 full-time faculty members, including three former school leaders—two former superintendents and one former principal—whose experience directly enhances the leadership preparation we provide.

In addition to our full-time faculty, we continue to rely on a highly qualified group of long-standing adjunct instructors, many of whom are alumni of our program. All adjuncts possess the appropriate degree for their teaching level in an applicable field. These adjuncts serve in significant leadership roles across the region, including current superintendents, principals, and directors of counseling. Their ongoing involvement ensures that our coursework remains closely connected to contemporary school-based practice and grounded in the realities of district- and building-level leadership.

This combination of experienced full-time faculty and actively practicing adjunct school leaders provides robust instructional and administrative capacity. It also strengthens our quality assurance processes, as faculty and adjuncts regularly contribute to curriculum review and continuous program improvement. Overall, our staffing structure is well matched to our enrollment and supports the effective delivery, oversight, and evaluation of the program.

4. Candidate Academic Performance Indicators

Tables 3 and 4 report on select measures (3 to 5 measures for each standard) of candidate/completer performance related to AAQEP Standards 1 and 2, including the program's expectations for performance (criteria for success) and indicators of the degree to which those expectations are met.

Table 3. Expectations and Performance on Standard 1: Candidate and Completer Performance

Provider-selected measures (name and description)	Criteria for success	Level or extent of success in meeting the expectation
Cumulative GPA	Students must maintain a 3.0 GPA or higher throughout their coursework and graduate with a 3.0 or higher GPA.	Students have met or exceeded the criteria for success as the students' GPA scores are all at 3.0 or above. **Program / Spring 2024 / Summer 2024 / Fall 2024:** SBL/SDL Advanced Certificate: 3.82, 3.95, 3.9 SBL Advanced Certificate: 3.94, 3.93, 3.81 SDL Advanced Certificate: 3.95, 3.96, 4 SBL MSEd: 3.86, 3.97, 3.87
SBL/SDL Internship Coursework GPA	Students must maintain a 3.0 GPA or higher throughout their coursework and internship.	Students have met or exceeded the criteria for success as the students' GPA scores are 3.0 or above in their internship course. All students in the SBL, SDL, and SBL/SDL programs averaged a 4.0 in their internship class in spring 2024, summer 2024, and fall 2024.

The embedded table within the "Cumulative GPA" cell:

Program	Spring 2024	Summer 2024	Fall 2024
SBL/SDL Advanced Certificate	3.82	3.95	3.9
SBL Advanced Certificate	3.94	3.93	3.81
SDL Advanced Certificate	3.95	3.96	4
SBL MSEd	3.86	3.97	3.87

Internal: Internship Supervisor Evaluation of Interns	The internship supervisor at the school (usually the principal or assistant principal) evaluates the intern's achievement of her/his internship objectives as reflected in the demonstration of knowledge and performance competencies while participating in the experiences itemized on the approved internship log. Competency levels of achievement are scored on a 1-4 scale, where 4 = Excellent, 3 = Proficient, 2 = Developing, and 1 = Unsatisfactory. Our expectation is that the average score is at least 3 (Proficient) in all areas.	In Fall 2024, for Aspect 1a "*demonstrate proficiency in the knowledge and skills required for effective practice in their anticipated professional role*", the overall rating of the interns from their supervisors was proficient, 3.6 (N = 8). Some supervisor comments included: "[the candidate] has only been at the school for 3 months and already has positively impacted the community. She is part of the fabric of our school." "[the candidate] *has demonstrated a comprehensive skill set aligned with the qualifications of an educational leader. His balanced approach to instructional guidance, operational management, and community engagement reflects the readiness and capability to take on a school leadership role effectively and responsibly.*" For Aspect 1c, "*Utilize knowledge of the diverse and intersecting aspects of human identity to support learner growth and development*", the overall rating from the supervisors for their interns was 4.0, Excellent (N = 8). Aspect 1d, "*Facilitate and support language development*", "*understanding the role of language in mediating learning and assessment*" was assessed as "*being a strategic decision maker*". The overall rating was 3.6 (N = 8).

| Internal: Internship Interns' Self-Evaluation | The interns evaluate the achievement of their internship objectives as reflected in the demonstration of knowledge and performance competencies while participating in the experiences itemized on the approved internship log. Competency levels of achievement are scored on a 1-4 scale, where 4 = Excellent, 3 = Proficient, 2 = Developing, and 1 = Unsatisfactory. Our expectation is that the average score is at least 3 (Proficient) in all areas. | In Fall 2024, for Aspect 1a "*demonstrate proficiency in the knowledge and skills required for effective practice in their anticipated professional role*", the overall rating of the interns was proficient, 3.7 (N = 3). For Aspect 1c, "*Utilize knowledge of the diverse and intersecting aspects of human identity to support learner growth and development*", the overall rating of the interns was 4.0, Excellent (N = 3). Aspect 1d, "*Facilitate and support language development*", "*understanding the role of language in mediating learning and assessment*" was assessed as "being a strategic decision maker". The interns' overall self-rating was 3.3 (N = 3). |

