

Annual Reporting Measures for Academic Year 2020-21

Impact Measures

- Impact on P-12 Learning and Development
- Indicators of Teaching Effectiveness
- Satisfaction of Employees and Employment Milestones
- Satisfaction of Completers



Outcome Measures

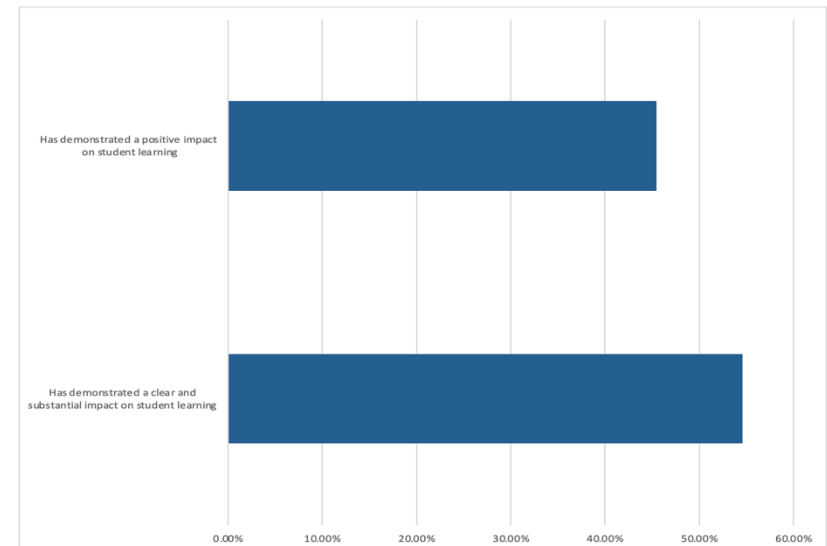
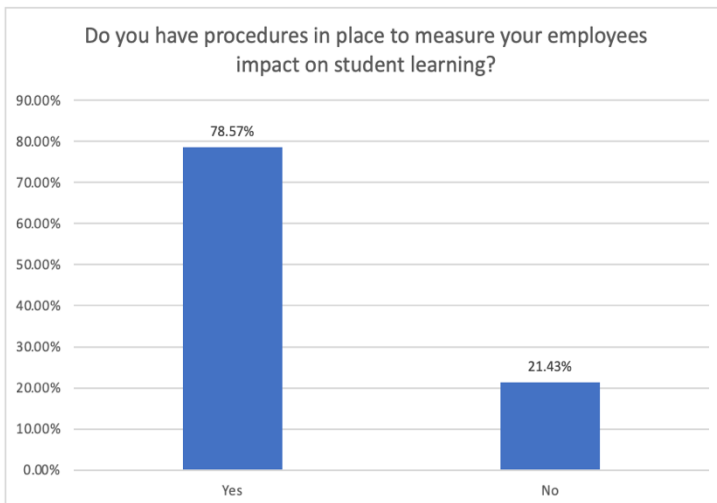
- Graduation Measures
- Ability of Completers to Meet Licensing (certification) and Any Additional State Requirements
- Ability of Completers to be Hired in Education Positions for Which they Have Prepared
- Student Loan Rates and Other Consumer Information

Impact Measures

Impact on P-12 Learning and Development

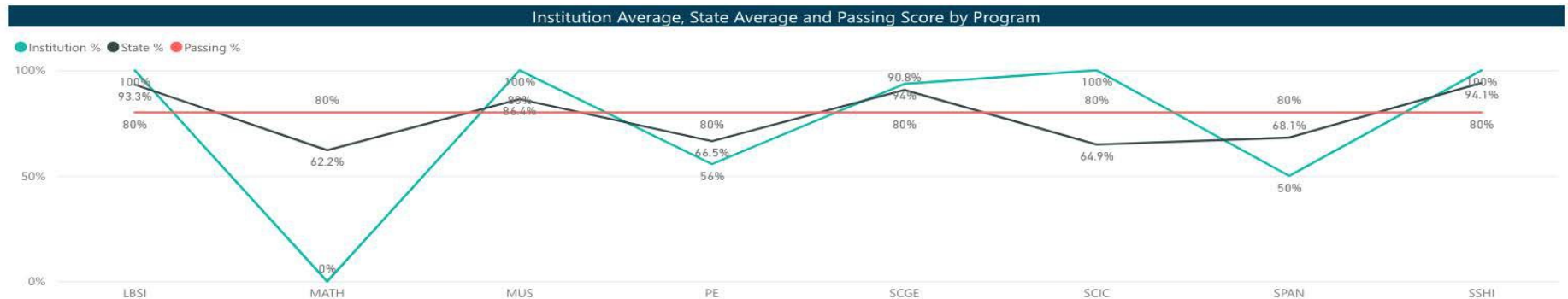
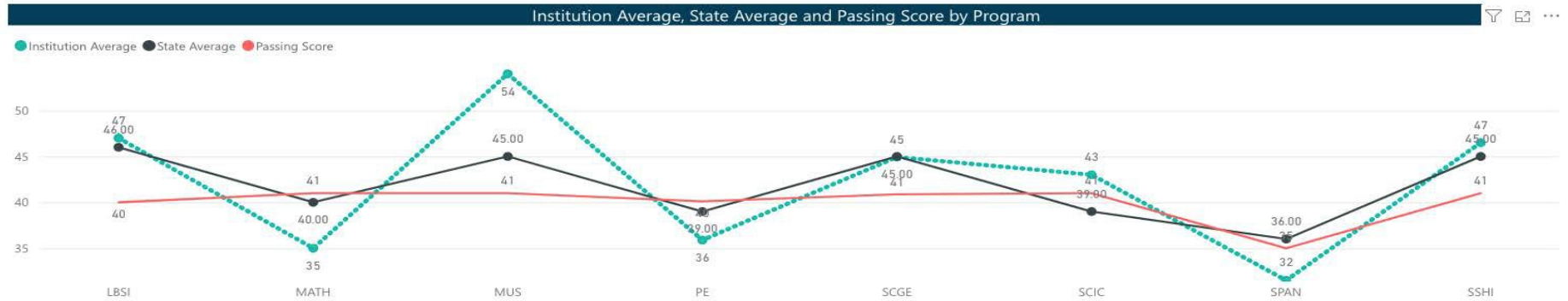
The demonstrated teaching skills and impact on K-12 students report visualizes the performance evaluations of candidates who have completed a program at the institution and are employed in an Illinois public school.

