Data Summary
Southern Illinois University Edwardsville
School of Education, Health and Human Behavior
Unit Assessment System
Initial Teacher Education Programs
2015-2016

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	2.73 - 3.95	3.37
Elementary	2.57 - 4.00	3.3
Special Education	2.51 - 4.00	3.25
All Secondary	2.95 - 4.00	3.53
Average All Programs		3.36

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	17	254.6	16	94
110 - Elementary/Middle Grades	75	258.5	75	100
155 - Learning Behavior Specialist I	27	272	27	100
163 - Special Education General Curriculum Test	27	260	27	100
105 - Science: Biology	1	254	1	100
106 - Science: Chemistry	4	269	4	100
108 - Science: Earth and Space Science	1	261	1	100
111- English Language Arts	7	271	7	100
113- Social Science: Geography	2	264	2	100
114- Social Science: History	10	254	10	100
115- Mathematics	6	269	6	100
117- Social Science: Political Science	1	251	1	100
127 - Foreign Language: French	2	257	2	100
135 - Foreign Language: Spanish	6	256	6	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 test 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 (03/12-Present)	23	43.3	43.8	43.3
Elementary Literacy (03/12-Present)	70	44.3	45.6	44.9
K-12 Performing Arts (03/12-Present)	3	41.5	46.3	45.7
MC English-Language Arts (03/12-Present)	1	37.0	50.0	47.9
MC History/Social Studies (03/12-Present)	1	39.0	45.2	45.0
MC Mathematics (03/12-Present)	0	0.0	44.1	43.7
MC Science (03/12-Present)	1	43.0	47.7	45.3
Secondary ELA (03/12-Present)	5	38.2	47.4	46.9
Secondary HSS (03/12-Present)	5	40.6	46.0	44.7
Secondary Math (03/12-Present)	7	34.9	42.6	42.0
Secondary Science (03/12-Present)	4	43.3	46.9	45.7
Special Education (03/12-Present)	30	45.4	45.7	43.5
Visual Arts (03/12-Present)	2	47.0	48.9	47.0
World Language (03/12-Present)	4	40.3	38.2	36.5

The SIUe Teacher Candidate Exit Survey is given to candidates at the conclusion of their teacher preparation program. The purpose of the survey is to assess the perceptions of our candidates on our program's impact on their knowledge of and ability to implement the Illinois Professional Teaching Standards and content area standards. Survey results indicate our graduates agree or strongly agree that they have been well prepared for their profession.

Fall 2015 - Fall 2016 Candidate Exit Survey
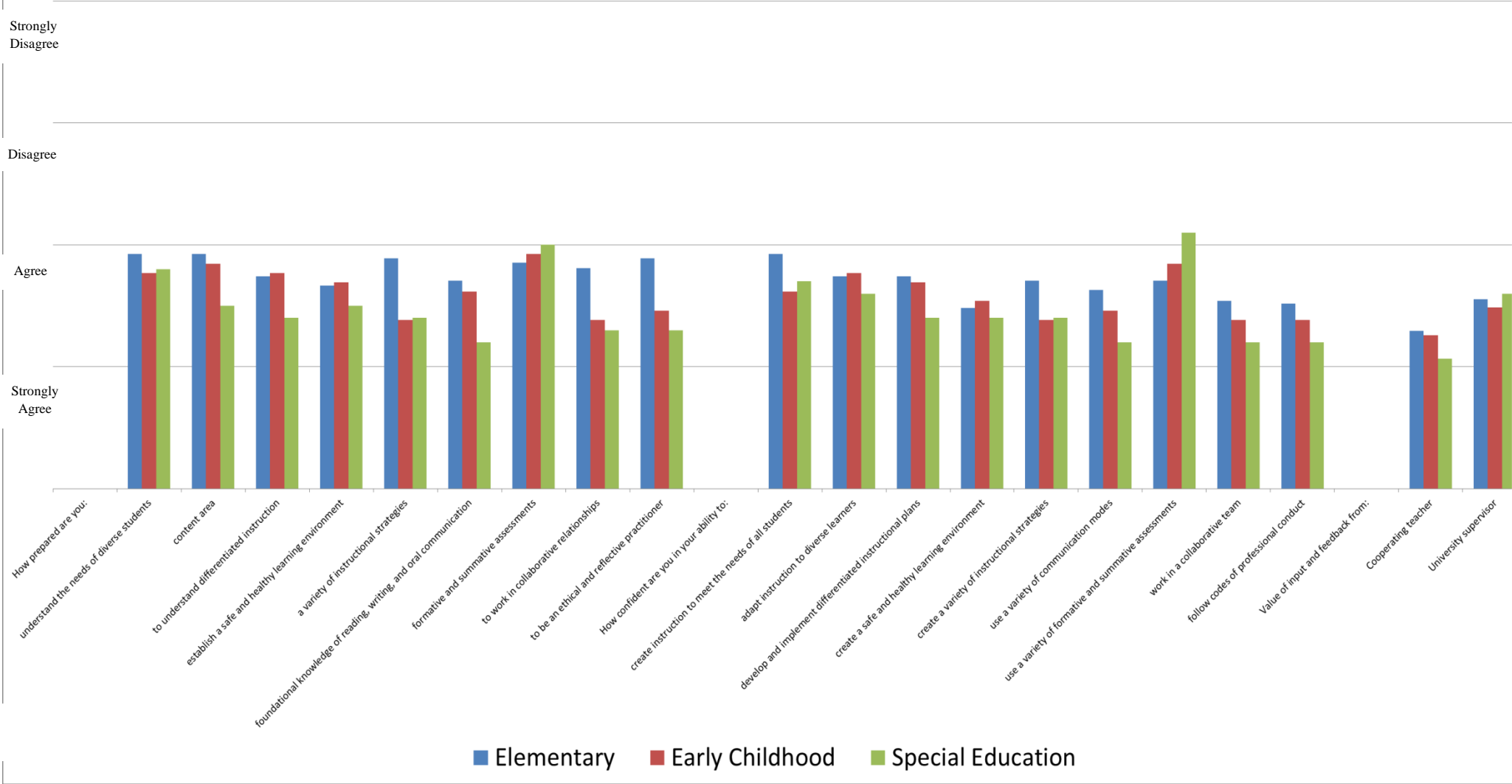
Data Summaries of
Southern Illinois University Edwardsville
School of Education Health and Human Behavior
Unit Assessment System
Advanced Programs
2015-2016

