



## AAQEP Annual Report for 2025

Provider/Program Name:	Nebraska Wesleyan University
End Date of Current AAQEP Accreditation Term (or "n/a" if not yet accredited):	Fall 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, 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 08/2025)	Number of Completers in most recently completed academic year (12 months ending 08/2025)
<b><i>Programs that lead to initial teaching credentials</i></b>			
Total for programs that lead to initial credentials		106	38
<b><i>Programs that lead to additional or advanced credentials for already-licensed educators</i></b>			
Total for programs that lead to additional/advanced credentials			
<b><i>Programs that lead to P-12 leader credentials</i></b>			
Total for programs that lead to P-12 leader credentials			
<b><i>Programs that lead to credentials for specialized professionals or to no specific credential</i></b>			

Total for programs that lead to specialized professional or no specific credentials		
TOTAL enrollment and productivity for all programs	106	38
Unduplicated total of all program candidates and completers	106	38

### 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.)

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. <b>Total enrollment</b> 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.	
106	
B. <b>Total number of unique completers</b> (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.	
38	
C. <b>Number of recommendations</b> for certificate, license, or endorsement included in Table 1.	
38	
D. <b>Cohort completion rates</b> for candidates who completed the various programs within their respective program's expected timeframe and in 1.5 times the expected timeframe.	
100%	

E. <b>Summary of state license examination results</b> , 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 42% not taken, 15% not passed, and 85% passed at time of report. This exam was removed as a requirement PRAXIS I in fall of 2024 and in the Spring of 2025 the PRAXIS II content exam was also removed as a state requirement.
F. Explanation of <b>evidence available from program completers</b> , with a characterization of findings.
The Nebraska first and third year teacher surveys are sent out to completers and as an educator preparation program we are provided quantitative feedback results as well as qualitative feedback from completers during EDUC 4990 seminar
G. Explanation of <b>evidence available from employers of program completers</b> , 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. Explanation of how the program investigates <b>employment rates for program completers</b> , with a characterization of findings. This section may also indicate rates of completers' ongoing education, e.g., graduate study.
The majority of the employer ratings for completers are 57-77% of the 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.
I. Explanation of how the <b>staffing capacity</b> 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.
This past academic year of 2024-2025 our department was understaffed by a.75 retirement; this was resolved by adding a faculty position beginning in 2025-2026 academic year.

#### 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 3. Expectations and Performance on Standard 1: Candidate and Completer Performance**

<b>Provider-selected measures (name and description)</b>	<b>Criteria for success</b>	<b>Level or extent of success in meeting the expectation</b>
GPA	Minimum of 3.0 NWU and 2.75 NDE	98% minimum of 3.0 and 100% 2.75
PRAXIS II Content Area Scores	Passing Scores	91% of students met this goal
NCPE	Looking for a 2.0 or higher rating	Majority of students meeting this goal

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

<b>Provider-selected measures (name and description)</b>	<b>Criteria for success</b>	<b>Level or extent of success in meeting the expectation</b>
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	3 student teachers completed student teaching abroad (Ireland, 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 budget cuts at the University; the education department has worked to combine courses with 0-hour practicums, thread courses so other majors can take education classes. The state requirement of science of reading and evidence gathering, course restructuring and team planning have been occurring in the 24-25 academic year. We will have two new faculty join our team in the fall of 2025.

## 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 to monitor GPA at 3.0 to determine if there is a change needed /change will occur in fall of 2026 to 2.75
Actions	Department will interview and use probation for students under 2.75
Expected outcomes	GPA will move to 2.75 over the state minimum of 2.50
Reflections or comments	
Standard 2	
Goals for the 2025-26 year	Continue to increase numbers of global student teachers
Actions	Promotion, visit to University of Indiana Global Gateway/ partner with UNL also using global gateway
Expected outcomes	Continued growth and steady participation in student teaching abroad
Reflections or comments	Visit did not occur but preliminary planning for UNL collaboration did occur

<b>Standard 3</b>	
<b>Goals for the 2025-26 year</b>	Create a curriculum Arc for the delivery of the Science of Reading
<b>Actions</b>	Work with other academic departments for secondary endorsements to ensure SOR is in place
<b>Expected outcomes</b>	A fully functioning curriculum Arc to be completed by Dec 2026
<b>Reflections or comments</b>	
<b>Standard 4</b>	
<b>Goals for the 2025-26 year</b>	Increase Wesleyan Honors courses outside of Lincoln Public Schools
<b>Actions</b>	Work actively to engage school districts to offer NWU honors education courses
<b>Expected outcomes</b>	Increase Wesleyan honors education courses
<b>Reflections or comments</b>	

### **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.

The data quality is strong, however with the PRAXIS I and PRAXIS II exams no longer required, the NWU education department will need to determine other data points for standard I



## 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 the staff with any questions regarding this section.

N/A

## 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 growth in honors offerings and anticipated collaboration with Waverly School District for instructors

## 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).

N/A

## 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:	12/11/2025
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