

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.

LIU Hudson, a regional campus of Long Island University, offers graduate programs of study to serve a post-baccalaureate student body. In keeping with the University’s mission of providing excellence and access, LIU Hudson prepares caring, competent, committed teachers and leaders. Master’s degrees and advanced certificates are offered in the fields of teacher education and educational leadership.

Public Posting URL

Part I of this report is posted at the following web address (accredited members filing this report must post at least Part I):

<https://www.liu.edu/Hudson/Academics/accreditation>

2. Enrollment and Completion Data

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

Table 1. Program Specification: Enrollment and Completers for Academic Year 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 8/31/2025)	Number of Completers in most recently completed academic year (12 months ending 8/31/2025)
<i>Programs that lead to initial teaching credentials</i>			

MSED leading to Initial certifications:			
<ul style="list-style-type: none"> • Early Childhood and Childhood Education • Early Childhood and Early Childhood Special Education • Early Childhood and Literacy All Grades 	<ul style="list-style-type: none"> • Early Childhood and Childhood • Early Childhood and Early Childhood Students with Disabilities (SWD) • Early Childhood and Literacy All Grades 	4 7 4	1 2 0
<ul style="list-style-type: none"> • Childhood Education • Childhood Education and SWD All Grades • Childhood Education and Literacy All Grades • Childhood Education and TESOL All Grades • Middle Childhood and Adolescence English • Middle Childhood and Adolescence Social Studies • Middle Childhood and Adolescence Mathematics • Middle Childhood and Adolescence Science 	<ul style="list-style-type: none"> • Childhood Education • Childhood Education and SWD All Grades • Childhood Education and Literacy All Grades • Childhood Education and TESOL All Grades • Middle Childhood and Adolescence English • Middle Childhood and Adolescence Social Studies • Middle Childhood and Adolescence Mathematics • Middle Childhood and Adolescence Science (Biology, Chemistry, Earth Science, Physics) • Middle Childhood and Adolescence French, German, Greek, Italian, Latin, Russian, Spanish, Cantonese, Japanese, Mandarin • SWD All Grades and Middle Childhood and Adolescence English, or Social Studies, or Science, or Mathematics or LOTE 	10 2 1 0 3 2 0 0 1 0 0 1 0 2	8 2 0 0 1 1 0 0 0 0 0 0 0 0
<ul style="list-style-type: none"> • Languages Other Than English – Middle Childhood and Adolescence • SWD ALL Grades and Middle Childhood and Adolescence Subject Areas 	<ul style="list-style-type: none"> • SWD and Literacy All Grades • Students with Disabilities All Grades • Literacy All Grades • TESOL All Grades 	2 28 5 6	0 13 2 1
Advanced Certificates Leading to			

<ul style="list-style-type: none"> • Middle Childhood and Adolescence English • Middle Childhood and Adolescence Social Studies • Middle Childhood and Adolescence Mathematics • Middle Childhood and Adolescence Science 	<ul style="list-style-type: none"> • Middle Childhood and Adolescence English • Middle Childhood and Adolescence Social Studies • Middle Childhood and Adolescence Mathematics • Middle Childhood and Adolescence Science (Biology, Chemistry, Earth Science, Physics) 	1	0
		0	0
		0	0
		0	0
Total for programs that lead to initial credentials		76	31
<i>Programs that lead to additional or advanced credentials for already-licensed educators</i>			
<ul style="list-style-type: none"> • Advanced Certificate Bilingual Extension • Advanced Certificate Literacy All Grades 	<ul style="list-style-type: none"> • Bilingual Extension • Literacy All Grades 	6	3
		9	2
<ul style="list-style-type: none"> • Advanced Certificate TESOL 	<ul style="list-style-type: none"> • TESOL 	3	0
<ul style="list-style-type: none"> • Advanced Certificate Early Childhood • Advanced Certificate Childhood • Advanced Certificate SWD 	<ul style="list-style-type: none"> • Early Childhood • Childhood • SWD 	2	0
		6	2
		11	6
Total for programs that lead to additional/advanced credentials		37	13
<i>Programs that lead to P-12 leader credentials</i>			
<ul style="list-style-type: none"> • MSED in Educational leadership 	<ul style="list-style-type: none"> • Professional administrator/with Superintendent's extension 	41	22
<ul style="list-style-type: none"> • Advanced Certificate in Educational Leadership 	<ul style="list-style-type: none"> • Professional administrator/with Superintendent's extension 	36	13
Total for programs that lead to P-12 leader credentials		77	35
<i>Programs that lead to credentials for specialized professionals or to no specific credential</i>			

Total for programs that lead to specialized professional or no specific credentials			
TOTAL enrollment and productivity for all programs		190	79
Unduplicated total of all program candidates and completers		190	79

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.)

