AAQEP Annual Report for 2025

Provider/Program Name:	Worcester State University Teacher Preparation Program (WSUTPP)
End Date of Current AAQEP Accreditation Term (or "n/a" if not yet accredited):	**July 2024 - June 2031**

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.

Mission and Vision

Worcester State University champions academic excellence in a diverse, student-centered environment that fosters scholarship, creativity, and global awareness. A Worcester State education equips students with knowledge and skills necessary for lives of professional accomplishment, engaged citizenship, and intellectual growth. As a public institution, Worcester State University embraces the belief that widespread access to high-quality educational opportunities is the cornerstone of a democratic society. Looking ahead to 2025, Worcester State University will be a vibrant, student-centered community of learning dedicated to preparing students of all backgrounds to succeed and lead in their professions, communities, and wherever they seek to leave their mark on the world.

- Worcester State University will channel scholarly creativity in new, exciting, and potentially important directions.
- Worcester State University will be a dynamic, valued partner with, and resource to Worcester, the region and the world.
- Worcester State University will be a model of best practices in promoting retention across the student body and in empowering students to attain both academic and career goals.
- All members of the Worcester State community will feel included and valued, and they will hold themselves and each other accountable to uphold shared values and achieve common objectives.
- Worcester State University's plans and priorities will support the public agenda for higher education in Massachusetts as reflected in the Vision Project's goals and seven key outcomes.

Core Values

As a public institution, Worcester State University embraces the belief that widespread access to high-quality educational opportunities is the cornerstone of a democratic society. Members of the Worcester State community share the following core values:

- **Academic Excellence:** We are committed to providing opportunities to excel in a close-knit learning environment characterized by distinguished faculty, excellent teaching, and creative linkages between classroom learning and real-world experiences.
- **Engaged Citizenship:** We are committed to promoting community service, social justice, the democratic process, environmental sustainability, and global awareness to prepare students to be active and informed citizens.
- **Open Exchange of Ideas:** We are committed to inviting and considering the most expansive range of perspectives in teaching and learning, in scholarly and creative work, and in the governance of a complex, diverse institution.
- **Diversity and Inclusiveness:** We are committed to being an inclusive community in which our diversity enhances learning for all and in which people from all cultures and backgrounds have the opportunity to participate fully and succeed.
- **Civility and Integrity:** We are committed to respecting the dignity of all members of our community and to demonstrating this commitment in our interactions, decisions, and structures.

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):

Institutional Learning Outcomes

Upon degree completion, Worcester State students will be able to:

- Demonstrate effective writing, reading, speaking, and listening skills to communicate across different contexts and audiences
- Critically evaluate information, make connections across disciplines and perspectives, and apply knowledge gained in one situation to new situations
- Respectfully interact, communicate, and learn from diverse peoples to work towards equity and justice
- Demonstrate the skills necessary to effectively engage in a diverse workforce and global community including: technological literacy, information literacy, leadership, and adaptability
- Develop the skills necessary for life-long learning including: curiosity, independence, initiative, and reflection

Exit survey results of program completers found that students decided to enroll in WSUTPP because of the following reasons:

1. Location
2. Affordability
3. Historical Reputation

Worcester State University Teacher Preparation Program offers a number of programs, some leading to undergraduate degrees with initial licensure, and others to graduate degrees with and without initial licensure. Table 1: Program Specification provides a list of programs offered by WSUTPP during the reporting year **September 1, 2024 – August 31, 2025**.

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 09/01/2024)	**Number of Completers** in most recently completed academic year (12 months ending 08/2025)
Programs that lead to initial teaching credentials			
Bachelor of Arts	English (5-12)	42	2
	History (5-12)	48	4
	Spanish (5-12)	3	0
Bachelor of Science	Biology (8-12)	5	0
	Chemistry (8-12)	4	0
	Early Childhood Education (PreK-2)	172	14
	Earth and Space Science (8-12)	1	0
	Elementary Education (1-6)	240	35
	General Science (5-8)	0	0
	Health/Family & Consumer Sciences (All)	11	1
	Mathematics (5-8)	0	0
	Mathematics (8-12)	11	3
Master of Education			
School Leadership Administration	Principal/Assistant (Prek-8)	15	2
	Principal/Assistant (5-12)	12	0
	Reading (All levels)	16	4
Educational Specialist	School Psychology	55	12
Post-Baccalaureate Certificate	Biology (8-12)	2	0
	Chemistry (8-12)	3	1
	Early Childhood (PreK-2)	3	0
	Elementary Education (1-6)	0	0
	Earth and Space Science (8-12)	0	0
	English (5-12)	7	2

