

## TEP Completers 2016-2025 GPA'S

<i>Program</i>	<i>2016-2017 Admit/ Grad</i>	<i>2017-2018 Admit/ Grad</i>	<i>2018-2019 Admit/ Grad</i>	<i>2019-2020 Admit/ Grad</i>	<i>2020-2021 Admit/ Grad</i>	<i>2021-2022 Admit/ Grad</i>	<i>2022-2023 Admit/ Grad</i>	<i>2023-2024 Admit/ Grad</i>	<i>2024-2025 Admit/ Grad</i>	<i>2025-2026 Admit/ Grad</i>	<i>(B)mark ≥3.0</i>	<i>TOTAL -GPA</i>
Elem. Ed.	3.4 / 3.25	3.2 / 3.5	2.95 / 3.0	3.62/ 3.66	3.6/3.5	3.4/ 3.75	3.5/3. 6	3.23/ 3.41	<u>3.29/ 3.34</u>		≥3.0	3.38 / 3.46
IECE	n/a	3.3 / 3.0	n/a	n/a	n/a	n/a	<u>N/A</u>	<u>N/A</u>			≥3.0	3.3 / 3.0
Biology Ed.	n/a	n/a	n/a	3.4/3. 6	n/a	n/a	<u>N/A</u>	<u>N/A</u>			≥3.0	3.4/3.6
Soc. St. Ed.	n/a	3.8 / 4.0	3.7 / 4.0	n/a	n/a	3.3/3.8	<u>N/A</u>	3.4/ 3.59			≥3.0	3.52 / 3.9
English Ed.	n/a	n/a	n/a	n/a	n/a	4.0/4.0	<u>N/A</u>	3.36/ 3.52	<u>4.0/4.0</u>		≥3.0	4.0/4.0
Math Ed.	n/a	3.76 / 4.0	2.75 / 3.0	3.6/3. 8	n/a	n/a	<u>N/A</u>	<u>N/A</u>	<u>3.4/ 3.46</u>		≥3.0	3.41 / 3.55
Music Ed.	3.1 / 3	n/a	3.75 / 3.5	n/a	3.5/3.7 5	n/a	<u>N/A</u>	3.27/ 3.51			≥3.0	3.46 / 3.5
PE/Health	3.8 / 4	3.4 / 3.75	n/a	n/a	3.2/3.5	n/a	<u>N/A</u>	<u>N/A</u>	<u>2.96/ 2.95</u>		≥3.0	3.18 / 3.31
Special Ed.	3.59 / 4.0	3.73 / 4.0	3.38 / 4.0	3.33/4	3.5/3.5	3.6/3.8	3.29/ 3.38	3.6/ 3.89	<u>3.41/ 3.81</u>		≥3.0	3.47 / 3.79
<b>Total TEP GPA (UG Only)</b>	<b>3.43 / 3.41</b>	<b>3.49 / 3.65</b>	<b>3.28 / 3.37</b>	3.54/3 .68	3.4/3.5	3.56/3. 85	3.5/3. 6	3.31/ 3.5	<u>3.53/ 3.43</u>		≥3.0	3.48 / 3.50
<b>Total TEP GPA</b>	<b>3.47 / 3.56</b>	<b>3.65 / 3.70</b>	<b>3.30 / 3.50</b>	3.48/3 .76	3.43/3. 5	3.57/3. 83	3.39/3 .49	3.37/3 .58	<u>3.47/ 3.62</u>		≥3.0	3.44 / 3.58

2016-2017: There was 12 students admitted into the TEP undergraduate programs with an average GPA of 3.43. The graduation average GPA of those students admitted into the TEP was 3.41. Each program surpassed the benchmark of  $\geq 3.0$ . The PE/Health program produced the highest GPA average of all programs. In addition, the EPP was very pleased with the other programs that admitted students into the TEP program. To increase TEP enrollment in other programs, the EPP has placed an emphasis on recruitment in those areas, which has involved attending various recruitment events, and area high schools that have students in the teaching academy. The EPP has also edited all program documents to increase awareness and student interest.

2017-2018: There was 20 students admitted into the TEP undergraduate programs with an average GPA of 3.49. The graduation average GPA of those students admitted into the TEP was 3.65. Each program surpassed the benchmark of  $\geq 3.0$ . The Social Studies and Math programs produced the highest GPA average of all programs. In addition, the EPP was very pleased with the other programs that admitted students into the TEP program. To increase TEP enrollment in other programs, the EPP has placed an emphasis on recruitment in those areas, which has involved attending various recruitment events, and area high schools that have students in the teaching academy. The EPP has also edited all program documents to increase awareness and student interest.

