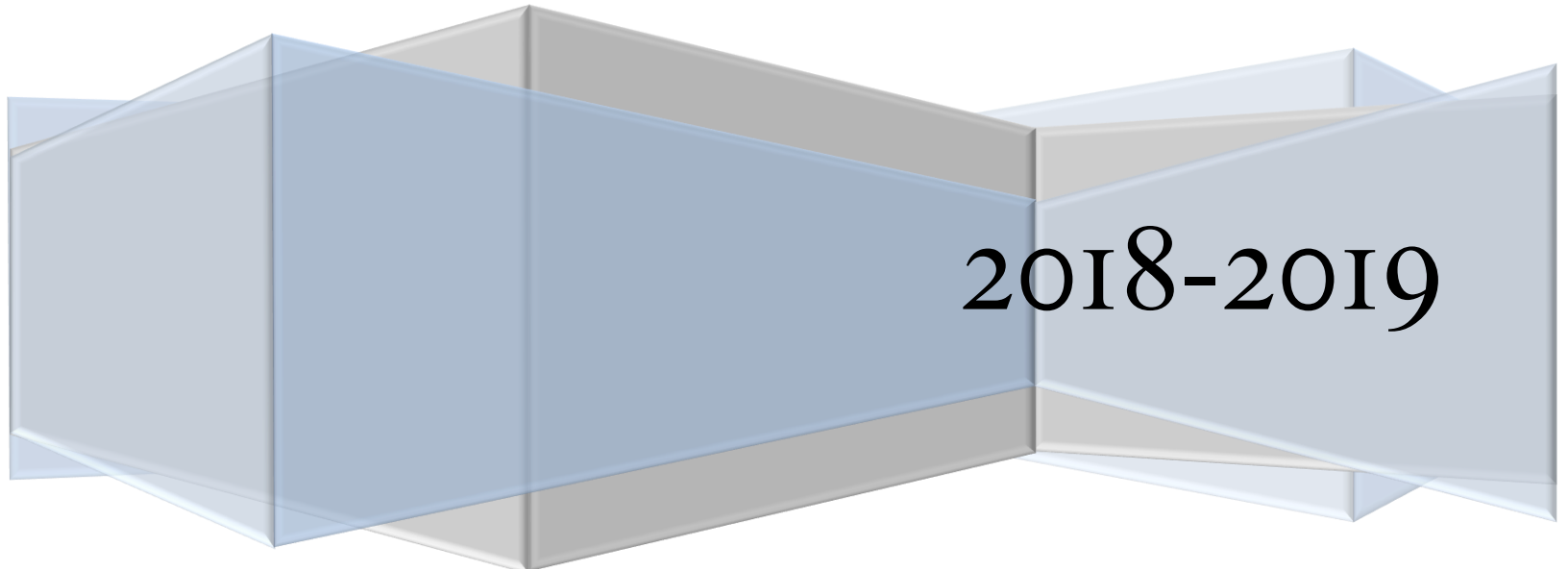


**Southern Illinois University
Edwardsville
Annual Reporting Measures**



2018-2019

Annual Reporting Measures Southern Illinois University Edwardsville School of Education, Health and Human Behavior Initial Teacher Education Programs 2018-2019

Annual Reporting Impact Measures 1-3

Impact on Student Learning (CAEP 4.1)

Indicators of Teaching Effectiveness (Component 4.2)