Student growth means a demonstrable change in a student's or group of students' knowledge or skills, as evidenced by gain and/or attainment on two or more assessments, between two or more points in time.



Indicators of Teaching Effectiveness - edTPA Scores

Program Year	Institution	Test Year	Test Sequence	Ranked Score
2020	All	All	All	All
		Test Pass	Rubric	
		Pass	Fail	13 15



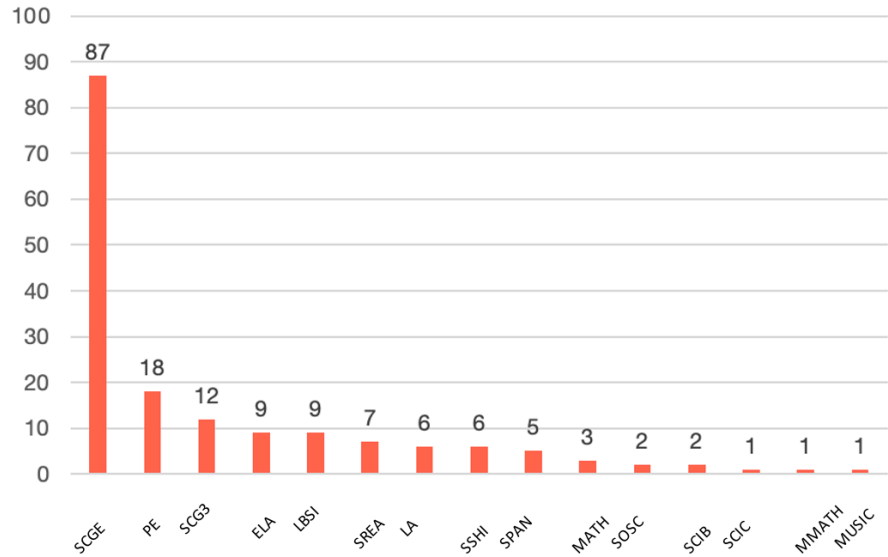
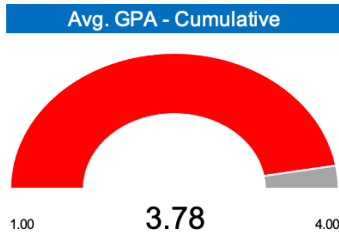
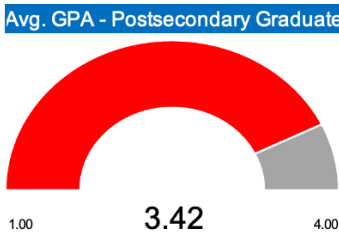
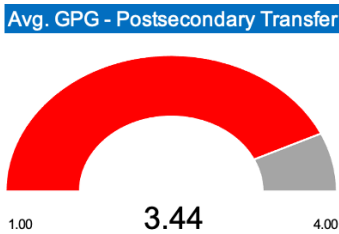
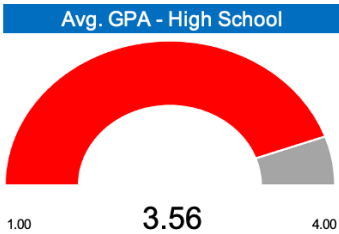
Program	Average Test Score	State Average	Minimum Passing Score
Elementary Literacy	44.94	45	39
K-12 Performing Arts	54	45	39
Physical Education	35.89	39	39
Secondary History/SS	46.5	45	39
Secondary Math	35	40	39
Special Education	47	46	39
Secondary Chemistry	43	39	39
World Language	31.5	36	35

*edTPA requirements were waived in March 2020 due to the pandemic. Submitted portfolios that received condition codes or non-passing scores did not need to be remediated and resubmitted. ISBE issued waivers to all student teachers for Spring 2020.

