AAQEP Annual Report for 2025

Provider/Program Name:	Utah Valley University – School of Education – Teacher Preparation Programs
End Date of Current AAQEP Accreditation Term (or "n/a" if not yet accredited):	June 2027

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.

Utah Valley University (UVU) is an open-admission institution accredited by the Northwest Commission on Colleges and Universities (NWCCU) and serves more than 46,000 students. Established in 1996, UVU's School of Education offers undergraduate teacher preparation programs in elementary, secondary,* and special education, as well as graduate certificates and degrees in a variety of education-related fields. The School of Education's mission reflects the breadth and purpose of its programs: UVU's School of Education prepares forward-thinking educators and leaders through innovative teaching, reflective practice, cutting-edge research, ethical AI integration, and impactful partnerships with schools, communities, and industries.

All undergraduate and graduate teacher preparation programs are grounded in nationally and state-recognized professional standards. These standards are implemented at both the school and program levels. At the school level, the Association for Advancing Quality in Educator Preparation (AAQEP) standards guide program design and continuous improvement. At the program and course levels, faculty integrate the Utah Effective Teaching Standards (UETS) and Utah's Portrait of a Graduate to support candidates as they develop into professional educators.

Secondary education candidates complete all licensure requirements—including coursework and clinical experiences—within the School of Education; however, their degree is awarded by the school or college in which their content major is housed.

Public Posting URL: [Utah Valley University Accreditation Webpage](#)

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

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 08/25)	**Number of Completers** in most recently completed academic year (12 months ending 08/25)
Programs that lead to initial teaching credentials			
Bachelor of Science in Art Education	Professional Educator License Secondary Education Visual Art Endorsement (Grades 6-12)	27	10

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 08/25)	Number of Completers in most recently completed academic year (12 months ending 08/25)
Bachelor of Arts in ASL and Deaf Studies Education	Professional Educator License Secondary Education American Sign Language Endorsement	8	6
Bachelor of Science in Biology Education	Professional Educator License Secondary Education Biology Endorsement Science Core Endorsement	16	8
Bachelor of Science in Business/Marketing Education	Professional Educator License Secondary Education Business & Marketing Endorsement (CTE/General)	5	2
Bachelor of Science in Chemistry Education	Professional Educator License Secondary Education Chemistry Endorsement Science Core Endorsement	2	2
Bachelor of Science in Computer Science Education	Professional Educator License Secondary Education Computer Science Endorsement	1	0
Bachelor of Science in Dance Education	Professional Educator License Secondary Education Dance Endorsement	9	5
Bachelor of Science in Earth Science Education	Professional Educator License Secondary Education Earth Science Endorsement Science Core Endorsement	3	1

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 08/25)	Number of Completers in most recently completed academic year (12 months ending 08/25)
Bachelor of Science in Elementary Education	Professional Educator License Elementary Education	347	136
Bachelor of Arts or Science in English Education	Professional Educator License Secondary Education English Endorsement	58	37
Bachelor of Arts in French Education	Professional Educator License Secondary Education French Endorsement	1	0
Bachelor of Science in Health Education	Professional Educator License Secondary Education Health Endorsement	31	15
Bachelor of Science in History and Social Studies Education	Professional Educator License Secondary Education History Endorsement Social Studies Composite Endorsement	61	28
Bachelor of Science in Mathematics Education	Professional Educator License Secondary Education Mathematics Endorsement	20	7
Bachelor of Science in Music Education	Professional Educator License Secondary Education Music Endorsement (Grades 6-12)	14	5
Bachelor of Science in Physical Education Teacher Education	Professional Educator License Secondary Education Physical Education Endorsement	24	12

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 08/25)	Number of Completers in most recently completed academic year (12 months ending 08/25)
Bachelor of Science in Physics Education	Professional Educator License Secondary Education Physics Endorsement Science Core Endorsement	1	0
Bachelor of Arts in Spanish Education	Professional Educator License Secondary Education Spanish Endorsement	7	5
Bachelor of Science in Special Education	Professional Educator License Special Education Mild/Moderate Disabilities Endorsement Severe Disabilities Endorsement	37	19
Bachelor of Science in Theatre Arts Education	Professional Educator License Secondary Education Theatre Arts Endorsement	11	2
Secondary Teaching, Graduate Certificate	Professional Educator License Secondary Education Content Area Endorsements[2]	2	2
Secondary Teaching, Master of Education	Professional Educator License Secondary Education Content Area Endorsements[2]	6	6
Secondary Teaching, Master of Arts in Teaching	Professional Educator License Secondary Education Content Area Endorsements[2]	37	5

