

**Impact on P-12 Learning and Development
Annual PEP_CSU Results
Initial Licensure 2017-2018**

N=17	Not Addressed	Not Well	Somewhat well	Well	Very Well	Mean
How well did your teacher preparation program prepare you to:	0	1pt	2pts	3pts	4pts	
a. Collaborate with colleagues to improve student learning			2	9	6	3.24
b. Set challenging and appropriate goals for student learning and performance			1	12	4	3.18
c. Empower students to become self-directed and productive learners			3	9	5	3.12
d. Maintain discipline and an orderly, purposeful learning environment			3	9	5	3.12
e. Work with parents and families to better understand students and to support their learning			3	8	6	3.18
f. Develop positive and supportive relationships with students			1	13	3	3.12
g. Create an environment of high expectations for all students			1	11	5	3.24
h. Teach in ways that support English Language Learners			4	7	6	3.12
i. Teach in ways that support students with diverse ethnic, racial, cultural, and socioeconomic backgrounds			1	10	6	3.29
j. Teach in ways that support students with special needs-exceptional children		1	1	9	6	3.18
k. Teach in ways that support academically gifted students		1	4	9	3	2.82
l. Develop a classroom environment that promotes respect and group responsibility			1	11	5	3.24
m. Demonstrate knowledge of the subject matter you teach			1	12	4	3.18
n. Teach the concepts, knowledge, and skills of your discipline			1	14	2	3.06
o. Align instruction with state standards			1	13	3	3.12
p. Relate classroom teaching to the real world			1	13	3	3.12
q. Use knowledge of student learning and curriculum to plan instruction			1	13	3	3.12
r. Develop lessons that build on students' experiences, interests, and abilities			1	11	5	3.24
s. Develop a variety of assessments (e.g., tests, observations, portfolios, performance tasks)			2	9	6	3.24
t. Provide purposeful feedback to students to guide their learning			1	10	6	3.29
u. Differentiate instruction based on student needs			2	9	6	3.24
v. Use technology in the classroom to improve learning outcomes			4	7	6	3.12
w. Help students think critically and solve problems			1	9	7	3.35

x. Develop students' questioning and discussion skills			1	10	6	3.29
y. Analyze student performance data (e.g., formative and summative assessments, standardized tests, performance tasks, etc.)			2	10	5	3.18
z. Adapt practice based on research and student performance data			2	9	6	3.24

**Impact on P-12 Learning and Development
Annual PEP_CSU Results
Initial Licensure 2017-2018**

N=17	Not Addressed	Not Well	Somewhat well	Well	Very Well	Mean
In your teacher preparation program, how much opportunity did you have to do the following?	0	1pt	2pts	3pts	4pts	
a. Study stages of child development and learning			7	6	4	2.82
b. Develop strategies for managing student behavior			8	5	4	2.76
c. Develop strategies for establishing classroom procedures			6	6	5	2.94
d. Develop strategies for teaching English Language Learners	1	1	5	5	5	2.71
e. Develop strategies for teaching students from diverse racial, ethnic, cultural, and socioeconomic backgrounds			3	7	7	3.24
f. Develop strategies for teaching students with special needs		1	5	6	5	2.88
g. Develop strategies for teaching students who are academically gifted	1	3	4	6	3	2.41
h. Develop strategies for teaching students of varying ability		1	4	8	4	2.88
i. Apply state standards to instruction			2	3	12	3.59
j. Plan units and lessons			2	1	14	3.71
k. Create formative and summative student assessments			4	5	8	3.24
l. Analyze student assessment data and work to adjust instruction	1		6	4	6	2.82
m. Provide meaningful and specific academic feedback to students	1		4	5	7	3.00
n. Develop instructional strategies to promote students' critical thinking skills			4	4	9	3.29

**Impact on P-12 Learning and Development
Annual PEP CSU Results
Initial Licensure 2017-2018**

N=17 How valuable were the following aspects of your teacher preparation program?	Not part of my teacher program 0	Not at all valuable 1pt	Not very valuable 2pts	Somewhat valuable 3pts	Valuable 4pts	Very Valuable 5pts	mean
	a. Coursework				1	3	13
b. Instructors of your classes				1	1	15	4.82
c. Field experiences				2	2	13	4.65
d. Student Teaching	1			2	1	13	4.41

