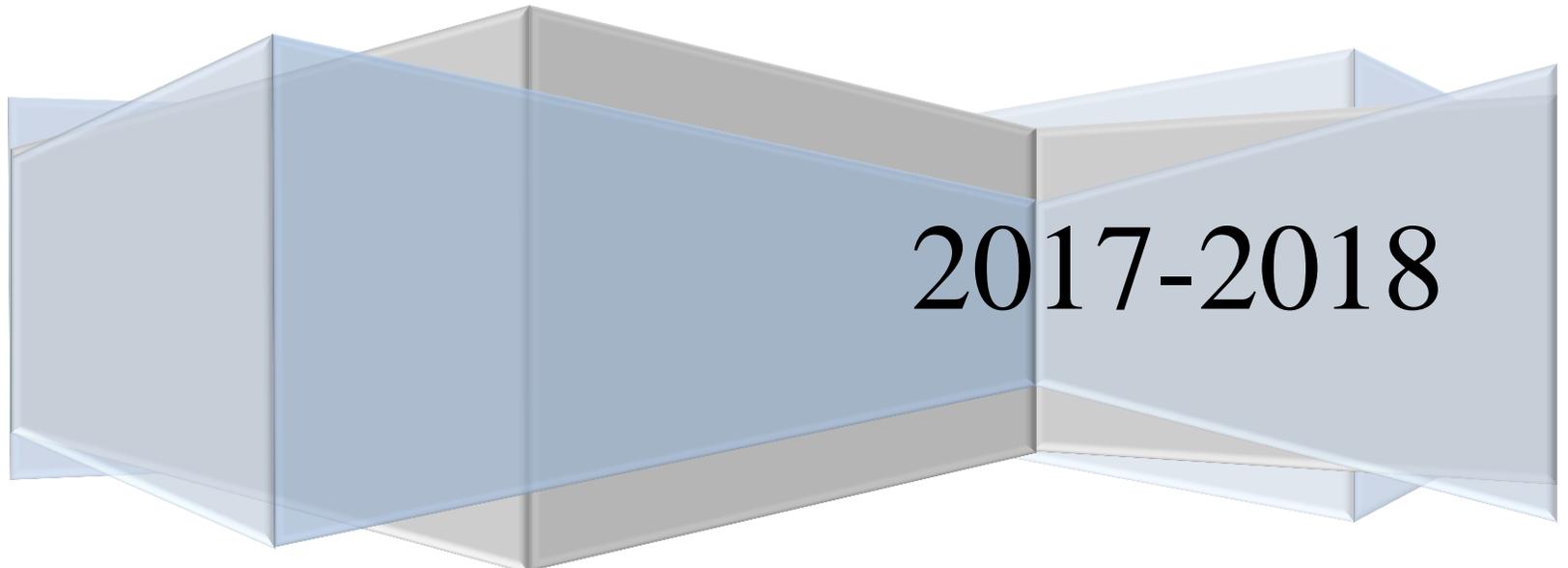


**Southern Illinois University  
Edwardsville  
Annual Reporting Measures**



**2017-2018**

# Annual Reporting Measures Southern Illinois University Edwardsville School of Education, Health and Human Behavior Initial Teacher Education Programs 2017-2018

