



AAQEP Annual Report for 2021

Provider/Program Name: Western Governors University Teachers College

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 encompassed in its AAQEP review.

In 1997, Western Governors University (WGU) pioneered competency-based education measuring learning rather than time. Competency units correlate to course outcomes without regard for the time it takes a student to master them. Students receive course credit when they have passed the required objective and performance assessments. WGU’s high standard of mastery has been designed to equate between a 3.00 and 4.00 on a 4.00 scale. All WGU courses are designed to equate the competency units with traditional 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.

Founded in 2003 with a grant from the United States Department of Education, WGU’s Teachers College (TC) serves over 24,000 candidates with a global network of more than 34,000 graduates. TC is one of four colleges within WGU and is led by a Senior Vice President, an Academic

Vice President (AVP), and a Vice President for Operations (VPOP). Under the overall strategic and operational direction of the Senior Vice President, the AVP ensures program quality, adequacy of resources, faculty quality and sufficiency, and future programming. The VPOP is responsible for student-facing operations, including the areas for Field Experience, Teacher Principal Success, and Mentoring.

TC prepares professional educators by cultivating their life experiences into the qualities of nurturing practitioners. Graduates affirm the value of diversity and are cross-culturally competent; they embody equity and fairness and are committed to the belief that all students can learn.

Initial preparation programs align to the following standards: (1) national accreditation bodies like AAQEP, (2) teacher performance expectations and practices (i.e., InTASC Model Core Teaching Standards), (3) content area standards defined by the Specialized Professional Associations (SPAs), and (4) state standards (when applicable). Based on national standards and comprised of uniform courses, assessments, and experiences, TC offers programs in multiple licensure areas which meet many jurisdictional requirements. TC maintains program approvals in 10 states (Utah, California, Indiana, Kentucky, Missouri, Nevada, North Carolina, Ohio, Tennessee, and Washington) while preparing candidates to enter the workforce in all American jurisdictions.

The TC Way guides how we implement the WGU mission “to change lives for the better by creating pathways to opportunity.”

- We can change lives for the better by catalyzing next-generation teaching and leading across the education spectrum.
- To catalyze next-generation teaching and leading, our students need to experience next-generation teaching and leading.
- This transformative work needs a transformative work environment—we want to foster organizational systems and a cultural that allow TC team members to do their life’s best work.

Programs accredited by AAQEP in 2019 are:

Bachelor of Arts, Elementary Education

Post-Baccalaureate, Elementary Education (TC retired this program in 2020)

Master of Arts in Teaching, 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)

Bachelor of Science, 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.*

Please note that all data in this report were current as of August 31, 2021.

Public Posting URL

Part I of this report is posted at the following web address (accredited members of AAQEP 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 enrollment and completion data from the most recently completed academic year for each program included in the AAQEP review.

Table 1. Program Specification: Enrollment and Completers for Academic Year 2020-2021 (Sept 1, 2020-August 31, 2021)

Degree or Certificate granted by the institution/organization	State Certificate, License, Endorsement, or Other Credential	Number of Candidates currently enrolled	Number of Completers in 2020-21 (9/1/2020-8/31/2021)
BA, Elementary Education	Elementary Education	10445	2478

PB, Elementary Education	Elementary Education	14	32
MAT, Elementary Education	Elementary Education	3683	619
BA, Special Education (K-12) <i>Note: dual licensure with special education and elementary education</i>	Elementary Education and	1632	663
	Mild to Moderate Special Education		
BA, Special Education (K-12) <i>Note: dual licensure with special education and elementary education (Redesigned)</i>	Elementary Education and	3859	120
	Mild to Moderate Special Education		
BA, Special Education-Mild to Moderate	Mild to Moderate Special Education	786	86
MAT, Special Education K-12	Special Education K-12: Mild/Moderate	323	0
MAT, English Education (Secondary)	English Endorsement	585	157
BS, Mathematics Education (Middle Grades)	Mathematics Endorsement	511	73
MAT, Mathematics Education (Middle Grades)	Mathematics Endorsement Middle Grades	255	149
BS, Mathematics Education (Secondary)	Mathematics Endorsement Secondary	584	28
MAT, Mathematics Education (Secondary)	Mathematics Endorsement Secondary	468	129
BS, Science Education (Middle Grades)	Science Middle Grade	650	60
BS, Science Education (Secondary Chemistry)	Chemistry Secondary	104	15
BS, Science Education (Secondary Physics)	Physics Secondary	90	14
BS, Science Education (Secondary Earth Science)	Earth Science Secondary	180	19
BS, Science Education (Secondary Biological Science)	Biological Science Secondary	747	135

