AAQEP Annual Report for 2024

Provider/Program Name:	**School of Education Western Governors University**
End Date of Current AAQEP Accreditation Term (or "n/a" if not yet accredited):	June 30, 2026

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.

Western Governors University (WGU) is a private, nonprofit, online university founded by 19 US governors. From its inception, WGU removed barriers to accessing higher education and earning a degree. The mission of WGU is to change lives for the better by creating pathways to opportunity. WGU is characterized by its flexible learning architecture and multi-dimensional delivery, which allows us to better personalize learning, adapt to changing workforce needs, and provide relevant pathways for an individual's first and next opportunity. The vision for future higher education that emerged among the governors of the Western Governors Association encompassed Competency-Based Education (CBE). WGU pioneered competency-based education and remains the only institution offering competency-based degrees at scale, creating a model other colleges and universities are increasingly striving to replicate.

WGU bases the earning of a degree on a candidate's demonstration of competency. Competency may be thought of as "possessing and demonstrating the knowledge, skills, and abilities to perform at the appropriate level for the degree being awarded." Subject matter experts draw upon practical experience, job task analyses, published standards, and other research to define competence. WGU's competency-based approach provides evidence, collected through rigorous assessment throughout each program, to ensure that each candidate is competent.

WGU measures progress through "competency units" rather than traditional "credit hours." Competency units correlate to course outcomes without regard for the time it takes a student to achieve mastery. Appropriately designed and psychometrically-sound student assessments like performance tasks, objective exams, live observations, and simulations are direct indicators of knowledge and skill acquired. Students receive credit by passing all assessments to demonstrate competency. Students are either considered competent or not for each assessment; there are neither subjective scales of traditional grades nor the capacity to "make up" for a low grade on one assessment by excelling at another. WGU's high standard of mastery has been designed to equate to a 3.00 on a 4.00 GPA scale. All courses in WGU's curricula have been designed to associate competency units with credit hours. For example, the learning outcomes and course objectives that would be appropriate for a traditional 3-credit course are included and assessed in a 3-competency-unit course at WGU.

WGU established the School of Education (WSE) in 2022. Educator preparation programs are housed in the School of Education which has academic and operational authority over all licensure programs.

Assessment data included in this report reflect cumulative ratings of all iterations of the assessments taken by all students during the designated data cycle.

Programs accredited by AAQEP in 2019:
BA, Elementary Education
MAT, Elementary Education
BA, Special Education (K-12), dual licensure with special education and elementary education.
BA, Special Education-Mild to Moderate
MAT, English Education (Secondary)
BS, Mathematics Education (Middle Grades)
MAT, Mathematics Education (Middle Grades)
BS, Mathematics Education (Secondary)
MAT, Mathematics Education (Secondary Education)
BS, Science Education (Middle Grades)
BS, Science Education (Secondary Chemistry)
BS, Science Education (Secondary Physics)
BS, Science Education (Secondary Earth Sciences)

BS, Science Education (Secondary Biological Sciences)
MAT, Science Education (Secondary), includes Chemistry, Biological Sciences, Earth Sciences, and Physics

Program removed from review:
PB, Elementary Education (retired in 2020)

Program added to review:
MAT, Special Education K-12 (added on May 1, 2021)

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.wgu.edu/online-teaching-degrees/successful-student-learning-outcomes1.html

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 2023-2024

Degree or Certificate granted by the institution or organization	**State Certificate, License, Endorsement, or Other Credential**	**Number of Candidates** enrolled in most recently completed academic year (12 months ending 06/24)	**Number of Completers** in most recently completed academic year (12 months ending 06/24)
Programs that lead to initial teaching credentials			
BA, Elementary Education	Elementary Education	2,912	1,608
PB, Elementary Education *(retired)*	Elementary Education	3	0
MAT, Elementary Education	Elementary Education	2,407	1,305
	Elementary Education and	963	477