2019-2020 edTPA Mean Scores

	Data Source	n	Total Score Mean	Planning					Instruction					Assessment					Mean by Task		
				P1	P2	P3	P4	P5	I6	I7	I8	I9	I10	A11	A12	A13	A14	A15	P	I	A
All 15 Rubrics	Greenville University	39	44.3	3	3	3	2.9	2.8	3	3	2.9	3	2.6	2.8	3.4	3	2.7	3.1	14.6	14.6	15.1
	Completers	38	44.6	3.1	3	3	3	2.8	3.1	3.1	3	3.1	2.7	2.9	3.4	3	2.7	3.1	15	14.9	15.2
	State	4,023	45	3.1	3	3.1	3	3	3.1	3	2.9	2.9	2.8	3.1	3.3	2.8	2.9	3	15.2	14.6	15.2
	National	38,140	43.7	3	2.9	3	2.9	2.9	3.1	2.9	2.9	2.8	2.7	2.9	3.2	2.7	2.8	2.9	14.8	14.3	14.5
Elementary Literacy	Greenville University	29	44.7	3	2.9	2.9	2.9	2.8	3	3	2.8	3.1	2.6	3	3.5	3.1	2.7	3.2	14.6	14.6	15.5
	Completers	28	45.1	3	2.9	3	2.9	2.8	3.1	3.1	3	3.1	2.7	2.9	3.4	3	2.7	3.1	14.8	14.6	15.7
	State	946	45.2	3	2.9	3.1	3	2.8	3	3	2.9	3	2.7	3.1	3.5	3	2.9	3.2	14.8	14.7	15.7
	National	4,045	44.2	2.9	2.9	3	2.9	2.8	3	2.9	2.8	2.9	2.7	3	3.4	2.9	2.8	3.1	14.6	14.4	15.2
K-12 Performing Arts	Greenville University	1	54	3	4	4	4	3	3	4	3	3	3	4	4	4	4	4	18	16	20
	Completers	1	54	3	4	4	4	3	3	4	3	3	3	4	4	4	4	4	18	16	20
	State	226	46.4	3.2	3.1	3.2	3.1	3.1	3	3	2.8	3	2.9	3.2	3.4	2.9	3.2	3.2	15.8	14.7	15.9
	National	2072	45.1	3.1	3	3.2	3	3	3	3	2.7	3	2.8	3.1	3.3	2.8	3	3.1	15.3	14.4	15.3
Physical Education	Greenville University	5	41.4	3	3.2	2.8	3	2.4	2.8	2.8	3.2	2.8	2.4	2.2	3.2	2.4	2.6	2.6	14.4	14	13
	Completers	5	41.4	3	3.2	2.8	3	2.4	2.8	2.8	3.2	2.8	2.4	2.2	3.2	2.4	2.6	2.6	14.4	14	13
	State	235	41	2.9	2.9	2.8	2.7	2.7	2.8	2.8	2.9	2.9	2.4	2.7	3	2.5	2.5	2.6	13.9	13.8	13.3
	National	2,105	39.7	2.9	2.9	2.7	2.6	2.6	2.7	2.8	2.9	2.8	2.4	2.4	2.8	2.3	2.4	2.5	13.7	13.6	12.4
Secondary History/SS	Greenville University	2	46.5	3	3.5	3	2.5	3	3	3	3.5	3	3	3	3.5	3	3	3.5	15	15.5	16
	Completers	2	46.5	3	3.5	3	2.5	3	3	3	3.5	3	3	3	3.5	3	3	3.5	15	15.5	16
	State	273	45.9	3.1	3	3.1	3	3	3	3.1	3	2.9	2.9	3.2	3.5	2.9	2.9	3.2	15.2	15	15.7
	National	3,079	44.9	3.1	3	3	2.9	3	3	3	3	2.9	2.8	3.1	3.4	2.8	2.9	3	15	14.8	15.2
Secondary Mathmatics	Greenville University	1	35	3	2	3	3	3	3	2	2	2	2	2	3	2	1	2	14	11	10
	Completers	1	35	3	2	3	3	3	3	2	2	2	2	2	3	2	1	2	14	11	10
	State	196	39.9	2.8	2.3	2.8	2.5	2.6	3	2.4	2.4	2.7	2.4	2.6	3.4	2.7	2.7	2.6	13	12.9	13.9
	National	2,576	39.6	2.8	2.4	2.8	2.5	2.6	3	2.4	2.5	2.8	2.4	2.5	3.4	2.5	2.6	2.5	13.1	13.1	13.4
Secondary Science	Greenville University	1	43	3	2	3	3	3	3	4	3	4	3	1	3	3	2	3	14	17	12
	Completers	1	43	3	2	3	3	3	3	4	3	4	3	1	3	3	2	3	14	17	12
	State	187	41.5	3	2.5	3	2.7	2.9	3.1	2.7	2.6	2.4	2.3	2.9	3.3	2.6	2.9	2.7	14.1	13.1	14.3
	National	2,651	41.5	3	2.5	3	2.7	2.9	3	2.7	2.7	2.4	2.4	2.8	3.3	2.5	2.8	2.6	14.1	13.3	14.1
All 13 Rubrics	Greenville University	1	37	3	3	3		3	3	3	3	3	2	2	3	3		3	12	14	11
	Completers	1	37	3	3	3		3	3	3	3	3	2	2	3	3		3	12	14	11
	State	122	37.1	3.1	3.1	3.1		3	3.1	2.7	2.6	2.1	2.5	2.9	3.1	2.8		2.8	12.3	13.1	11.7
	National	1,013	35.5	3.1	3	3		2.9	3.1	2.6	2.4	2	2.5	2.7	3	2.6		2.7	12	12.5	11
World Language	Greenville University	1	37	3	3	3		3	3	3	3	3	2	2	3	3		3	12	14	11
	Completers	1	37	3	3	3		3	3	3	3	3	2	2	3	3		3	12	14	11
	State	120	37.3	3.1	3.2	3.2		3	3.2	2.7	2.6	2.2	2.5	2.9	3.2	2.8		2.9	12.4	13.1	11.8
	National	991	35.6	3.1	3	3		2.9	3.1	2.6	2.4	2	2.5	2.7	3	2.6		2.7	12	12.5	11

