

## Measure 1: Completer Effectiveness (Initial Level)

WGU surveys TC completers teaching in their fields 2, 3, and 5 years after graduation to discover how well the program prepared them for the classroom. Employers of these completers are surveyed on the same topic when the completers grant permission and provide contact information.

### Initial Licensure program completers contribute to P-12 student-learning growth.

The majority of completers and their employers report that graduates are prepared to have a positive impact on P-12 student growth as defined in the INTASC Standard of Learners and Learning.

## LEARNER AND LEARNING

### Completer Survey Results

In the area of Learner and Learning, my WGU teacher education program prepared me to:	Very Well	Extremely Well	Total
1. Create a productive learning environment with high expectations for all students.	39%	51%	90%
2. Adapt instruction to address students' cultural differences	25%	46%	71%
3. Utilize varied strategies to support the development and use of academic language so that all students learn.	37%	45%	82%
4. Involve all students in self-assessment, goal setting, and monitoring progress.	31%	41%	72%
5. Provide quality and timely feedback to students.	30%	49%	79%
6. Adapt instruction that incorporates appropriate strategies, resources, and technology to meet the learning needs of others.	38%	45%	83%

### Employer Survey

In the area of Learner and Learning, how well did the WGU teacher education program prepare the student to:	Very Well	Extremely Well	Total
1. Create a productive learning environment with high expectations for all students.	47%	44%	91%
2. Adapt instruction to address students' cultural differences	55%	31%	86%
3. Utilize varied strategies to support the development and use of academic language so that all students learn.	59%	31%	90%
4. Involve all students in self-assessment, goal setting, and monitoring progress.	53%	22%	75%
5. Provide quality and timely feedback to students.	50%	44%	94%
6. Adapt instruction that incorporates appropriate strategies, resources, and technology to meet the learning needs of others.	52%	38%	90%

**Initial Licensure program completers are effective in applying professional knowledge, skills, and dispositions.**

The majority of completers and employers reported that graduates are prepared to effectively apply professional knowledge skills, and dispositions as defined by INTASC Standard of Instructional Planning and Professional Responsibilities.

**INSTRUCTIONAL PLANNING**

**Completer Survey Results**

<b>In the area of Instructional Planning, my WGU teacher education program prepared me to:</b>	<b>Very Well</b>	<b>Extremely Well</b>	<b>Total</b>
1. Plan instruction based on students' prior knowledge, academic readiness, language proficiency, and individual development.	35%	44%	79%
2. Implement instruction that supports development of critical thinking, inquiry and problem solving.	31%	46%	77%
3. Use assessment data from a variety of sources to establish learning goals.	35%	46%	81%
4. Use assessment data to differentiate and modify instruction.	44%	37%	81%
5. Incorporate multiple perspectives in the subject matter being taught.	32%	46%	78%
6. Use technology to support and enhance your instruction.	30%	46%	76%

**Employer Survey Results**

<b>In the area of Instructional Planning, my WGU teacher education program prepared me to:</b>	<b>Very Well</b>	<b>Extremely Well</b>	<b>Total</b>
1. Plan instruction based on students' prior knowledge, academic readiness, language proficiency, and individual development.	53%	38%	91%
2. Implement instruction that supports development of critical thinking, inquiry and problem solving.	46%	35%	81%
3. Use assessment data from a variety of sources to establish learning goals.	51%	30%	81%
4. Use assessment data to differentiate and modify instruction.	48%	35%	83%
5. Incorporate multiple perspectives in the subject matter being taught.	54%	24%	78%
6. Use technology to support and enhance your instruction.	44%	51%	95%

## PROFESSIONAL RESPONSIBILITY

### Completer Survey Results

In the area of Professional Responsibility, my WGU teacher education program prepared me to:	Very Well	Extremely Well	Total
1. Actively reflect on effectiveness of the instruction to identify areas of strength and challenge.	42%	48%	90%
2. Collaborate with colleagues to plan and evaluate instruction.	35%	46%	81%
3. Collaborate with others such as para-educators and other teachers in meeting the needs of ELL's and students with disabilities.	28%	41%	69%
4. Analyze educational research finds and to incorporate new information into my practice as appropriate.	37%	41%	78%
5. Engage in professional learning to strengthen my instructional practice.	39%	48%	87%
6. Reflect on personal and professional biases.	35%	51%	86%

### Employer Survey Results

In the area of Professional Responsibility, my WGU teacher education program prepared me to:	Very Well	Extremely Well	Total
1. Actively reflect on effectiveness of the instruction to identify areas of strength and challenge.	49%	37%	86%
2. Collaborate with colleagues to plan and evaluate instruction.	37%	54%	91%
3. Collaborate with others such as para-educators and other teachers in meeting the needs of ELL's and students with disabilities.	44%	49%	93%
4. Analyze educational research finds and to incorporate new information into my practice as appropriate.	46%	24%	70%
5. Engage in professional learning to strengthen my instructional practice.	51%	41%	92%
6. Reflect on personal and professional biases.	51%	35%	86%

### Measure 2: Satisfaction of Employers and Stakeholder Involvement (Initial and Advanced Licensure)

Employers report that WGU teacher education programs prepare teachers who succeed in the classroom.