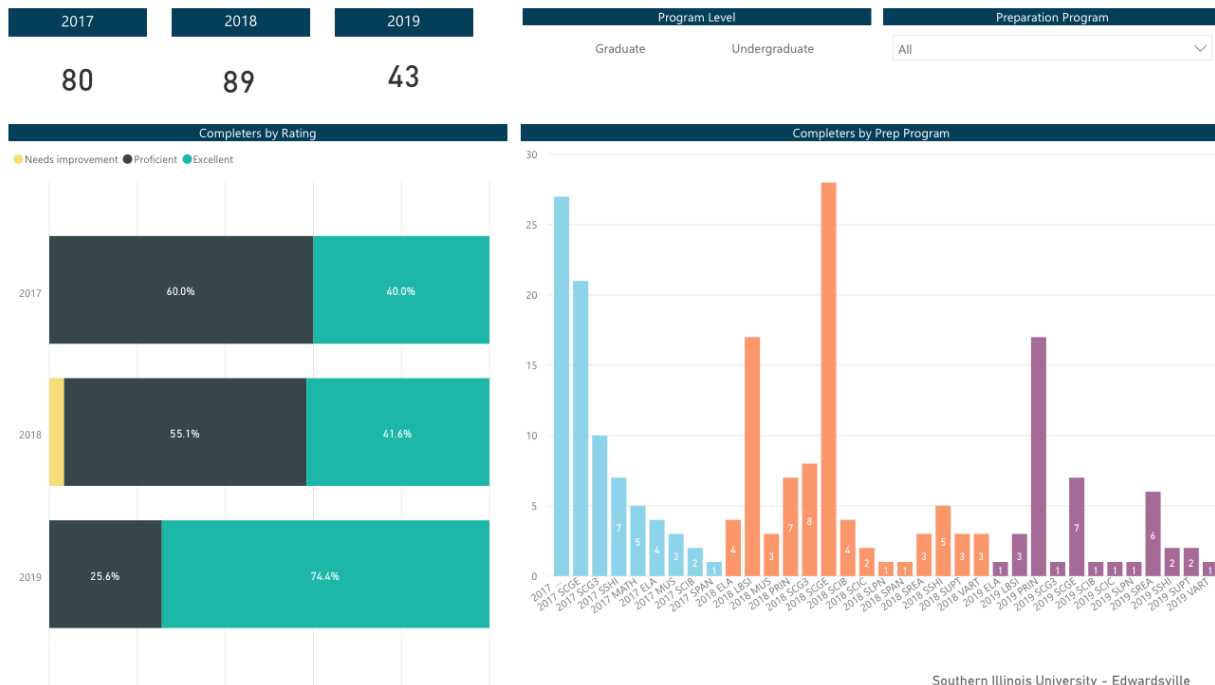
Satisfaction of Employers and Employment Milestones (Components 4.3)

ISBE Partnership in Educator Preparation (PEP) Data, Demonstrated Teaching Skills, 2017-2019

In 2010, Illinois Governor Pat Quinn signed the Performance Evaluation Reform Act (PERA), which changed how teachers' and principals' performance is measured in the state. The new evaluation systems in Illinois school districts will combine multiple measures of student growth and professional practice. The evaluations will be based on standards of effective teaching, with evaluators trained and prequalified to conduct observations, collect evidence, and provide helpful feedback in a timely way. Hand-in-hand with the new evaluations, school systems will be expected to strengthen their professional development offerings so that educators get the support they need to help their students improve. <https://www.isbe.net/Pages/Educator-Evaluations.aspx>

Aggregated Data-initial & advanced

Demonstrated Teaching Skills



Aggregated Demonstrated Teaching Skills by Number

Year		Total	Excellent	Proficient	Needs Improvement	Unsatisfactory
2017	Initial	80	32	48	0	0
	Advanced	0	0	0	0	0
2018	Initial	78	30	75	3	0
	Advanced	11	7	4	0	0
2019	Initial	23	13	10	10	0
	Advanced	20	19	1	0	0

Comparing this data across years, the percentage of excellent rankings has increased and needs improvement has remained fairly consistent. We believe these data indicate that our completers have a positive impact on student learning and employers find their teaching to be effective. As part of this data collection process ISBE is planning to send out a state-wide employer survey in the next year. Using these evaluation data points, we are surmising that employers are satisfied with SIUE prepared teachers and look forward to having more data to analyze in the next year.

