Our Programs Are Nationally Recognized

The following programs are nationally recognized by their respective Specialized Professional Association (SPA):

- **TESOL** (Teachers of English to Speakers of Other Languages) for our English-language learning programs (M.A. and endorsement preparation).
- **NCTM** (National Council of Teachers of Mathematics) for all our math education programs that lead to initial teacher licensure (B.S. and MAT).
- **NSTA** (National Science Teachers Association) for all our science education programs that lead to initial teacher licensure (B.S. and MAT).
- **NCTE** (National Council for Teachers of English) for our MAT English Education program.

Our Programs Share CAEP Annual Measures of Student and Graduate Performance with the Public

Data below are from September 1, 2021 - August 31, 2022 unless otherwise noted.

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**
Create a productive learning environment with high expectations for all students.	43%	47%	90%
Adapt instruction to address students' cultural differences.	32%	46%	78%
Utilize varies strategies to support the development and use of academic language so that all students learn.	41%	44%	84%

Involve all students in self-assessment, goal setting, and monitoring progress.	33%	41%	74%
Provide quality and timely feedback to students.	37%	47%	83%
Adapt instruction that incorporates appropriate strategies, resources, and technologies to meet the learning needs of all students.	41%	45%	86%

Employer Survey Results			
In the area of Learner and Learning, how well did the WGU teacher education program prepared the student to:	**Very Well**	**Extremely Well**	**Total**
Create a productive learning environment with high expectations for all students.	47%	47%	94%
Adapt instruction to address students' cultural differences.	50%	35%	85%
Utilize varies strategies to support the development and use of academic language so that all students learn.	48%	42%	90%
Involve all students in self-assessment, goal setting, and monitoring progress.	49%	29%	78%
Provide quality and timely feedback to students.	42%	50%	92%
Adapt instruction that incorporates appropriate strategies, resources, and technologies to meet the learning needs of all students.	38%	51%	89%

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			
In the area of Instructional Planning, my WGU teacher education program prepared me to:	**Very Well**	**Extremely Well**	**Total**

Plan instruction based on students' prior knowledge, academic readiness, language proficiency, and individual development.	40%	42%	82%
Implement instruction that supports development of critical thinking, inquiry and problem solving.	39%	45%	84%
Use assessment data from a variety of sources to establish learning goals.	39%	43%	82%
Use assessment data to differentiate and modify instruction.	45%	38%	83%
Incorporate multiple perspectives in the subject matter being taught.	38%	44%	82%
Use technology to support and enhance your instruction.	34%	45%	79%

Employer Survey Results			
In the area of Instructional Planning, the WGU teacher education program prepared the student to:	**Very Well**	**Extremely Well**	**Total**
Plan instruction based on students' prior knowledge, academic readiness, language proficiency, and individual development.	44%	45%	89%
Implement instruction that supports development of critical thinking, inquiry and problem solving.	42%	41%	83%
Use assessment data from a variety of sources to establish learning goals.	46%	37%	83%
Use assessment data to differentiate and modify instruction.	44%	39%	83%
Incorporate multiple perspectives in the subject matter being taught.	47%	32%	79%
Use technology to support and enhance your instruction.	37%	53%	90%

PROFESSIONAL RESPONSIBILITY:

Completer Survey Results			
In the area of Professional Responsibility, my WGU teacher education program prepared me to:	**Very Well**	**Extremely Well**	**Total**
Actively reflect on effectiveness of the instruction to identify areas of strength and challenge.	42%	47%	89%
Collaborate with colleagues to plan and evaluate instruction.	38%	44%	82%

Collaborate with others such as para-educators and other teachers in meeting the needs of ELL's and students with disabilities.	33%	41%	74%
Analyze educational research finds and to incorporate new information into my practice as appropriate.	38%	42%	80%
Engage in professional learning to strengthen my instructional practice.	37%	49%	86%
Reflect on personal and professional biases.	35%	51%	86%

