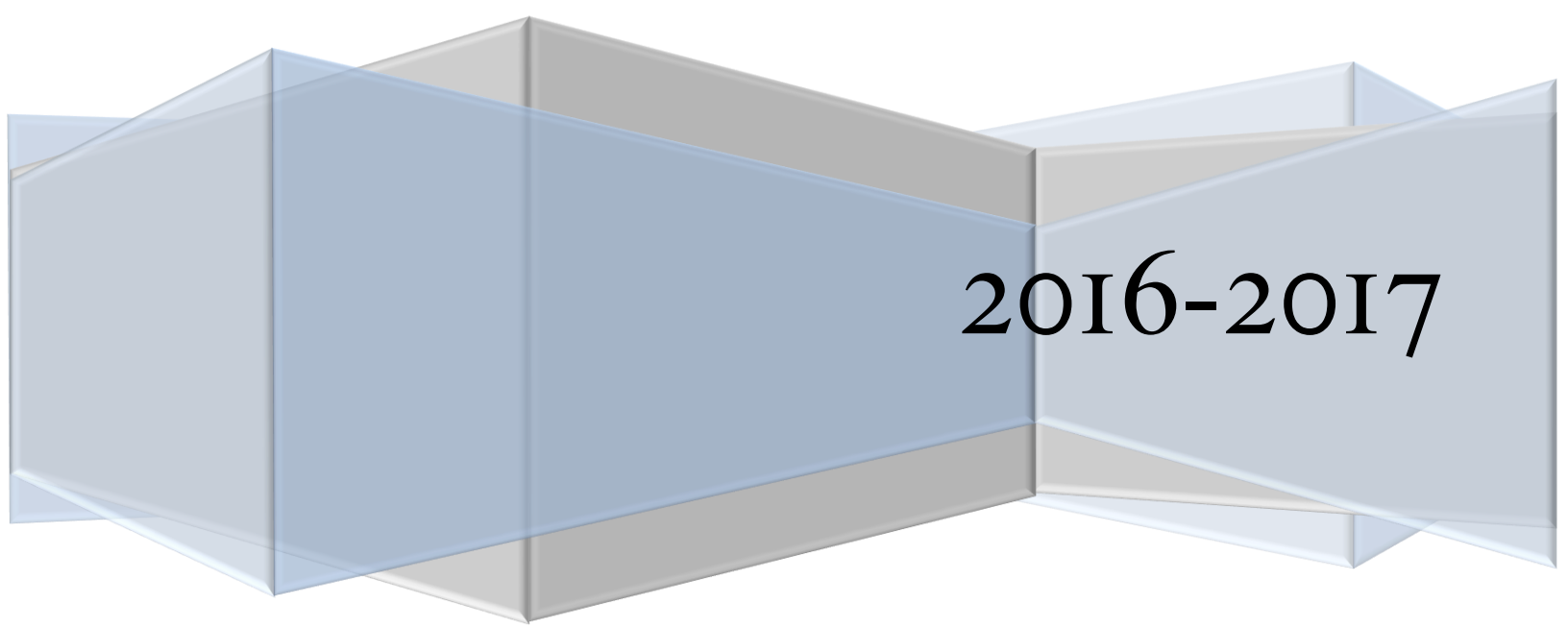


DATA SUMMARIES OF
SIUE TEACHER
EDUCATION PROGRAMS



2016-2017

Data Summary
Southern Illinois University Edwardsville
School of Education, Health and Human Behavior
Unit Assessment System
Initial Teacher Education Programs
2016-2017

The School of Education, Health and Human Behavior (SEHHB) offers programs leading to a Bachelor of Science degree in Education. These programs are accredited by the National Council for the Accreditation of Teacher Education/Council for the Accreditation of Educator Preparation (NCATE/CAEP) and fulfill requirements for initial licensure in the State of Illinois to teach at the early childhood, elementary, middle level, special education and secondary levels. The initial secondary teaching degrees are housed in the College of Arts and Sciences, with a Bachelor of Science in the content area. The School of Education, Health and Human Behavior provides education course work leading to licensure for teaching grades 6-12 or K-12.

Admission requirements and general information:

Information regarding undergraduate initial teacher preparation programs may be found in the SIUE Undergraduate Catalog located at:

https://www.siue.edu/registrar/pdf/SIUE_Undergraduate_Catalog.pdf

Program Admission Grade Point Average (GPA): All undergraduate initial teacher preparation programs at SIUE have a minimum GPA admission requirement of 2.5 on a 5 point scale. Below are the range and average GPA scores for all programs.