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 08/25)	Number of Completers in most recently completed academic year (12 months ending 08/25)
Total for programs that lead to initial credentials		728	313
[2] This year graduate students were enrolled in the following: Biology (1), Business (4), Computer Science (1), Dance (1), English (10), Health (2), History (12), Political Science (1), Portuguese (1), Science Core Endorsement (1), Social Studies Composite (5), Spanish (4), Mathematics (1), Music (2), Theatre (2), and Visual Art (3).			
Programs that lead to additional or advanced credentials for already-licensed educators			
Master of Education – School Counseling	Professional Educator License School Counseling	134	44
Total for programs that lead to additional/advanced credentials		134	44
Programs that lead to P-12 leader credentials			
Educational Leadership Graduate Certificate	Professional Educator License School Leadership	41	21
Master of Education – Educational Leadership	Professional Educator License School Leadership	24	8
Total for programs that lead to P-12 leader credentials		65	29
TOTAL enrollment and productivity for all programs		927	386
Unduplicated total of all program candidates and completers		927	386

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.)

> The Bachelor of French Education was discontinued at the end of the 2024-2025 academic year.
> The Graduate Certificate program and the M.Ed. program for secondary education were replaced with a MAT program at the end of the 2024-2025 academic year.

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.
927
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.
386
C. **Number of recommendations** for certificate, license, or endorsement included in Table 1.
377
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.

Cohort/Program (Semester Enrolled)	# of candidates who originally enrolled in the program	# of candidates who dropped out or discontinued	# of candidates who complete program as of Oct. 1, 2025	% completion rate within the expected time frame	# of candidates still enrolled	# of candidates expected to complete within 150% of expected time frame	% of candidates expected to complete within 150% of expected time frame
Spring 2023 EDEL	64	4	57	89%	2	+2	92%
Fall 2023 EDEL	99	8	77	78%	9	+7	85%
Spring 2023 EDSC	77	8	62	81%	4	+1	82%
Fall 2023 EDSC	101	6	85	84%	10	+6	90%
Fall 2023 EDSP (Fall Start Only)	25	3	19	76%	1	+1	80%
Summer 2023 ED Leadership: Masters	4	2	2	50%	n/a	n/a	n/a
Summer 2024 ED Leadership: Licensure Only	26	4	22	85%	n/a	n/a	n/a
Summer 2023 School Counseling	57	7	43	75%	n/a	n/a	n/a
TOTAL	453	42	367	81%	26	+17	85%

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 Utah Foundations of Reading Assessment (UFORA) is a state-required exam administered by the Utah State Board of Education (USBE) for candidates pursuing elementary education or special education licensure. A benchmark score of 240 or higher is set by USBE. Candidates who score 231–239 may demonstrate proficiency by successfully completing the Pearson Flex option and replace the original score with a "Pass". Candidates scoring below 231 must retake the assessment or complete a USBE approved micro-credential.

The UVU School of Education benchmark for this assessment was set at 85%, meaning the UVU School of Education would be successful if 85% of students passed the UFORA with a score of 240 or higher, passed the Pearson Flex option, or completed the USBE micro-credential.

According to the most recent 2024–2025 Pearson EdReports data, both Elementary Education and Special Education teacher candidates exceeded the 85% benchmark, reflecting strong program performance on this assessment.

Additionally, both Elementary and Special Education programs exceeded the state's 75% requirement, highlighting their strength. Notably, Special Education students at UVU achieved a 95% passing rate (18 out of 19), in stark contrast to other Utah institutions, where passing rates for Special Education candidates tended to be below the state benchmark.

