



AAQEP Annual Report for 2024

Provider/Program Name:	Nebraska Wesleyan University
End Date of Current AAQEP Accreditation Term (or "n/a" if not yet accredited):	2029

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.

Vision: *To be the premiere educational institution for training successful, culturally proficient educators*

Mission: *Providing exemplary undergraduate and graduate programs, comprised of classes taught by talented and caring faculty, for students committed to becoming effective educators, serving their communities, and persisting in lifelong learning*

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.nebrwesleyan.edu/academics/majors-and-minors/education/education-outcomes>

2. Enrollment and Completion Data

Table 1 shows current enrollment and recent completion data for each program included in the AAQEP review.

Table 1. Program Specification: Enrollment and Completers for Academic Year 2023-2024

Degree or Certificate granted by the institution or organization	State Certificate, License, Endorsement, or Other Credential	Number of Candidates enrolled in most recently completed academic year (8/2024 months ending	Number of Completers in most recently completed academic year (12 months ending 8/2024
<i>Programs that lead to initial teaching credentials</i>			
Total for programs that lead to initial credentials		98	55
<i>Programs that lead to additional or advanced credentials for already-licensed educators</i>			
Total for programs that lead to additional/advanced credentials		0	0
<i>Programs that lead to credentials for other school professionals or to no specific credential</i>			
Total for additional programs		0	0
TOTAL enrollment and productivity for all programs		98	55
Unduplicated total of all program candidates and completers		98	55

Added or Discontinued Programs

Any programs in the AAQEP review added or discontinued within the past year are listed below. (This list is required only from providers with accredited programs.)

No programs have been added or discontinued

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.
98
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.
35
C. Number of recommendations for certificate, license, or endorsement included in Table 1.
35
D. Cohort completion rates for candidates who completed the various programs within their respective program's expected time and in 1.5 times the expected time.
100%
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%.
Passing rate was 15% not taken at time of report 3% not passing and 82% passing rate

F. Narrative explanation of evidence available from program completers , with a characterization of findings.
The 15% was students not taking the tests prior to program completion and report, the not passing accounted only 2 students
G. Narrative explanation of evidence available from employers of program completers , with a characterization of findings.
The Nebraska First- and Third-Year Teacher Surveys are sent to our institution annually and have employer feedback on completers.
H. 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.
Most of the employer ratings for completers are in the 57-77% range of proficient. We still have a lower completion rate and would like to see that increase; an email was sent out regarding participation from the department of education to Pk-12 employers.

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
GPA	Minimum of 3.0 NWU and 2.75 NDE	
PRAXIS II Content Area Scores	Passing Scores	
NCPE	Looking for a 2.0 or higher rating	

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

Provider-Selected Measures	Explanation of Performance Expectation	Level or Extent of Success in Meeting the Expectation
NFYTS	Expected performance is proficient	Majority of students meeting this goal
EDUC 2850 Identity Tree	Completion of an Identity Tree in 2850	All students meeting this goal
Global Gateway	Engage in global student teaching	2 student teachers completed student teaching abroad (Ghana, New Zealand)
Archway Curriculum	DEI global is a graduation requirement	Students are meeting this goal

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.

Challenges have been a drop in total students in the educator program. Another challenge faced was a late resignation in 2023 and a late retirement in 2024 resulting in the department being down 1.5 FTE for faculty. PRAXIS I was removed from the department of education rule which will shift our data point/data collection. Innovations include the WISE (Wesleyan Honors Program). Strengths include department cohesiveness, student outcomes, and employment rates for completers.

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. Note that providers may focus their work 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 2024-25 year	Continue to monitor GPA at 3.0 to determine if there is a change needed
Actions	Reconvene department if there are excessive provisional acceptances into TEP on GPA
Expected outcomes	Expected is that GPA's will hold at 3.0 or higher for TEP entrance
Reflections or comments	
	Standard 2
Goals for the 2024-25 year	Continue to increase numbers of global student teachers
Actions	Promotion, visit to University of Indiana Gobal Gateway
Expected outcomes	Continued growth and steady participation in student teaching abroad
Reflections or comments	
	Standard 3
Goals for the 2024-25 year	Continue budget efficacy, increase funding to department and for WISE
Actions	Work with development on opportunities and grants

Expected outcomes	Expect more funding in way of development and grants
Reflections or comments	
	Standard 4
Goals for the 2024-25 year	Continue AVID and 2050L programs in schools, engage schools in honors courses
Actions	Review AVID with project manager, engage Lincoln Public Schools in conversations about education academies
Expected outcomes	Increase Wesleyan honors education courses
Reflections or comments	

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). Note that where 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.

Post graduate survey was suggested, this has not been initiated and will be looked at in 2025. Also, data inter rater reliability was mentioned for the TWS and will be addressed with the department in 2025, without the inter-rater reliability portion this cannot be used as an assessment

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.

Anticipated honors academy classes taught by NWU faculty in Lincoln Public Schools, barrier is faculty load

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).

Anticipated removal of PRAXIS II content area exams in 2025, anticipated increase in alternative certification programs in Nebraska

10. Sign Off

Provider's Primary Contact for AAQEP (Name, Title)	Dean/Lead Administrator (Name, Title)
Tanya Martin Department Chair	Jodi Ryter/ Dean of Undergraduate Programs

Date sent to AAQEP:	12/12/2024
---------------------	------------