Program	Range	Average
Early Childhood	2.57 - 3.96	3.26
Elementary	2.63 - 4.00	3.33
Special Education	2.65 - 4.00	3.34
All Secondary	2.51 - 4.00	3.42
Average All Programs		3.34

Content Test – Illinois Certification Testing System

About the Illinois Licensure Testing System: Testing has been required of candidates seeking Illinois teaching, school service personnel, and administrative licenses since 1988. Legislation enacted at that time, Section 21B-30 of the School Code of Illinois, established a testing program as part of the state's licensure requirements. Subsequent legislation and the adoption of administrative rules by the Illinois State Board of Education (ISBE) provided additional requirements and information regarding the specific tests required of licensure candidates, as well as when the tests must be taken and who must take the tests.

Assessment Code- Assessment Name	Number taking tests	Average scaled score	Number passing test	Pass rate
107 - Early Childhood Education	18	258.8	18	100%
197 – Elementary Education (Grades 1-6)	46	249.7	45	98%
198 – Elementary Education (Grades 1-6)	46	255.8	44	96%
199 – Elementary Education (Grades 1-6)	46	258.6	46	100%
200 – Elementary Education (Grades 1-6)	46	263.2	46	100%
155 - Learning Behavior Specialist I	27	267	27	100%
163 - Special Education General Curriculum Test	27	254.6	27	100%
145 – Visual Arts	7	279.3	7	100%
105 - Science: Biology	8	266.3	8	100%
106 - Science: Chemistry	3	249.7	3	100%
111- English Language Arts	9	263.3	9	100%
114- Social Science: History	16	260.3	16	100%
115- Mathematics	8	264.9	8	100%
135 - Foreign Language: Spanish	4	230.4	1	25%
143 – Music	5	278.4	5	100%

edTPA Scores and Pass Rates
2015-2016

The edTPA is a performance-based, subject-specific assessment and support system used by teacher preparation programs in Illinois to emphasize, measure, and support the skills and knowledge that all teachers need from Day 1 in the classroom. Below are the data about SIUE takers for the 2015-2016 academic year. Faculty use the information provided by the individual rubrics to assess and continuously improve programs.

Test	Inst # Takers	Inst Avg Test Score	State Avg Test Score	Nat'l Avg Test Score
Early Childhood	20	42	42.7 (352)	42.2 (3,172)
Elementary Literacy	42	46.5	45.6 (1,322)	45.5 (4,164)
Special Education	27	48.5	46.1 (685)	43.5 (4,881)
Secondary ELA	13	41.6	45.8 (324)	45.7 (2,697)
Secondary HSS	29	44.6	45.6 (291)	45.0 (2,492)
Secondary Math	16	38.4	40.6 (229)	40.5 (2,129)
Secondary Science	15	43.2	45.0 (206)	44.8 (2,055)
K-12 Performing Arts	8	46.3	46.4 (232)	46.9 (625)
K-12 Visual Arts	7	53.3	50.5 (98)	48.1 (710)
K-12 World Language	6	38.3	37.0 (104)	35.4 (803)

Undergraduate Programs
Exit Survey

Perception of undergraduate teacher candidates after student teaching for how well prepared they were in relation to the Illinois Professional Teaching Standards

How well were you prepared for IPTS by your program?	ECE	ELED	SecEd	AVE
Standard 1: Teaching Diverse Students	3.3	3.3	3.4	3.3
Standard 2: Content Area and Pedagogical Knowledge	3.3	3.1	3.4	3.3
Standard 3: Planning for Differentiated Instruction	3.1	3.3	3.1	3.2
Standard 4: Learning Environment	3.4	3.0	3.3	3.2
Standard 5: Instructional Delivery	3.3	3.2	3.3	3.3
Standard 6: Reading, Writing and Oral Communication	3.3	3.3	3.5	3.4
Standard 7: Assessment	3.1	3.2	2.9	3.1
Standard 8: Collaborative Relationships	3.6	3.4	3.2	3.4
Standard 9: Professionalism, Leadership, and Advocacy	3.6	3.4	3.3	3.4
AVE	3.3	3.2	3.3	3.3

**Data Summaries of
Southern Illinois University Edwardsville
School of Education Health and Human Behavior
Unit Assessment System
Advanced Programs
2016-2017**

Entry to Graduate Education

Assessment: Minimum grade point average (GPA) in undergraduate and graduate (if appropriate) degrees; Must hold bachelor's degree

Description: Entry grade point average for each program and location is summarized annually.

Criterion for passing: Candidates must hold at least 2.5 GPA and a bachelor's degree to enter a graduate program.

Findings:

Admission GPA Data

Program	Number of Candidates	Mean Grade Point Average
Educational Administration (Principal)	14	3.8
Educational Administration (Superintendent)	14	3.9
Literacy	10	3.9
Special Education	14	3.8
Aggregated data	52	3.85

Mid-Point Check

Assessment: Content Knowledge – 15 Hour Grade Point Average Check

Description: After taking 15 semester hours, program directors and the graduate coordinator are notified by the graduate school about students who do not maintain the minimum 3.0 grade point average. Program directors individually work with candidates who fall behind.

Criterion for passing: Candidates must hold minimum of grade point average 3.0 for the master’s degree and 3.25 grade point average for specialist’s degree after 15 semester hours.

