

Annual Reporting Measures for Academic Year 2019-20

(data from 18-19)

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

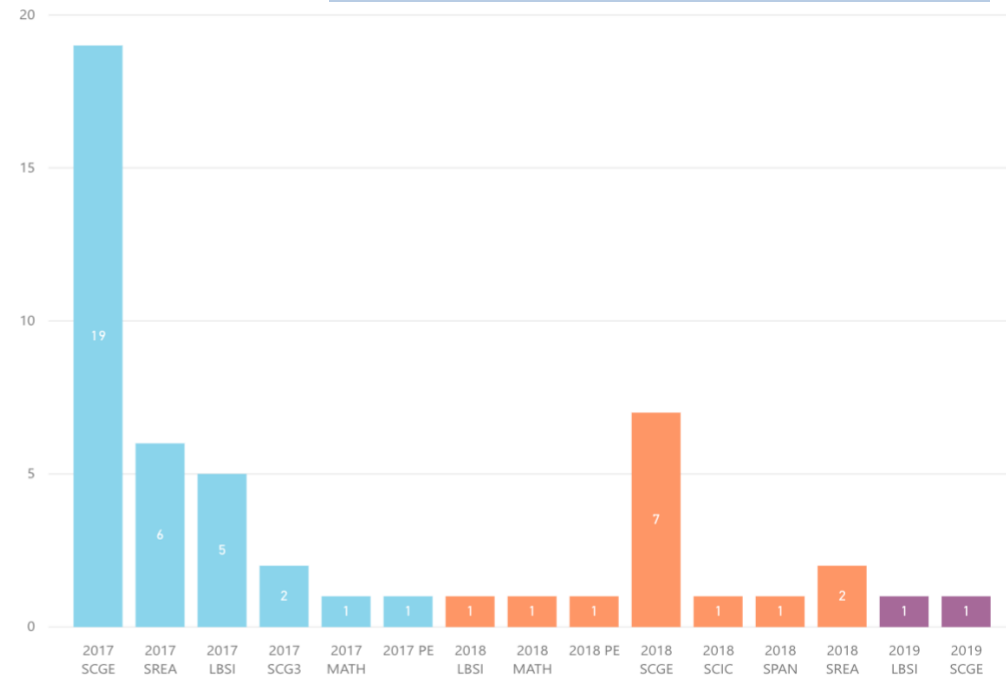
Impact on P-12 Learning and Development

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.

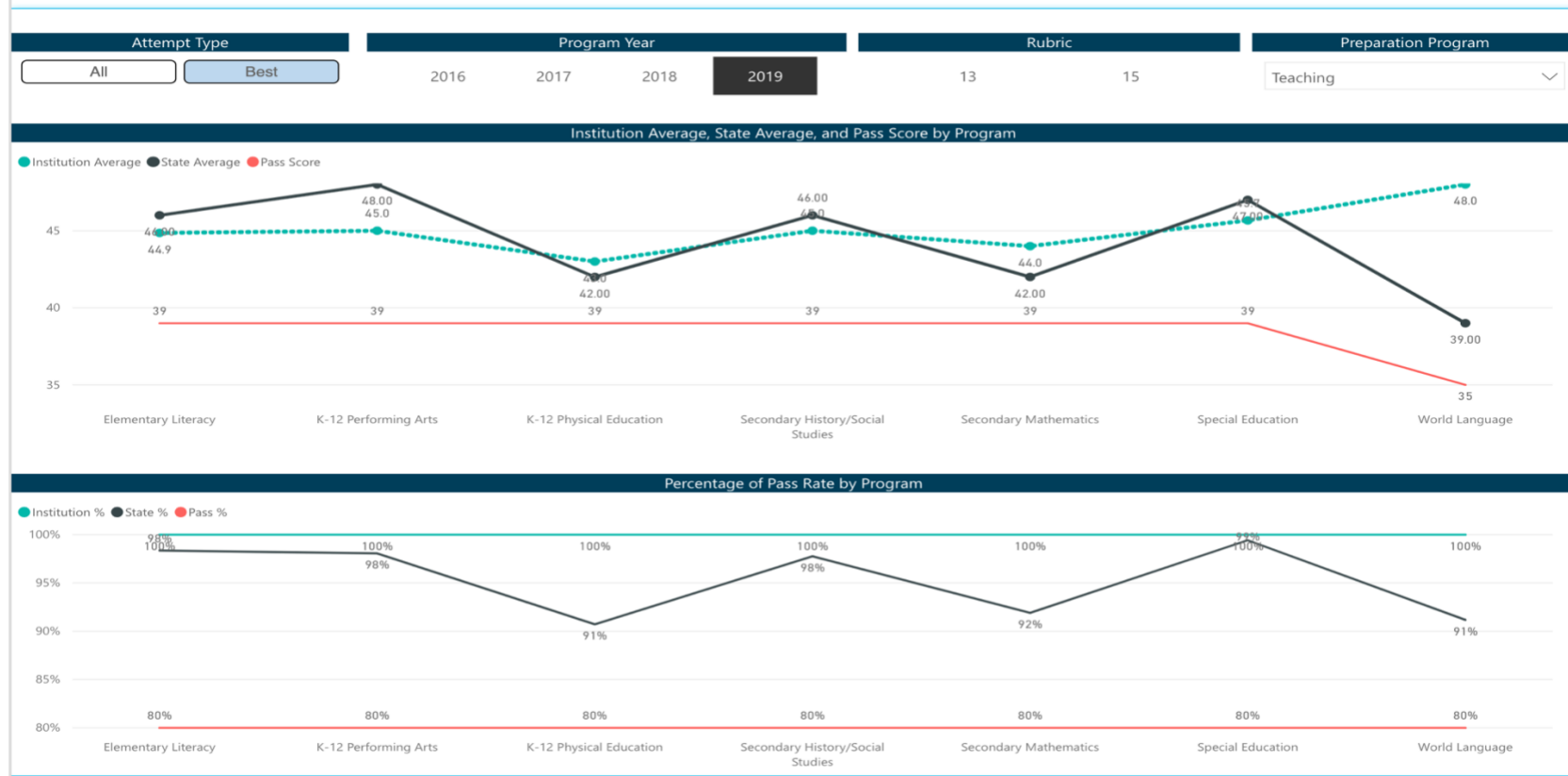
Program Key	
SCGE	Elementary Education
SREA	Reading Specialist
LBSI	Special Education
MATH	Secondary Math
MUS	Music Education
PE	Physical Education
SCG3	Early Childhood Education
SCIB	Secondary Biology
SCIC	Secondary Chemistry
SPAN	Spanish Education