Impact on P-12 Learning and Development edTPA All 15-Rubric Handbook	Fall 2017	Spring 2017	Fall 2018
CSU edTPA Pass Rate (%)	100	100	86
Illinois Pass Rate (%)	93	92	91
National Pass Rate (%)	84	88	84
CSU edTPA Average Score	44.5	44.2	42.6
Illinois edTPA Average Score	45.1	45.6	45.5
National edTPA Average Score	43.6	44.3	44.1

Indicators of Teacher Effectiveness Assessment of Effective Practice Rubric Initial Licensure 2017-2018

N=17	Unacceptable 1pt	Acceptable 2pts	Target 3pts	Mean
<p>A. Learner and Learning: To ensure each student learns new knowledge & skills, teachers must understand that learning and developmental patterns vary among individuals, that learners bring unique individual differences to the learning process, and that learners need supportive and safe learning environments to thrive. Effective teachers have high expectations for each learner and implement developmentally appropriate, challenging learning experiences within a variety of learning environments that help all learners meet high standards and reach their full potential.</p>				
4.1A Learner Development	0	5	12	2.706
4.2A Learner Growth	0	5	12	2.706
4.3A Learning Differences	0	6	11	2.647
4.4A Use of Technology in Addressing Learning Differences	0	6	11	2.647
4.5A Learning Environment	0	6	11	2.647
4.6A Making Appropriate Adjustment	0	6	11	2.647
4.7A Promoting Safe Use of Technology	0	6	11	2.647
<p>B. Content Knowledge: Teachers must have a deep and flexible understanding of their content areas, and be able to draw upon content knowledge as they work with learners to access information, apply knowledge in real world settings, and address meaningful issues to assure learner mastery of the content. Today's teachers make content knowledge accessible to learners by using multiple means of communication, including digital media and information technology. They integrate cross-disciplinary skills (e.g. critical thinking, problem solving, creativity, & communication) to help learners use content to propose solutions, forge new understanding, solve problems, and imagine possibilities.</p>				
4.8B Content Knowledge	0	5	12	2.706
4.9B Application of Content	0	6	11	2.647
4.10B Use of Technology to Ensure Accessibility of All Users	0	6	11	2.647
<p>C. Instructional Practice: Effective instructional practice requires that teachers understand and integrate assessment, planning, and instructional strategies in a coordinated and engaging ways. Beginning with their end or goal, teachers first identify student learning objectives and content standards and align assessments to those objectives. Teachers understand how to design, implement and interpret results from a range of formative and summative assessments. This knowledge is integrated into instructional practice so that teachers can have access to information that can be used to provide immediate feedback to reinforce student learning and modify instruction.</p>				
4.11C Assessment	0	7	10	2.588
4.12C Knowledge of How to Select & Use Multiple Types of Assessment	0	7	10	2.588
4.13C Use of Technology to Document Student Progress	0	7	10	2.588
4.14C Planning for Instruction	0	5	12	2.706
4.15C Integrating Cross-disciplinary Skills Pedagogy into Instructions	0	5	12	2.706
4.16C Use of Technology Tools Needed for Planning Instruction that Meets Diverse Learning Needs	0	5	12	2.706
4.17C Use of Technology to Ensure Students' Communication Skills	0	5	12	2.706
4.18C Instructional Strategies	0	5	12	2.706

D. Professional Responsibility: Creating and supporting safe, productive learning environments that result in learners achieving at the highest levels is a teacher's primary responsibility. To do this well, teachers must engage in meaningful and intensive professional learning and self-renewal by regularly examining practice through ongoing study, self-reflection, and collaboration. A cycle of continuous self-improvement is enhanced by leadership, collegial support, and collaboration. Active engagement in professional learning and collaboration results in the discovery and implementation of better practice for the purpose of improved teaching and learning.