Employer Survey Results			
In the area of Professional Responsibility, the WGU teacher education program prepared the student to:	**Very Well**	**Extremely Well**	**Total**
Actively reflect on effectiveness of the instruction to identify areas of strength and challenge.	47%	41%	88%
Collaborate with colleagues to plan and evaluate instruction.	35%	55%	90%
Collaborate with others such as para-educators and other teachers in meeting the needs of ELL's and students with disabilities.	37%	53%	90%
Analyze educational research finds and to incorporate new information into my practice as appropriate.	41%	33%	74%
Engage in professional learning to strengthen my instructional practice.	46%	45%	91%
Reflect on personal and professional biases.	42%	42%	84%

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	46%	45%	91%
Learner and Learning	46%	42%	88%
Instructional Planning	43%	41%	84%
Professional Responsibility	41%	45%	86%

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

Demonstration Teaching Final	Overall Score 9/1/2021 to 8/31/2022
Elementary Programs	
B.A. Elementary Education (Range = 1-5)	4.19
MAT Elementary Education (Range = 1-5)	4.63
Post-Bacc Elementary Education (Range = 1-5)	4.29
Special Education Programs	
B.A. Special Education and Elementary Education	4.52
B.A. Special Education (Mild to Moderate) (Range = 1-5)	4.62
MAT Special Education (Range = 1-5)	4.50
Secondary Programs	
B.S. Mathematics Education (Secondary) (Range = 1-5)	4.42
B.S. Mathematics Education (Middle Grades) (Range = 1-5)	4.49
B.S. Science Education (Secondary Biological Science) (Range = 1-5)	4.79
B.S. Science Education (Secondary Chemistry) (Range = 1-5)	4.87
B.S. Science Education (Secondary Earth Science) (Range = 1-5)	4.48
B.S. Science Education (Secondary Physics) (Range = 1-5)	4.05
MAT English Education (Secondary) (Range = 1-5)	4.66
MAT Mathematics Education (Middle Grades) (Range = 1-5)	4.57
MAT Mathematics Education (Secondary) (Range = 1-5)	4.53
MAT Science Education (Secondary) (Range = 1-5)	4.82

edTPA Overall Pass Rates:

edTPA Content Area	September 1, 2021 through 8/31/2022
Elementary Education	90.1%
Middle Math	98.5%
Middle Science	100%
English	96.6%
Secondary Math	84.7%
Secondary Science	92.4%
Special Education	97.0%

Advanced Licensure Programs

Practicum Experience Final	Overall Score 9/1/2021 to 8/31/2022
M.S. Education Leadership (Range = 1-4)	3.53
M.A. English Language Learning (Range = 1-4)	3.82

Capstone	Overall Score 9/1/2021 to 8/31/2022
M.S. Education Leadership (Range = 0-2)	1.80
M.A. English Language Learning (Range = 0-2)	1.88

Measure 4: Ability of Completers to be Hired in Positions for Which They Have Prepared (Initial and Advanced Licensure)

Hiring Rates

Programs	Employment Rate
Elementary Programs	
B.A. Elementary Education	77%
MAT Elementary Education	75%
Post-Bacc Elementary Education	88%
Special Education Programs	
B.A. Special Education and Elementary Education	81%
B.A. Special Education (Mild to Moderate)	88%
MAT Special Education	82%
Secondary Programs	
B.S. Mathematics Education (Secondary)	81%
B.S. Mathematics Education (Middle Grades)	77%
B.S. Science Education (Secondary Biological Science)	69%
B.S. Science Education (Secondary Chemistry)	83%
B.S. Science Education (Secondary Earth Science)	73%
B.S. Science Education (Secondary Physics)	40%
MAT English Education (Secondary)	78%
MAT Mathematics Education (Middle Grades)	77%
MAT Mathematics Education (Secondary)	75%
MAT Science Education (Secondary)	79%
Advanced Programs	
M.S. Educational Leadership	97%
M.A. English Language Learning	100%

Praxis Pass Rate:

Initial Level = 80.18%

Advanced Level = 90.33%

All Programs = 85.25%

Average Licensure Rates:

100%

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	2018-19	2019-20	2020-21
California	95%	99%	98%
Missouri	100%	94%	97%
Nevada (alternate route)	96%	-	-
Nevada (traditional)	96%	94%	98%
Utah	100%	99%	99%
Washington	94%	95%	95%