Programs have been altered to align with NYSED certification changes. Certificates in Students with Disabilities in grade bands have been discontinued (e.g., SWD 1-6, SWD 5-9, etc.) in keeping with NYSED regulations. Grade banded programs have been consolidated into SWD All Grades.

Similarly, Literacy B-6 and Literacy 5-12 certifications have been consolidated into Literacy All Grades. Dual degree programs have been revised to reflect the change from grade-banding to “All Grades”.

NYSED’s decision to permit Initial Certification in Students with Disabilities All Grades and Literacy All Grades without other underlying certification led to LIU Hudson’s registration of an MS.Ed in Students with Disabilities and Literacy. The program was approved in October 2024.

Finally, NYSED’s decision to phase out School Building Leader and School District Leader certifications in favor of consolidating them into the Professional Administrator Certification, which may include the Superintendent’s Extension, also resulted in minor revisions to the MSED and Advanced Certificate in Educational Leadership programs.

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

<p>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.</p>		
<p>There were 190 students enrolled in LIU Hudson educator preparation programs in AY 2024-2025</p>		
<p>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.</p>		
<p>In AY 2024-2025, 79 individuals completed LIU Hudson educator preparation programs.</p>		
<p>C. Number of recommendations for certificate, license, or endorsement included in Table 1.</p>		
<p>In total there were 120 recommendations for NYSED certification in AY 2024-2025: 46 educational leadership certificates and 4 educational leadership Internship Certificates. Note, students may opt for one or two certificates depending upon qualifications - school building leader and/or school district leader. (This is no longer the case in AY 2025-2026 since NYS has moved to a combination school administrator certificate.)</p>		
<p>There were also 52 teacher education recommendations and 18 Internship Certificate recommendations.</p>		
<p>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.</p>		
<p>All but 9 teacher education and educational leadership candidates completed their programs within expected timeframes. Teacher education had 2 drop-outs who moved out of state and 3 stop-outs who were certified teachers seeking additional certifications who took courses and then opted to apply for certification via Independent Evaluation without completing their Advanced Certificate programs.</p>		
<p>In educational leadership, 4 teachers seeking leadership certification have not completed on time. Two educational leadership students went on medical leave and 2 others did not continue during AY 2024-2025 for personal reasons. (N.B., one of the educational leadership stop-outs has enrolled for Spring 2026 classes and one of the teacher education students seeking an additional certification has said she will return in Summer 2026.)</p>		
<p>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%.</p>		
<p>Scores on the NYS teacher certification examinations (NYSTCE) are reported only when there are 10 or more takers of a specific exam. In those instances, where there are fewer than 10 takers, results are reported as “Low – N”.</p>		
Exam Title	Takers	Pass Rate

Students with Disabilities	18	79%
Educating All Students	18	89%
English to Speakers of Other Languages	1	Low-N
Multi-Subject 1-6 #1- English Language Arts	17	82%
Multi-Subject 1-6 # 2 - Mathematics	23	61%
Multi-Subject 1-6 # 3 <u>and</u> Multi-Subject Birth-2 – Social Studies/Science	17	94%
Multi-Subject B-2 #1 - ELA	2	Low-N
Multi-Subject B-2 #2 - Mathematics	2	Low-N
Literacy – All grades	3	Low-N
School Building Leader #1	43	89%
School Building Leader # 2	57	95%
School District Leader #1	43	93%
School District Leader #2	46	96%

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

LIU Hudson’s survey of AY 2024-2025 completers of teacher education and educational leadership programs indicates that students in both departments rate their preparation highly in key program areas. The survey is a comprehensive tool that assesses student satisfaction across a wide range of program attributes as well as attainment of key curricular objectives (12 objectives in teacher education and 9 objectives in educational leadership).