Program	# of test takers	% Pass
Elementary Education	196	87%
Special Education	20	95%
Combined	216	88%

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

The UVU School of Education (SOE) Alumni Survey is administered annually each May to candidates who completed programs the previous year (alumni one-year post-graduation). The survey asks graduates to evaluate their ability to perform core teaching functions aligned with the Utah Teacher Competencies, based on Utah's Portrait of a Graduate, using a five-point scale: *very well, well, adequately, poorly,* or *not at all*. The program performance benchmark was set at 80%, meaning the UVU School of Education would be successful in these areas if at least 80% of respondents rate their ability to perform each teaching function as adequately (3), well (4), or very well (5).

During the 2024-2025 school year an average score of 98%, was achieved and no areas fell below 80%, meaning UVU School of Education Alumni met or exceeded the program benchmark. This is a strong indicator that graduates generally feel well-prepared to enter the teaching profession. The table below identifies competencies with the highest and lowest ratings as reported by program completers.

Question/Topic	Average Score	% Adequately, Well, or Very Well
Exhibit professional and ethical conduct in accordance with school, district, and state policy.	4.49	100%
Model and maintain routines and procedures to encourage a predictable and functional classroom.	4.54	100%

Provide feedback to students and families that support learning and growth.	4.04	95%
Provide instruction that uses language acquisition strategies to meet the needs of multilingual language learners.	3.62	86%

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

The **UVU School of Education (SOE) Employer Survey** is administered annually each May to principals and employers of UVU graduates who completed their programs during the previous academic year. The survey asks respondents to evaluate graduates' ability to perform key teaching functions aligned with the **Utah Teacher Competencies,** based on Utah's Portrait of a Graduate, using a five-point scale: *very well, well, adequately, poorly,* or *not at all*.

The program performance benchmark was set at 80%, meaning the UVU School of Education would be successful in these areas if at least 80% of respondents rate their ability to perform each teaching function as adequately (3), well (4), or very well (5).

On average, 98% of respondents rated UVU graduates as performing at or above this benchmark. No items fell below the 80% benchmark/ The table below highlights competencies with the highest and lowest employer ratings.

Question/Topic	Average Score	% Adequately, Well, or Very Well
Secure student data and respect confidentiality related to student data.	4.50	100%
Exhibit professional and ethical conduct in accordance with school, district, and state policy.	4.46	99%

Provide instruction that uses language acquisition strategies to meet the needs of multilingual language learners.	4.03	99%
Incorporate international and global perspectives in their teaching.	3.99	99%

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.

Below is a table showing the employment rate of completers from the 2024-2025 academic year. These data points are derived from the Utah Schools Information Management System. This database reports teachers employed by Utah public schools and does not account for graduates who are not seeking employment or those enrolled in continuing education programs. Additionally, system does it account for graduates teaching in early learning centers, private schools, some charter schools, or any school outside of the state of Utah. Based on our close contact with graduates, the majority of graduates who seek employment are able to secure a teaching position.

	Number of Completers	Number of Completers Teaching in Utah Schools	Employment Rate in Utah Public Schools (%)
Elementary	128	84	66%
Secondary	150	89	59%
Special Education	17	15	88%

The university also tracks employment rates 1 year after graduation for each College or School across campus. The following data is based on alumni surveys and only represent a sample of graduates. It should be noted that this survey considers those not seeking employment or in full time graduate studies as "not employed". Additionally, most secondary students receive a degree in their content area major outside of the School of Education (with a specialization in secondary education) and are not accounted for in this data set.

Employment Status	Graduation Year	% Employed
Full Time	2022-2023	65%
Part Time	2022-2023	17%
Not Employed	2022-2023	17%

The university also tracks employment related to the degree that graduates received from UVU. Below is the table for the School of Education showing that a large percentage of graduates are employed in a field related to their degree.

Relation to Degree	Graduation Year	% Response
Very Related	2022-2023	79%
Moderately Related	2022-2023	16%
Not Related	2022-2023	5%

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.

Currently, the staffing capacity for each of our programs aligns with program needs, both in terms of program delivery and quality assurance monitoring.