4.19D Professional Learning	0	8	9	2.529
4.20D Ethical Practices	0	6	11	2.647
4.21D Collaboration	0	7	10	2.588
4.22D Leadership	0	7	10	2.588

Satisfaction of Employer and Employment Milestone College of Education Employer Perception 2015-2018

	Strongly Disagree	Disagree	Slightly Disagree	Neutral	Slightly Agree	Agree	Strongly Agree	N	Mean
	1	2	3	4	5	6	7		
Have a strong knowledge of the content they teach.				2		9	4	15	6.00
Have the knowledge to utilize student assessment data to inform research.	1			1	1	8	5	16	5.81
Have a good understanding of how to use pre-test data to structure differentiated instruction utilizing techniques to reach all students.		1		2	4	8	3	18	5.50
Have a good understanding of how to assess students prior knowledge and how to adjust instruction based on their prior knowledge.			2		2	6	5	15	5.80
Can use multiple methods of formal and informal assessments that support, verify and document learning.		1	1	1	1	6	4	14	5.57
Can utilize methods of self-reflection for instructional preparation.		1		1	1	5	5	13	5.85
Can build positive relationships with school colleagues.				2	1	4	7	14	6.14
CSU graduates can build positive relationships with learners and their families and the larger community.				2	2	4	6	14	6.00
CSU graduates have a strong understanding of student rights.					4	4	6	14	6.14
Possess instructional strategies that promote the idea that students can learn and grow at a high level.			1		2	6	5	14	6.00
Understand the needs of diverse learners and use teaching approaches designed to respect all learners.				1	4	5	4	14	5.86
Have the necessary skills to work with students with exceptional needs.				1	3	7	3	14	5.86
Appear prepared to meet the needs of high ability students in their classrooms.				3	1	6	5	15	5.87
Have the necessary skills to work with students who have linguistic differences.			1	2	2	6	3	14	5.57
Can promote both creative and critical thinking in students.				1	3	4	6	14	6.07
Can use and interpret both verbal and non-verbal cues to assess understanding.					3	7	4	14	6.07

Can promote responsible use of technology to actively engage learners in a safe environment and effectively guide learners in the use of technology in ways that are developmentally appropriate.				1	1	7	5	14	6.14
Display enthusiasm for their content areas and actively engage students in the content that they teach.				1	2	2	10	15	6.40
Create developmentally appropriate instruction that takes into account strengths, interests, and the needs of students.			1		1	7	5	14	6.07
Can plan an appropriate sequence of learning experiences that include short and long term goals.			1		2	7	4	14	5.93
Can plan lessons that are aligned with school/state goals and student learning competencies.			1		2	5	6	14	6.07
Can create and implement classroom environment that promotes a positive, engaging and safe learning environment for all learners.					1	7	7	15	6.40
Can engage learners in developing inventive solutions to problems related to local and global issues.			1		1	7	5	14	6.07
Can serve as effective instructional leaders and engage in professional learning and work collaboratively to advance their professional fields.			1	1	4	5	4	15	5.67
Can use information and communication technologies and strategies to build engaging professional learning communities.			1		3	8	3	15	5.80
Can demonstrate the dispositions, ethics and behaviors appropriate to their professions.				1	2	7	6	16	6.13
Can use available technology for instructional delivery.					2	7	6	15	6.27

Satisfaction of Completers Initial Completer Exit Survey Fall 2017

Based on experiences in your program, please select the option that best reflects your level of agreement with the following statements: N=10	Strongly Disagree	Disagree	Slightly Disagree	Neutral	Slightly Agree	Agree	Strongly Agree	Mean
	1pt	2pts	3pts	4pts	5pts	6pts	7pts	
I have a strong knowledge of the content I teach						2	8	5.8
I feel that I have the knowledge to utilize student assessment data to inform research						3	7	5.7
I have a good understanding of how to use pre-test data to structure differentiated instruction utilizing techniques to reach all students.						3	7	5.7
I have a good understanding of how to assess students' prior knowledge and how to adjust instruction based on their prior knowledge.						2	8	5.8
I can use multiple methods of formal and informal assessments that support, verify and document learning						2	8	5.8
I can utilize methods of self-reflection for instructional preparation						1	8	5.9
I can build positive relationships with school colleagues						2	8	5.8
I can build positive relationships with learners and their families and the larger community						3	7	5.7
I have a strong understanding of student rights						3	7	5.7
My instructional strategies promote the ideas that students can learn and grow at a high level		1			1	1	7	5.2
I understand the needs of diverse learners and use teaching approaches designed to respect all learners.						1	9	5.9
I have the necessary skills to work with students with exceptional needs						3	7	5.7
I feel prepared to meet the needs of high ability students in my classroom						3	7	5.7
I have the necessary skills to work with students who have linguistic differences.						3	7	5.7
I can promote critical thinking in student						1	9	5.9