An average of 98% of teacher education program completers and 96.7% of educational leadership completers who responded to the survey rated key program attributes (instruction, academic advising, learning environment, personalized attention) as good/very good/excellent:

Teacher Education:	Excellent (5)	Very Good (4)	Good (3)	Fair (2)	Poor (1)	N/A	% Good or better	Total
1. Instruction	22	7	2	0	0	1	100%	31
2. Academic advising	19	10	2	1	0	0	97%	32
3. Supportive learning environment	22	8	1	1	0	0	97%	32

Educational Leadership	Excellent (5)	Very Good (4)	Good (3)	Fair (2)	Poor (1)	N/A	% Good or better	Total
1. Instruction	14	6	0	1	0	0	95%	21
2. Academic advising	16	3	0	0	0	2	100%	19
3. Supportive learning environment	16	2	0	1	0	2	95%	19

98% of teacher education program completers who responded to the survey rated their sense of preparedness in the 12 key learning objectives below as good/very good/excellent, while 100% of educational leadership program completers assigned those ratings:

Teacher Education	Excellent (5)	Very Good (4)	Good (3)	Fair (2)	Poor (1)	N/A	% Good or better	Total
12. Classroom management	21	5	2	0	0	4	100%	28
13. Knowledge of content	23	6	1	1	0	1	97%	31
14. Communicating with students	21	7	2	1	0	1	97%	31
15. Communicating with parents	7	1	0	0	0	24	100%	8
16. Collaborating with other professionals	14	12	2	0	0	4	100%	28
17. Lesson planning	17	10	1	1	0	2	97%	29
18. Lesson implementation	19	10	1	1	0	1	97%	31
19. Differentiating instruction	18	9	3	1	0	1	97%	31
20. Teaching methods	16	12	2	1	0	1	97%	31
21. Assessment of student learning	16	12	3	0	0	1	100%	31
22. Using data to improve teaching and learning	17	9	3	0	0	3	100%	29
23. Responding to multicultural issues and needs	17	9	3	1	0	2	97%	30

Educational Leadership	Excellent (5)	Very Good (4)	Good (3)	Fair (2)	Poor (1)	N/A	% Good or better	Total
12. Managing finance/budget/facilities	14	4	1	0	0	2	100%	19

13. Understanding school law	16	5	0	0	0	0	100%	21
14. Planning staff development	11	9	0	0	0	1	100%	20
15. Supervising staff	14	5	1	0	0	1	100%	20
16. Developing and maintaining community relations	13	6	0	0	0	1	100%	19
17. Leading curriculum development	14	6	0	0	0	0	100%	20
18. Managing conflict in today's schools	12	7	2	0	0	0	100%	21
19. Using data to drive decisions	13	8	0	0	0	0	100%	21
20. Applying learning to real world situations during internship	16	5	0	0	0	0	100%	21

Still another indicator of student perception of the quality of programs offered at LIU Hudson is the fact that teacher education master's degree completers return for Advanced Certificates. Of the 50 enrolled Advanced Certificate students, 31 returned after earning other credentials at LIU.

Advanced Certificate Titles	# of Students Enrolled	# of LIU Hudson students who have returned
Educational Leadership	13	5
Bilingual Extension	6	4
Literacy	9	5
TESOL	3	3
Early Childhood	2	1
Childhood	6	5
Students with Disabilities	11	8
Total	50	31

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

Much evidence from employers of program completers is qualitative. Nonetheless, there are some valuable inferences that can be drawn from what we are told. Administrators from numerous local districts communicate with us about their staffing needs and sometimes hire the program's degree candidates who have completed at least 50% of their programs and are eligible for Internship Certification. LIU Hudson takes it as a vote of confidence when those students who were hired under Internship and then complete their degrees, and are recommended for Initial Certification, are rehired for tenure track positions. We have first-

hand knowledge of seven such instances in teacher education (one each in East Ramapo, Hendrick Hudson, Mamaroneck, Middletown, and Pinebush and two in Port Chester).

The above addresses 7 of the 18 teacher education Internship Certificate holders. Five teacher education Internship holders will complete their programs in August 2026, 3 have been hired by other local districts, and 3 have not responded to communications.

In educational leadership there were 4 Internship Certificate recommendations. All of those working in leadership roles under their Internship Certificates remained in the leadership positions they occupied while under Internship Certification.

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.

Determining employment rates for program completers, without violating their privacy by reaching out to the administrators in their buildings, is an ongoing challenge. The program has tried surveying its completers but has only received a disappointing number of responses from which inferences could not be drawn. In AY2025-2026, the program intends to invite completers to return for a social event and hopes, in that venue, to gather a substantial amount of data.

