AAQEP Annual Report for 2025

Provider/Program Name:	Brigham Young University - Idaho
End Date of Current AAQEP Accreditation Term (or "n/a" if not yet accredited):	December 2030

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.

Brigham Young University-Idaho is a private, four-year college supported and guided by The Church of Jesus Christ of Latter-day Saints. BYU-Idaho's teacher preparation program currently supports multiple education certification tracks across elementary, early childhood, special education, and secondary education disciplines. The program maintains a comprehensive approach to teacher training, with foundational core education courses and a robust student teaching experience that are consistent across all education programs. These foundational courses meet Idaho Administrative Code requirements and

Idaho standards for teacher preparation, providing students with philosophical, psychological, methodological, and professional preparation.

The university has developed strategic partnerships with school districts in Idaho, Utah, and Texas to support student teaching experiences. Each partnership emphasizes a collaborative co-teaching model where teacher candidates gradually assume classroom responsibilities, working alongside experienced mentor teachers. This approach ensures candidates receive practical, hands-on training that bridges theoretical learning with real-world classroom dynamics.

Program requirements vary by certification track, with credit hours ranging from 20 to 45 depending on the specific discipline and whether it is a major (first field), minor (second field), or composite degree (single field). The Teacher Preparation leadership, including the Dean of Teacher Preparation and the Education Coordinating Council, oversees program quality and consistency. Each education program is responsible for meeting specific Idaho Teacher Preparation Standards, ensuring that graduates are well-prepared to enter the teaching profession with comprehensive knowledge and practical skills.

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.byui.edu/teacher-preparation/

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			
Art Education (Minor)	Visual Arts (K-12 or 6-12)	1	6
Art Education Composite (Bachelor)	Visual Arts (K-12 or 6-12)	50	17
Biology Education (Bachelor)	Biological Sciences (5-9 or 6-12)	22	7
Biology Education (Minor)	Biological Sciences (5-9 or 6-12)	3	0
Chemistry Education (Bachelor)	Chemistry (5-9 or 6-12)	5	0
Chemistry Education (Minor)	Chemistry (5-9 or 6-12)	1	2
Early Child/Special Ed (Bachelor)	Early Childhood/Early Childhood Blended – Birth to Grade 3	80	25
Elementary Education (Bachelor)	All Subjects (K-8)	345	137
English Education Composite (Bachelor)	English (6-12)	18	6
English Education (Bachelor)	English (6-12)	37	12
English Education (Minor)	English (5-9 or 6-12)	67	34

Family & Consumer Science Education Composite (Bachelor)	Family and Consumer Sciences	22	2
Earth Science Education (Bachelor)	Earth and Space Science (5-9 or 6-12)	5	3
Earth Science Education (Minor)	Earth and Space Science (5-9 or 6-12)	6	1
Middle School General Science (Minor)	Science – Middle Level (5-9)	8	7
Natural Science Education (Minor)	Natural Science (5-9. or 6-12)	16	5
American Government Education (Minor)	American Government/Political Science	42	14
Geography Education (Minor)	Geography (5-9 or 6-12)	11	2
History Education (Bachelor)	History (5-9 or 6-12)	66	20
History Education (Minor)	History (5-9 or 6-12)	72	39
Literacy Education (Minor)	Literacy (K-12)	53	0
Social Studies Ed Composite (Bachelor)	Social Studies (6-12)	26	6
Mathematics Education Composite (Bachelor)	Mathematics (5-9 or 6-12)	25	9
Mathematics Education (Bachelor)	Mathematics (5-9 or 6-12)	17	10
Mathematics Education (Minor)	Mathematics (5-9 or 6-12)	79	36
Music Education Composite (Bachelor)	Music (5-9 or 6-12 or k-12)	68	10
Physical Science Education (Minor)	Physical Science (5-9 or 6-12)	4	2
Physics Education (Bachelor)	Physics (5-9 or 6-12)	1	1
Physics Education (Minor)	Physics (5-9 or 6-12)	2	0
Special Education Generalist K-8 (Minor)	Special Education (K-8)	53	12
Special Education K-12 (Bachelor)	Special Education (K-12)	37	15
Theatre Education (Bachelor)	Theatre Arts (5-9 or 6-12)	16	8

Theatre Education (Minor)	Theatre Arts (5-9 or 6-12)	2	2
French Education (Minor)	French World Language	0	1
Spanish Education (Bachelor)	Spanish World Language	24	17
Spanish Education (Minor)	Spanish World Language	15	5
Teaching English as a Second Language (Minor)	English as a Second Language	107	52
Total for programs that lead to initial credentials		1406	525
Programs that lead to additional or advanced credentials for already-licensed educators			
NA			
Total for programs that lead to additional/advanced credentials		NA	NA
Programs that lead to credentials for other school professionals or to no specific credential			
NA			
Total for additional programs		NA	NA
TOTAL enrollment and productivity for all programs		1406	525
Unduplicated total of all program candidates and completers		872 (These are just the candidates – Juniors and Seniors)	305