The School Counseling, M.Ed. Program hired an additional full-time faculty member that positively impacted program delivery and administration by improving instructional coverage, practicum and internship supervision support, and faculty availability for advising and mentoring. The expanded staffing also strengthened the quality assurance system monitoring, allowing for more consistent review of student outcomes, improved assessment implementation, and greater responsiveness to accreditation and reporting requirements. Overall, the staffing change enhanced program stability, instructional quality, and assessment capacity.

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

Provider-selected measures (name and description)	Criteria for success	Level or extent of success in meeting the expectation
UVU Teacher Assessment Project (TAP) The TAP was created in partnership with the School of Education's internal and external stakeholders. The assessment measures pre-service teacher skills in the following areas: TAP Section 1: Planning and Assessment TAP Section 2: Assessment Analysis and Re-engaging Learners TAP Section 3: Professional Growth TAP Section 4: Professional Growth Plan Implementation & Final Reflection	The TAP benchmark is set at 90%, meaning 90% of students will score a 2 (meets expectations) on each rubric item with no 0's, resulting in a total score of 32. See tables below.	Below is a table with a summary of the TAP results for each program within the School of Education. The table displays the results for projects completed between September 2024 and May 2025. **The benchmark for each program area was met for this assessment, meaning 90% of students scored a 2 (meets expectations) on each rubric item with no 0's, resulting in a total score of 32 or higher.**

Criteria for success tables:

Program	Passing Score
Elementary	32
Secondary	32
Special Education	32

TAP Section 1 Passing Score	TAP Section 2 Passing Score	TAP Section 3 Passing Score	TAP Section 4 Passing Score
16 (no 0's)	8 (no 0's)	2 (no 0's)	4 (no 0's)

Level or extent of success table:

	Elementary	Secondary	Special Education
Number of Students	149	159	20
Passing 1st Attempt	92%	98.7	95%
% Passing after 2nd attempt	99%	100%	95%

		Elementary, Secondary, and Special Education: Each semester, the TAP faculty team meets to reflect on our teaching and feedback practices as well as to examine the data from our teacher candidate scores and submissions. As a result of that reflective practice, we continue to refine our teaching, feedback, and the resources we provide to support. Teacher candidates through TAP. Based on our Teacher Candidates' needs, we made a few changes for the 2024-2025 school year. First, we revised the content in our face-to-face workshops. We have placed a stronger emphasis on assessment analysis and re-engaging students. We have also refined disciplinary literacy instruction in our programs and in our workshops.
UVU School of Education Employer Survey	The UVU School of Education Employer Survey is given annually in May to principals/employers of UVU graduates from the previous year. Survey questions ask principals/ employers to assess their UVU graduates' ability to perform teaching functions in line with the Utah Teacher Competencies. Principals/employers select from very well, well, adequately, poorly, or not at all. The benchmark for the UVU teacher preparation programs is set at 80%, meaning that at least 80% of respondents rate their UVU graduate's ability to perform the teaching competency at the adequately, well, or very well levels.	For this reporting year, we identified specific survey questions from our UVU School of Education Employer surveys that are directly related to AAQEP Standard 1. Below is a table summarizing the results of the survey administered in late spring of 2024. We continue to see high ratings meeting the benchmark across all aspects of Standard 1. **The benchmark for each program area was met, meaning at least 80% of respondents rate their UVU graduate's ability to perform the teaching competency at the adequately, well, or very well levels.** See table below

Survey Question/Topic and AAQEP Aspect	Average Score	% Adequate, Well, or Very Well
3. Provide instruction that uses language acquisition strategies to meet the needs of multilingual	4.03	99%

		language learners. (AAQEP 1d)		
		7. Design learning experiences aligned to learning intentions and success criteria (AAQEP 1b)	4.21	98%
		10. Employ a variety of assessments that allow all students to demonstrate learning. (AAQEP 1e)	4.03	99%
		13. Create a learning climate that is sensitive to multiple experiences and backgrounds, including trauma informed practices and restorative practices (AAQEP 1g)	4.20	97%
Student Teacher Evaluation Rubric (STER)	The STER tool is used to assess students in their final semester of student teaching. University supervisors and the cooperating teachers or intern coaches are responsible for scoring.	Below is a table with a summary of the STER results for each program within the School of Education. The table displays the STER results completed between September 2024 and May 2025. **The benchmark for each program area was met for this assessment; meaning at least 85% of students scored a 70 or higher with no 0's or 1's.**		