I can use and interpret both verbal and non-verbal cues to assess understanding						3	7	5.7
I can promote responsible use of technology to actively engage learners in a safe environment and effectively guide learners in the use of technology in ways that are developmentally appropriate.						2	8	5.8
I display enthusiasm for my content area and actively engage students in the content that I teach						2	8	5.8
I create developmentally appropriate instruction that takes into account strengths, interests, and the needs of students.						3	7	5.7
I can plan an appropriate sequence of learning experiences that include short and long term goals						3	7	5.7
I can plan lessons that are aligned with school state goals and student learning competencies						2	8	5.8
I can create and implement classroom environment that promotes positive, engaging and safe learning environments for all learners						2	8	5.8
I can engage learners in developing inventive solutions to problems related to local and global issues						3	7	5.7
I can serve as an effective instructional leader and I engage in professional learning and work collaboratively to advance my professional field						2	8	5.8
I can use information and communication technologies and strategies to build engaging professional learning communities						3	7	5.7
I can demonstrate the dispositions, ethics and behaviors appropriate to my profession						2	8	5.8

Satisfaction of Completers

Initial Completer Exit Survey Spring 2018

Based on experiences in your program, please select the option that best reflects your level of agreement with the following statements: N=2	Strongly Disagree	Disagree	Slightly Disagree	Neutral	Slightly Agree	Agree	Strongly Agree	Mean
	1pt	2pts	3pts	4pts	5pts	6pts	7pts	
I have a strong knowledge of the content I teach						2		6
I feel that I have the knowledge to utilize student assessment data to inform research						2		6
I have a good understanding of how to use pre-test data to structure differentiated instruction utilizing techniques to reach all students.						2		6
I have a good understanding of how to assess students' prior knowledge and how to adjust instruction based on their prior knowledge.						2		6
I can use multiple methods of formal and informal assessments that support, verify and document learning						2		6
I can utilize methods of self-reflection for instructional preparation						2		6
I can build positive relationships with school colleagues						2		6
I can build positive relationships with learners and their families and the larger community						1	1	6.5
I have a strong understanding of student rights						2		6
My instructional strategies promote the ideas that students can learn and grow at a high level						2		6
I understand the needs of diverse learners and use teaching approaches designed to respect all learners.						1	1	6.5
I have the necessary skills to work with students with exceptional needs				1		1		5
I feel prepared to meet the needs of high ability students in my classroom						2		6
I have the necessary skills to work with students who have linguistic differences.						1	1	6.5
I can promote critical thinking in student						1	1	6.5

I can use and interpret both verbal and non-verbal cues to assess understanding						2		6
I can promote responsible use of technology to actively engage learners in a safe environment and effectively guide learners in the use of technology in ways that are developmentally appropriate.						2		6
I display enthusiasm for my content area and actively engage students in the content that I teach						2		6
I create developmentally appropriate instruction that takes into account strengths, interests, and the needs of students.						1	1	6.5
I can plan an appropriate sequence of learning experiences that include short and long term goals						2		6
I can plan lessons that are aligned with school state goals and student learning competencies						2		6
I can create and implement classroom environment that promotes positive, engaging and safe learning environments for all learners						2		6
I can engage learners in developing inventive solutions to problems related to local and global issues						2		6
I can serve as an effective instructional leader and I engage in professional learning and work collaboratively to advance my professional field						2		6
I can use information and communication technologies and strategies to build engaging professional learning communities						2		6
I can demonstrate the dispositions, ethics and behaviors appropriate to my profession						2		6