## Annual Reporting Impact Measures 1-3

*Impact on Student Learning (CAEP 4.1)*

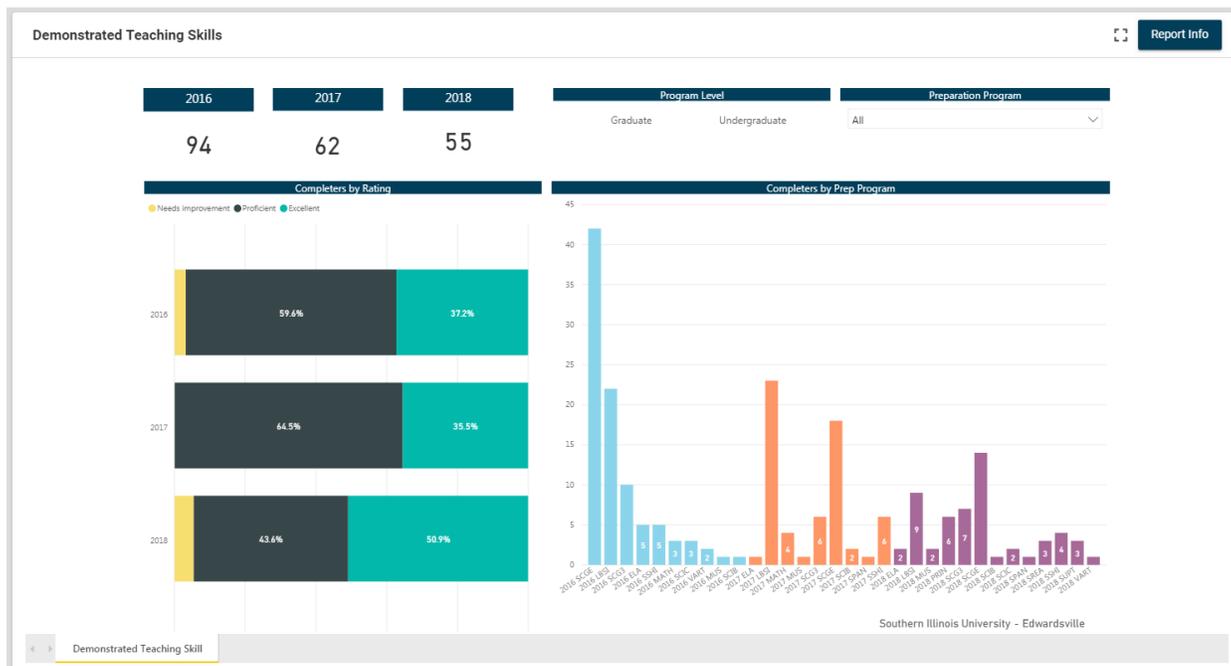
*Indicators of Teaching Effectiveness (Component 4.2)*

*Satisfaction of Employers and Employment Milestones (Components 4.3)*

### ISBE Partnership in Educator Preparation (PEP) Data, Demonstrated Teaching Skills, 2016-2018

In 2010, the state of Illinois implemented a statewide teacher performance evaluation system using the allowing districts to use either the Danielson or Marzano Frameworks. This teacher performance evaluation system consists of two components; student growth and professional practice. While districts may designate any percentage of evaluation for each component, student growth must be at least 30 %. The evaluations are completed by trained administrators who conduct observations and collect other evidence to determine the teacher rating of excellent, proficient, needs improvement or unsatisfactory. As part of the PEP data management system, the state of Illinois has made the results of these evaluations available to institutions. The graph below portray the disaggregate data, from the ISBE website where the data is housed, which presents data by year and by program. The table below represents the aggregated data by year.

<https://www.isbe.net/Pages/Educator-Evaluations.aspx>



### Aggregated Demonstrated Teaching Skills by Number

<b>Year</b>	<b>Total</b>	<b>Excellent</b>	<b>Proficient</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>
2016	94	35	56	3	0
2017	62	22	40	0	0
2018	55	28	24	3	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.