● Proficient



Indicators of Teaching Effectiveness

edTPA Scores

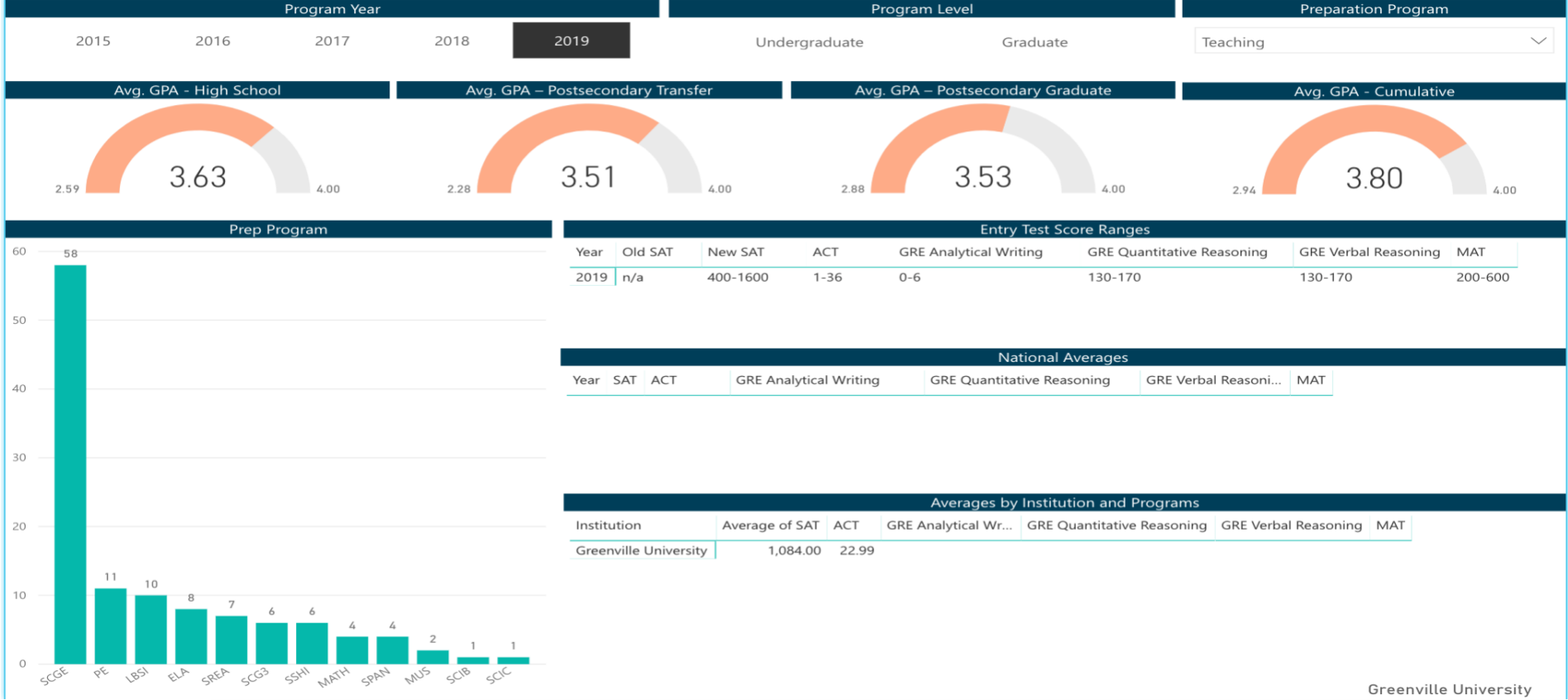


Program	Average of Test Score	State Average	Median of Pass Score
Elementary Literacy	43.9	45.9	39
K-12 Performing Arts	45	47	39
Physical Education	39.5	40.2	39
Secondary History/SS	45	45.5	39
Secondary Math	44	40.2	39
Special Education	45.7	46.8	39
World Language	48	37.4	35