BA, Special Education (K-12) *Note: dual licensure with special education and elementary education*	Mild to Moderate Special Education		
BA, Special Education-Mild to Moderate	Mild to Moderate Special Education	260	122
MAT, Special Education K-12	Special Education K-12: Mild/Moderate	655	294
MAT, English Education (Secondary)	English Endorsement	519	258
BS, Mathematics Education (Middle Grades)	Mathematics Endorsement	147	60
MAT, Mathematics Education (Middle Grades)	Mathematics Endorsement Middle Grades	65	31
BS, Mathematics Education (Secondary)	Mathematics Endorsement Secondary	138	67
MAT, Mathematics Education (Secondary)	Mathematics Endorsement Secondary	156	63
BS, Science Education (Middle Grades)	Science Middle Grade	30	14
BS, Science Education (Secondary Chemistry)	Chemistry Secondary	17	8
BS, Science Education (Secondary Physics)	Physics Secondary	21	9
BS, Science Education (Secondary Earth Science)	Earth Science Secondary	43	25
BS, Science Education (Secondary Biological Science)	Biological Science Secondary	145	85
MAT, Science Education (Secondary) *(includes Chemistry, Biological Sciences, Earth Science and Physics)*	Science Education Secondary	318	165
Total for programs that lead to initial credentials		8,799	4,591
Programs that lead to additional or advanced credentials for already-licensed educators			
Not included in AAQEP Review	N/A	0	0
Total for programs that lead to additional/advanced credentials		0	0
Programs that lead to credentials for other school professionals or to no specific credential			
Not included in AAQEP Review	N/A	0	0
Total for additional programs		0	0
TOTAL enrollment and productivity for all programs		8,799	4,591
Unduplicated total of all program candidates and completers		8,780	4,591

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.)

None

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.
8,780
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.
4,591
C. **Number of recommendations** for certificate, license, or endorsement included in Table 1.
Between 7/1/23-6/30/24, WGU recommended 4,480 candidates for an initial license. Of those 4,480:   • 1 was recommended in 3 states because they moved   • 76 were recommended in 2 states because they followed the reciprocity pathway.   • 40 were recommended in 2 states because they were moving or licensing in two states after graduation.   The lower number of recommendations than completers may be due to individuals who delayed application for licensure and those who have one or more licensure requirements to fulfill before they would be eligible for recommendation.
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.
Master's degrees and Post-Baccalaureate: Overall completion rate within the expected (2-year) time frame was 81.38%

Master's degrees and Post-Baccalaureate: Overall completion rate within 1.5x of the expected time frame (3 years) was 18.62%
Bachelors: Overall completion rate within the expected (4-year) time frame was 72.97%
Bachelors: Overall completion rate within 1.5x of the expected time frame (6 years) was 27.03%

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%.

The overall pass rate on Praxis was 82.65% in 2023-2024. Most programs had pass rates in the range of the high 40% to 100%. The lowest overall pass rate was 48.85% (Secondary Science, Chemistry) which has an N of 10.

The overall pass rate on EdTPA was 92.2% in 2023-2024. Most programs had pass rates in the range of the high 89% to 100%. The lowest was 78.40% (Secondary Mathematics programs). The highest was 100% (Middle Grades Sciences and Middle Grade Mathematics).

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

The School of Education systematically tracks completers after they enter the teaching profession to evaluate the WGU programs' impact on teacher success. One tool we use is a pair of surveys sent to completers and their employers which asks the similar questions of the two groups on matters of importance to the success of all P-12 students. In 2023, we moved the administration of the School of Education's survey collection to Benchworks by Elentra. Similar to the in-house survey, the Benchworks survey asks the respondents to rate how well the program prepared them on items aligned with the INTASC Standards on a scale of 1 to 7. Benchworks has established a baseline goal of 5.50 or higher (75% of 7 = 5.50 mean) for the Factor Mean. Scores rely on a 1 to 7 Likert scale (1= Not at all, 4= Moderately, 7= Extremely). The new surveys are sent out in two six-month cycles each year: Spring (January through June) and Fall (July through December).