3. **Added or Discontinued Programs**
4. 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 following programs were discontinued in the 2025-26 catalog and will phase out for students on older catalog years.
• Family and Consumer Sciences Education (Bachelor)
• Physics Education (Bachelor)

- Theatre Education (Bachelor)
- Theatre Education (Minor)
- Chemistry Education (Bachelor)
- Chemistry Education (Minor)
- Middle School Science Education (Minor)

In 2024 we also added a literacy education minor.

5. 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.
872
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.
305
C. **Number of recommendations** for certificate, license, or endorsement included in Table 1.
291
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.
78.4%
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 overall praxis pass rate was 88.5% for the 2024-2025 academic year.

The following exams had a pass rate below 80%:
- Middle School English Language Arts (5047)
- Elementary Ed: Social Studies Subtest (7004)
- Elementary Ed: CKT Reading and Language Arts Subtest (7812)
- Elementary ED: CKT Mathematics Subtest (7813)
- Elementary ED: CKT Science Subtest (7814)
- Elementary ED: CKT Social Studies Subtest (7815)

Note: The elementary education exams are newly adopted by our EPP and have an exceptionally small sample size of test takers. However, we plan to carefully review these pass rates next year.

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

Our program completers have been making successful transitions to teaching careers. Completer and employer surveys both provide evidence that completers have felt their preparation program at BYU-Idaho has prepared them for teaching (79% of completers rated themselves as distinguished or proficient across all categories with another 18% rating themselves as basically prepared.)

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

Employers have expressed satisfaction with BYU-Idaho completers. In addition to positive anecdotal feedback from partner school districts, employer surveys both evidence that completers have felt their preparation program at BYU-Idaho has prepared them for teaching (87% Employers rated the completers as distinguished or proficient across all categories with another 12% rated their BYUI graduate employees as basically prepared).

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.

The university currently attempts to track the employment status of all graduates through completer surveys. According to our latest completer survey approximately 77% of our graduates from the fall 2024, winter 2025, and spring 2025 cohorts are in the labor force and 90% of all of the graduates would select the same major if they could do college over again.

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.

We had a student teaching area coordinator leave this past year. We responded by giving another supervisor additional responsibility. We were then able to use the vacated position to create a new position in our student teaching services office to coordinate and centralize all practicum placements in local schools.

6. 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
Professional Dispositions Assessment at the conclusion of Student Teaching	Dispositions are measured through an EPP developed rubric and students are evaluated in select classes to support the development of identified dispositions. Success is measured at 80% of candidates scoring proficient or exemplary across all categories.	Over 90% of completers received a rating of distinguished or proficient on each rubric item.

Danielson Framework for Teaching Evaluations (Student Teaching) – Domains 1-3	The Danielson framework for teaching is used to evaluate candidates in their clinical experiences. It is when candidates are teaching in the classroom, making plans, and working with and assessing students that it becomes truly evident that they have the knowledge and skills necessary to be successful in teaching. Therefore, students are evaluated by Danielson-certified evaluators based on observation, written plans, and mentor feedback. Candidates are expected to score a minimum of 2 (basic) on each subdomain of the framework. Success criteria has been set as 75% of Danielson ratings for each of the identified subdomains for each aspect being achieved at the level of 3.	Of the 22 subdomains candidates are exceeding the measure of success in every subdomain except for "using questioning and discussion techniques", which has 68% of candidates achieving a level 3.
Praxis Exam	Each endorsement area requires an associated praxis exam that has a national standardized cut score. Our target for success is an 80% pass rate.	The overall praxis pass rate was 88.5% for the 2024-2025 academic year. The following exams had a pass rate below 80%: - Middle School English Language Arts (5047) - Elementary Ed: Social Studies Subtest (7004) - Elementary Ed: CKT Reading and Language Arts Subtest (7812) - Elementary ED: CKT Mathematics Subtest (7813) - Elementary ED: CKT Science Subtest (7814) - Elementary ED: CKT Social Studies Subtest (7815)

		Note: The elementary education exams are newly adopted by our EPP and have an exceptionally small sample size of test takers. However, we plan to carefully review these pass rates next year.
Completer Survey	We survey completers midway through their first year of teaching and ask for an assessment of their preparation program with questions targeting the state standards. A threshold of 80% scoring distinguished or proficient is the measure of success.	Our program completers have been making successful transitions to teaching careers. Completer and employer surveys both provide evidence that completers have felt their preparation program at BYU-Idaho has prepared them for teaching (79% of completers rated themselves as distinguished or proficient across all categories with another 18% rating themselves as basically prepared.)
Employer Survey	When completers are midway through their second year of teaching employers are contacted and asked to complete a survey that correlates with the employer survey. A threshold of 80% scoring distinguished or proficient is the measure of success.	Employers considered 80% of our completers as distinguished or proficient within 15 of our 16 survey metrics. Only 79% of students were rated as distinguished or proficient at incorporating a variety of assessments within instruction.