Findings:

15-hour GPA Check Data

Program	Number of candidates who <i>did not</i> meet the minimum requirements
Educational Administration (Principal)	0
Educational Administration (Superintendent)	0
Literacy	0
Special Education	0
Aggregated data	0

Exit Survey

Assessment: Exit Survey (2016-2017)

Description: Graduate students (including those in non-teacher education programs) assess the quality of their graduate program via a 17-item inventory. The exit survey is completed just prior to graduation, following completion of an exit project or examination. In addition to 16 items tapping specific aspects of the program, the final item asks respondents to rate their overall graduate education experience at SIUE. Therefore, two different Likert scale response formats are used:

Questions 1-16

- 1=Strongly Disagree
- 2=Disagree
- 3=Agree
- 4=Strongly Agree

Question 17 (Overall rating of graduate program)

- 1=Very Poor
- 2=Poor
- 3=Fair
- 4=Good
- 5=Excellent

The number of surveys in the data set is 60.

1. In general, the quality of instruction I received in my program area was very high.

Mean	# Strongly Disagree	# Disagree	# Agree	# Strongly Agree
3.6/4.0	3	2	10	45

2. In general, my professors were well prepared and competent.

Mean	# Strongly Disagree	# Disagree	# Agree	# Strongly Agree
3.6/4.0	3	2	11	44

3. My professors shared information from updated, useful research and best practice.

Mean	# Strongly Disagree	# Disagree	# Agree	# Strongly Agree
3.7/4.0	3	0	12	45

4. Faculty members were available and interested in helping me pursue my academic and career interests.

Mean	# Strongly Disagree	# Disagree	# Agree	# Strongly Agree
3.6/4.0	3	1	11	45

5. There seemed to be sufficient resources (e.g., library materials, laboratory facilities, audio visual aids, computers) to support my program of study.

Mean	# Strongly Disagree	# Disagree	# Agree	# Strongly Agree
3.6/4.0	3	0	17	40

6. My program improved my ability to think critically/analytically about issues related to my field.

Mean	# Strongly Disagree	# Disagree	# Agree	# Strongly Agree
3.79/4.0	0	0	9	33

7. My program addressed the major theories, concepts, models, and issues related to my field.

Mean	# Strongly Disagree	# Disagree	# Agree	# Strongly Agree
3.7/4.0	4	0	9	47

8. My program provided instruction on the methods and techniques employed in my field.

Mean	# Strongly Disagree	# Disagree	# Agree	# Strongly Agree
3.7/4.0	2	1	11	46

9. I was regularly engaged in discussions examining the values, ethics, and best practices of my field.

Mean	# Strongly Disagree	# Disagree	# Agree	# Strongly Agree
3.7/4.0	2	2	11	45

10. My program was designed in such a way that I could readily apply knowledge and skills to problems and issues I will experience in my field.

Mean	# Strongly Disagree	# Disagree	# Agree	# Strongly Agree
3.6/4.0	2	2	12	44

11. My program adequately prepared me (in terms of breadth and depth of knowledge) for employment in the field for which I was being prepared.

Mean	# Strongly Disagree	# Disagree	# Agree	# Strongly Agree
3.6/4.0	4	0	14	42

12. My program improved my ability to communicate knowledge (written, oral) concerning my field.

Mean	# Strongly Disagree	# Disagree	# Agree	# Strongly Agree
3.6/4.0	3	1	15	41

13. The days, times, and locations of course offerings were convenient for me.

Mean	# Strongly Disagree	# Disagree	# Agree	# Strongly Agree
3.5/4.0	2	1	21	36

14. The exit requirement in my program was an appropriate learning experience.

Mean	# Strongly Disagree	# Disagree	# Agree	# Strongly Agree
3.6/4.0	3	0	17	40

15. Advisors were helpful and available.

Mean	# Strongly Disagree	# Disagree	# Agree	# Strongly Agree
3.4/4.0	4	3	16	37

16. Requirements for program admission and completion were clearly communicated.

Mean	# Strongly Disagree	# Disagree	# Agree	# Strongly Agree
3.5/4.0	3	4	15	38

17. My overall rating of my graduate degree is:

Mean	# Very Poor	# Poor	# Fair	# Good	#Excellent
4.7/5.0	2	0	1	13	45

SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE

LOAN DEFAULT RATES

2012-2014

School	Type	Control		FY2014	FY2013	FY2012
SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE 2308 RENDLEMAN HALL EDWARDSVILLE IL 62026-1060	Master's Degree or Doctor's Degree	Public	Default Rate	6.8	7.5	5.9
			No. in Default	236	270	196
			No. in Repay	3,450	3,555	3,284
			Enrollment figures	16,280	16,427	16,484
			Percentage Calculation	21.1	21.6	19.9

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<https://www2.ed.gov/offices/OSFAP/defaultmanagement/cdr.html>