We received 107 responses from initial licensure completers in Fall 2023 and 458 in Spring 2024, for a total of 565 respondents in academic year 2023-24. This is a marked increase from the last two years when the in-house surveys were used. In 2022-23, 194 program completers responded to the survey, and 162 in 2021-2022. The majority of completers rated their preparation toward the "extremely well prepared" side of the scale (5, 6, or 7). The factored means and the total percentage of respondents who said the School of Education programs enhanced their ability in the following areas:

Survey Items	Factored Mean		% Rating 1 = Not at all		% Rating 2, 3, 4, = Moderately		% Rating 5, 6, 7 = Extremely	
	F 23	S 24	F 23	S 24	F 23	S 24	F 23	S 24
Assessment	5.75	5.71	2	3	33	31	66	66
Classroom Management	5.39	5.07	5	11	40	39	55	50
Content	5.75	5.77	1	1	32	32	66	66
Diversity	5.86	5.84	2	2	28	29	70	70
Instruction	5.54	5.47	3	5	36	39	61	55
Lesson Planning	5.87	5.78	2	5	28	24	70	71
Professional Development	5.54	5.86	2	2	26	29	73	69
Professional Relationships	5.51	5.46	4	7	35	35	61	58
Technology	5.52	5.41	3	6	39	37	58	57

Note: Not all percentages equal 100% due to rounding

The factored means were near or above the baseline goal of 5.50. The exception is Classroom Management, which was below 5.50 in both cycles, with 55% and 50% of respondents reporting at the highest end of the scale. The highest factored means of 5.87 and 5.84 were received for Diversity, with 70% of respondents reporting at the highest end of the scale in both cycles. Additional items receiving mean scores over the target goal in both cycles were Assessment (5.75 and 5.71), Lesson Planning (5.87 and 5.78), and Content (5.75 and 5.77).

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

WSE systematically tracks completers after they enter the teaching profession to evaluate the WGU programs' impact on teacher success. When a completer of the survey described above gives WGU permission to contact their employer and provides contact information, a similar survey is sent to the employer. The employers' version of the Benchworks survey asks the respondents to what degree they are satisfied with the graduate's preparation regarding items aligned with the INTASC Standards. As with the completers' survey, responses are on a scale of 1 to 7. Benchworks has established a baseline goal of 5.50 or higher (75% of 7 = 5.50 mean) for the Factor Mean. Scores rely on a 1 to 7 Likert scale (1= Not at all, 4= Moderately, 7= Extremely). The surveys are sent out in two six-month cycles each year: Spring (January through June) and Fall (July through December).

We received 12 responses in the fall of 2023 and 5 in the spring of 2024, for a total of 17 responses from employers during the 2023-24 academic year. This is a marked decrease from 2021-22, when 97 employers responded to the in-house surveys. Nearly all employers rated

completers' preparation at the "extremely satisfied" end of the scale (5, 6, or 7). The factored means and the total percentage of respondents who said the School of Education programs enhanced their ability in the following areas:

Survey Items	Factored Mean		% Rating 1 = Not at all		% Rating 2, 3, 4, = Moderately		% Rating 5, 6, 7 = Extremely	
	F 23	S 24	F 23	S 24	F 23	S 24	F 23	S 24
Apply knowledge of assessment strategies	6.45	5.80	0	0	9	40	91	60
Create a productive classroom environment	6.25	6.40	0	0	17	0	83	100
Exhibit a mastery of relevant content	6.25	6.20	0	1	8	20	92	80
Reflect the value of diversity in teaching	6.17	6.40	0	0	17	0	83	100
Demonstrate effective classroom instruction	6.25	6.40	0	0	8	0	92	100
Develop effective lesson plans	6.17	6.40	0	1	17	20	83	80
Display appropriate professional skills	6.42	6.80	0	0	8	0	92	100
Build collaborative professional relationships	6.00	6.40	0	0	25	0	75	100
Integrate technology into the teaching experience	6.73	6.60	0	0	0	0	100	100

Note: Not all percentages equal 100% due to rounding.

All employers who responded reported satisfaction with the completers' preparation in all areas. The factored means were above the baseline goal of 5.50. Most were above 6.00. The highest factored means of 6.42 and 6.80 were received for "Display effective professional skills," with 92% (F23) and 100% (S24) of respondents reporting at the highest end of the scale. The factored means for "Integrate technology into teaching experience" were 6.73 (F23) and 6.60 (S24), with 100% of respondents reporting on the "extremely well prepared" side of the scale (5, 6, or 7).

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.

