



AAQEP Annual Report for 2021

Provider/Program Name:

End Date of Current AAQEP Accreditation Term (or "n/a" if not yet accredited):

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 encompassed in its AAQEP review.

Weber State University is a comprehensive public university providing associate, bachelor, and master's degrees focused on the educational needs of the more than 500,000 people within a service area centered in Ogden, in Northern Utah. WSU offers more than 225 certificate and degree programs including 16 graduate degrees for more than 29,000 students on two campuses and six outreach centers. The Ogden campus serves 19,000 students with 60 buildings on over 400 acres, and the WSU-Davis campus, located next to Hill Air Force Base, provides instruction to 3,300 students. The Ogden campus has on-campus housing for approximately 1000 students. Over 15% of WSU's total enrollment is in online courses. WSU maintains accreditation by the Northwest Commission of Colleges and Universities (NWCCU).

Weber State University provides associate, baccalaureate and master's degree programs in liberal arts, sciences, technical and professional fields. Encouraging freedom of expression and valuing diversity, the university provides excellent educational

experiences for students through extensive personal contact among faculty, staff, and students in and out of the classroom. Through academic programs, research, artistic expression, public service and community-based learning, the university serves as an educational, cultural and economic leader for the region.

Following a strategic planning process, the mission of the university has recently changed.

Weber State University provides transformative educational experiences for students of all identities and backgrounds through meaningful personal connections with faculty and staff in and out of the classroom. The university promotes student achievement, equity and inclusion, and vibrant community relationships through multiple credentials and degree pathways, experiential learning, research, civic engagement, and stewardship.

Following a strategic planning process, the vision of the university has recently changed.

Weber State University will be a leader in transforming lives by meeting all students where they are, challenging and guiding them to achieve their goals academically and in life.

College Mission

The Moyes College of Education is committed to developing and maintaining healthy and responsible individuals, families and schools in a global and diverse society through roles related to the preparation and support of practitioners and educators, service to campus and community, and the discovery and advancement of knowledge.

The mission of MCOE ties to the core themes of the university in the following ways:

Access. The Moyes College of Education provides access by responding to student and market needs by offering baccalaureate degrees in child and family studies; exercise and nutrition sciences; health, physical education and recreation; and teacher education, as well as graduate degrees in education.

Learning. The Moyes College of Education allows students to experience an engaging learning environment founded on outcome, assessment and community-based learning that includes freedom of research, artistic expression and public service with extensive interaction between faculty, staff and students in and out of the classroom.

Community. The Moyes College of Education represents pedagogical emphases and community commitments through contributions to pre-K–12 education, professional development and cultural awareness and events by maintaining partnerships and outreach programs such as, but not limited to, Teacher Assistant Pathway to Teaching (TAPT), Weber State University Storytelling Festival and Family Literacy Program.

Following a strategic planning process, the mission of the college has recently changed.

The Moyes College of Education prepared professionals for excellence in serving individuals and communities through meaningful relationships, inclusive culture, immersive learning opportunities and creative communities through meaningful relationships, inclusive culture, immersive learning opportunities, and creative advancement of knowledge.

College Mission

The Mission Statement of the Weber State University Educator Preparation Program is to work within our communities to prepare caring, competent educators and to promote equitable, inclusive, and transformative education practices.

Public Posting URL

Part I of this report is posted at the following web address (accredited members of AAQEP must post at least Part I):

https://weber.edu/teachered/Teacher_Education_Assessments.html

2. Enrollment and Completion Data

Table 1 shows enrollment and completion data from the most recently completed academic year for each program included in the AAQEP review.

Table 1. Program Specification: Enrollment and Completers for Academic Year 2020-2021

Degree or Certificate granted by the institution/organization	State Certificate, License, Endorsement, or Other Credential	Number of Candidates currently enrolled	Number of Completers in 2020-21
Elementary Education	license, graduate certificate	127	86
Secondary Education	license, graduate certificate	146	73
Special Education	license, graduate certificate	51	42

	TOTALS:	324	201
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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.)

Master’s of Education with emphasis in Educational Leadership was approved and started in Fall 2019. We have preliminary data but will have a full set for next year’s report. Data will include internship ratings, PRAXIS scores, and reflection scores.

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

1. 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.
324
2. 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.
201
3. Number of recommendations for certificate, license, or endorsement included in Table 1.
172
4. 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.
100%

5. 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%.
Of the 201 candidates who took the Praxis, 172 candidates (85.6%) passed the test.
6. Narrative explanation of evidence available from program completers , with a characterization of findings.
The process of distributing this data was overlooked due to COVID-19 pandemic-related issues.
7. Narrative explanation of evidence available from employers of program completers , with a characterization of findings.
The process of distributing this data was overlooked due to COVID-19 pandemic-related issues.
8. Narrative 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.
The CACTUS database held at the Utah State Board of Education provided the employment status of the completers. 100% of the candidates who were recommended for licensure were employed.