2018-2019: There was 9 students admitted into the TEP undergraduate programs with an average GPA of 3.28. The graduation average GPA of those students admitted into the TEP was 3.37. Eventhough, the overall GPA decreased as compared to the other years, each program surpassed the benchmark of  $\geq 3.0$ . The Social Studies and Math programs produced the highest GPA average of all programs. In addition, the EPP was very pleased with the other programs that admitted students into the TEP program. To increase TEP enrollment in all programs, the EPP has placed an emphasis on recruitment in all areas, which has involved attending various recruitment events, and area high schools that have students in the teaching academy. The EPP has also edited all program documents to increase awareness and student interest. The EPP was negatively impacted by various outside factors that contributed to the low number of students enrolled in the EPP, and TEP. The EPP has made strategic changes to the recruitment plan to remedy those factors, negatively impacting enrollment numbers.

2019-2020: There was 7 students admitted into the TEP undergraduate programs with an average GPA of 3.37. The graduation average GPA of those students admitted into the TEP was 3.5. The overall GPA increased as compared to the other years, each program surpassed the benchmark of  $\geq 3.0$ . The MASPE and Math programs produced the highest GPA average of all programs. In addition, the EPP was very pleased with the other programs that admitted students into the TEP program. To increase TEP enrollment in all programs, the EPP has placed an emphasis on recruitment in all areas, which has involved attending various recruitment events, and area high schools that have students in the teaching academy. The EPP has also edited all program documents to increase awareness and student interest. The EPP was negatively impacted by various outside factors that contributed to the low number of students enrolled in the EPP, and TEP. The EPP has made strategic changes to the recruitment plan to remedy those factors, negatively impacting enrollment numbers.

2020-2021: There was 12 students admitted into the TEP undergraduate programs with an average GPA of 3.4. The graduation average GPA of those students admitted into the TEP was 3.5. The overall GPA slightly decreased as compared to the last years data points. In addition, each program surpassed the benchmark of  $\geq 3.0$ . The

Elementary Education and PE/Health programs produced the highest GPA average of all programs. In addition, the EPP was very pleased with the other programs that admitted students into the TEP program. To increase TEP enrollment in all programs, the EPP has placed an emphasis on recruitment in all areas, which has involved attending various recruitment events, and area high schools that have students in the teaching academy. The EPP has also edited all program documents to increase awareness and student interest. The EPP continues to be negatively impacted by various outside factors that contributed to the low number of students enrolled in the EPP, and TEP. The EPP has made strategic changes to the recruitment plan to remedy those factors, negatively impacting enrollment numbers.

2021-2022: There was 16 students admitted into the TEP undergraduate programs with an average GPA of 3.56. The graduation average GPA of those students admitted into the TEP was 3.85. The GPA of all programs including MASPE was 3.83. The overall GPA slightly increased as compared to the last years data points. In addition, each program surpassed the benchmark of  $\geq 3.0$ . The MASPE and English programs produced the highest GPA average of all programs. In addition, the EPP was very pleased with the other programs that admitted students into the TEP program. To increase TEP enrollment in all programs, the EPP has placed an emphasis on recruitment in all areas, which has involved attending various recruitment events, and area high schools that have students in the teaching academy. The EPP will make a concerted effort to have all courses in the EPP operate on a hybrid format, allowing the EPP to increase enrollment through the non-traditional student. The EPP has also edited all program documents to increase awareness and student interest. The EPP continues to be negatively impacted by various outside factors that contributed to the low number of students enrolled in the EPP, and TEP. The EPP has made strategic changes to the recruitment plan to remedy those factors negatively impacting enrollment numbers, specifically in the secondary programs.