Greenville University, State and National Comparison Mean edTPA scores for Annual Year 2018-2019

			Total Score Mean	Planning					Instruction					Assessment					Mean by Task		
	Data Source	n		P1	P2	P3	P4	P5	I6	I7	I8	I9	I10	A11	A12	A13	A14	A15	P	I	A
All 15 Rubrics	Greenville University	31	43.9	2.9	3	3	3	2.9	3	2.9	2.9	3	2.7	2.7	3.3	2.9	2.7	2.9	14.8	14.5	14.5
	GU Program Completers	27	43.9	2.9	3	3	3	2.9	3	3	2.9	3	2.7	2.7	3.3	3	2.7	2.9	14.8	14.6	14.6
	State	4,549	45.1	3.1	3	3.1	3	3	3.1	3	2.9	2.9	2.8	3.1	3.3	2.8	3	3	15.3	14.7	15.1
	National	41,538	43.8	3	2.9	3.1	2.9	2.9	3.1	3	2.9	2.8	2.7	2.9	3.2	2.7	2.8	2.9	14.9	14.4	14.5
Elementary Literacy	Greenville University	23	43.9	3	2.9	3	3.1	3	3	2.9	2.7	2.9	2.7	3	3.4	2.9	2.7	2.9	15	14.2	14.7
	GU Program Completers	20	43.6	3	2.9	2.9	2.9	3	3	2.9	2.8	2.9	2.7	3	3.6	3.2	2.8	3.1	14.7	14.3	14.7
	State	1,038	45.9	3	3.1	3.2	3.1	2.9	3.1	3	3	3	2.8	3.1	3.5	3	3	3.2	15.3	14.8	15.8
	National	4,334	44.4	3	3	3.1	3	2.8	3	2.9	2.9	2.9	2.7	3	3.3	2.9	2.8	3.1	14.8	14.5	15.1
K-12 Performing Arts	Greenville University	1	45	3	3	3	3	3	3	3	3	3	3	4	3	2	3	3	15	15	15
	GU Program Completers	1	45	3	3	3	3	3	3	3	3	3	3	4	3	2	3	3	15	15	15
	State	269	47	3.2	3.2	3.3	3.2	3.2	3.1	3	2.8	3	2.9	3.3	3.4	3	3.1	3.3	16.1	14.7	16.3
	National	2,262	45.7	3.1	3.1	3.2	3	3.1	3.1	3	2.8	3	2.8	3.2	3.3	2.9	3	3.2	15.6	14.6	15.5
Physical Education	Greenville University	2	39.5	2.5	3	3	2.5	2.5	3	2.5	3.5	3	2.5	2	2.5	2.5	2	2.5	13.5	14.5	11.5
	GU Program Completers	1	43	3	3	3	3	3	3	3	4	3	2	2	3	3	2	3	3	3	2.6
	State	219	40.2	2.8	2.8	2.7	2.6	2.5	2.8	2.8	2.9	2.8	2.4	2.6	2.9	2.4	2.4	2.6	13.5	13.8	12.9
	National	1,979	39.4	2.8	2.9	2.7	2.5	2.5	2.8	2.7	2.9	2.8	2.4	2.4	2.8	2.3	2.3	2.5	13.4	13.7	12.3
Secondary History/SS	Greenville University	1	45	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	15	15	15
	GU Program Completers	1	45	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	15	15	15
	State	278	45.5	3.1	3	3.1	2.9	3	3.2	3	3	2.9	2.9	3.2	3.4	2.9	2.9	3.1	15.1	14.9	15.5
	National	3,399	44.7	3.1	3	3	2.9	3	3.1	3	3	2.9	2.8	3.1	3.3	2.8	2.8	3	15	14.7	15
Secondary Mathematics	Greenville University	1	44	3	3	3	3	3	3	3	3	3	2	3	3	3	3	3	15	14	15
	GU Program Completers	1	44	3	3	3	3	3	3	3	3	3	2	3	3	3	3	3	15	14	15
	State	254	40.2	2.8	2.4	2.8	2.4	2.6	3	2.5	2.4	2.8	2.5	2.6	3.3	2.7	2.7	2.6	13.1	13.2	13.9
	National	2,736	40	2.8	2.4	2.8	2.5	2.6	3	2.5	2.6	2.8	2.4	2.6	3.3	2.6	2.6	2.5	13.1	13.3	13.5
Special Education	Greenville University	3	45.7	2	3.3	3.7	3.3	2.3	3.3	3.7	3.3	3.7	3	1	3.3	3.3	3	3.3	14.7	17	14
	GU Program Completers	3	45.7	2	3.3	3.7	3.3	2.3	3.3	3.7	3.3	3.7	3	1	3.3	3.3	3	3.3	14.7	17	14
	State	673	46.8	3.3	3.3	3.3	3.2	3	3.2	3.2	3.1	3.2	2.8	3	3.2	2.8	3.2	2.9	16.1	15.4	15.2
	National	6,558	44	3	3.1	3	3.1	2.9	3.2	3.1	3	3	2.7	2.6	3.1	2.6	3	2.7	15	14.9	14.1
All 13 Rubrics	Greenville University	1	48	5	4	4		4	4	3	3	3	4	4	3	4		3	17	17	14
	GU Program Completers	1	48	5	4	4		4	4	3	3	3	4	4	3	4		3	17	17	14
	State	113	37.4	3.2	3	3.2		3.1	3.1	2.6	2.5	2	2.7	3	3.3	2.9		2.8	12.5	12.9	12
	National	1,108	35.2	3	2.9	3		2.9	3	2.6	2.4	1.9	2.5	2.7	3	2.5		2.7	11.9	12.5	10.8
World Language	Greenville University	1	48	5	4	4		4	4	3	3	3	4	4	3	4		3	17	17	14
	GU Program Completers	1	48	5	4	4		4	4	3	3	3	4	4	3	4		3	17	17	14
	State	113	37.4	3.2	3	3.2		3.1	3.1	2.6	2.5	2	2.7	3	3.3	2.9		2.8	12.5	12.9	12
	National	1,093	35.2	3.1	2.9	3		2.9	3	2.6	2.4	1.9	2.5	2.7	3	2.5		2.7	11.9	12.5	10.8