INTASC Standards	Very Well	Extremely Well	Total
Content Knowledge	49%	43%	92%
Learning and Learning	47%	40%	87%
Instructional Planning	45%	40%	85%
Professional Responsibility	44%	45%	89%

### Measure 3: Candidate Competency at Completion (Initial and Advanced Licensure)

#### Initial Licensure Programs

Demonstration Teaching Final	Overall Score 2020/2021 (Range = 1-5)
<b>Elementary Programs</b>	
BA/Elementary Education	4.72
MAT/Elementary Education	4.77
Post Bac/Elementary Education	4.73
<b>Special Education Program</b>	
BA/Special Education-Elementary Education	4.58
BA/Special Education (Mild to Moderate)	4.71
MAT/Special Education	4.60
<b>Secondary Programs</b>	
BS/Mathematics Education (Secondary)	4.56
BS/Mathematics Education (Middle Grades)	4.60
BS/Science Education (Middle Grades)	No candidates
BS/Science Education (Secondary Biological Sciences)	4.75
BS/Science Education (Secondary Chemistry)	4.39
BS/Science Education (Secondary Earth Science)	4.74
BS/Science Education (Physics)	No candidates
MAT/English Education (Secondary)	5.00
MAT/Mathematics Education (Middle Grades)	4.70
MAT/Mathematics Education (Secondary)	4.60
MAT/Science Education (Secondary)	No candidates

#### edTPA Overall Pass Rates:

edTPA Content Area	Fall 2020	Spring 2021
Elementary Education: Literacy with Math Task 4	86%	90.9%
Elementary Literacy	100%	No test takers
Elementary Math	91.3%	92.5%
Middle Grades Education	81.1%	93.3%
Secondary Education	77.4%	84.7%
Special Education	94.5%	97.6%

#### Advance Licensure Programs

Demonstration Teaching Final	Overall Score 2020/2021
MS/Educational Leadership (Range = 1-5)	4.64
MA/English Language Learning (Range = 1-4)	3.78

<b>Capstone</b>	<b>Overall Score 2020/2021 (Range = 0-2)</b>
MS/Educational Leadership	1.80
MA/English Language Learning	1.90

**Measure 4: Ability of completers to be hired (in positions for which they have prepared (Initial and Advanced Licensure)**

**Hiring Rates**

<b>Programs</b>	<b>Employment Rate</b>
<b><i>Elementary Programs</i></b>	
BA/Elementary Education	93.8%
MAT/Elementary Education	94.7%
Post Bac/Elementary Education	100%
<b><i>Special Education Program</i></b>	
BA/Special Education-Elementary Education	96.6%
BA/Special Education (Mild to Moderate)	100%
MAT/Special Education	New program - No graduates
<b><i>Secondary Programs</i></b>	
BS/Mathematics Education (Secondary)	100%
BS/Mathematics Education (Middle Grades)	100%
BS/Science Education (Middle Grades)	50%
BS/Science Education (Secondary Biological Sciences)	85.7%
BS/Science Education (Secondary Chemistry)	0
BS/Science Education (Secondary Earth Science)	0
BS/Science Education (Physics)	100%
MAT/English Education (Secondary)	83.3%
MAT/Mathematics Education (Middle Grades)	90%
MAT/Mathematics Education (Secondary)	100%
MAT/Science Education (Secondary)	100%
<b><i>Advanced Programs</i></b>	
MS/Educational Leadership	71%
MA/English Language Learning	90.5%

**Praxis Pass Rate:**

Initial Level = 84%

Advanced Level = 99%

All Programs = 91%

**Title II:** WGU offers programs in and recommends for licensure in all states. We report licensure/certification exam pass rates to the U.S. Education Department for state where we have state program approval. The following are the most recent summary pass rates for all program completers those states, when available. The data are representative of all TC program and completers.

State	2016-2017	2017-2018	2018-2019
California	97%	100%	95%
Missouri	98%	97%	100%
Nevada (alternate route)	96%	97%	96%
Nevada (traditional)	96%	97%	96%
Utah	97%	100%	100%
Washington	n/a	97%	94%

**Average licensure rates.**

100%