	STER Rubric item AAQEP Aspect	Average Score	% who passed the STER	% of students who passed at level 2	% of students who passed at level 3
For each indicator on the rubric, candidates are scored on a scale of (1) does not meet the competency, (2) meets the competency, or (3) exceeds the competency.					
The criteria for success were determined by the Utah State Board of Education (USBE) in partnership with Education Program Providers (EPP) in Utah. The total score must be 70 or higher with a minimum score of 2 on each item.	LL2: Design learning that builds on the learner's background knowledge and supports students' needs **(AAQEP 1c)**	2.23	100%	77%	23%
The benchmark for all programs within the UVU School of Education was set at 85%, meaning 85% of students will score 70 or higher with no 0's or 1's.	IP3: Analyze student assessment data, including both formative and summative assessments, to inform and adjust instruction **AAQEP 1e)**	2.15	100%	85%	15%
	IP6: Provide relevant learning opportunities that are grounded in student interests, needs,	2.17	100%	82%	8%

		and backgrounds. **(AAQEP 1b)**				
		IP8: Intentionally selects tools and technology to design and implement activities that promote active student technology use. **(AAQEP 1f)**	2.18	100%	82% 2's	18%
		IP1: Include differentiated strategies aligned with lesson objectives to meet the unique needs of every student. **(AAQEP 1g)**	2.19	100%	81%	19%
		IC6: Allow students multiple opportunities and means for demonstration	2.12	100%	88%	12%

		of competency. (**AAQEP 1c**)				
		IC2: Create learning intentions and success criteria that are aligned to Utah Core Standards. (**AAQEP 1b**)	2.19	100%	81%	19%

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

Provider-selected measures (name and description)	Criteria for success	Level or extent of success in meeting the expectation
UVU School of Education Employer Survey	The UVU School of Education Employer Survey is given annually in May to principals/employers of UVU graduates from the previous year. Survey questions ask principals/employers to assess their UVU graduates' ability to perform teaching functions in line with the Utah Teacher Competencies. Principals/ employers select from very well, well, adequately, poorly, or not at all.	For this reporting year, we identified specific survey questions from our UVU School of Education Employer surveys that are directly related to AAQEP Standard 1. Below is a table summarizing the results of the survey administered in late spring of 2024. We continue to see high ratings meeting the benchmark across all aspects of Standard 1. **The benchmark for the UVU teacher preparation programs was met, meaning that at least 80% of respondents rate their UVU graduate's ability to perform the teaching competency at adequately, well, or very well levels.** <table><tr><th>Survey Question/Topic and AAQEP Aspect</th><th>Average Score</th><th>% Adequate, Well, or Very Well</th></tr><tr><td>1. Participate in meetings with students, parents/guardians (e.g., IEP, 504, behavior,</td><td>4.43</td><td>100%</td></tr></table>

	The benchmark for the UVU teacher preparation programs is set at 80%, meaning that at least 80% of respondents rate their UVU graduate's ability to perform the teaching competency at the adequately, well, or very well levels	attendance, parent teacher conferences) to help assess and plan needed student support **(AAQEP 2a)**		
		9. Analyze student assessment data, including both formative and summative assessments, to inform and adjust instruction **(AAQEP 2e)**	4.12	100%
		20. Incorporate international and global perspectives in their teaching **(AAQEP 2d)**	3.99	99%

Student Teacher Evaluation Rubric (STER)	The STER is used to assess students in their final semester during student teaching. The STER is scored through observation and conferences conducted by university supervisors and by the cooperating teacher or intern coach. For each indicator on the rubric, candidates are scored on a scale of (1) does not meet the competency, (2) meets the competency, (3) exceeds the competency.	Below is a table with a summary of the STER results for each program within the School of Education. The table displays the STER results completed between September 2024 and May 2025. **The benchmark for each program area was met for this assessment; meaning 85% of students scored a 70 or higher with no 0's or 1's.**

