



AAQEP Annual Report for 2023

Provider/Program Name:	California State University, Bakersfield
End Date of Current AAQEP Accreditation Term (or “n/a” if not yet accredited):	12/31/2029

PART I: Publicly Available Program Performance and Candidate Achievement Data

1. Overview and Context

This overview describes the mission and context of the educator preparation provider and the programs included in its AAQEP review.

California State University, Bakersfield, located in California’s Southern San Joaquin Valley, opened in October 1970. The university serves the largely agrarian and energy-producing communities of a five-county region including Kern, Inyo, Kings, Tulare, and North Los Angeles. The university operates campuses in both Bakersfield, a city of 378,000 in Central California, and in the Antelope Valley, a growing suburban region of 475,000 people in the high deserts of North Los Angeles.

The combined 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 8,100 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. Since 1976, the university's School of Education—and later the School of Social Sciences and Education—has granted 3844 graduate and 1287 undergraduate degrees, with 3576 of these being Master's-level graduates. CSUB is a designated Hispanic-Serving University (HSU), with approximately 58% 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.

School of Social Sciences and Education Mission Statement

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

School 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 School.
- Provide opportunities for strong disciplinary preparation and rich overall academic experiences leading to timely graduation.
- Develop stronger relationships with external partners in order to create opportunities for students and to improve the quality of life within our community.
- Expand academic programs within the School 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 within [Extended Education](#). All credential and authorization programs are fully accredited by the California Commission on Teacher Credentialing (CCTC). The CCTC does not accredit master's or doctoral degree programs.

Educator Preparation Programs Overview

The mission of both the University and the School 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 School with the EPP's frameworks, philosophies, goals, and standards.

Educator Preparation Programs Vision

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

Educator Preparation Programs Mission

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

Educator Preparation Programs Theme

Expanding minds. Engaging hearts. Enhancing communities.

[Unit Assessment System](#)

Public Posting URL

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

<https://www.csub.edu/educaccred/aaqep>

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 2022-2023

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 mm/yy)	Number of Completers in most recently completed academic year (12 months ending mm/yy)
<i>Programs that lead to initial teaching credentials</i>			
Preliminary Credential	Special Education	102	43
	Multiple Subject	311	163
	Single Subject	230	107
Total for programs that lead to initial credentials		643	313
<i>Programs that lead to additional or advanced credentials for already-licensed educators</i>			
Added Authorization	Early Childhood Special Education	20	10
	Bilingual	19	15
	Reading Literacy	23	26
Total for programs that lead to additional/advanced credentials		62	51
<i>Programs that lead to credentials for other school professionals or to no specific credential</i>			
Master of Arts	Curriculum & Instruction	163	84
	Special Education	40	19
Total for additional programs		203	103
TOTAL enrollment and productivity for all programs		908	467

Unduplicated total of all program candidates and completers		
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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 2022-2023.

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.
867
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.
460
C. Number of recommendations for certificate, license, or endorsement included in Table 1.
296
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.
92%

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

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

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

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.

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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 2023-24 year	
Actions	
Expected outcomes	
Reflections or comments	
	Standard 2
Goals for the 2023-24 year	
Actions	
Expected outcomes	
Reflections or comments	
	Standard 3
Goals for the 2023-24 year	
Actions	

Expected outcomes	
Reflections or comments	
	Standard 4
Goals for the 2023-24 year	
Actions	
Expected outcomes	
Reflections or comments	

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.

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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.

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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).

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10. Sign Off

Provider's Primary Contact for AAQEP (Name, Title)	Dean/Lead Administrator (Name, Title)
Debbie Meadows, Director Education Assessment and Accreditation	James L. Rodríguez, Dean School of Social Science and Education

Date sent to AAQEP:	12/11/2023
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