There is further evidence of employment rates for students still pursuing their degrees who are not yet program completers but on track. A high percentage of our students seeking Initial teacher certification are eligible for NYS Internship Certification. This type of certificate allows a graduate student to be hired as the "teacher of record" so long as: (1) the individual has completed at least 50% of a NYSED approved program; (2) is a continuing student in good standing; (3) is recommended by LIU Hudson based upon a request by an appropriate school administrator (e.g., HR Director, Assist. Supt., etc.). LIU Hudson recommended 18 teacher education students for Internship Certificates and 4 educational leadership students for Internship Certificates.

Going forward, employment rates for program completers may be made available directly through NYSED. (See section of this report on "Update on Activities".)

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.

Ongoing monitoring indicates that staffing capacity is currently aligned with the size of the programs.

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

NOTE: Composition of the QAR submitted in preparation for the 2023 AAQEP site visit was based upon the “Guide to AAQEP Accreditation: 2020”. Therefore, references in this Annual Report, as in the QAR, are to the 2020 Standards and sub-categories.

Provider-selected measures (name and description)	Criteria for success	Level or extent of success in meeting the expectation
<u>Teacher Education Measures:</u> 1a - Performance Evaluation Form (PEF)	Score of 3 – “Effective” – (out of 4) on at least 50% of the items and no score of 1 – “Ineffective”	Of the students who took the PEF, 98.2% scored at least 3 on 50% of the items and had no score of 1. The standard is being met.
1a - TED 510, Introduction to Learning Disabilities, course grade	B or better	Of the 27 students who took the course in AY 24-25, 24 earned grades of B or better (89%). The standard is being met.
1c. Educating All Students (EAS), New York State Teacher Certification Examination	Pass rate of 85% or higher	The EAS pass rate was 89%. The standard is being met.

1f – Dispositions Rubric	Satisfactory performance is indicated by a score of 3 (effective) or higher on 80% or rubric items.	The Dispositions Rubric was not completed in time for the start of the Fall 2023 semester (as per the QAR written in 2022). This was followed by the retirement of two full-time faculty members whose positions were filled by new hires whose attentions had to be directed elsewhere. The Dispositions Rubric - a self-assessment tool - is now complete and will be employed for the first time in Spring, 2026.
1f –Student/Supervised Teaching Grades	B or better	Of those who completed Student/Supervised Teaching, 99.2% met the standard of a B or better.
<u>Educational Leadership Measures:</u> 2b – EDL 635, School Law grades	B+ or better	Of the 31 students who took the course, 100% scored at or above B+. All 31 students earned an A. The standard is being met.
2c – EDL 650/651, Internship grades	B+ or better	Of the 37 students who took the course, 100% scored above a B+. 33 earned an A while 4 earned an A-. The standard is being met.
2f – Rubric Staff/Personnel	Satisfactory performance is indicated by a score of 3 (effective) or higher on 80% of rubric items.	Of the 42 students, 100% scored at or above level 3. 17 scored at level 4 and 25 scored at level 3. The standard is being met.

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
<p><u>Teacher Education Measures:</u> 2c Student/Supervised Teaching Grades</p>	<p>B or better</p>	<p>Although the level of success in 2024-2025 was high (98.2% achieving grades of B or better), newly appointed Co-Directors of Field Experience are devoting AY 2025-2026 – their first year in this position – to examining student/supervised teaching standards and expectations to determine if any changes might enhance students’ student/supervised teaching experience and assist them in developing productive learning environments in their classrooms.</p>
<p>2d Educating All Students (EAS) test results</p>	<p>Pass rate of 85% or higher</p>	<p>Expectations were met in that LIU Hudson students achieved a pass rate of 89%. However, LIU Hudson is located in a region attracting an increasingly diverse student body.(See https://data.nysed.gov/ell.php?year=2024&state=yes for 2023-2024 detail noting 70% of ELLs are Spanish speaking, 15% are from Asian countries (Vietnam, Laos, China, Japan, etc.) and the remainder are speakers of Creole French, Russian, etc.)</p>

2e Student/Supervised Teaching Seminar Topics	Increased opportunities to probe the critical role that self-reflection plays in successful teaching	Seminar topics largely reflect the needs that student/supervised teachers perceive in the schools and classrooms in which they work. The focus on multiculturalism will be sharpened through invitations to guest speakers experienced in teaching ELLs.
<u>Educational Leadership Measures</u> 2a EDL 650 Internship grades	B+ or better	Of the 15 students who took the course, all achieved a grade of B+ or better.
2c Curriculum/Instruction Rubric Scores	A score of at least 3 (effective) out of 4 (highly effective) i on 80% of rubric items	Of the 15 students, only 10 (67%) achieved a score of 3 or better
2d EDL 631 Administrative Core II Grades	B+ or better	18 of the 20 students who took EDL 631 (90%) achieved a grade of B+ or better

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.