Satisfaction of Completers Exit Survey Advance Licensure Candidates 2015-2018

Based on experiences in your program, please select the option that best reflects your level of agreement with the following statements: N=21	Strongly Disagree	Disagree	Slightly Disagree	Neutral	Slightly Agree	Agree	Strongly Agree	Mean
	1pt	2pts	3pts	4pts	5pts	6pts	7pts	
I have a strong knowledge of the content I teach			3	3	1	2	12	5.81
I feel that I have the knowledge to utilize student assessment data to inform research	3	1	1	1		2	13	5.48
I have a good understanding of how to use pre-test data to structure differentiated instruction utilizing techniques to reach all students.		3		1	2	3	12	5.81
I have a good understanding of how to assess students' prior knowledge and how to adjust instruction based on their prior knowledge.	3		1	1	1	4	11	5.52
I can use multiple methods of formal and informal assessments that support, verify and document learning	3			2	1	4	11	5.57
I can utilize methods of self-reflection for instructional preparation	3			1	2	3	12	5.67
I can build positive relationships with school colleagues	3			1	2	1	14	5.76
I can build positive relationships with learners and their families and the larger community	3			1	2	1	14	5.76
I have a strong understanding of student rights	3	1		1	2	3	11	5.43
My instructional strategies promote the ideas that students can learn and grow at a high level	3			2	1	2	13	5.67
I understand the needs of diverse learners and use teaching approaches designed to respect all learners.	3			2	1	3	12	5.62
I have the necessary skills to work with students with exceptional needs	3	1	1	2		4	10	5.24
I feel prepared to meet the needs of high ability students in my classroom	3	1		3		1	13	5.43
I have the necessary skills to work with students who have linguistic differences.	3		1	2	1	4	10	5.38

I can promote critical thinking in student	3			2	1	3	11	5.55
I can use and interpret both verbal and non-verbal cues to assess understanding	3			2	1	3	12	5.62
I can promote responsible use of technology to actively engage learners in a safe environment and effectively guide learners in the use of technology in ways that are developmentally appropriate.	3			3		2	13	5.62
I display enthusiasm for my content area and actively engage students in the content that I teach	3			2	1	1	14	5.71
I create developmentally appropriate instruction that takes into account strengths, interests, and the needs of students.	3			1	1	2	13	5.75
I can plan an appropriate sequence of learning experiences that include short and long term goals	2	1		1	1	2	13	5.80
I can plan lessons that are aligned with school state goals and student learning competencies	2	1		2	1	1	14	5.76
I can create and implement classroom environment that promotes positive, engaging and safe learning environments for all learners	3			2	1	2	13	5.67
I can engage learners in developing inventive solutions to problems related to local and global issues	3			2	1	4	11	5.57
I can serve as an effective instructional leader and I engage in professional learning and work collaboratively to advance my professional field	3			2	1	3	12	5.62
I can use information and communication technologies and strategies to build engaging professional learning communities	3			2	1	4	13	5.70
I can demonstrate the dispositions, ethics and behaviors appropriate to my profession	3			2	1	3	12	5.62
I can effectively use available technology for instructional delivery.	2			3	1	2	12	5.75

Graduation Rates	2015-2016 # of Completers	2016-2017 # of Completers	2017-2018 # of Completers
Initial Level	30	35	15
Advanced Level	17	26	18

**Illinois Certification Testing System -
Annual Program Completer
Pass Rate Data**

2015-2016

2016-2017

2017-2018

Test of Academic Proficiency	No. of Completers	Pass Rate	No. of Completers	Pass Rate	No. of Completers	Pass Rate
400 TAP/SAT/ACT	47	100	61	100	33	100
Aggregate	47	100	61	100	33	100

Assessment of Professional Teaching (APT)	No. Tested	Pass Rate	No. Tested	Pass Rate	No. Tested	Pass Rate
188 APT: All Levels	10	50	4	--	4	--
Aggregate	10	50	4	--	4	--

Content Areas	No. Tested	Pass Rate	No. Tested	Pass Rate	No. Tested	Pass Rate
105 Science: Biology	1	--		--	1	--
107 Early Childhood Education	3	--	1	--	7	--
108 Earth and Space Science			1	--		
109 Social Science: Economics					1	--
110 Elementary/Middle Grades	10	90	8	--	4	--
111 English Language Arts	2	--	2	--		
114 Social Science: History	2	--	--	--	3	--
115 Mathematics	1	--	1	--		
116 Science: Physics	1	--	--	--		
117 Social Science: Political Science	1				1	--
125 English as a New Language			1	--		
126 Foreign Language: Madrin	1	--	--	--		
135 Foreign Language: Spanish	1	--	1	--		
141 Drama/Theatre Arts					1	--
142 Health Education					1	--
143 Music			--	--	2	--
144 Physical Education	4	--	6	--	2	--
145 Visual Arts	1	--	--	--		
153 Speech-Language Pathologist:Teaching					1	--
155 Learning Behavior Specialist I	23	96	11	100	11	91
163 Special Education General Curriculum	12	83	10	60	8	--
171 Business, Marketing, and Computer Education			1	--	1	--
172 Family and Consumer Sciences	1	--				
175 Library Information Specialist	4	--	5	--	6	--
181 School Counsler	4	--	2	--	4	--
184 School Social worker	1	--	1	--	1	--