Academic Strength - 2020



Program	Average of ACT	Average of SAT
SCGE - Elementary Education	21	1068
PE - Physical Education	21	835
SCG3 - Early Childhood Education	21	1157
ELA - English/Language Arts	24	1085
LBSI - Special Education	21	1073
LA - Language Arts	25	1000
SSHI - Secondary Education History	24	na
SPAN - Spanish Education	22	1190
MATH - Secondary Education Math	28	na
SCIB - Secondary Education Biology	26	1260
SOSC - Middle Grades Social Science	24	na
SCIC - Secondary Education Chemistry	22	na
MMATH - Middle Grades Math	26	na
MUSIC - Music Education	23	na

Satisfaction of Employees and Employment Milestones

Employer Satisfaction

Rating Scale: Strongly Agree = 5; Agree = 4; Undecided = 3; Disagree = 2; Strongly Disagree = 1

Based on this employee's performance, please rate the effectiveness of the School of Education at GU as it relates to the following prompts:

The teacher:

Understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs, and implements developmentally appropriate and challenging learning experiences.	4.64
Uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.	4.64
Works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.	4.69
Understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.	4.64
Understands how to connect concepts and use differing perspectives to engage learners in critical thinking creativity and collaborative problem solving related to authentic local and global issues.	4.64
Understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.	4.57
Plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy.	4.71
Understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections and to builds skills to apply knowledge in meaningful ways.	4.57
Engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.	4.64
Seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.	4.36

Employer Satisfaction

Rating Scale: Strongly Agree = 5; Agree = 4; Undecided = 3; Disagree = 2; Strongly Disagree = 1

Due at least in part to the Teacher Education Program and Faculty at Greenville University, I consider our employee or employees to be an educator who models the following dispositions:

Demonstrates effective oral communication skills	4.71
Demonstrates effective written communication skills	4.64
Demonstrates professionalism	4.64
Demonstrates a positive and enthusiastic attitude	4.64
Demonstrates preparedness in teaching and learning	4.64
Exhibits an appreciation of and value for cultural and academic diversity	4.69
Collaborates effectively with stakeholders	4.5
Demonstrates self-regulated learner behaviors/takes initiative	4.36
Exhibits the social and emotional intelligence to promote personal and educational goals/stability	4.64

Satisfaction of Completers

Academic Background

Rating Scale: Strongly Agree = 5; Agree = 4; Undecided = 3; Disagree = 2; Strongly Disagree = 1

How well did your teacher preparation program prepare you to:

	Very Well	Well	Somewhat Well	Not Well
Collaborate with colleagues to improve student learning	10	9	3	
Set challenging and appropriate goals for student learning and performance	11	10	1	
Empower students to become self-directed and productive learners	11	10	1	
Maintain discipline and an orderly, purposeful learning environment	9	10	3	
Work with parents and families to better understand students and to support their learning	6	12	4	
Develop positive and supportive relationships with students	15	6	1	
Create an environment of high expectations for all students	13	8	1	
Teach in ways that support English Language Learners	7	7	7	1
Teach in ways that support students with diverse ethnic, racial, cultural, and socioeconomic backgrounds	11	9	2	
Teach in ways that support students with special needs-exceptional children	11	9	2	
Teach in ways that support academically gifted students	7	11	3	1
Develop a classroom environment that promotes respect and group responsibility	15	5	2	
Demonstrate knowledge of the subject matter you teach	14	7	1	
Teach the concepts, knowledge, and skills of your discipline	15	6	1	
Align instruction with state standards	15	6	1	
Relate classroom teaching to the real world	12	9	1	
Use knowledge of student learning and curriculum to plan instruction	15	6	1	
Develop lessons that build on students' experiences, interests, and abilities	14	7	1	
Develop a variety of assessments (e.g., tests, observations, portfolios, performance tasks)	13	7	2	
Provide purposeful feedback to students to guide their learning	14	6	2	
Differentiate instruction based on student needs	15	5	2	
Use technology in the classroom to improve learning outcomes	9	9	4	
Help students think critically and solve problems	9	11	2	
Develop students' questioning and discussion skills	11	10	1	
Analyze student performance data (e.g., formative and summative assessments, standardized tests, performance tasks, etc.)	14	7	1	
Adapt practice based on research and student performance data	11	10	1	

Teacher Preparation Quality

Please select the three items that would have most improved the quality of your teacher preparation

More exposure to a variety of school environments (e.g., urban vs. rural; high-performing vs. low-performing)			3
More coaching and feedback during student teaching	3	1	2
More opportunities to learn about and practice classroom management	1	7	2
More opportunities to learn about and practice instructional planning	1	3	2
More opportunities to learn about and develop assessments	1	3	1
More opportunities to learn about and practice differentiated classroom instruction	2	3	5
More opportunities to analyze student learning to inform instruction		1	3
More opportunities to learn about and practice non-teaching tasks (e.g., communicating with parents, developing IEPs)	12	2	3
More guidance on task/time management		1	
Other (please specify)	1	1	

Teacher Preparation Quality

In your teacher preparation program, how much opportunity did you have to do the following?