Academic Strength



Greenville University

Program	Average of SAT	Average of ACT
SCGE Elementary Education	1100	22.64
PE Physical Education	860	22.18
LBSI Special Education	1140	23.33
ELA English Language Arts Education	na	24.38
SCGE3 Early Childhood Education	1180	21
SSHI History Education	na	24
MATH Math Education	na	25.25
SPAN Spanish Education	na	25
MUS Music Education	na	22.5
SCIB Biology Education	na	25
SCIC Chemistry Education	na	22

Satisfaction of Employees and Employment Milestones

Measure 3: Employer Satisfaction 2018-2019– Initial Licensure Program

These scores are from Employers of Greenville University graduates. Surveys were sent out one year after graduation.

Rating Scale:

Strongly Agree = 5

Agree = 4

Undecided = 3

Disagree = 2

Strongly Disagree = 1

A. Based on this employee's performance (or multiple employees if you have more than one Greenville University graduate), please rate the effectiveness of the School of Education at GU as it relates to the following prompts:

The Teacher Education Program at Greenville University enables teacher candidates to:

1. Develop a professional knowledge of the content area and become an educator who demonstrates sufficient subject matter competence in order to positively impact student learning	4.4
2. Develop a professional knowledge of Pedagogy and become an educator who "demonstrates current and appropriately-researched knowledge of pedagogy, as well as evidence of the ability to practically apply this knowledge in diverse settings with a wide variety of learners	4.4
3. Develop a professional knowledge of students and become an educator who "demonstrates the ability to apply knowledge of student development theories and formal/informal assessment strategies to promote a positive, caring learning environment and to provide meaningful learning experiences for a diverse student population	4.4
4. Develop an operational knowledge of effective teaching dispositions which allow me to "demonstrate dispositions which are necessary to be a competent and caring teacher	4.4

Measure 3: Employer Satisfaction 2018-2019 – Initial Licensure Program (Continued)

These scores are from Employers of Greenville University graduates. Surveys were sent out one year after graduation.

Rating Scale:

Strongly Agree = 5

Agree = 4

Undecided = 3

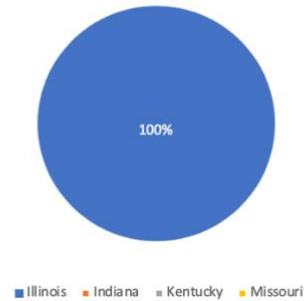
Disagree = 2

Strongly Disagree = 1

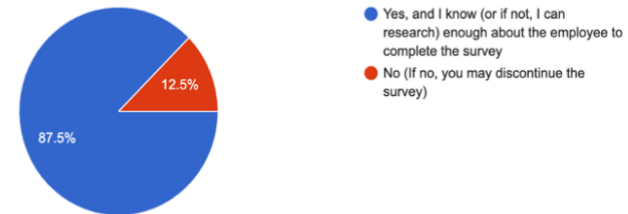
A. Due at least in part to the Teacher Education Program and Faculty at Greenville University, I consider our employee or employees to be an educator who models the following dispositions:	
1. Caring Disposition	
a) Commitment to addressing each student's educational needs through equitable practice	4.9
b) Unconditional acceptance of all students	4.7
c) Making connections with students in instructional and non-instructional settings	4.6
2. Lifelong Learning Disposition	
a) Remaining current and expanding their subject matter knowledge	4.7
b) Seeking Pedagogical Knowledge for effective teaching practice, including appropriate use of current technology	4.6
c) Identify underlying themes within their subject matter knowledge	4.6
3. Reflective Practitioner Disposition	
a) Continuous reflection on their impact on student learning	4.4
b) Uses formative assessment data to inform instructional decisions	4.6
c) Considers multiple perspectives to create quality learning experiences for all students	4.7
4. Lifelong Learning Disposition	
a) Demonstrates respectful interaction through listening and responding appropriately to others.	4.7
b) Works collaboratively with others	4.7
c) Demonstrates ethical behavior	4.7

Measure 3: Employer Satisfaction 2018-2019 – Initial Licensure Program (Continued)