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

Provider-selected measures (name and description)	Criteria for success	Level or extent of success in meeting the expectation
Internal: Completer Candidate Survey	The Completer Candidate Survey is administered to all program completers at the conclusion of the internship course and includes key concepts of AAQEP Standard 2. The survey includes a range of questions addressing communication, culturally responsive leadership practices, the creation of positive learning	The Candidate Survey showed that the SBL program was regarded as successful, with all areas receiving over 80% of ratings in the "agree" or "strongly agree" categories. 1) Aspect 2a - Prepared to communicate effectively with

	environments, global perspectives, the use of assessment, and the promotion of well-being in schools. Responses are captured using a four-point Likert scale (strongly agree, agree, disagree, strongly disagree). The department has established a performance benchmark of achieving at least 80% agreement in each area assessed.	parents, staff, and students from diverse backgrounds – 90.91%. 2) Aspect 2b - Prepared to implement culturally responsive educational leadership practices within the school environment - 90.91%. 3) Aspect 2d - Prepared to foster a globally minded community that engages with international perspectives – 90.91%. 4) Aspect 2e - Prepared to train teachers/staff to use culturally responsive practices - 90.91%.
Alumni Survey	Alumni from The School of Education Department of Administrative and Instructional Leadership, who completed the School Building Leader program were sent a survey in the fall of 2025. The survey consisted of demographic information and a series of 25 questions which included 5-point Likert responses, i.e., 1 = very ineffective, 2 = ineffective, 3 = mixed, 4 = effective, 5 = very effective. The questions were based on the AAQEP standards and the Professional Standards for Educational Leaders (PSEL). Each question began with the following prompt: "How effectively did your educational leadership preparation program prepare you for leadership in the	1) Aspect 2a – Communicate and foster relationships with parents, guardians, and/or caregivers, and engage with the wider school community – Family Involvement - 100%; Community Engagement - 87.5%. 2) Aspect 2b – Enact culturally responsive and sustaining educational practices with diverse learners in diverse cultural and socioeconomic community contexts - Serving Diverse Needs - 87.5%. Leadership for Diversity and Social Justice - 100%. 3) Aspect 2c – Create positive and productive learning and work

	following areas?" There were 11 alumni who submitted responses; however, 3 alumni did not complete the 25 questions on the survey. There were 8 alumni who completed the entire survey and whose responses were evaluated. The department's expectations are to have 85% response rates at 4 and above.	environments in a variety of settings – Building an Educational Vision - 100%. 4) Aspect 2d – Incorporate international and global perspectives in their professional practice and understand the global implications of education – International and Global Perspectives - 50%. 5) Aspect 2e – Gather and use trustworthy evidence to support student learning and to inform their own professional practice – 87.5%. 6) Aspect 2f – Exhibit responsible professional conduct and engage in individual and collaborative goal setting, learning, and professional growth – Ethical Content and Integrity - 100%. Professional Learning Communities - 87.5%. Effective interpersonal and Group Dynamics - 87.5%. Advocacy - 87.5%. The alumni rated all areas except for one of the AAQEP aspects from Standard 2 at 87.5% or above. Aspect 2d (Incorporate international and global perspectives) was only rated at 50% effective. This is

		an area that will be addressed in our updated SBL program curriculum.
SLA Test Scores	The cumulative pass rate on SBL (2013 and 2019 versions) and SDL (I & II) exams will meet or exceed 80%.	1) Aspect 2c - Create positive and productive learning and work environments in a variety of settings – 89.7% cumulative pass rate. These pass rates are based on data from NYSTCE's edReports tool. The School Building Leader exam includes assessments for examinees on subcompetencies such as developing human capital, school culture and learning environments, family and community engagement, and more. The School District Leader exam includes assessments for examinees on sub competencies such as supervising districtwide change and accountability, leading the district educational program, and more. The cumulative pass rates for the School Building Leader exams and School District Leader exams taken between June 2024 and May 2025 exceed 80%.

5. Notes on Progress, Accomplishment, and Innovation

This section describes program accomplishments, efforts, and innovations (strengths and outcomes) to address challenges and priorities over the past year.

The School Building Leader program underwent a major revision in 2017 to align all coursework with the Professional Standards for Educational Leaders (PSEL). In 2023, each course was further redesigned to integrate culturally responsive practices and activities that emphasize equity and inclusivity. In 2024, the School Building Leader internship course was enhanced to strengthen leadership development at the school-building level by providing hands-on experiences across all areas of school administration aligned to the PSEL standards, supporting reflective practice, and fostering meaningful connections among theory, evidence-based research, national standards, and professional application.

The ongoing improvement of the School Building Leader program is demonstrated through consistently strong evaluation of outcomes. Additionally, we have expanded opportunities for in-person professional growth, including a two-day Summer Leadership Institute, a one-day Family Engagement Conference, and our annual Doctoral Symposium.