197 Elementary Education (Grades 1-6)			5	--	2	--
198 Elementary Education (Grades 1-6)			5	--	3	--
199 Elementary Education (Grades 1-6)			5	--	2	--
200 Elementary Education (Grades 1-6)			5	--	2	--
208 Mathematics					1	--
211 Health Education (After 1/22/18)					3	--
221 Reading Specialist					1	--
245 Social Science: History					1	--
245 Social Science: Geography					1	--
Aggregate	73	90	71	80	71	91

Content Area (Administrator)	No. Tested	Pass Rate	No. Tested	Pass Rate	No. Tested	Pass Rate
180 Director of Special Education			2	--		
187 Superintendent					1	--
195 Principal as Instructional Leader	8	--	13	93	8	--
196 Principal as Instructional Leader	8	--	10	100	9	--
Aggregate	16		25	96	18	

Language Proficiency	No. Tested	Pass Rate	No. Tested	Pass Rate	No. Tested	Pass Rate
55 English Language Proficiency			1	--		--
56 Target Language Proficiency - Spanish	4	--	5	--	5	--
57 Target Language Proficiency - Arabic			1	--		
58 Target Language Proficiency - Cantonese	4	--				
Aggregate	4		7		5	

2019 Title II Report Report Program Information [IPRC]		AY 2016	AY 2017	AY 2018
Average number of clock hours required prior to student teaching		147	147	147
Average number of clock hours required for student teaching		560	560	560
Number of full-time equivalent faculty in supervised clinical experience		15	16	16
Number of full-time equivalent adjunct faculty in supervised clinical experience (IHE and PreK-12 Staff)		225	209	192
Number of students in supervised clinical experience		198	189	147

2019 Title II Report
Traditional Route Undergraduate Entry/Exit Requirements
(2017-2018 Candidates)

Element	Required for Entry	Required for Exit
Transcript	Yes	Yes
Fingerprint check	Yes	No
Background check	Yes	No
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	No	Yes
Minimum GPA in professional education coursework	Yes	Yes
Minimum ACT score	Yes	No
Minimum SAT score	Yes	No
Minimum basic skills test score	Yes	No
Subject area/academic content test or other subject matter verification	No	Yes
Recommendation(s)	Yes	No
Essay or personal statement	No	No
Interview	No	No
Other	Yes	No
Specify: Access to laptop		

2019 Title II Report
Traditional Route Undergraduate GPA Requirements (2017-2018 Candidates)

Program	Minimum GPA Required for Admission	Median GPA of Individuals Accepted	Minimum GPA Required for Completion	Median GPA of Completers
Chicago State University (007)	3.0	3.27	3.0	3.42

2019 Title II Report

Traditional Route Postgraduate Entry/Exit Requirements (2017-2018 Candidates)

Element	Required for Entry	Required for Exit
Transcript	Yes	Yes
Fingerprint check	Yes	No
Background check	Yes	No
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	Yes	Yes
Minimum GPA in professional education coursework	No	Yes
Minimum ACT score	Yes	No
Minimum SAT score	Yes	No
Minimum basic skills test score	Yes	No
Subject area/academic content test or other subject matter verification	No	Yes
Recommendation(s)	Yes	No
Essay or personal statement	Yes	No
Interview	No	No
Other	Yes	No
Specify: Access to laptop		

2019 Title II Report

Traditional Route Postgraduate GPA Requirements (2017-2018 Candidates)

Program	Minimum GPA Required for Admission	Median GPA of Individuals Accepted	Minimum GPA Required for Completion	Median GPA of Completers
Chicago State University (007)	3.0	3.25	3.0	3.13

Ability of Completers to be Hired in Education Positions for Which They have Prepared N=40	Employed in Position Prepared (%)	Not Employed in Position Prepared (%)	Other Not Employed in Illinois (%)
Initial	94	3	3
Advanced	80	20	

Student Loan Default Rates	University Rate (%)
Published 8/8/2016 FY 2013 Cohort Default Rate	10.2
Published 8/8/2017 FY 2014 Cohort Default Rate	10.5
Published 8/8/2018 FY 2015 Cohort Default Rate	12