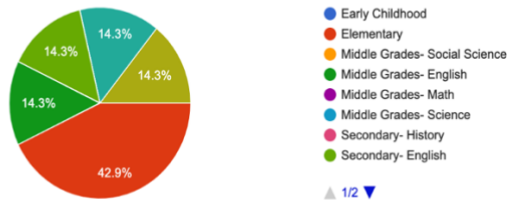
Demographics - Select a State
8 responses



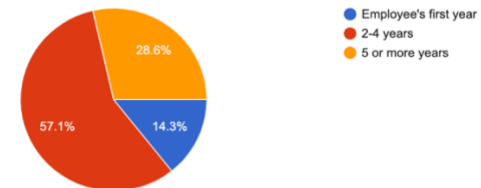
2. Are you aware that you have an employee who graduated from the Greenville University School of Education
8 responses



3. Which area best describes the employee's primary responsibilities?
7 responses



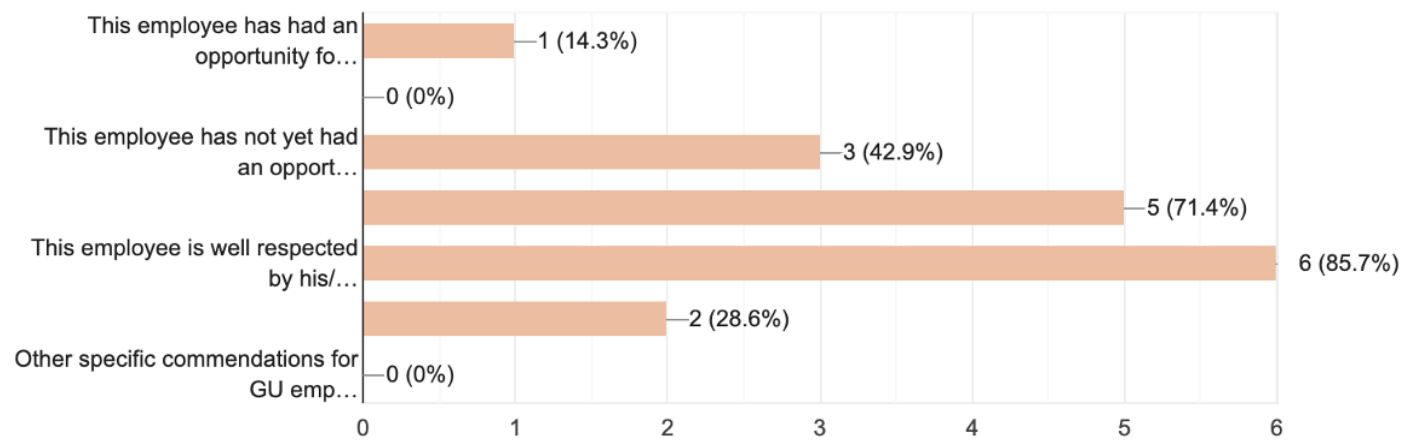
4. How long has the employee been with your school and/ or district?
7 responses



5. Based on your knowledge of the employee. please check ALL that apply



7 responses



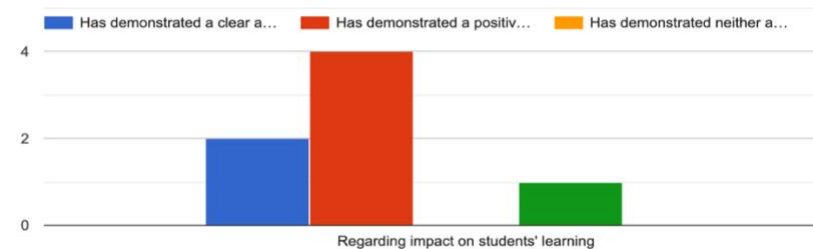
8. Please consider any particular Greenville University graduate in your organization and rate how you have evaluated their impact on student learning.

7. Do you have procedures in place to measure your employee's impact on student learning?

7 responses



● Yes (please respond to next question)
● Not in place or data not available at this time (you may skip the next question)



Satisfaction of Completers

Measure 4: Alumni Satisfaction 2018-2019– Initial Licensure Program

These scores are from Alumni of Greenville University graduates. Surveys were sent out one year after graduation. Rating Scale:

VeryWell=5 Well=4 Somewhat=3 NotWell=2 Not Addressed =1

A. How well did your teacher preparation program prepare you to:	
1. Collaborate with colleagues to improve student learning	4.3
2. Set challenging and appropriate goals for student learning and performance	4.5
3. Empower students to become self-directed and productive learners	4.5
4. Maintain discipline and an orderly, purposeful learning environment	4.27
5. Work with parents and families to better understand students and to support their learning	4.09
6. Develop positive and supportive relationships with students	4.63
7. Create an environment of high expectations for all students	4.54
8. Teach in ways that support English Language Learners	3.9
9. Teach in ways that support students with diverse ethnic, racial, cultural, and socio-economic backgrounds	4.4
10. Teach in ways that support students with special needs-exceptional children	4.4
11. Teach in ways that support academically gifted students	4.09
12. Develop a classroom environment that promotes respect and group responsibility	4.59
13. Demonstrate knowledge of the subject matter you teach	4.59
14. Teach the concepts, knowledge, and skills of your discipline	4.63
15. Align instruction with state standards	4.63
16. Relate classroom teaching to the real world	4.5
17. Use knowledge of student learning and curriculum to plan instruction	4.63
18. Develop lessons that build on students' experiences, interests, and abilities	4.59
19. Develop a variety of assessments (e.g., tests, observations, portfolios, performance tasks)	4.5
20. Provide purposeful feedback to students to guide their learning	4.55
21. Differentiate instruction based on student needs	4.59
22. Use technology in the classroom to improve learning outcome	4.23
23. Help students think critically and solve problems	4.32
24. Develop students' questioning and discussion skills	4.45
25. Analyze student performance data (e.g., formative and summative assessments, standardized tests, performance tasks, etc.)	4.59
26. Adapt practice based on research and student performance data	4.45