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
Danielson Framework for Teaching Evaluations (Student Teaching) – Domain 4	The Danielson framework for teaching is used to evaluate candidates in their clinical experiences. Specifically, the fourth domain of the Danielson evaluation is used to measure a candidate's ability to: - engage with families and communities (Danielson 4c). - grow and develop professionally (Danielson 4e). - Contribute to the school community and culture (Danielson 4d). - Engage in reflective practice (Danielson 4a) The measure of success is that 80% of candidates in their student teaching experience score as distinguished or proficient in these selected 4 categories.	Over 80% of student teachers were rated as at least proficient in every category but one. Only 75% of student teachers were evaluated at being proficient or distinguished at engaging with families and communities (Danielson 4c).
Completer Survey	We survey completers midway through their first year of teaching and ask for an assessment of their preparation program	Our program completers have been making successful transitions to teaching careers. Completer and employer surveys

	with questions targeting the state standards. A threshold of 80% scoring distinguished or proficient is the measure of success	both provide evidence that completers have felt their preparation program at BYU-Idaho has prepared them for teaching (79% of completers rated themselves as distinguished or proficient with another 18% rating themselves as basically prepared.)
Employer Survey	When completers are midway through their second year of teaching employers are contacted and asked to complete a survey that correlates with the employer survey. A threshold of 80% scoring distinguished or proficient is the measure of success.	Employers considered 80% of our completers as distinguished or proficient 15 of our 16 survey metrics. Only 79% of candidates were rated as distinguished or proficient at incorporating a variety of assessments within instruction.

7. 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.

Over the past year our education preparation program has done the following:

1) We completed a Lawshe test for a new disposition rubric to verify its validity.
2) We centralized how practicum student placements happen to enable better communication between the EPP and local schools.
3) BYUI audited every program at the university and asked every program to identify ways to be more efficient with university resources. This resulted in several education programs simplifying curricula. These changes will eventually be approved and implemented next year.

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.

8. 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	Our goal is to simplify our standard alignment table.
Actions	We want to decrease the number of key assessments we use to measure how well students meet state standards and increase the quality of the assessments we use.
Expected outcomes	We expect to have a standard alignment table that has less items on it. We also expect the data we gather to be better measurements of student performance.
Reflections or comments	
Standard 2	
Goals for the 2025-26 year	Our goal is to develop a plan to incorporate instruction for teacher candidates on how to participate in and support professional learning communities within schools.
Actions	We intend to meet with the education core course leads to devise a strategy for better integrating curriculum on professional learning communities.
Expected outcomes	We anticipate identifying specific points within the education core curriculum sequence where teacher candidates will learn to effectively engage in a professional learning community.
Reflections or comments	This goal was constructed based on feedback we received from our education advisory council.
Standard 3	

Goals for the 2025-26 year	We plan to revaluate how we use our disposition survey to improve candidates' teaching dispositions.
Actions	We will bring this goal to our education coordinating council and develop a plan with all programs about how to best utilize our disposition evaluation as a coaching tool.
Expected outcomes	We will have a plan to implement by the beginning of next year.
Reflections or comments	Last year we revised disposition rubric survey and were pleased with the results. In light of those changes we decided that we could use our rubric in more meaningful ways.
Standard 4	
Goals for the 2025-26 year	We will develop a system wherein students can connect to alumni who are current educators.
Actions	We plan to introduce to our Education Coordinating Council information about how the university already connects students to alumni and then collaborate about how to support our alumni and enable our current candidates to make meaningful connections to alumni.
Expected outcomes	We expect to have an agreed upon plan of action that we will be carrying out in the middle of next year.
Reflections or comments	

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.

> 1) We completed a Lawshe test for a new disposition rubric to verify its validity.
> 2) We audited and fixed the databased system that was being used to gather and house data about student performance.

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.

The university is currently requesting that education programs simplify due to smaller enrollments in the past few years.

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 state of Idaho is in the process of revising how EPP accreditation occurs. Once the system is revised, we plan to change some of our practices accordingly.

10. Sign Off

Provider's Primary Contact for AAQEP (Name, Title)	Dean/Lead Administrator (Name, Title)
Tyler Winiecke, Associate Dean for Teacher Preparation	Melissa Green, Dean for Teacher Preparation

Date sent to AAQEP:	12/09/2025