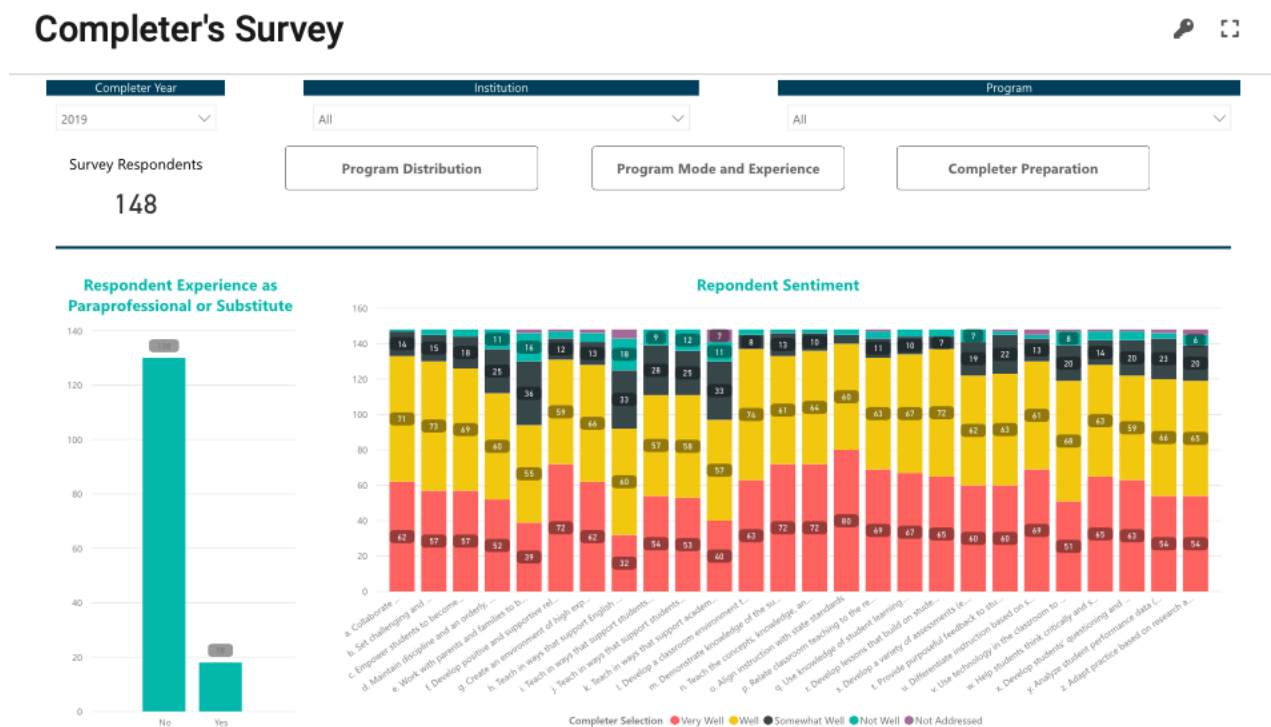
Annual Reporting Impact Measure 4:

Satisfaction of completers (Components 4.4)

ISBE Completer Survey, SIUE Data, September 1, 2017 to August 1 2018

In October 2018, the Illinois State Board of Education (ISBE) provided SIUE with data collected from the first year of a mandatory survey administered by ISBE to all Illinois completers of teacher education programs between September 1, 2017 and August 1, 2018. ISBE forwarded both institutional data and statewide data for comparison. According to the statewide report, the data were presented in three areas: preparation program, student teaching, and future of teachers. In reviewing our institutional data and comparing it with the state data, overall our completers seemed very satisfied with their preparation and student teaching experiences. Below is the aggregated data we received from the state for 2019. In the website we are able to disaggregate data by program.

How valuable were the following aspects of your teacher preparation program?



One issue we noted from both the 2018 and 2019 qualitative data was mention of wanting more information on teaching English Language Learners. We were already aware that this was something we needed to address and have created courses for all our programs to strengthen our candidates' abilities to work with ELL students. We had hoped to have a stakeholder meeting in the fall 2020 to review data including the Completer Data. As a result of the COVID-19 pandemic, we have delayed that meeting until spring 2021, when we can have a more robust discussion of this data.

