

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-degrees/succ48.65-306.78-r11.225-TfB-TfB-TfB-TfB-TfB-TfB-TfB-TfB-TfB-TfB-T7](https://www.wgu.edu/online-teaching-degrees/successful-degrees/succ48.65-306.78-r11.225-TfB-TfB-TfB-TfB-TfB-TfB-TfB-TfB-TfB-TfB-TfB-T7)

2.

BS, Mathematics Education (Secondary)	Mathematics Endorsement Secondary	132	59
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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 90.00%

Master's degrees and Post-Baccalaureate: Overall completion rate within 1.5x of the expected time frame (3 years) was 10.00%

Bachelors: Overall completion rate within the expected (4 year) time frame was 89.44%

Bachelors: Overall completion rate within 1.5x of the expected time frame (6 years) was 10.56%

E. Summary of state license examination results

Learner and Learning	43.01%	40.32%	83.33%
Instructional Planning	40.22%	37.43%	77.65%
Professional Responsibilities	44.83%	38.51%	83.34%

G. 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. Although the candidate response rate was lower this year, the employer response rate was slightly higher, with 122 of these employers responding to the survey in 2022-2023 (97 responded in 2021-2022). The majority of employers reported satisfaction with the completer's preparation on all standards. Completers and their employers tended to agree on how well TC prepares candidates on the INTASC standards. A notable difference is completers gave Content Knowledge (80.93%), while employers gave this area the highest rating. The total percent of employers who said the completer was Extremely Well- and Very Well-prepared ranges from 82.79% on Learner and Learning to 86.07% on Content Knowledge.

Employer Survey Results

	Extremely Well	Very Well	Total
Content Knowledge	52.46%	33.61%	86.07%
Learner and Learning	46.72%	36.07%	82.79%
Instructional Planning	43.44%	40.16%	83.60%
Professional Responsibilities	48.36%	36.07%	84.43%

H. Narrative explanation of how the program investigates employment rates for program completers, with a

[Redacted content]

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, courses

	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.	
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 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 2021 = 1.94 (0-2 range) Spring 2022 = 1.94 (0-2 range) Fall 2022 = 1.94 (0-2 range) Spring 2023 = 1.96 (0-2 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.

Improvements in Literacy Instruction: School of Education received two grants from the Lily Endowment in Indiana aimed at improving the Science of Reading SoR . As part of TC's initial work, literacy courses in Elementary Education and Special Education programs were revised to include content on SoR, four faculty members have undergone extensive professional learning to become subject matter experts in SoR, professional learning was provided to all TC faculty, and 10 faculty members are currently undergoing LETRS training.

TC is participating in transformative work by engaging with national leaders in apprenticeships. The apprenticeship model is new in educator preparation, and TC is collaborating with partners across the nation to lead this work.