	ESL (PreK-6)	7	4
	ESL (5-12)	5	0
	General Science (5-8)	0	0
	Health/Family/Consumer Science (All)	0	0
	History (5-12)	9	1
	Mathematics (5-8)	1	0
	Mathematics (8-12)	3	1
	Moderate Disabilities (PreK-8)	17	5
	Moderate Disabilities (5-12)	7	3
	Reading (All levels)	3	0
	World Languages – Spanish (5-12)	1	0
Total for programs that lead to initial credentials		703	94
Programs that lead to additional or advanced credentials for already-licensed educators			
Total for programs that lead to additional/advanced credentials			
Programs that lead to P-12 leader credentials			
Total for programs that lead to P-12 leader credentials			
Programs that lead to credentials for specialized professionals or to no specific credential			
Bachelor of Science	Early Education and Care	49	12
Bachelor of Science	Education Studies	15	3
Education Specialist	Curriculum and Instruction	24	6
	Secondary Education	3	0
Master of Education		21	4
	Early Childhood Education	27	10
	Early Childhood Education (AOP)	138	38
	School Leadership Administration (AOP)	130	33
	Elementary Education (AOP)	128	34
	Middle School Education	29	13
	Moderate Disabilities (AOP)	111	43
	Special Education	47	6
	Moderate Disabilities	17	6

	Secondary Education ESL Non-Licensure ESL Adult Certificate	54 17 0	11 8 0
Total for programs that lead to specialized professional or no specific credentials		810	227
TOTAL enrollment and productivity for all programs		1513	321
Unduplicated total of all program candidates and completers		1513	321

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.)

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. **1513**
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. **321**
C. **Number of recommendations** for certificate, license, or endorsement included in Table 1. **120**

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.

Table 1 provides completion rates for graduate and undergraduate majors from 2019 - 2021

EARLY CHILDHOOD EDUCATION							
Fall Semester	Initial Cohort	Graduated in 100% time (4 years)	Graduated in 150% time (6 years)	Graduated in 200% time (8 years)	4 Year Rate	6 Year Rate	8 Year Rate
2019	18	3	3		16%	16%	
2020	16	4	4		25%	25%	
2021	28	6	6		21%	21%	

ELEMENTARY EDUCATION							
Fall Semester	Initial Cohort	Graduated in 100% time (4 years)	Graduated in 150% time (6 years)	Graduated in 200% time (8 years)	4 Year Rate	6 Year Rate	8 Year Rate
2019	57	20	24		35%	42%	
2020	39	12	18		31%	46%	
2021	33	9	10		27%	30%	

MIDDLE/SECONDARY EDUCATION							
Fall Semester	Initial Cohort	Graduated in 100% time (4 years)	Graduated in 150% time (6 years)	Graduated in 200% time (8 years)	4 Year Rate	6 Year Rate	8 Year Rate
2019	26	4	8		15%	31%	
2020	25	2	2		8%	8%	
2021	14	1	1		7%	7%	

POST-BACC CERTIFICATION PROGRAMS

Fall Semester	Initial Cohort	Graduated in 100% time (2 years)	Graduated in 150% time (3 years)	Graduated in 200% time (4 years)	2 Year Rate	3 Year Rate	4 Year Rate
2019	23	13	18	22	57%	78%	96%
2020	31	14	17	21	45%	55%	68%
2021	17	9	12	13	53%	71%	76%

ALL MASTERS DEGREE PROGRAMS							
Fall Semester	Initial Cohort	Graduated in 100% time (4 years)	Graduated in 150% time (6 years)	Graduated in 200% time (8 years)	4 Year Rate	6 Year Rate	8 Year Rate
2019	45	39	43		87%	96%	
2020	58	45	50		78%	86%	
2021	34	25	25		74%	74%	

ALL AOP PROGRAMS							
Fall Semester	Initial Cohort	Graduated in 100% time (2 years)	Graduated in 150% time (3 years)	Graduated in 200% time (4 years)	2 Year Rate	3 Year Rate	4 Year Rate
2019	23	8	19	22	35%	83%	96%
2020	57	18	33	38	32%	58%	67%
2021	92	34	60	69	37%	65%	75%