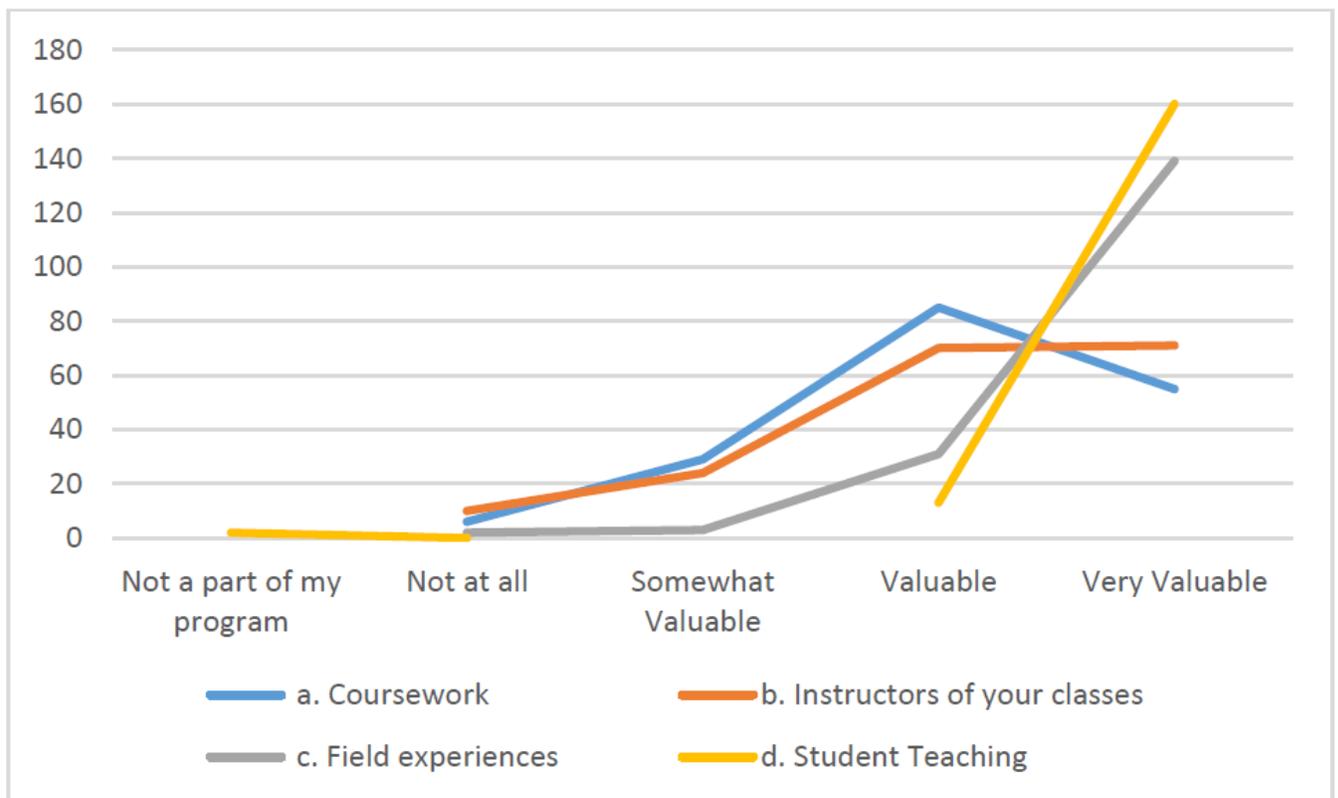
## Annual Reporting Impact Measure 4:

### *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 a sample of the data we received from the state.

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



We are currently waiting for the second year of data in fall 2019 to determine what trends appear. One issue we noted in the qualitative data provided 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.

## 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\*, students 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.

<b>PROGRAM (ISBE CODE)</b>	<b>2017-2018</b>	
Early Childhood (SCG3)	20	100%
Elementary (SCGE)	59	93%
English (ELA)	8	*
Performing Arts K-12 (MUS)	2	*
Performing Arts K-12 (Theater)	0	*
Secondary HSS (SSHI)	6	*
Secondary Math (MATH)	1	*
Secondary Science Biology (SCIB)	8	*
Secondary Science Chemistry (SCIC)	2	*
Special Education (LBS1)	23	100%
Visual Arts K-12 (VART)	3	*
World Language K-12: Spanish (SPAN)	1	*

**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.siu.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 (PEP) Data, Placement Data, 2016-2018

#### 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.

Placement

Report Info



**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