	Extensive opportunities	Many opportunities	Some opportunities	Few opportunities	No opportunity
Study stages of child development and learning	1	4	16	1	
Develop strategies for managing student behavior	1	10	11		
Develop strategies for establishing classroom procedures	3	12	7		
Develop strategies for teaching English Language Learners		3	9	9	1
Develop strategies for teaching students from diverse racial, ethnic, cultural, and socioeconomic backgrounds	2	8	8	4	
Develop strategies for teaching students with special needs	5	11	5	1	
Develop strategies for teaching students who are academically gifted	2	5	9	5	1
Develop strategies for teaching students of varying ability	9	8	4	1	
Apply state standards to instruction	10	6	6		
Plan units and lessons	11	8	3		
Create formative and summative student assessments	9	9	4		
Analyze student assessment data and work to adjust instruction	9	7	5	1	
Provide meaningful and specific academic feedback to students	9	7	6		
Develop instructional strategies to promote students' critical thinking skills	6	12	4		

Teacher Preparation Confidence

I feel confident in my ability to:	Strongly agree	Agree	Neither agree nor disagree
Set challenging and appropriate goals for student learning and performance	8	14	
Plan instruction aligned with state standards	9	13	
Develop lessons that build on student experiences, interests, and abilities	13	9	
Maintain the discipline and an orderly purposeful learning environment	7	14	1
Develop positive and supportive relations with students	17	5	
Develop a classroom environment that promotes respect and group responsibility	15	7	
Differentiate instruction based on student needs	8	13	1
Provide purposeful feedback to students to guide their learning	13	9	
Help students think critically and solve problems	11	11	
Use technology in the classroom to improve learning outcomes	13	8	1
Use a variety of assessments (e.g., tests, observations, portfolios, performance tasks) to monitor student learning	14	8	1
Help students assess their own learning	10	11	1
Analyze student performance data to improve effectiveness	9	13	
Work with parents and families to better understand and to support their learning	10	9	3

Teacher Practice/Job Satisfaction

Based on what you know so far, if someone could change any of the following items, which ones would be most important to improve your satisfaction with teaching? Choose the five most important items.

Administrator support	2	4	1	1	
Colleague support	3		2		1
Fewer mandated assessments	5	2	1		
Health and retirement benefits					3
Mentor support	3	1	1		
More autonomy over instructional decisions	2	1			2
Opportunities to assume leadership roles			1	1	2
Parental support	1	1	2	5	3
Professional development		1	1		3
Salary		1	2	6	
Student behavior	1	2	3	1	2
Student motivation		2	4	3	
Teaching students with varied abilities		2	1		3
Your instructional resources	2	4	1	2	1
Your overall workload	2	1	2	1	1
Your teaching assignment				1	
Other (please specify)					

**Teacher Practice/Job Satisfaction
Plans**

I consider teaching to be my ideal career

Strongly agree	77%
Agree	14%
Neither agree nor disagree	
Disagree	9%
Strongly disagree	
Total	100.00%

**Teacher Practice/Job Satisfaction
Plans**

How long do you plan on teaching in Illinois?

1 year	1
2 to 4 years	3
5 to 10 years	3
11 to 20 years	1
More than 20 years	10
Not returning	4

Surveys completed 2020 for 2019 graduates.

Outcome Measures

Graduation Rates

Program Completion Rates for Students admitted during 2012-2013 - graduated 2014-2015				
Program		Admitted	Completed	Graduation Rate
Early Childhood Education (ECH)	Traditional	1	1	100%
ECH/ELEM (dual major)	Traditional	9	9	100%
English Language Arts Education	Traditional	2	2	100%
Special Education (LBSI)	Traditional	7	4	57%
LBSI/ELEM (dual major)	Traditional	1	1	100%
Elementary Education	MAT	10	7	70%
Elementary Education	Traditional	17	12	76%
Elementary Education	UTEP	21	21	100%
Total Elementary Ed		48	41	85%
History Education	MAT	1	1	100%
History Education	Traditional	4	3	75%
Total History Education		5	4	80%
Math Education	Traditional	3	3	100%
Music Education	MAT	1	1	100%
Music Education	Traditional	5	2	40%
Total Music Education		6	3	50%
Physical Education	Traditional	5	5	100%
MAE - Reading	MAE	19	18	95%
Overall		106	91	85%

Program Completion Rates for Students admitted during 2014-2015 - graduated 2016-2017				
Program		Admitted	Completed	Graduation Rate
ECH/Elem (dual major)	Traditional	3	2	67%
English Language Arts Education	Traditional	1	1	100%
Special Education (LBSI)	Traditional	4	3	75%
LBSI/Elem (dual major)	Traditional	1	1	100%
Elementary Education	MAT	1	1	100%
Elementary Education	Traditional	10	8	80%
Elementary Education	UTEP	30	29	97%
Total Elementary Ed		41	38	93%
Math Education	Traditional	3	3	100%
Music Education	Traditional	1	0	0%
Physical Education	Traditional	7	7	100%
MAE - Reading	MAE	7	7	100%
Overall		68	62	91%

Program Completion Rates for Students admitted during 2016-2017 - graduated 2018-2019				
Program		Admitted	Completed	Graduation Rate
Special Education (LBSI)	Traditional	3	1	33%
Elementary Education	Traditional	11	8	73%
Elementary Education	UTEP	14	12	86%
Total Elementary Education		25	20	80%
Math Education	Traditional	2	1	50%
History Education	Traditional	1	1	100%
Music Education	Traditional	1	1	100%
Physical Education	Traditional	1	1	100%
Overall		33	25	76%