4. Candidate Academic Performance Indicators

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

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

Provider-Selected Measures	Explanation of Performance Expectation	Level or Extent of Success in Meeting the Expectation																				
Praxis	The Praxis tests are required by individuals entering the teaching profession as part of the certification process in Utah and taken prior to graduation and recommendation for licensure. Teacher candidates are required to pass the test at the state required cut score.	199 candidates took the Praxis required for licensure during 2020-21. Of these, 29 did not pass.																				
GPA	Candidates must maintain a 3.0 GPA after admission.	The mean GPA, 3.78, exceeds the required GPA of 3.0.																				
Performance Assessment & Evaluation System (PAES)	The PAES is an Observation tool assessing the Utah Effective Teaching Standards (UETS). Ratings on PAES are the final summative evaluation in the student teaching semester and are rated on a 0-3 scale with 0 = not effective, 1 = beginning, 2 = developing, and 3 = preservice effective. The final two elements of PAES are Yes/No and scored as 0=No and 1=Yes. Data is reported as means by program. 80% is the expected performance level, which translates to a total of 53/66 points.	<table border="1" data-bbox="1346 813 1892 946"> <thead> <tr> <th>Program</th> <th>N</th> <th>Mean</th> <th>SD</th> </tr> </thead> <tbody> <tr> <td>Elementary Education</td> <td>86</td> <td>54.21</td> <td>0.68</td> </tr> <tr> <td>Secondary Education</td> <td>73</td> <td>58.82</td> <td>0.65</td> </tr> <tr> <td>Special Education</td> <td>42</td> <td>58.31</td> <td>0.62</td> </tr> <tr> <td>All Teacher Education Programs</td> <td>201</td> <td>57.11</td> <td>0.66</td> </tr> </tbody> </table> <p data-bbox="1346 980 1892 1214">The descriptive analysis of the scores indicate that points range from 0 to 66 with 53 being the expected performance level. Candidates have a mean of 57.11, and a standard deviation of 0.66. This suggests that our candidates are meeting the 80% expected performance.</p>	Program	N	Mean	SD	Elementary Education	86	54.21	0.68	Secondary Education	73	58.82	0.65	Special Education	42	58.31	0.62	All Teacher Education Programs	201	57.11	0.66
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Table 4. Expectations and Performance on Standard 2: Completer Professional Competence and Growth

<p>Provider-Selected Measures</p>	<p>Explanation of Performance Expectation</p>	<p>Level or Extent of Success in Meeting the Expectation</p>																				
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Utah Teacher Education Student Survey	Weber State’s teacher candidates complete the UTESS survey during their student teaching semester. UTESS data provides us with information about how our students rate their own teaching skills, practices, and professional growth, as aligned with UETS and INTASC.	Unfortunately, during the 20-21 school year the survey was not administered.																				
Utah Teacher Education Employer Survey	The UTEES asks principals to rate teachers from WSU, during their second year of teaching, on their ability to demonstrate teaching skills, practices, and professional growth, as aligned with UTESS.	Unfortunately, during the 20-21 school year the survey was not administered.																				

5. Notes on Progress, Accomplishment, and Innovation

This section describes recent program accomplishments, efforts to address challenges, current priorities, and innovations that are in plan or process.

-In Fall 2022 we began offering a site-based educator preparation program in Level 2 of our elementary sequence. All afternoon sections of the Level 2 methods courses are taught at Sunburst Elementary School, a teacher academy school in the Davis School District. Teaching on-site affords opportunities for directed observations in elementary classrooms, question and answer sessions with elementary educators and administrators, interactive teaching demonstrations by university faculty, one-on-one interactions with children, and small group practice teaching—all within the context of the regular methods courses. Anecdotally, this innovative program appears to accelerate skill development and deepen understanding. When teacher candidates begin their regular practicum toward the end of the semester, they are noticeably more at-ease in the classroom than their peers who participated in the traditional program in the university classroom. In Spring 2022 we are expanding our site-based program to Wasatch Elementary in the Ogden School District for our Level 2 morning classes.

-There has been a significant increase in our graduate certificate program for licensure. Faculty are in the process of redesigning courses to address this need and adding content and skills for meeting new requirements for PPAT.

-Additionally, due to COVID 19, faculty were actively involved in meeting the academic needs of our candidates. Arrangements were made for online courses and virtual observations of student teaching.