



AAQEP Annual Report for 2025

Provider/Program Name:	University of Wyoming College of Education School of Teacher Education Programs
End Date of Current AAQEP Accreditation Term (or "n/a" if not yet accredited):	2030

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.

The University of Wyoming [College of Education](#) is committed to the principle that education can transform lives and make the world more democratic, equitable, and socially just. This vision informs our teaching, research, and service as a research-based College. As part of a land-grant institution, the College of Education recognizes its responsibility to offer: preeminent programs that prepare educational scholars to further educational theory, policy, practice, and research; and programs that prepare exceptionally effective educational practitioners for roles in educational settings.

We strive to: prepare practitioners who will make a difference in individual learning and student lives as well as prepare researchers who are knowledgeable, skilled, passionate, reflective, and contributors to their own fields, and who are

learners, leaders, and agents of change; engage in research and disseminate knowledge on critical issues of education and human development on which effective educational policies and practices can be supported; and serve the State of Wyoming through professional development, initial licensure preparation, alternative certification programs, and through outreach to P-12 schools, state government, community colleges, community agencies, and private companies.

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.uwyo.edu/education/deans-office/about/accreditation.html>

2. Enrollment and Completion Data

Table 1 shows current enrollment and recent completion data, disaggregated by program and license/certificate, for each program included in the AAQEP review.

Table 1. Program Specification: Enrollment and Completers for Academic Year 2024-2025

Degree or Program offered by the institution/organization	Certificate, License, Endorsement, or Other Credential granted by the state	Number of Candidates Enrolled in most recently completed academic year (12 months ending mm/yy)	Number of Completers in most recently completed academic year (12 months ending mm/yy)
<i>Programs that lead to initial teaching credentials</i>			
BA in Elementary Education		393	78
BA in Elementary/Special Educ		95	11
BS in Agricultural Education		33	7
BAS in Career & Technical Educ		17	4
BA in Secondary Ed: English		43	12

BA in Secondary Ed: Mathematics		32	3
BA in Secondary Ed: Modern Languages: Span		5	1
BA in Secondary Ed: Science - Biology		15	2
BA in Secondary Ed: Science - Chemistry		4	1
BA in Secondary Ed: Science – Env. Science		2	0
BA in Secondary Ed: Science – Geology		0	0
BA in Secondary Ed: Science - Physics		1	1
BA in Secondary Ed: Social Studies		89	15
Teach Secondary Content Grad Cert		39	18
Teaching Elem School Grad Cert		23	12
Total for programs that lead to initial credentials		791	165
<i>Programs that lead to additional or advanced credentials for already-licensed educators</i>			
English/Second Language Cert		45	5
K-12 Special Education		3	1
Literacy		29	6
Total for programs that lead to additional/advanced credentials		77	12
<i>Programs that lead to P-12 leader credentials</i>			
N/A			
Total for programs that lead to P-12 leader credentials			

<i>Programs that lead to credentials for specialized professionals or to no specific credential</i>			
MA in Special Education		52	21
Total for programs that lead to specialized professional or no specific credentials			
TOTAL enrollment and productivity for all programs		920	198
Unduplicated total of all program candidates and completers		888	198

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.
888
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.
198
C. Number of recommendations for certificate, license, or endorsement included in Table 1.
198

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.

We track students over 5 year graduation rates, which are slightly lower than the IPEDS 150% rate for a four-year degree (or 6 years). 76% of students who start with an education major graduate with a bachelor degree within 5 years. Of the entire cohort, 66.7% stay in education and graduate. Our first year to second year retention rate is the highest at UW at 75%.

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 Wyoming Professional Teaching Standards Board requires Elementary Education and Secondary Social Studies candidates to pass their respective Praxis exams to obtain licensure. However, this requirement can be completed independently of their college program. Among graduates from K-12 teaching programs at the Wyoming College of Education, it is estimated that between 40% and 50% are in programs requiring Praxis II testing, assuming that 100% of Elementary Special Education students need to pass all four Praxis II tests for Wyoming core licensure. Notably, approximately 33% of the college's graduates come from states other than Wyoming. Over the past three academic years, out-of-state students represented 34% (48) of the 142 students who did not take the Praxis II exam.