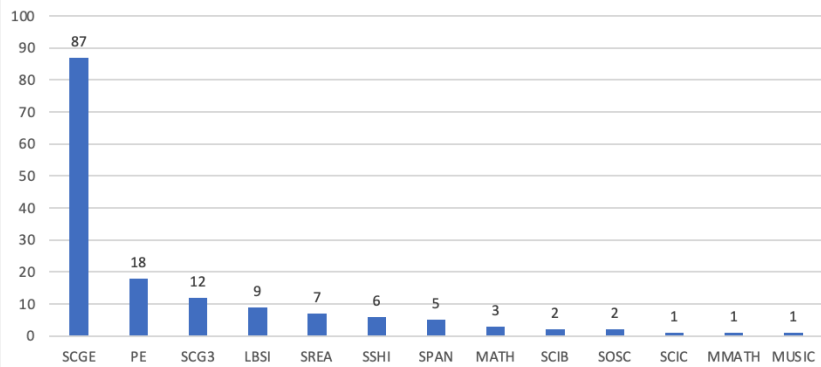
Program Completion Rates for Students admitted during 2013-2014 - graduated 2015-2016				
Program		Admitted	Completed	Graduation Rate
ECH/Elem (dual major)	Traditional	2	2	100%
English Language Arts Education	Traditional	1	1	100%
Special Education (LBSI)	Traditional	10	9	90%
LBSI/Elem (dual major)	Traditional	2	2	100%
Elementary Education	MAT	5	4	80%
Elementary Education	Traditional	7	6	86%
Elementary Education	UTEP	11	11	100%
Total Elementary Ed		23	21	92%
Biology Education	Traditional	2	2	100%
History Education	MAT	1	0	0%
History Education	Traditional	2	2	100%
Total History Education		3	2	67%
Math Education	Traditional	1	1	100%
Math Education	MAT	1	1	100%
Total Math Education		2	2	100%
Physical Education	Traditional	1	1	100%
Physical Education	MAT	1	1	100%
Total Physical Education		2	2	100%
MAE - Reading	MAE	13	11	85%
Overall		57	52	92%

Program Completion Rates for Students admitted during 2015-2016 - graduated 2017-2018				
Program		Admitted	Completed	Graduation Rate
Early Childhood Education (ECH)	Traditional	1	0	0%
English Language Arts Education	Traditional	1	0	0%
Special Education (LBSI)	Traditional	4	4	100%
Elementary Education	Traditional	7	5	71%
Elementary Education	UTEP	8	7	88%
Total Elementary Education		15	12	80%
Spanish Education	Traditional	2	2	100%
Biology Education	Traditional	1	0	0%
Chemistry Education	Traditional	1	1	100%
History Education	Traditional	1	0	0%
Physical Education	Traditional	1	1	100%
MAE - Reading	MAE	8	7	87%
Overall		35	27	77%

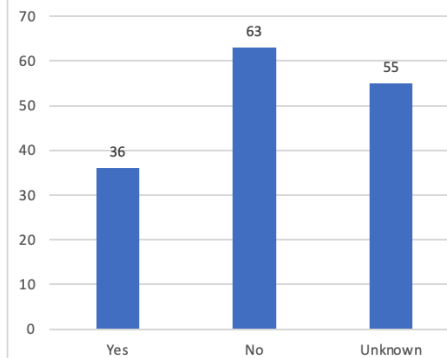
Program Completion Rates for Students admitted during 2017-2018 - graduated 2019-2020				
Program		Admitted	Completed	Graduation Rate
Special Education (LBSI)	Traditional	1	1	100%
Elementary Education	Traditional	11	8	73%
Elementary Education	UTEP	20	15	75%
Total Elementary Education				74%
Middle Grades Math Education	Traditional	1	1	100%
History Education	Traditional	4	3	75%
Music Education	Traditional	1	1	100%
Physical Education	Traditional	7	7	100%
Biology Education	Traditional	1	1	100%
Chemistry Education	Traditional	1	1	100%
English Language Arts Education	Traditional	3	3	100%
Spanish Education	Traditional	2	2	100%
Overall		61	52	85%

Candidate/Completer Diversity & Demographics

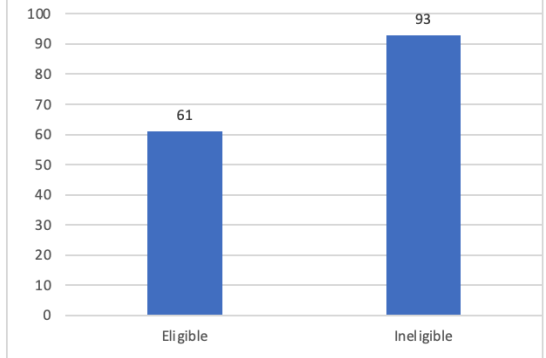
Number of Candidates by Prep Program AY 2019-2020