STER Rubric item AAQEP Aspect	Average Score	% who passed the STER	% of students who passed at a level 2	% of students who passed at level 3
LL4: Identify adaptations made to instruction to benefit learners of varied backgrounds. **(AAQEP 2b)**	2.20	100%	80%	20%

		LL4: Identify adaptations made to instruction to benefit learners of varied backgrounds (**AAQEP 2b**)	2.60	100%	40%	60%
	The criterial for success was determined by the Utah State Board of Education (USBE) in consultation with Education Program Providers (EPP) in Utah, "...the expected (i.e., required) level of performance is two (2) or "demonstrates competency at expected level...student teachers are [considered] not succeeding if they score a zero (0) or one (1) on any row of the rubric. The total score must be 70 or higher (minimum of 2 on each item). ***The benchmark for all programs within the UVU School of Education was set at 85%, meaning 85% of students will score 70 or higher with no 0's or 1's***.	PR5: Use effective communication with students, parents, and colleagues about student learning. (**AAQEP 2a**)	2.45	100%	55%	45%
UVU Student Dispositions	Candidates accepted into School of Education programs are expected to exhibit and practice specific dispositions appropriate for practicing educators working in schools. Prior to the student teaching or internship semester, our expectation is that all students who receive a score below "3",	The table below includes student ratings across depositional areas. **In each program, 95% of students achieved a dispositional rating of 3 or higher.**				

	Elementary	Secondary	Special Education
Disposition	% scoring 3 or higher	% scoring 3-4	% scoring 3-4
Self-Efficacy	98%	96%	95%

			98%	96%	95%
create a professional growth plan and make progress to a level "3" before the student teaching or internship semester.		**High Learning Expectations for Each Student**	98%	96%	95%
		Ethical/ Professional	98%	96%	95%
		Reflective Practitioner	98%	96%	95%
		Emotionally Intelligent	98%	96%	95%
		Educational Equity	98%	96%	95%

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.

Progress, Accomplishments and Innovation

Increasing the number of innovative academic and professional program models has been essential to advancing initiatives within the School of Education. One of the most significant accomplishments in 2024–2025 was the collaboration with Snow College to launch the new EDEL program on Snow's Ephraim campus. The inaugural cohort included seven students who completed UVU coursework while fulfilling their clinical hours in nearby rural school districts. The Elementary Education Department is working closely with Snow College to further strengthen this partnership, enhance program quality, and increase enrollment in future cohorts. This collaboration not only expands access to teacher preparation in rural regions but also supports ongoing recruitment efforts and reinforces the School of Education's commitment to meeting the needs of Utah's diverse educational communities. UVU faculty did not teach face-to-face courses due to traveling, but they did teach online courses. Changes to the course scheduling were made for the new 2025 cohort; cohort members decided they did not want to take summer classes, and instead the 2026 summer classes were moved to the Fall 2025/Spring 2026/Fall 2026.

The K-12 Educational Leadership Program has improved its Clinical Work support and documentation process by adding a second clinical supervisor and creating documentation protocols on Microsoft Teams for the completion of state required clinical competencies. The recruitment was successful in 2025, which led to expand the program to the second cohort.

Advancing faculty knowledge and skills in applying cutting-edge technology continues to be an integral component of innovative teaching. Several faculty members completed the AI Academy, led by the Applied AI Institute at UVU, in the past academic year.
The School of Education promoted other activities to strengthen collaboration and advancing programs through externships in educational communities outside UVU. The University has promoted externship programs in 2024-2025, with two School of Education faculty members actively participating: (1) in a high school program to support Latinx background students with the support of school leadership, and (2) in collaborated with the Utah Lake Authority to create curricular materials designed to be widely shared with teachers across the state to enhance place-based student learning. These exemplary externships provided models for other faculty to explore meaningful ways of building strong connections with community leaders and industry professionals.

The School Counseling Program implemented several important program improvements to strengthen alignment, student support, and long-term outcomes. A major improvement included full alignment of all site supervisor and practicum evaluation surveys to the 2019 American School Counselor Association (ASCA) Professional Standards and Competencies following the repeal of Utah's former educator standards (R277-530) and implementation of R277-330. Additional developments included the creation of a centralized student portfolio database, expansion of alumni guest speakers for professional development, and significant website updates to improve communication regarding peer mentors, course schedules, and Program Learning Outcomes (PLOs).