Measure 4: Alumni Satisfaction 2018-2019– Initial Licensure Program (Continued)

These scores are from Alumni of Greenville University graduates. Surveys were sent out one year after graduation.

Rating Scale:

Strongly Agree=5 Agree=4 Undecided=3 Disagree=2 Strongly Disagree = 1

A. I feel confident in my ability to:	
1. Set challenging and appropriate goals for student learning and performance	4.4
2. Plan instruction aligned with state standards	4.6
3. Develop lessons that build on student experiences, interests, and abilities	4.5
4. Maintain the discipline and an orderly purposeful learning environment	4.6
5. Develop positive and supportive relationships with students	4.7
6. Develop a classroom environment that promotes respect and group responsibility	4.6
7. Differentiate instruction based on student needs	4.6
8. Provide purposeful feedback to students to guide their learning	4.5
9. Help students think critically and solve problems	4.0
10. Use technology in the classroom to improve learning outcomes	4.4
11. Use a variety of assessments (e.g., tests, observations, portfolios, performance tasks) to monitor student learning.	4.4
12. Help students assess their own learning	4.0
13. Analyze student performance data to improve effectiveness	4.4
14. Work with parents and families to better understand and to support their learning	4.3

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 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%

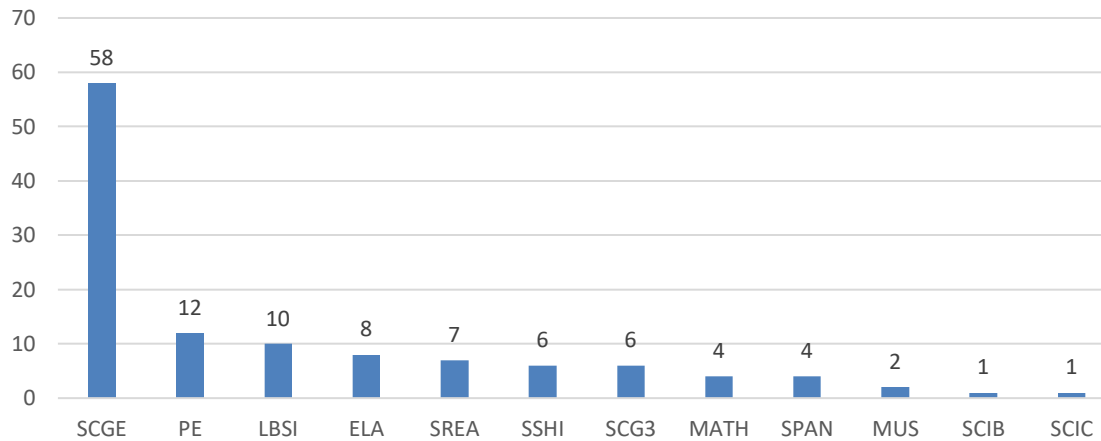
Program Completion Rates for Students admitted during 2014-2015 - graduated 2016-2017					
Program		Admitted	Completed	Graduation Rate	
ECH/Elem (dual major)	Traditional	3	2		67%
English Language Arts Education	Traditional	1	1		100%
Special Education (LBSI)	Traditional	4	3		75%
LBSI/Elem (dual major)	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 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		
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%

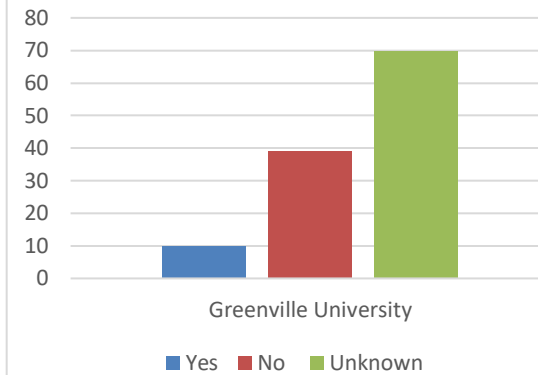
Program Completion Rates for Students admitted during 2016-2017 - graduated 2018-2019					
Program		Admitted	Completed	Graduation Rate	
Special Education (LBSI)	Traditional	3	1		33%
Elementary Education	Traditional	11	8	73%	
Elementary Education	UTEP	14	12	86%	
Total Elementary Education		25	20		80%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