Table 2. Data from 3 Major undergraduate programs

EARLY CHILDHOOD EDUCATION

Fall Semester	Initial Cohort	Stayed in Major	Changed Major	Did Not Return	Avg Credits Earned	Avg Projected Grad Year
2023	37	17	15	5	66	2027
2024	28	20	5	3	58	2027
2025	35	30	2	3	38	2028

ELEMENTARY EDUCATION

Fall Semester	Initial Cohort	Stayed in Major	Changed Major	Did Not Return	Avg Credits Earned	Avg Projected Grad Year
2023	49	31	14	4	75	2026
2024	45	28	14	3	66	2027
2025	51	44	6	1	32	2028

MIDDLE/SECONDARY EDUCATION

Fall Semester	Initial Cohort	Stayed in Major	Changed Major	Did Not Return	Avg Credits Earned	Avg Projected Grad Year
2023	24	11	7	6	80	2026
2024	24	15	8	1	74	2027
2025	18	13	5	0	27	2028

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%.

General Curriculum Mathematics 58% & Elementary Multi Subject 50%
https://profiles.doe.mass.edu/epp/student.aspx?orgcode=30000063&leftNavId=12484&

The cumulative pass rate for all MTEL exams for initial licensure is 86%. The link below shows WSUTPP performance when compared to other Teacher Preparation Programs.
https://profiles.doe.mass.edu/statereport/epppmteldata.aspx

F. Explanation of **evidence available from program completers**, with a characterization of findings.
From exit surveys (for example spring 2025), program completers strongly agreed (80.5%) that the coursework provided them with the content necessary to be an effective educator, and 19.5% agreed.
Stakeholder survey questions about content knowledge preparation show that WSUTPP completers are well prepared in content knowledge.
https://profiles.doe.mass.edu/epp/student.aspx?orgcode=30000063&leftNavId=16812&fycode=2024&qid=30000063&

G. Explanation of **evidence available from employers of program completers**, with a characterization of findings.
Teacher evaluation of our program completers show that over 88% of WSUTPP graduates are considered Proficient and approximately 2% are considered Exemplary.
https://profiles.doe.mass.edu/epp/student.aspx?orgcode=30000063&leftNavId=15685&fycode=2024&

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.

Data on WSUTPP graduate employment rates are gathered by DESE through the Educator License and Renewal (ELAR) portal. The site monitors employee evaluations by rating them from Exemplary, Proficient, and Needs Improvement, along with the number of years they remained employed in Massachusetts

Employment by Program
https://profiles.doe.mass.edu/epp/student.aspx?orgcode=30000063&leftNavId=12485&

Employment
https://profiles.doe.mass.edu/epp/student.aspx?orgcode=30000063&leftNavId=12483&

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.
Since the last accreditation visit in 2022, WSUTPP has hired a full-time tenure track faculty who will begin her tenure in fall 2026. Also, a Full-Time Temporary (FTT) faculty with a mathematics and science focus was hired for the 2025 – 2026 academic year. This FTT position anticipates becoming a Full-Time tenure track for 2026 – 2027 academic year.

4. Candidate Academic Performance Indicators

Tables 3 and 4 report on select measures (3 tαo 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
Complete All MTELs before Practicum	80%	2024 (90%), 2025 (80%)
Pre and Post-test Cultural Survey – Graduate AOP programs	Statistical Significance α < .05	100% consistency level
Pre and Post-test Survey – All undergraduate programs	75% in cultural awareness content knowledge	90% of students meet this criterion

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
Lesson Plans	Developing metrics and faculty training modules for consistency and reliability	Interrater reliability > that .8
Program Completer Portfolio	Greater than 3.00 average on a four-point scale	All students must achieve an average score on this culminating
Program Completer Exit Survey questions on culturally sustaining practices	Greater than 3.5 average on a five-point scale	This question on the survey has not been tested as yet

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.