Continued Efforts and Innovation

To enhance preservice teachers' culturally relevant teaching skills and to better support local schools with cutting-edge STEM methods, the School of Education has also established sustained connections with schools in the San Juan School District (SJSD) and the Navajo Nation, where faculty and students observe, volunteer, and provide professional development. Twenty-nine Elementary Education students visited six elementary schools, teaching K-6 students STEM lessons aligned with state engineering standards. In addition, 20 Secondary and Special Education students visited SJSD schools and engaged with students and families whose language and culture differed from their own. These experiences deepened students' understanding of culturally relevant teaching, as they immersed themselves in new contexts and recognized the importance of culturally sustaining practices for their future classrooms.

The Secondary Education Department has developed a new cohort specifically for paraprofessionals, which is expected to substantially strengthen program enrollment. Paraprofessionals working in remote schools are eager to obtain teaching licenses through a rigorous teacher education program, and this new online/hybrid cohort will help them achieve their educational and professional goals. Meanwhile, the Special Education program launched an online/hybrid cohort in 2024-25; however, it has struggled with recruitment due to limited advertising. The program leads and the department chair remain committed to improving outreach and increasing enrollment.

For the School Counseling, M.Ed. Program, other key innovations included the successful launch of the student database for portfolios, which strengthens assessment tracking, accreditation reporting, and student accountability. The expansion of alumni-led professional development opportunities enhanced student exposure to real-world counseling practice and post-graduate career pathways. Website updates improved transparency and student access to essential program resources, particularly related to peer mentoring and course sequencing. These innovations directly addressed program priorities related to student engagement, data-informed decision-making, and workforce readiness. Collectively, these efforts strengthened program coherence, assessment practices, and student professional preparation.

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

Uses publicly available data regarding completer placement, effectiveness, and retention to inform program improvement Standard 1	
Goals for the 2025-26 year	Expand opportunities for all secondary education students to experience more authentic 6-12th grade classrooms by designing two model classrooms within the school of education.
Actions	- The secondary team will design two classrooms as a faculty. - The secondary teams will gather ideas from partner districts. - Teacher candidates within the program will contribute to design ideas. - Materials and technology will be procured through grant money set aside for this purpose. - The classrooms will be completed and ready for classes by spring 2027.
Expected outcomes	Increased student engagement. Additional learning opportunities for secondary students based on materials and technology. Increased faculty motivation to engage in innovative teaching.
Reflections or comments	We hope to be able to teach at least 50% of the secondary classes in the newly designed classrooms.
Standard 2	

Goals for the 2025-26 year	Revise courses to support the mental well-being of teacher-candidates within our programs.
Actions	• Add curriculum and assessments within the Classroom Management Capstone courses to support teacher candidates' knowledge of mental health resources within the university, schools, and districts. • Add a question to annual surveys for teacher candidates to better understand their knowledge of mental health and well-being resources and support. • Add a question to the employer and alumni surveys to assess our graduate's knowledge of mental health and well-being resources and support.
Expected outcomes	Students will be able to connect self, students, and colleagues to resources to support their mental health. The UVU faculty will have a better understanding of teacher candidates' knowledge of mental health resources.
Reflections or comments	This is an area where we need to collect additional data for program improvement.

Standard 3

Goals for the 2025-26 year	Improve data collection and organization by creating standardized procedures for storage and maintenance of data to support students and partner requests.
Actions	• Identify data collection and organization needs. • Consider a variety of data collection and organization solutions and choose one or more. • Create protocols and faculty/staff responsibilities for data collection and organization. • Carry out the collection and organization of data. • Review processes at the end of each semester and adjust protocols and responsibilities as needed.

Expected outcomes	Responses to student data requests will be streamlined, resulting in improved turn-a-round time for requests. Locating data for reports, grants, internal reviews, and other data requests will be streamlined, resulting in improved turn-a-round time for requests. Submitting student licensing recommendations will be streamlined, resulting in improved turn-a-round time.
Reflections or comments	Due to faculty and staff turnover, changes at the Utah State Board of Education, and changing compliance and assessment requirements, there is a need to update our data collection and organization systems.