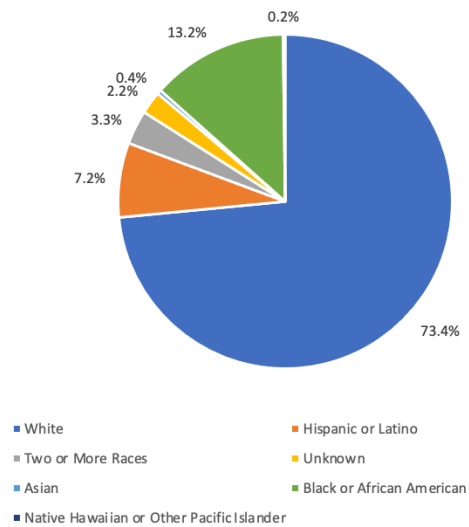
First Generation College Student



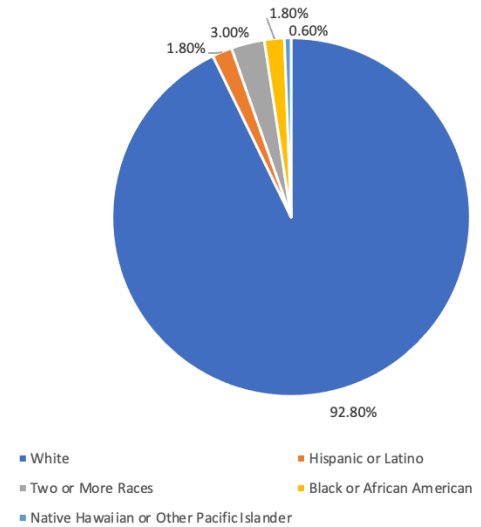
Pell Grant Eligibility



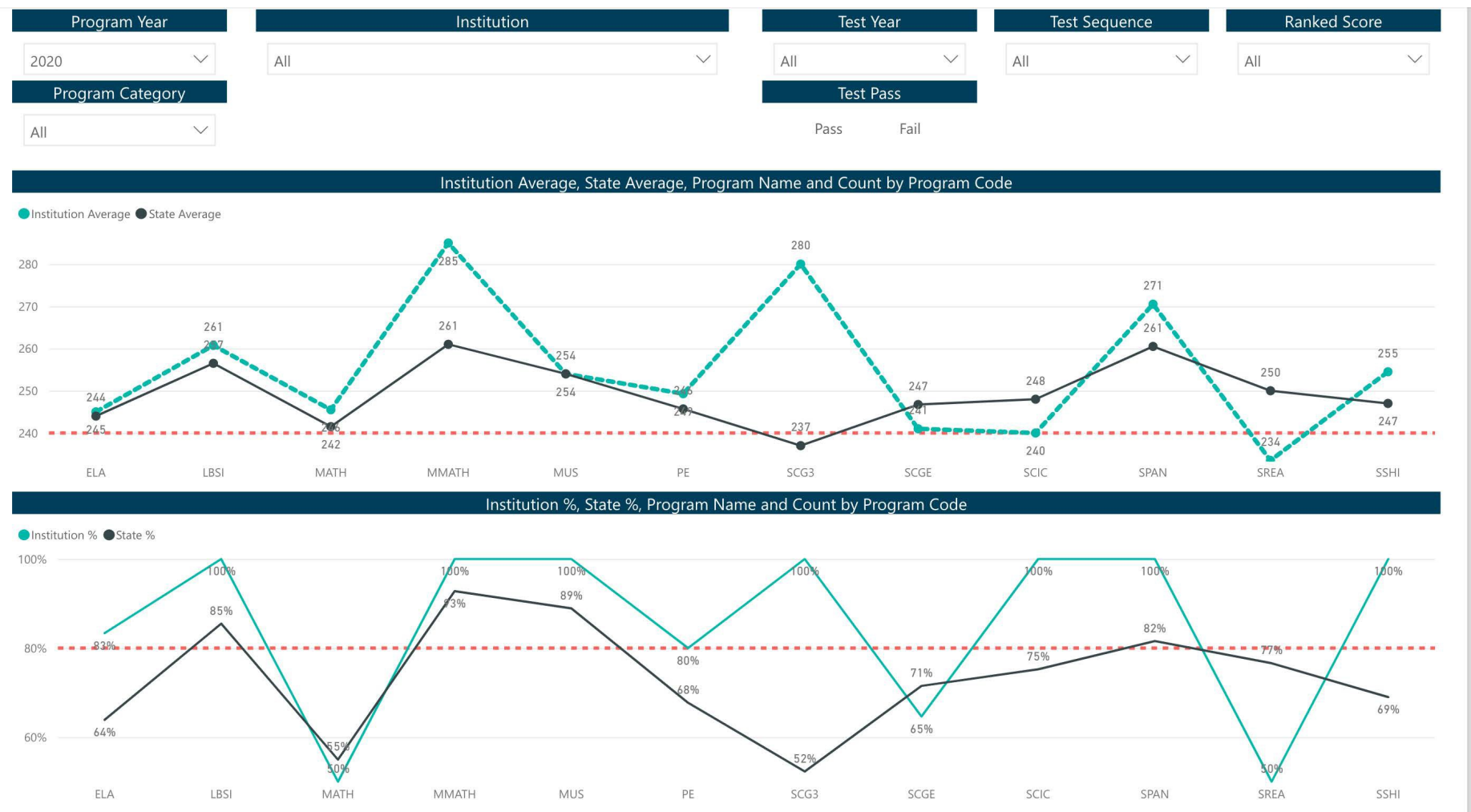
Institution Percentage by Race/Ethnicity