2022-2023: There was 19 students admitted into the TEP undergraduate programs with an average GPA of 3.39. The graduation average GPA of those students admitted into the TEP was 3.6. The GPA of all programs including MASPE was 3.49. The overall GPA slightly decreased as compared to the last years data points. In addition, each program surpassed the benchmark of  $\geq 3.0$ . The MASPE and Elementary programs produced the highest GPA average of all programs. In addition, the EPP was very pleased with the other programs that admitted students into the TEP program. To increase TEP enrollment in all programs, the EPP has placed an emphasis on recruitment in all areas, which has involved attending various recruitment events, and area high schools that have students in the teaching academy. The EPP will make a concerted effort to have all courses in the EPP operate on a hybrid format, allowing the EPP to increase enrollment through the non-traditional student. The EPP has also edited all program documents to increase awareness and student interest. The EPP continues to be negatively impacted by various outside factors that contributed to the low number of students enrolled in the EPP, and TEP. The EPP has made strategic changes to the recruitment plan to remedy those factors negatively impacting enrollment numbers, specifically in the secondary programs.

2023-2024: There was 14 students admitted into the TEP undergraduate programs with an average GPA of 3.37. The graduation average GPA of those students admitted into the TEP was 3.5. The GPA of all programs including MASPE was 3.58. The overall GPA slightly increased as compared to the last years data points. In addition, each program surpassed the benchmark of  $\geq 3.0$ . The MASPE and Social Studies programs produced the highest GPA average of all programs. In addition, the EPP was very pleased with the other programs that admitted students into the TEP program. To increase TEP enrollment in all programs, the EPP has placed an emphasis on recruitment in all areas, which has involved attending various recruitment events, and area high schools that have students in the teaching academy. The EPP will make a concerted effort to have all courses in the EPP operate on a hybrid format, allowing the EPP to increase enrollment through the non-traditional student. The EPP has also edited all program documents to increase awareness and student interest. The EPP continues to be negatively impacted by various outside factors that contributed to the low number of students enrolled in the EPP, and TEP. The EPP has made strategic changes to the recruitment plan to remedy those factors negatively impacting enrollment numbers, specifically in the secondary programs. The EPP has also created more opportunities for potential students through various pathways that will directly impact teacher shortages in area school districts. The EPP also implemented clinical courses opportunities before student teaching that will provide students opportunities to engage directly with the profession outside of the classroom.

**2024-2025:** There was 11 students admitted into the TEP undergraduate programs with an average GPA of 3.53. The graduation average GPA of those students admitted into the TEP was 3.43. The GPA of all programs including MASPE was 3.62. The overall GPA slightly increased as compared to the last years data points. In addition, all programs but the PE/Health Teaching surpassed the benchmark of  $\geq 3.0$ . The MASPE and English programs produced the highest GPA average of all programs. In addition, the EPP was very pleased with the other programs that admitted students into the TEP program. To increase TEP enrollment in all programs, the EPP has placed an emphasis on recruitment in all areas, which has involved attending various recruitment events, and area high schools that have students in the teaching academy. In addition, the EPP has placed heavy emphasis on Social Media marketing to increase enrollment across the entire school. The EPP will make a concerted effort to have all courses in the EPP operate on a hybrid format, allowing the EPP to increase enrollment through the non-traditional student. The EPP has also edited all program documents to increase awareness and student interest. The EPP continues to be negatively impacted by various outside factors that contributed to the low number of students enrolled in the EPP, and TEP. The EPP has made strategic changes to the recruitment plan to remedy those factors negatively impacting enrollment numbers, specifically in the secondary programs. The EPP has also created more opportunities for potential students through various pathways that will directly impact teacher shortages in area school districts. The EPP also implemented clinical courses opportunities before student teaching that will provide students opportunities to engage directly with the profession outside of the classroom.

Over the course 2016-2025 the undergraduate EPP program enrollment numbers were consistent, but not up to the expectations of EPP. The overall student GPA admitted into the program was 3.44, and the graduation GPA was 3.58, displaying evidence that student performance meets the expectations of the EPP. Eventhough, MASPE student numbers were low, the students continue to perform on high levels as compared to the national average for MASPE programs. The EPP continues to evolve and make the necessary changes to enhance student and faculty growth and development. Thus, seeking effective strategies to increase enrollment to meet EPP expectations.

The assessment is validated, due to student teacher's GPA's being observed multiple times by the university supervisor and department chair throughout the TEP process (At each checkpoint), ensuring the student teacher is displaying growth and meeting the academic requirements of the EPP. The assessment provides the EPP and student a valid snapshot of their performance from admittance to exiting the program. The assessment was also validated by the TEC for student and faculty effectiveness. The overall success of our students is magnified the past four years, due to all of our student teachers being hired as full-time teachers in a school district or program.