MAT, Science Education (Secondary) <i>(includes Chemistry, Biological Sciences, Earth Science and Physics)</i>	Science Education Secondary	445	122
TOTALS:		25,361	4,899

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.)

Added: MAT, Special Education K-12 (added on May 1, 2021)
 Discontinued: PB, Elementary Education (discontinued in 2020 in teach out)

Program Performance Indicators

The program performance information in Table 2 applies to the academic year indicated in Table 1.

Table 2. Program Performance Indicators

1. 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.
24,088
2. 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.
4,838

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

WGU recommended 3,171 students in the programs listed above between 9/1/2020 and 8/31/2021. Of those 3,171, 4 were recommended in three different states and 113 were recommended in two different states. Many students received recommendations for certification in two states because TC has a reciprocity with a few states such as Iowa and Kansas that require recommendation from Utah *and* the intended licensure state. In other reciprocity states TC recommends the student for Utah license and the student can just take their Utah license and apply in their intended licensure state without submission of an additional recommendation for certification. The lower number of recommendations than completers may be due to individuals who are delaying application for licensure, and those who have one or more licensure requirements to fulfill before they would be eligible for recommendation.

4. 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 years) time frame is 51.61%
Master's Degrees and Post-Baccalaureate: Overall completion rate within 1.5x of the expected time frame (3 years) is 70.80%
Bachelors: Overall completion rate within the expected (4 years) time frame is 95.75%
Bachelors: Overall completion rate within 1.5x of the expected time frame (6 years) is 97.09%

5. 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 89% in 2019-2020.
The overall pass rate on Praxis was 84% in 2020-2021.

The overall pass rate on edTPA was 90.7% for 2020-2021.

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

TC 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. The survey asks the respondents to rate how well the program prepared the completer on items aligned with the INTASC Standards on a scale of Extremely Well, Very Well, Moderately Well, Slightly Well, and Not Well at All. The

response rate was a lower than previous years, with 359 initial-level program completers responded to the survey in 2019-2020. The majority of completers reported satisfaction with preparation on all standards. The total percent of completers who said they were Extremely Well and Very Well prepared ranges from 77.39% on Instructional Planning to 80.73% on Professional Responsibility. The lower response rate is likely due to additional classroom challenges teachers faced as a result to COVID-19 measures.

Completer Survey Results

INTASC Standards	Extremely Well	Very Well	Total
Content Knowledge	37.42%	41.97%	79.39%
Learner and Learning	36.82%	42.34%	79.16%
Instructional Planning	37.51%	39.88%	77.39%
Professional Responsibility	40.81%	39.93%	80.73%

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

TC 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 similar questions of the two groups on matters of importance to the success of all P-12 students. The survey asks the respondents to rate how well the program prepared the completer on items aligned with the INTASC Standards on a scale of Extremely Well, Very Well, Moderately Well, Slightly Well, and Not Well at All. If the completer gives WGU permission to contact their employer and provides contact information, a similar survey is sent to the employer. As a result of a lower completer response rate, the employer response rate was also lower, with 61 of these employers responding to the survey in 2020-2021. It is noteworthy that employers rated the teachers higher than completers rated themselves. The majority of employers reported satisfaction with the completer’s preparation on all standards. The total percent of employers who said the completer was Extremely Well and Very Well prepared ranges from 85.79% on Instructional Planning to 93.17% on Content Knowledge.

Completer Survey Results

INTASC Standards	Extremely Well	Very Well	Total
Content Knowledge	38.80%	54.37%	93.17%
Learner and Learning	36.89%	51.64%	88.53%
Instructional Planning	37.43%	48.36%	85.79%
Professional Responsibility	42.62%	43.99%	86.61%

8. 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.