Within nine to five months of graduation (as reported for Title II purposes), 60% of Wyoming College of Education graduates in the two tested areas take the Praxis II exam. This figure increases to 70% within two years of graduation.

Regarding Praxis II pass rates, graduates perform moderately well. Between five to nine months after graduation, pass rates range from 74% to 80%. These rates improve over time, rising to the mid to high 80% range within a year of graduation.

F. Explanation of evidence available from program completers, with a characterization of findings.

In Fall, 2024 Elizabeth McMahon and Mark Perkins met to discuss a survey to be given to students in residency (i.e. "Student Teaching") to evaluate their perceived effectiveness on the experience. This was in response to the need to create a systemic evaluation of student teaching in the residences' perspectives to generate continuous improvement of the process. This was also done in response to the need for improved data quality. Finally, this was done to align the evaluation criteria with AAQEP standards, as previous data collection tools were developed under the previous accreditor.

To develop the items, Elizabeth and Mark met and first analyzed the AAQEP Standards. Elizabeth then consulted with the Director of the School of Teacher Education (STE), the Associate Dean of Undergraduate Education, and with several faculty members. As a result, a concise survey tool was developed. The items were finalized, and Elizabeth collaborated with residency students, their mentors, and other staff to obtain 123 responses from the academic year, with about 95 to 100 responses per item.

A full report is available providing an overview of the results of this first iteration of the survey as well as recommendations. Continuing to use this survey, along with the strategy for response rates, will ensure quality data aligned with AAQEP standards moving forward. This survey covers residencies from the Fall of 2024 and the Spring of 2025.

Students reported the highest levels of satisfaction with classroom supervision, mentor support, and the School of Teacher Education, with moderate satisfaction reported for edTPA support and lower satisfaction for their district facilitators. These findings align with AAQEP Standards 3a and 3d, which emphasize timely, targeted candidate support and well-supported clinical experiences.

G. Explanation of evidence available from employers of program completers, with a characterization of findings.

Every year we launch a survey of principals and administrators who employ our teachers. From those survey results, we get about 50% of our graduates as employed in Wyoming. We ask a variety of questions. Here are some of the highlights from our latest results:

We received 22 responses in Summer 2025. Most principals (90%) stated that their first-year teachers from our program are fully or mostly ready to meet the needs of students in their schools and had an immediate positive impact on student learning. Areas for improvement include enforcing high expectations for all learners (55% Well/Very Well prepared, 39% Somewhat prepared) and meeting the diverse needs of learners (61% Very Well/Well prepared, 28% Somewhat Prepared).

Sample principal comments include:

“She came in better prepared than almost any other 1st year teacher I’ve had in my 9 years of experience as a teacher.”

“Student in his classroom are demonstrating meeting grade level standards... those not at proficient levels receive specific interventions.”

“She struggled to make adjustments to her practices to align to her colleagues. She felt as though she was ready to go and didn’t need help.”

“As typically found, new teachers always need additional support in classroom management and talking with parents.”

“One area she said she needed more help in was trauma-informed teaching strategies.”

While the findings provide valuable direction for continuous program improvement, a few limitations must be acknowledged. First, the number of responses (n=22) represents only a portion of the graduates employed in Wyoming, and a smaller fraction of all graduates overall. Second, differences in district size, school culture, and individual placement contexts likely contribute to variability in principal responses. Third, although responses are linked to specific graduates and programs, the data are reported in the aggregate to protect anonymity and ensure ethical use.

Dr. Mark Perkins developed a five-year report on the results of this survey, covering 2021-2025, which we can make available.