Annual Reporting Outcome Measure 5:

Graduation Rates (initial & advanced levels)

Graduation rates for undergraduate programs are listed in table below. For programs designated with an asterisk*, student are enrolled in a content major in the College of Arts and Science, and do not necessarily complete the teacher education courses in a specific timeline. For example, some complete the education courses and then graduate later after completing content courses, so graduation rates for this group are difficult to determine. However, we have made a change in our secondary education program beginning fall 2021, which will require admittance and a better ability to track students, so future graduation rates will be able to be computed.

INITIAL PROGRAM (ISBE CODE)	2018-2019 # of students	Percentage Graduating
Early Childhood (SCG3)	20	100%
Elementary (SCGE)	58	100%
English (ELA)	8	*
Performing Arts K-12 (MUS)	5	*
Performing Arts K-12 (Theater)	1	*
Secondary HSS (SSHI)	15	*
Secondary Math (MATH)	4	*
Secondary Science Biology (SCIB)	6	*
Secondary Science Chemistry (SCIC)	2	*
Special Education (LBS1)	23	100%
Visual Arts K-12 (VART)	6	*
World Language K-12: Spanish (SPAN)	2	*
ADVANCED PROGRAM (ISBE CODE)	2018-2019 # of students	Percentage Graduating
Principal	20	100%
Superintendent	9	100%
School Phycologist	7	100%

Annual Reporting Outcome Measure 6:

Ability of completers to meet licensing (certification) and any additional state requirements; Title II (initial & advanced levels)

Southern Illinois University Edwardsville, School of Education, Health and Human Behavior
Title II report is located on our website at:

<http://www.siue.edu/education/about/accreditation.shtml>

Annual Reporting Outcome Measure 7:

Ability of completers to be hired in education positions for which they have prepared (initial & advanced levels)

ISBE Partnership in Educator Preparation Data, Placement Data, 2018-2019

ISBE Program Codes are listed on the following page.

Considerations:

- ISBE only collects employment data from the state's public schools (including charter schools). Completers employed in a non-public or out-of-state school are not included in this report.
- Employment is inclusive of all educational (Teaching, Administrative and School Support Personnel) roles requiring a state educator license categorized by program (excluding substitute teachers). Each year, school districts report in the fall all licensed personnel in the Employment Information System (EIS). EIS data will be updated for the 2019 school year in October 2019.



ISBE Codes for CAEP reported programs.

PROGRAM	CODE
Elementary	SCGE
Early Childhood	SCG3
Principal	PRIN
Special Education	LBSI
School Psychologist	SPSY
History	SSHI
Visual Arts	VART
Music	MUS
Biology	SCIB
Drama/Theatre Arts	DAT
English/Lang. Arts	ELA
Mathematics	Math
Chemistry	SCIC
Spanish	SPAN
Geography	SSGE
Superintendent	SUPT

Annual Reporting Outcome Measure 8:

Student loan default rates and other consumer information (initial & advanced levels)

Record 1 of 1

OPE ID	School	Type	Control	PRGMS		FY2015	FY2014	FY2013
001759	SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE 2308 RENDLEMAN HALL EDWARDSVILLE IL 62026-1060	Master's Degree or Doctor's Degree	Public	Both (FFEL/FDL)	Default Rate	6.3	6.8	7.5
					No. in Default	224	236	270
					No. in Repay	3,531	3,450	3,555
					Enrollment figures	15,879	16,280	16,427
					Percentage Calculation	22.2	21.1	21.6

ENROLLMENT: To provide context for the Cohort Default Rate (CDR) data we include enrollment data (students enrolled at any time during the year) and a corresponding percentage (borrowers entering repayment divided by that enrollment figure). While there is no direct relationship between the timing of when a borrower entered repayment (October 1 through September 30) and any particular enrollment year, for the purpose of these data, we have chosen to use the academic year ending on the June 30 prior to the beginning of the cohort year (e.g., FY 2015 CDR Year will use 2013-2014 enrollment).

Current Date : 04/15/2019