Teaching, full time	82.90%
Teaching, part time	2.38%
Total Teaching	85.28%
Employed full time, but not in teaching	4.51%
Employed part time, but not in teaching	2.14%

3. 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 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 Teaching (DT) Final Evaluation	DT evaluation is scored and evaluated by INTASC standards, with multiple aspect ratings within each standard. Candidates need an overall score of 3.0, with all	Data reflect cumulative ratings, or all iterations of the assessments taken by all students during the designated data cycle. Spring 2020 = 3.57

	<p>standards passed. Scoring levels are as follows:</p> <p>0 = Not Observed. The candidate did not demonstrate the teaching practice.</p> <p>1 = Emerging. The candidate demonstrates through their knowledge or skills that they require significant remediation to improve the teaching practice. The candidate requires sustained, intensive support in order to achieve success.</p> <p>2 = Learning. The candidate demonstrates through their knowledge or skills that they are learning and require some additional practice to fully demonstrate competency for the teaching practice. The candidate lacks professional confidence and requires additional support in order to achieve success.</p> <p>3 = Competent. The candidate demonstrates through their knowledge or skills that they are fully competent to meet the teaching practice. The candidate is generally confident, competent, and demonstrates potential for success.</p>	<p>Fall 2020 = 3.51 Spring 2021 = 3.57</p>
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	4 = Exemplary. The candidate demonstrates through their knowledge and skills above what is expected for a competent candidate related to the teaching practice. The candidate exudes confidence, composure, and competence, is able to work with increasing independence, and demonstrates a strong potential for success.	
Licensure Exams	Pass with score greater than 80%	The overall pass rate on Praxis was 84% in 2020-2021.

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%. Candidates are expected to achieve the minimum cut score for Utah or for the licensing state if higher.	The overall pass rate on edTPA was 90.7% for 2020-2021.
Demonstration Teaching (DT) Final Observation	DT evaluation is scored and evaluated by INTASC standards, with multiple aspect ratings within each standard. Candidates need an overall score of 3.0 with all standards passed in order to successfully complete the	Data reflect cumulative ratings or all iterations of the assessments taken by all students during the designated data cycle. Spring 2020 = 3.11 Fall 2020 = 3.18

	<p>demonstration teaching experience. Scoring levels are as follows:</p> <p>0 = Not Observed. The candidate did not demonstrate the teaching practice.</p> <p>1 = Emerging. The candidate demonstrates through their knowledge or skills that they require significant remediation to improve the teaching practice. The candidate requires sustained, intensive support in order to achieve success.</p> <p>2 = Learning. The candidate demonstrates through their knowledge or skills that they are learning and require some additional practice to demonstrate competency for the teaching practice. The candidate lacks professional confidence and requires additional support in order to achieve success.</p> <p>3 = Competent. The candidate demonstrates through their knowledge or skills that they are fully competent to meet the teaching practice. The candidate is generally confident, competent, and demonstrates potential for success.</p> <p>4 = Exemplary. The candidate demonstrates through their knowledge and skills above what is expected for a competent candidate related to the teaching practice. The candidate exudes confidence, composure,</p>	<p>Spring 2021 = 3.33</p>
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	and competence, is able to work with increasing independence, and demonstrates a strong potential for success.	
Professional Portfolio	Candidates must achieve competency in all performance aspects as measured by the task rubrics. The scoring levels are: 0 = Not evidence 1 = Approaching competency 2 = Competency achieved	Data reflect cumulative ratings or 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 2020 1.83 (0-2 range) Spring 2021 1.71 (0-2 range)

4. Notes on Progress, Accomplishment, and Innovation

This section describes recent program accomplishments, efforts to address challenges, current priorities, and innovations that are in plan or process.

The MATSPED program was launched on May 1, 2021. The program will play an integral part in filling the special education gap at the MAT level at WGU. Furthermore, it aligns with the goals of addressing the national teacher shortages, especially critical in the field of Special Education. TC is also incorporating updated courses in the Bachelor of Arts, Special Education, Mild to Moderate (BASPM) and Bachelor of Arts, Special Education and Elementary Education (BASPEE) undergraduate programs.

BAES programs were launched on April 1, 2021, to serve as off-ramps for students in initial licensure programs who wish to obtain a degree without pursuing licensure.