H. 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.

We work with the Wyoming Department of education to get a list of graduates who are employed in the state. That returns ~50% of our graduates, meaning the rest either teach elsewhere or leave the state. We are looking for ways to track non-Wyoming students, including the use of post-graduation surveys. We are in the process of revising the Beginning Teacher Survey for first-year teachers. This will include requests for information about employment status and location.

I. Explanation of how the **staffing capacity** for program delivery and administration and quality assurance system monitoring have changed during the reporting year, if at all, and how capacity matches the current size of the program.

Staffing capacity increased in specific areas, namely elementary literacy (2), elementary mathematics (1), and career & technical education (1). As a result of retirements, resignations and reassessments to administrative roles, the elementary education faculty experienced significant reductions from 2020-2024, particularly in literacy education. Two new faculty were hired, but the capacity does not meet demand. Temporary lecturers are needed to teach an expanded set of course requirements addressing national and state expectations for in-depth reading and writing instruction. The CTE hire was in response to significant efforts to recruitment grow this program in response to national and state priorities.

Dr. Mark Perkins stepped down from his position as Assistant Dean of Assessment, Data and Accreditation in August, 2025. He provided support for writing this report through December, 2025. The related duties are being redistributed in the college.

4. Candidate Academic Performance Indicators

Tables 3 and 4 report on select measures (3 to 5 measures for each standard) of candidate/completer performance related to AAQEP Standards 1 and 2, including the program's expectations for performance (criteria for success) and indicators of the degree to which those expectations are met.

Table 3a. Expectations and Performance on Standard 1: Candidate and Completer Performance

Criteria for Success = >=70% of points possible

Standard	Assessment	Met	Not Met	Totals	% Meets
1a	EDAG/SSSE/CTE/ART: Final Evaluation	156	18	174	89.66%
1a	ELEM: Final Evaluation	82	9	91	90.11%
1a	Secondary Science: Final Evaluation	3		3	100.00%
1b	EDAG/SSSE/CTE/ART: Final Evaluation	152	12	164	92.68%

1b	EDST 3101 Evaluation	130	36	166	78.31%
1b	Secondary Science: Final Evaluation	3		3	100.00%
1c	EDAG/SSSE/CTE/ART: Final Evaluation	153	9	162	94.44%
1c	EDST 2200 Final Evaluation	12	1	13	92.31%
1c	EDST 3101 Evaluation	134	6	140	95.71%
1d	EDST 3200 Final Paper	81	5	86	94.19%
1d	EDEL 2140 Final Exam	70	1	71	98.59%
1d	EDEL 3720 Final Paper	126	10	136	92.65%
1e	EDAG/SSSE/CTE/ART: Final Evaluation	156	4	160	97.50%
1e	Secondary Science: Final Evaluation	3		3	100.00%
1f	EDAG/SSSE/CTE/ART: Final Evaluation	157	4	161	97.52%
1g	EDST 2200 Final Evaluation	12	1	13	92.31%
1g	EDST 3101 Evaluation	139	22	161	86.34%

Table 4. Expectations and Performance on Standard 2: Completer Professional Competence and Growth

Standard	Assessment	Met	Not Met	Totals	% Met
2a	Residency Evaluation	276	19	295	93.56%
	EDST 2200 Evaluation	12	1	13	92.31%
2b	Residency Evaluation	279	7	286	97.55%
	EDST 2200 Evaluation	12	1	13	92.31%
2c	Residency Evaluation	153	15	168	91.07%
	EDST 2200 Evaluation	12	1	13	92.31%
	EDST 3101 Evaluation	122	28	150	81.33%
2e	Residency Evaluation	281	10	291	96.56%
2f	Residency Evaluation	281	33	314	89.49%
	EDST 2200 Final Evaluation	13	3	16	81.25%
	EDST 3101 Evaluation	139	39	178	78.09%

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.