WSE systematically tracks completers after they enter the teaching profession to evaluate the WGU programs' impact on teacher success. One tool we use is a pair of surveys sent to completers and their employers. Completers are asked if they are employed as teachers, employed but not as teachers, or if they are not employed. Completers who submitted the survey in 2023-2024 reported:
Teaching, full time – 46.32%
Teaching, part-time –11.03%
Total Teaching – 57.34%

Employed full time, but not in teaching – 17.43%
Employed part-time, but not in teaching – 5.22%

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
WGU-TC is a competency-based program. All courses and all programs have embedded competencies.	In order to pass a course, candidates must all demonstrate competencies at 3.0 GPA equivalent. In order to meet program completion requirements, candidates must pass all courses.	100% of completers meet program competencies.
Demonstration of Learning Progress (DOLP) Final Evaluation	DOLP evaluation is scored and evaluated by INTASC standards, with multiple aspect ratings within each standard. Eighty percent of the standards should be at the target level (2.40) or higher to indicate adequate progression. Scoring levels are: **0 = Not Effective**	Data reflect cumulative ratings for all iterations of the assessments taken by all students during the designated data cycle. Fall 2022 = 2.95 (0-3 range) Spring 2023 = 2.95 (0-3 range) Fall 2023 = 2.93 (0-3 range)

	Performance is below the target of initial student interactions. **1 = Beginning** Target performance at the end of the early clinical experiences, professional core and teaching methods courses **2 = Developing** Target performance at the end of the intermediate clinical experiences, Preclinical Experiences **3 = Effective** Target performance at the end of the culminating clinical experiences, Demonstration Teaching **NA = Not Observed** Used only for observations. Not observed is for classification of an aspect that was not observable or needing to be included based on the lesson delivered. All aspects of an evaluation must be able to be rated and include a measurable score.	Spring 2024 = 2.96 (0-3 range)
Licensure Exams	Pass with a score greater than 80%	The overall pass rate on Praxis was 82.65% in 2023-2024.

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
EdTPA	The overall pass rate for the EdTPA for TC is greater than 90%. As a program requirement,	The overall pass rate on EdTPA was 92.2% in 2023-2024.

	candidates are expected to achieve the minimum performance expectation that WGU has established.	
Demonstration of Learning Progress (DOLP) Final Evaluation	DOLP evaluation is scored and evaluated by INSTC standards, with multiple aspect ratings within each standard. Eighty percent of the standards should be at the target level (2.4) or higher to indicate adequate progression. Scoring levels report are: **0 = Not Effective** Performance is below the target of initial student interactions. **1 = Beginning** Target performance at the end of the early clinical experiences, professional core and teaching methods courses **2 = Developing** Target performance at the end of the intermediate clinical experiences, Preclinical Experiences **3 = Effective** Target performance at the end of the culminating clinical experiences, Demonstration Teaching **NA = Not Observed** Used only for observations. Not observed is for classification of an aspect that was not observable or needing to be included based on the lesson delivered. All aspects of an evaluation must be able to be rated and include a measurable score.	Data reflect cumulative ratings for all iterations of the assessments taken by all students during the designated data cycle. Fall 2022 = 2.89 (0-3 range) Spring 2023= 2.90 (0-3 range) Fall 2023 = 2.93 (0-3 range) Spring 2024 = 2.96 (0-3 range)

Professional Portfolio	Candidates must achieve competency in all performance aspects as measured by the task rubrics. The scoring levels are: 0 = No evidence 1 = Approaching competency 2 = Competency achieved	Data reflect cumulative ratings for all iterations of the assessments taken by all candidates during the designated data cycle. All candidates must achieve a final competent rating in order to pass. Fall 2022 = 1.94 (0-2 range) Spring 2023 = 1.96 (0-2 range) Fall 2023 = 2.85 (0-3 range) Spring 2024 = 2.87 (0-3 range)

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 have done extensive faculty development for the reimagination of the ELED, SPED, and upcoming SCED. Here are examples:
1. We provided professional development for our Program Development leaders.
2. We provided professional development with all internal and external SMEs.
3. We conducted multiple presentations on the Reimagination to many audiences.
4. We held a 3-day summit with all faculty and staff that focused solely on the professional development of the Reimagination.
5. We implemented one-hour professional development sessions on each of the components of the Reimagination, including alignment, clinical practice, sequencing of courses, science of learning, and sharing the design of each course.