Candidate/Completer Diversity & Demographics

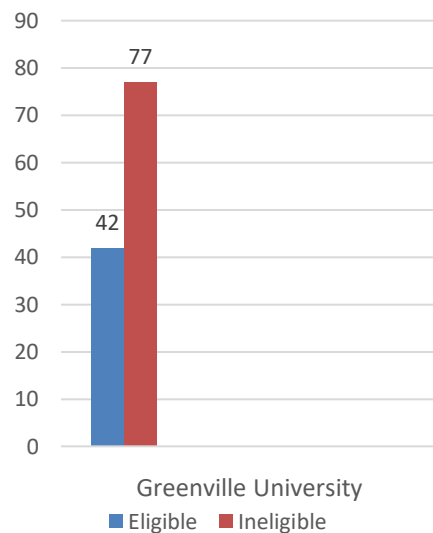
Number of Candidates by Prep Program AY 2018-19



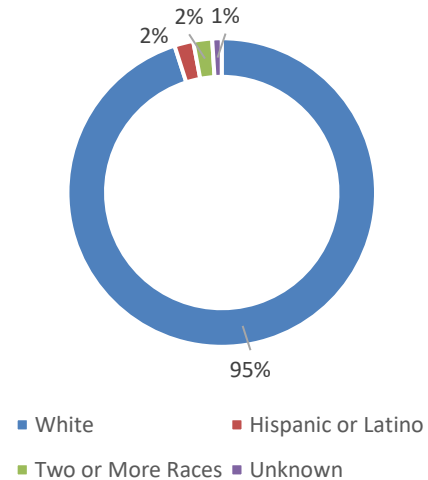
First Generation College Student



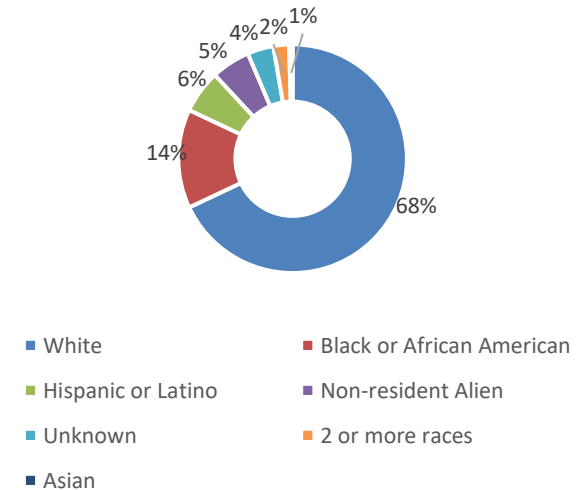
Pell Grant Eligibility



Program Percentage by Race/Ethnicity



Institution Percentage by Race/Ethnicity



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

Code Number & Test Name	Number of Examinees	Percentage Passing Greenville	Greenville Total Score Average	Number of Examinees State	Statewide Percentage Passing	Statewide Total Score Average
Content 106 - Chemistry Education	1	100%	240	111	84	252.4
Subarea 1 - Science and Technology			276			271
Subarea 2 - Life Science			190			252.8
Subarea 3 - Physical Science			258			254.9
Subarea 4 - Earth Systems and the Universe			220			236.5
Subarea 5 - Matter, Struct., and Practical Knowledge			244			259.1
Subarea 6 - Stoichiometry and Chemical Reactions			213			225.9
Content 701 - Elementary Grades 1-6	~~	~~	~~	~~	~~	~~
Content 197 - Language and Literacy	22	77%	238.5	1806	85%	248.9
Content 198 - Mathematics	19	74%	240.1	1737	86%	252.8
Content 199 - Science and Social Studies	22	91%	248.8	1692	95%	259.2
Content 200 - Fine Arts, Physical Development and Health	18	94%	255.3	1649	99%	265.3
Content 246 History Education	3	100%	250.3	431	86%	253.6
Subarea 1 - Social Science Foundational Skills			250.7			258.6
Subarea 2 - Social Science Foundational Knowledge			248.3			251
Subarea 3 - Historical Concepts and World History			236.7			250.4
Subarea 4 - US and Illinois History			259.7			253.6
Content 115 - Mathematics Education	1	100%	268	278	77%	250.3
Subarea 1 - Mathematical Practices/Tech/Disciplinary Lit			247			238.2
Subarea 2 - Number Systems and Operations			300			248.1
Subarea 3 - Functions and Algebra			293			257.5
Subarea 4 - Differential and Integral Calculus			259			248
Subarea 5 - Measurement and Geometry			228			248.1
Subarea 6 - Stat, Probability, Discrete Mathematics			259			254.4
Content 135 - Spanish Education	1	100%	276	164	88%	260.7
Subarea 1 - Interpretive Listening			259			253.5
Subarea 2 - Interpretive Reading			267			242.9
Subarea 3 - Language Acquisition and Instruction			254			244.3
Subarea 4 - Presentational Writing			300			279.5
Subarea 5 - Presentational Speaking			300			277.1
Content 143 - Music Education	1	100%	254	276	96%	258.1
Subarea 1 - Responding: Listening Skills			264			258
Subarea 2 - Music Theory: Musical Elements and Structures			266			253.4
Subarea 3 - Creating and Performing Music			251			263.1
Subarea 4 - Connecting: Music History/Culture/Context			262			262.2
Subarea 5 - Content Specific Pedagogy: Music Education			224			250.9
Content 144 - Physical Education	4	100%	253.25	256	90%	251.3
Subarea 1 - Health-Related Physical Fitness			232.8			241.2
Subarea 2 - Movement and Skill Acquisition			252			243.7
Subarea 3 - Role of Physical Ed. in Development			257.2			260.6
Subarea 4 - The Physical Education Program			270.5			263.8
Content 155 - Special Education	19	100%	266.4	1678	97%	266.5
Subarea 1 - Foundations and Characteristics			268			269.6
Subarea 2 - Assess Students & Develop Programs			272.6			268.2
Subarea 3 - Plan and Deliver Instruction			270			269.7
Subarea 4 - Manage the Learning Environment			260.1			262.8
Subarea 5 - Work in a Learning Community			255.8			259.5
Subarea 6 - Professional Conduct			269.4			268.5