In the past year, the Secondary Education program faculty have addressed needs in the program through revising core education requirements and streamlining content expectations where possible. In specific, content expectations have been decreased in several areas to accommodate the recommendation to include earlier practicum experiences, a family and community relations course, and an English as a second language course. This process involved meeting with department heads from the various content areas, e.g. Biology and English, to develop revised memoranda of understanding. The most significant change was in Agriculture Education, which previously had three content focus areas. These will be discontinued starting in AY 2026-27 to provide a broader base of core content. This was done in collaboration with a statewide stakeholder group, the College of Agriculture, Life Sciences and Natural Resources, and representatives from the state community colleges.

The School of Teacher Education also began the process of reviewing and revising the Professional Dispositions Assessment to better inform students, instructors, and district personnel about student strengths and needs, and to align the expectations with AAQEP standards.

The Residency Experience Survey was developed in direct response to the need to collect more targeted data aligned with AAQEP standards. A full report of the results from Fall 2024 and Spring 2025 is available.

Finally, initial approval was granted by the university Board of Trustees to begin developing a BA in Early Childhood/Special Education. The Feasibility Study for this program is complete and will be under review by the Board in 2026.

Part II: Self-Assessment and Continuous Growth

AAQEP does not require public posting of the information in Part II, but programs **may** post it at their discretion.

6. Self-Assessment and Continuous Growth and Improvement

This section charts ongoing improvement processes in relation to each AAQEP standard and recent activities related to investigating data quality. Table 5 may focus on an aspect of one or two standards each year, with only brief entries regarding ongoing efforts for those standards that are not the focus in the current year.

Table 5. Provider Self-Assessment and Continuous Improvement

Standard 1	
Goals for the 2025-26 year	Continue revision of elementary literacy courses to align with national and state standards and expectations. Revise and update ESL courses, starting with EDST 3200: Introduction to ESL, which is now required for Elementary, Elementary/Special Education, and Secondary Education programs
Actions	Program faculty are to meet to revise course syllabi, present all course changes to the STE faculty for approval, and process changes through the University Course Committee. Communicate course changes with students and external stakeholders
Expected outcomes	Strongly aligned course sequence with current research-based content and practices. Common assessments that provide consistent data for program revision and reporting.
Reflections or comments	The literacy program courses have been under continual examination from state and national entities, such as NCTQ, for alignment with the “Science of Reading.” A recent NCTQ analysis gave the undergraduate program a grade of A for Reading Foundations, based on the revisions recently made in the course sequence and content.
Standard 2	
Goals for the 2025-26 year	Revise expectations and outcomes for all core practicum experiences: EDST 1200: Practicum 1; EDST 2200: Practicum 2; EDST 3101: Practicum 3. Begin revision of all Residency evaluation rubrics.

Actions	EDST faculty are to meet to discuss desired outcomes for each practicum and redesign the sequence to provide better scaffolding for candidate development.
Expected outcomes	Revised outcomes for EDST 1200, 2200, and 3101, along with the related evaluation rubrics.
Reflections or comments	EDST 2200 was most problematic in that the focus was initially on service learning. However, this desired outcome was not attainable as designed. This course will see the heaviest revisions.
Standard 3	
Goals for the 2025-26 year	Pursue replacement for Smartsheet as the primary data collection/management software for field experience data. Dr. Perkins provided a full report on recommended actions for the STE programs prior to stepping down. This report is being used to refine our Quality Program Practices and address gaps, such as scheduling regular STE data meetings. Continue development of the STE Curriculum Map.
Actions	Submit a request for proposals from vendors, review all submitted proposals based on key criteria, e.g. reporting, standards alignments, interfacing with WyoCourses (Canvas), and communication with stakeholders. Select a suitable replacement if possible. Work with the incoming Director of STE to address the gaps detailed in Dr. Perkins' report. Identify key performance indicators from each core education course in the Curriculum Map
Expected outcomes	Launch replacement system by Fall 2026. Create standing data committee in STE for reviewing and reporting on key performance indicators. Complete next draft of the Curriculum Map.
Reflections or comments	Smartsheet is not a native system for education preparation programs. We have had to build our system from the ground up and it lacks many capabilities, such as pulling in common assessment data from WyoCourses or the Office of Institutional Analysis. We are looking for a more comprehensive system that is user-friendly and provides timely data.
Standard 4	
Goals for the 2025-26 year	Collaborate with the Professional Teaching Standards Board to identify key areas of need and develop pathways for filling those needs in the state. Work with districts through the Wyoming School University Partnership to engage students with rural communities and teaching opportunities.