We remain committed to setting new goals that advance our effectiveness in preparing aspiring administrators and to continuously evaluating our progress in meeting these goals.

Part II: Self-Assessment and Continuous Growth

AAQEP does not require public posting of the information in Part II, but programs **may** post it at their discretion.

6. Self-Assessment and Continuous Growth and Improvement

This section charts ongoing improvement processes in relation to each AAQEP standard and recent activities related to investigating data quality. Table 5 may focus on an aspect of one or two standards each year, with only brief entries regarding ongoing efforts for those standards that are not the focus in the current year.

Table 5. Provider Self-Assessment and Continuous Improvement

Standard 1 Candidate/ Compléter Performance	
Goals for the 2025-26 year	Review and redesign internal surveys to align with the AAQEP standards and the PSEL standards.
Actions	- Develop surveys for alumni and candidates - Pilot the surveys with a small set of candidates - Study the validity, reliability, and trustworthiness of the surveys
Expected outcomes	We expect to have valid and reliable surveys aligned with the AAQEP and PSEL standards.
Reflections or comments	This will take time to complete. We will organize a committee to work on this and get feedback from committee members and department members with work beginning in 2026.
Standard 2 Completer Growth and Adaptability	
Goals for the 2025-26 year	Review and redesign internal surveys to align with the AAQEP standards and the PSEL standards.

	Ensure that the content from Standard 2 is included in our SBL coursework.
Actions	- Review coursework to ensure that content of Standard 2 aspects is included in our coursework. - Develop surveys for completers - Pilot the surveys with a small set of completers - Study the validity, reliability, and trustworthiness of the surveys
Expected outcomes	We expect to have valid and reliable surveys aligned with the AAQEP and PSEL standards.
Reflections or comments	This will take time to complete. We will organize a committee to work on this and get feedback from committee members and department members with work beginning in 2026.
Standard 3 Quality Program Practices	
Goals for the 2025-26 year	Respond to NYS regulation changes pertaining to SBL and SDL certifications by reviewing curricula and submitting documentation to the state with an updated crosswalk with PSEL standards.
Actions	- Submit application to our Provost's Office for approval, submit to state, and make any required revisions - Update admission criteria and post on website - Continue to provide fall and spring orientation/info session for new and continuing students
Expected outcomes	Program updates will be approved.
Reflections or comments	

Standard 4: Program Engagement in System Improvement	
Goals for the 2025-26 year	Respond to NYS regulation changes pertaining to SBL and SDL certifications by reviewing curricula and submitting documentation to the state with an updated crosswalk with PSEL standards.
Actions	- Submit application to our Provost Office for approval, submit to state, and make any required revisions - Conduct outreach and partnerships with New York City Public Schools
Expected outcomes	The program will be updated to include a more coherent course plan and will be in line with new requirements.
Reflections or comments	Responding to the NYS regulation changes provides the Department with a chance to review and enhance their curriculum, which will allow us to continue to provide quality training to future leaders in the NYC and surrounding area P-12 school system.

Update on Activities to Investigate Data Quality

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

The department continued with standard data collection processes in 2024-2025. Areas of improvement to data quality have been identified, such as the need to develop new surveys and improve employer data collection. These opportunities for improvement have been addressed in the performance indicators and growth sections of this report and will be addressed moving forward.

7. Evidence Related to AAQEP-Identified Concerns or Conditions

This section documents how concerns or conditions that were noted in an accreditation decision are being addressed (indicate "n/a" if no concerns or conditions were noted). If a condition has been noted, a more detailed focused report will be needed in addition to the description included here. Please contact staff with any questions regarding this section.

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.

We recently had a department retreat focused on AI and learning in our programs. We see this as a unique challenge in leadership preparation as we seek assignments and assessments that will allow us to evaluate candidates to ensure they both know how to use AI effectively but also to ensure they have a grasp of PSELs on their own. There are many opportunities to work with our Associate Dean of Innovation & Partnerships on these efforts as they continue to work with representative faculty on the development of a new educational technology hub at St. John's.

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).

In 2025, the New York State Board of Regents approved regulations to establish a new Administrator Certificate and Superintendent Extension. All registered programs leading to school building leader (SBL) or school district leader (SDL) certifications will be discontinued by 2030. (https://www.highered.nysed.gov/tcert/certificate/admincert.html). Existing SBL and/or SDL programs can submit a special application to register a program that leads to the Professional Administrator Certificate and Superintendent Extension based on their existing leadership programs (https://www.nysed.gov/college-university-evaluation/teacher-educational-leader-or-pupil-personnel-services-program#Special%20Application). In response to these

regulatory changes, St. John's will be reviewing curricula, adjusting existing programs, and submit documentation to NYS accordingly.

10. Sign Off

Provider's Primary Contact for AAQEP (Name, Title)	Dean/Lead Administrator (Name, Title)
Brittany Dotson-Lazar, Director of Budget, Planning & Assessment	James Wolfinger, Dean of the School of Education

Date sent to AAQEP:	12/30/2025