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
Curriculum and Instruction (**pedagogy-on campus**)	18	3.144
Curriculum and Instruction (**Millstadt**)	1	4
Educational Administration (EDAD MSED – **on-campus**)	25	3.463
Educational Administration (Principal-MSED, Cert. only-**on-campus**)	1	3.222
Educational Administration (Specialist General – **on-campus**)	15	3.221
Educational Administration (Superintendent-**on campus**)	14	3.329
Educational Administration - **Doctorate**	12	3.318
Instructional Technology (**on-line**)	11	3.456
Literacy (**on campus**)	5	3.535
Literacy Post-Masters (**on campus**)	3	3.045
Special Education (Master's)	15	3.174
Aggregate Data	**120**	**3.355**

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 *did not* meet the minimum requirements
Curriculum and Instruction	0
Educational Administration	1
Instructional Technology	1
Learning Culture Society	0
Literacy	0
Special Education	0
Aggregated data	2

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

Criteria for passing: Questions 1-16: Means for each question, across all programs, and for each program are at least 3.0. (Does not meet=less than 3; Meets=3.0-3.49; Exceeds=greater than 3.49).
The number of surveys in the data set is 42.

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

Mean	# Strongly Disagree	# Disagree	# Agree	# Strongly Agree
3.79/4.0	0	1	7	34

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

Mean	# Strongly Disagree	# Disagree	# Agree	# Strongly Agree
3.69/4.0	0	0	13	29

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

Mean	# Strongly Disagree	# Disagree	# Agree	# Strongly Agree
3.79/4.0	0	1	7	34

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

Mean	# Strongly Disagree	# Disagree	# Agree	# Strongly Agree
3.69/4.0	1	0	10	31

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
3.45/4.0	1	1	18	22

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
3.83/4.0	0	0	7	35

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

Mean	# Strongly Disagree	# Disagree	# Agree	# Strongly Agree
3.69/4.0	0	1	11	30

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

Mean	# Strongly Disagree	# Disagree	# Agree	# Strongly Agree
3.86/4.0	0	0	6	36

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
3.71/4.0	0	1	10	31

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
3.52/4.0	0	3	14	25

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

Mean	# Strongly Disagree	# Disagree	# Agree	# Strongly Agree
3.71/4.0	0	1	10	31

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

Mean	# Strongly Disagree	# Disagree	# Agree	# Strongly Agree
3.51/4.0	0	1	18	22

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

Mean	# Strongly Disagree	# Disagree	# Agree	# Strongly Agree
3.62/4.0	0	1	14	27

15. Advisors were helpful and available.

Mean	# Strongly Disagree	# Disagree	# Agree	# Strongly Agree
3.43/4.0	0	7	10	25

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

Mean	# Strongly Disagree	# Disagree	# Agree	# Strongly Agree
3.57/4.0	0	3	12	27

17. My overall rating of my graduate degree is:

Mean	# Very Poor	# Poor	# Fair	# Good	#Excellent
4.66/5.0	0	0	2	10	29