Actions	Develop streamlined pathways for earning secondary teaching endorsements. Develop a dyslexia endorsement program (graduate level) Refine secondary education programs in agriculture education and CTE through collaboration with external stakeholder groups. Create the Wyoming Classroom Connections Tour to take teacher candidates out into the state to engage with rural district administrators, teachers and students.
Expected outcomes	Revised Ag Ed program; increased recruitment of CTE educators through enhanced visibility and dedicated recruiter.
Reflections or comments	This is an idea that was developed four years ago and finally came to fruition in late Spring 2025. A pilot was conducted in Spring 2025 and is continuing in Fall 2025 into Spring 2026.

Update on Activities to Investigate Data Quality

Data quality investigations are essential to work across the standards. This section documents activities in the 2024-25 reporting year related to ensuring data quality.

Dr. Perkins worked closely with the Wyoming Professional Teaching Standards Board, the Wyoming Department of Education, UW Office of Institutional Analysis, and ETS/Praxis to review data and data sources. He provided an 18 page report to college leadership, highlighting Praxis data integration into Banner, Workforce Demand Analysis, Employer and Candidate Feedback Consolidation, and Enrollment and Completion Dashboards. This report can be made available to AAQEP as requested.

7. Evidence Related to AAQEP-Identified Concerns or Conditions

This section documents how concerns or conditions that were noted in an accreditation decision are being addressed (indicate “n/a” if no concerns or conditions were noted). If a condition has been noted, a more detailed focused report will be needed in addition to the description included here. Please contact staff with any questions regarding this section.

The School of Teacher Education continues to invest considerable time revising the program to accommodate needs identified in the most recent AAQEP review. Among the needs were the need for earlier practicum experiences, the need to prepare candidates to serve second language learners, and to prepare candidates to work with families and communities. These changes were adopted by the secondary education

programs in Spring 2025. Additional work is being conducted to refine the practicum experiences and coursework for engaging with second language learners.

8. Anticipated Growth and Development

This section summarizes planned improvements, innovations, or anticipated new program developments, including description of any identified potential challenges or barriers.

A new BA program in Early Childhood/Special Education has been proposed to the UW Board of Trustees. The Notice of Intent (Phase 1) was approved in May 2025 and the Feasibility Study (Phase 2) was submitted in December 2025. This program, if approved, has an anticipated launch in Fall 2027.

Some content revisions were made in the course of renewing the MOU's for the concurrent majors in several secondary education content areas, such as Secondary Social Studies. These revisions were made to better align content knowledge expectations with national standards. These changes will go into effect in Fall 2026.

The Teaching Elementary School graduate certificate program needs to be revised to better address reading foundations. This will be started in Spring 2026, with primary work being conducted during the 2026-27 academic year.

9. Regulatory Changes

This section notes new or anticipated regulatory requirements and the provider's response to those changes (indicate "n/a" if no changes have been made or are anticipated).

As described earlier, the most significant regularly pressures are in the area of early literacy preparation. The changes we have made in the elementary literacy course sequence address many if not all the concerns being raised at the state level.

10. Sign Off

Provider's Primary Contact for AAQEP (Name, Title)	Dean/Lead Administrator (Name, Title)
Alan Buss, Associate Dean	Jenna Shim, Dean

Date sent to AAQEP:	12/29/2025
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