Efforts: WSUTPP continues to partner with Worcester Public Schools to provide access to a program that will take paraprofessionals with an associate's degree to a bachelor's degree with initial licensure. Since its implementation in 2018, 10 paraprofessionals have completed the program.
Innovations: WSUTPP has completed plans for a Demonstration Classroom where students will receive initial practice teaching opportunities, and opportunity to develop their pedagogical skills in Language Arts, Reading and Mathematics.
Accomplishments: After being dormant for a while, WSUTPP revived the Center for PreK Initiatives. This was one of the events in celebration of 150 years of teacher education (1874 – 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	Explore and acquire an assessment software to
Actions	Secure software to replace DESE's CAP data platform
Expected outcomes	The Education Department will secure software (TK20 or institution IT) to help with data collection and analysis.
Reflections or comments	Through the office of the Provost, the Education Department is securing alternatives to the CAP data platform that is collected by DESE for all state universities. This service will be terminated as of June 2026.
Standard 2	
Goals for the 2025-26 year	Enact culturally responsive and sustaining educational practices with diverse learners in diverse cultural and socioeconomic community contexts
Actions	Enact a pre and post-test survey in ED 304 "Best Practices in ELL". ED 304 is a course that all education majors must take in their program.
Expected outcomes	When pre and post-test survey results are compared, the overall average score must show moderate change.
Reflections or comments	Data from ED 304 functioned as a pilot. Revisions are being made on how to better survey students and the nature of the questions that should be asked.

Standard 3	
Goals for the 2025-26 year	Develop and maintain an effective assessment system, with input from faculty, using trustworthy data to plan for and evaluate improvements and innovations
Actions	Consulting with the new IT Director and Academic Provost to explore and purchase software to record and analyze data in the
Expected outcomes	By fall 2026 WSUTPP expects an interactive, efficient and reliable system in place to collect and analyze, and disaggregate data by program option.
Reflections or comments	

Standard 4	
Goals for the 2025-26 year	Work with a variety of partners to identify and meet state and local educator workforce needs
Actions	Continued collaboration with Worcester Public Schools in the Paraprofessional program, along with Fall and spring one-day campus visits for senior high school students
Expected outcomes	Paraprofessionals receiving an initial license, and increased number od WPS seniors entering the teacher education program
Reflections or comments	In fall 2025, 40 students attended a one-day campus visit that provided high school students with information and incentives for becoming teachers

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.

Every September, beginning 2025, data on all education students entering WSUTPP is documented and disaggregated by program. At the beginning of each spring semester, data from incoming Transfers and those leaving the major are generated to provide an accurate account of the students in WSUTPP. This is done again at the end of the spring semester to conclude the 1st year cohort numbers. Systems are being put in place to monitor accuracy, completeness, consistency, and to ensure that the data is current. A data quality team has been formed to ensure the consistency in data collection and reporting procedures within the department.

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.

Identification or creation of assessment instruments that provide evidence for each aspect of Standards 1 and 2
Standard 1a – GPA & MTEL Licensure Test Scores
Standard 1b – Student grade of C+ or better in all courses in a cluster
Standard 1c – Lesson Plan
Standard 1d – SMART goals from CAP
Standard 1e – Lesson Plan
Standard 1f – Disposition Instrument
Standard 1g – Under discussion as to how to assess

Standard 2a – CAP
Standard 2b – Completer Exit Survey
Standard 2c – Supervising Practitioner Survey
Standard 2d – Complete a course in Global Education
Standard 2e – SMART goals for CAP
Standard 2f – Completer Exit Survey
Standard 2g – Under discussion as to how to assess

Provide results of purposeful investigation of validity (beyond face validity), reliability, and fairness for internally designed instruments and rubrics
Currently, the department is conducting inferential statistics on pre and post-test scores for Standard 2b at the graduate and undergraduate levels.

Systematic collection of, analysis of, reflection on, and action on candidate-level assessment data stemming from the internally designed instruments, disaggregated by program
Currently, exit survey results are reported as a whole. These results are now being disaggregated by program major.

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.

Ongoing improvements in the way data are gathered and disaggregated according to major. As of July 2026, the CAP platform that DESE uses to collect data during student teaching will not be available as a data source. The WSUTPP is exploring other appropriate software programs for data collection, storage and analysis. The data management system was one area for improvement; with the loss of this service, the challenge and urgency is greater.

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).

There is one significant change in the regulatory requirements by the Department of Elementary and Secondary Education (DESE). The Candidate Assessment of Performance (CAP) platform from which all state universities in Massachusetts are able to extract data on student teaching will not be available after June 2026.

10. Sign Off

Provider's Primary Contact for AAQEP (Name, Title)	Dean/Lead Administrator (Name, Title)
Dr. Raynold M. Lewis	Dean of Education & Interdisciplinary Studies

Date sent to AAQEP:	01/15/2026