Program Percentage by Race/Ethnicity



Ability of Completers to Meet Licensing (Certification) and Any Additional State Requirements



Institution Average, State Average, Program Name and Count by Program Code

● Institution Average ● State Average

Program Code	Institution Average	State Average
ELA	244	245
LBSI	261	257
MATH	245	242
MMATH	285	261
MUS	254	254
PE	249	247
SCG3	280	237
SCGE	241	247
SCIC	240	248
SPAN	271	261
SREA	234	250
SSHI	255	247

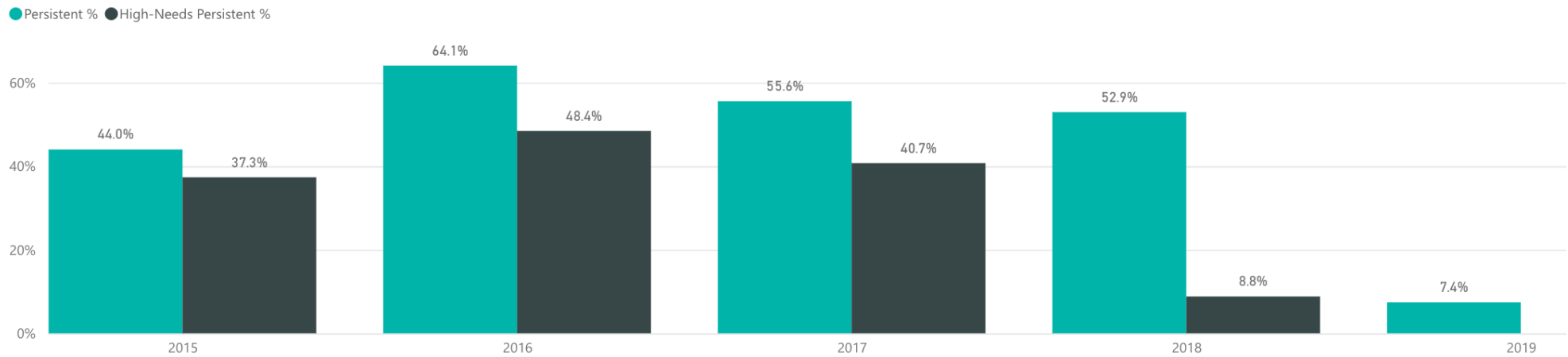
Institution %, State %, Program Name and Count by Program Code

● Institution % ● State %

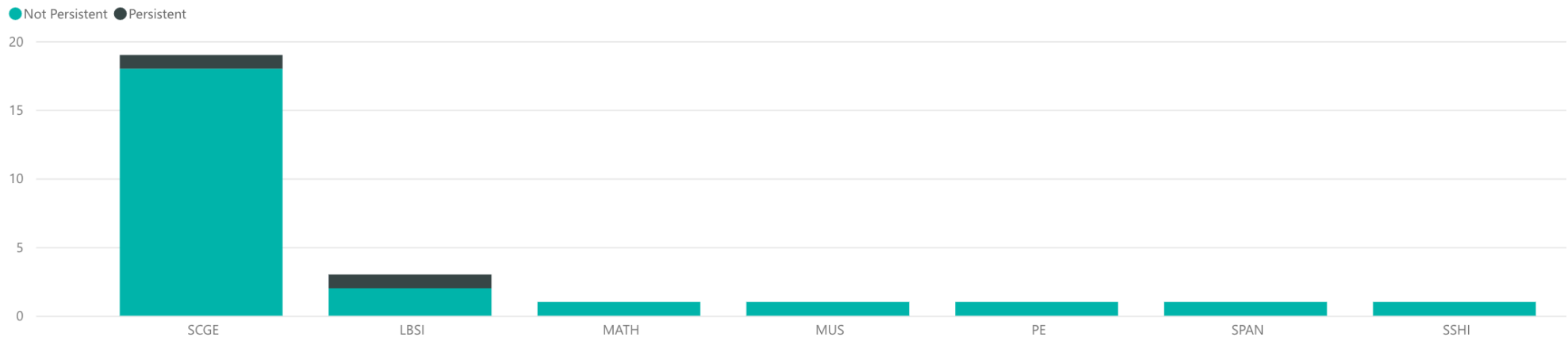
Program Code	Institution %	State %
ELA	83%	64%
LBSI	100%	85%
MATH	50%	55%
MMATH	100%	93%
MUS	100%	89%
PE	80%	68%
SCG3	100%	52%
SCGE	65%	71%
SCIC	100%	75%
SPAN	100%	82%
SREA	50%	77%
SSHI	100%	69%

Ability of Completers to be Hired in Education Positions for Which They Have Prepared

Persistent Percentage



Persistence Detail by Program



Student Loan Rates and Other Consumer Information

3-Year Cohort Default Rate Summary

<u>Fiscal Year</u>	<u>February</u>	<u>September</u>	<u>Report Year</u>
FY 2009	8.70%	7.80%	2012
FY 2010	6.10%	5.90%	2013
FY 2011	6.50%	6.70%	2014
FY 2012	5.40%	5.30%	2015
FY 2013	6.20%	6.10%	2016
FY 2014	4.20%	4.20%	2017
FY 2015	4.20%	4.20%	2018
FY 2016	5.20%	5.20%	2019
FY 2017	6.40%	6.40%	2020
FY 2018	4.90%		2021

* - February Rates are a 'draft' rates

* - September Rates are 'official' rates