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

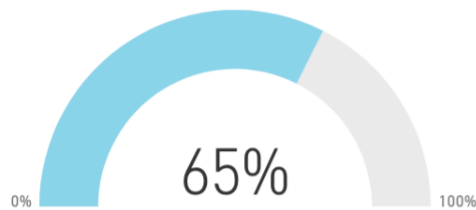
All Schools ☐ High Needs Schools

Graduate

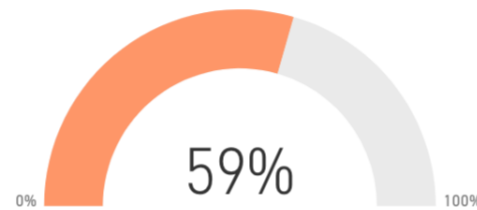
Undergraduate

Teaching

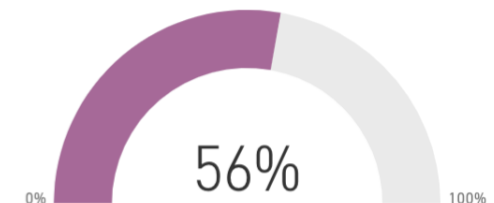
2017 Completers



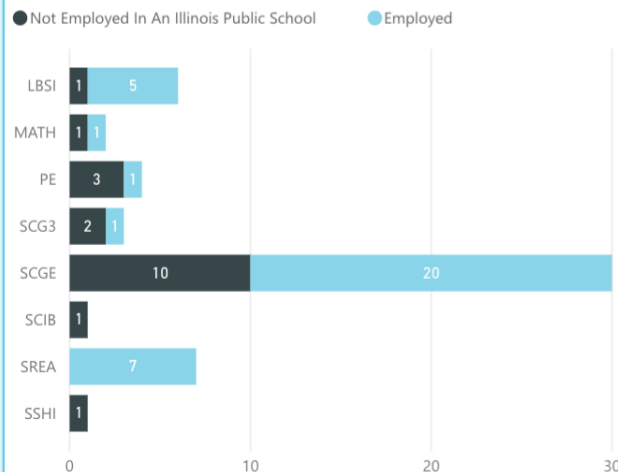
2018 Completers



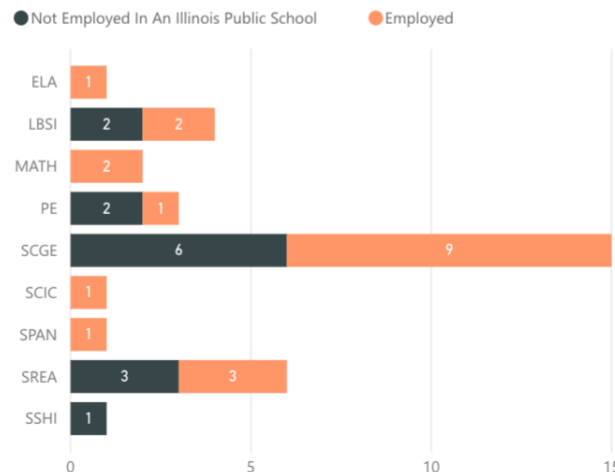
2019 Completers



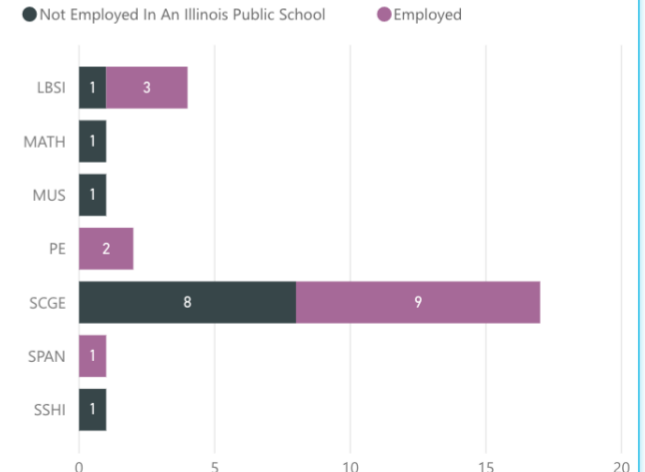
2017 Completers Employment by Prep Program



2018 Completers Employment by Prep Program



2019 Completers Employment by Prep Program



Greenville University

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%		2020
FY 2018			2021

* - February Rates are a 'draft' rates

* - September Rates are 'official'
rates