


**Summary Institution-Level Pass Rate Data: Traditional Teacher Preparation Program Within IHE**

|  |   |  |                                    |   |  |                                |
|--|---|--|------------------------------------|---|--|--------------------------------|
|  |   | <b>HEOA - Title II<br/>2014 - 2015 Academic Year</b> |                                    |   |  |                                |
| <b>Institution Name</b>  |   | UNIVERSITY OF WYOMING                                |                                    |   |  |                                |
| <b>Institution Code</b>  |   | 4855   |                                    |   |  |                                |
| <b>State</b>   |   | Wyoming  |                                    |   |  |                                |
| <i>February 10, 2016</i>   |   |  |                                    |   |  |                                |
|  |   |  |                                    | <b>Statewide</b>                                    |  |                                |
| <b>Group</b>   | <b>Number<br/>Taking<br/>Assessment<sup>1</sup></b> | <b>Number<br/>Passing<br/>Assessment<sup>2</sup></b> | <b>Institutional<br/>Pass Rate</b> | <b>Number<br/>Taking<br/>Assessment<sup>1</sup></b> | <b>Number<br/>Passing<br/>Assessment<sup>2</sup></b> | <b>Statewide<br/>Pass Rate</b> |
| All program completers, 2014-15  | 126   | 109  | 87%                                | 126   | 109  | 87%                            |
| All program completers, 2013-14  | 162   | 156  | 96%                                | 162   | 156  | 96%                            |
| All program completers, 2012-13  | 162   | 155  | 96%                                | 162   | 155  | 96%                            |

Note: In cases where there are less than ten students taking the assessment or license/certificate, the number passing and pass rate are not reported.

<sup>1</sup> Number of completers taking one or more assessments within their area of specialization.

<sup>2</sup> Summary level "Number Taking Assessment" may differ from assessment level "Number Taking Assessment" because each student is counted once at the summary level but may be counted in multiple assessments at the assessment level.