Teacher Education Notes

AY 2024-2025 was the third year in which we recruited and admitted into the MS.Ed. a cohort of teaching assistants (TAs) who had already earned their bachelor's degrees. TAs, by virtue of their work in schools, have a true understanding of the challenges and rewards that accrue to teachers. This understanding is a harbinger of success. Due to the high level of interest, in addition to a September 2025 cohort, for the first time, there will be an additional January 2026 cohort. This cohort will be comprised of at least 12 TA: 10 pursuing master's degrees in Students with Disabilities (SWD) and eligibility to teach SWD All Grades, and 2 pursuing master's degrees and eligibility to teach English to Speakers of Other Languages (TESOL). It should be noted that SWD and TESOL are among the highest need areas in NYS.

Future Forward: Careers in Education, a March 2025 event at LIU Hudson, was so well-received by both participating districts and students that plans are being developed for March 2026. The 2025 event, the fourth annual "Future Forward", resulted in districts

meeting some of their staffing needs, LIU Hudson students and alumni securing jobs for September 2025, and placement opportunities for student teaching and for internships for school counselors and school psychologists.

The most pervasive challenge in teacher education remains the Early Childhood and Childhood Multi-Subject Mathematics Exams. These sub-examinations, required among other areas for SWD certification, have spurred state-wide concern that the mathematics portions of the multi-subject tests may be assessing mathematics skills not required for teachers of SWD, early childhood or childhood. State-wide, the mathematics sub-tests have the lowest pass rates of any of the NYSTCE tests. Similar concerns have been expressed about other NYSTCE Content Specialty Examinations resulting in a so-called “waiver list” promulgated by the NYS Education Department (NYSED). Thus, the pass rates, and therefore the failure rates, reported on CSTs may not accurately reflect the certifications awarded since some students who came very close to passing grades but technically failed were later “passed” and certified as a result of the waiver list. So, for example, on both the Multi-Subject (1-6) and (Birth-2) Mathematics sub-tests the passing scores required were originally 520. However, based on the waiver list, 514 was later accepted as a passing score on both tests.

Despite the offering of a math prep workshop to address the low pass rate, little improvement has been manifested in NYSTCE test scores. In part, the lack of substantial improvement may be attributed to: (1) pervasive math phobia and paralyzing anxiety; (2) a student body, many of whom took their prerequisite math courses many years ago; (3) a student body sometimes educated outside the U.S. and unfamiliar with the math terminology commonly used in local schools.

Attendance at the workshop, which was offered at no charge, was inconsistent, with those most-in-need not attending, or only attending sporadically. Other approaches, including a series of workshops offered for a small fee on weekends are being investigated. The thought is that perhaps people often do not value something that is offered for free. The faculty, who seek to support LIU Hudson’s otherwise well-qualified and caring teacher candidates, will continue to explore alternative supports.

Educational Leadership Notes

To meet the requirements of the new Professional Administrator Certificate with option for Superintendent’s Extension, some course content was reconsidered and revised before re-registering the LIU Hudson MS.Ed. and Advanced Certificate programs in educational leadership.

An area that demanded concern was the fact that educational leadership students did not meet the standard of a score of 3 or better out of 4 on the Curriculum/Instruction Rubric. In fact, 33% of the students did not earn a 3 or better. This led to a deep dive

into the content of that Rubric. Faculty agreed that the Rubric criteria were substantive and probed important elements of what leaders can contribute to the development and maintenance of productive learning environments.

Furthermore, a review of scores on the Rubric revealed no discernible patterns of weakness. Therefore, it was decided that in AY 2025-2026 faculty will take a more aggressive posture in emphasizing the mechanisms that school leaders can use to enhance the quality of learning environments. Such experiences as assisting in the selection of learning materials, school-wide tests, curricular revision, etc. are activities that are key to effective school leadership. In short, there will be an enhanced focus on curricular matters throughout all courses across the educational leadership programs.