Standard 4	
Goals for the 2025-26 year	Improve teacher candidate preparation and support for reading instruction as reflected on the Utah Foundations of Reading Assessment (UFORA) through curriculum alignment within UVU courses.
Actions	- Collect and review samples of Reading Instruction curriculum from partner school districts. - Work with reading specialists from partner districts to better understand what teacher preparation is needed for reading instruction. - Review the UFORA and available practice assessments to identify themes and topics within the assessment. - Review student scores within specific sections of the UFORA and practice tests to identify areas for improvement within our programs. - Update the School of Education curriculum map based on what we learn from our reviews and discussions with partner districts.

	• Modify courses based on the data we collect from reviews and discussion with school district partners. • Review program progress and make additional modifications as needed. • Add a survey question for employers and alumni related to literacy instruction preparation.
Expected outcomes	Increase engagement with partner districts related to literacy. Improve the literacy preparation of teacher candidates as demonstrated by the UFORA results. Greater support for teacher candidates as demonstrated through curriculum map alignment and survey results.
Reflections or comments	Literacy instruction based on the Science of Reading principles is a priority for our partner districts and a USBE requirement. This goal will support our students and workforce needs.

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.

During the 2024-2025 academic year faculty reviewed our new Teacher Assessment Project (TAP). Faculty members engaged in calibration exercises to compare feedback to students and the scoring. The goal was to come to consensus through comparative scoring and feedback. During this process, we also reviewed alignment between the instrument's questions, instructions, and rubric items. Minor changes to the instrument will be made based on this exercise.

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.

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.

Innovation

The School of Education supports the ISTE certification for any faculty that would like to integrate technology in teaching and learning. The Innovation Team will collaborate with the USBE for the AI in Education Summit that provides teachers with opportunities to explore how generative AI can address the learning needs of students with disabilities, multicultural learners, and gifted and talented students.

The School of Education created an AI tool in collaboration with UVU's Computer Science Department to assist elementary, secondary, and special education supervisor's complete student teaching field observations. The tool analyzes and compares the students' lesson plan, and the observers notes to the Student Teacher Evaluation Rubric (STER) and provides suggested feedback. This tool was piloted in Fall 2025.

Program Improvements, Developments and Potential Challenges or Barriers

The Elementary, Secondary, and Special Education programs have begun implementing Credit for Prior Learning to support students by recognizing their industry experience and expertise within academic programs. Department chairs collaborated with the leadership of the Department of Credit for Prior Learning to develop assessment rubrics that uphold academic rigor while also improving retention, completion, and accessibility for students.

Elementary Education recruitment continues to be an area of focus and challenge. While the department will maintain existing in-person cohorts, there is a pressing need to establish an online cohort to expand the program and serve educational communities across Utah and beyond with highly qualified teachers. Faculty members are developing online courses with the goal of launching the program in spring 2026. The leadership team is collaborating closely with UVU Online and Marketing & Communications to recruit students from Utah and beyond.

In 2025-2026, the Secondary Education Department will implement a hybrid/online cohort to support students living in rural areas and those with specific needs to join classes virtually and/or online.

The School of Education is organizing new Program Advisory Boards/Committees for Elementary, Secondary, and Secondary Education (initial teaching licensure) as well as School Counseling and K-12 Educational Leadership (advanced licensure) to connect students, faculty, and staff with industry professionals and community leaders.

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).

The Utah Foundations of Reading Assessment (UFORA) is now required for Elementary and Special Education teachers. Students must score a 240, pass a FLEX option after scoring between 231-239, or complete a micro-credential through the Utah State Board of Education (USBE).

10. Sign Off

Provider's Primary Contact for AAQEP (Name, Title)	Dean/Lead Administrator (Name, Title)
Carrie Ashcraft, Assistant Professor and Director of Accreditation (Utah Valley University School of Education)	Mia Kang, Associate Dean (Utah Valley University School of Education)

Date sent to AAQEP:	December 22, 2025