

## EPP Licensure Data & Analysis

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### Agricultural Education Praxis Content

Academic Year	# of Test Takers	# Passing	% Passing	High/Low/Mean	Range
2016-2017	21	20	95%	178/137/163	178-137
2017-2018	16	16	100%	190/148/170	190-148
2018-2019	7	7	100%	184/165/175	184-165

Interpretation of how that data provides evidence for meeting standards: The data presented above suggests that SDSU students are adequately prepared for the Agriculture 07000 content area PRAXIS. Upon close review of the subscores for each of the seven areas on the test, no real areas of concern emerge. In fact, student scores in the areas of Plant and Soil Science, Animal Science and Program Planning and Management suggest our students are very well prepared in each of these areas.

### Agricultural Education Praxis PLT

Academic Year	# of candidates	# Passing	% Passing	High	Low	Mean	Range
2015-2016	9	8	90%	182	149	165	182-149
2016-2017	27	25	93%	186	148	170	186-148
2017-2018	25	24	96%	186	154	170	186-154

Interpretation of how that data provides evidence for meeting standards: Although the pass rate is in the upper 90% among the 61 test takers over the course of the three- year period, this should be considered an indication of adequate teacher preparation/pedagogy for the program since all students passed and scores remained relatively consistent.

### Biology Education Praxis Content

Student	Praxis Content Exam Score	Praxis PLT Score	Final Eval 1a	Final Eval 1b	Final Eval 1c
1	171	189	1	1	2
2	161	192	2	1	2
3	145	179	2	2	2
4	145	186	1	1	1
5	153	184	2	1	2
6	169	177	2	2	2
7	153	180	2	2	2
8	137	188	0	2	1
9	176	183	1	1	1
10	147	171	1	2	2
11	181	185	2	2	2
12	163	183	2	2	2
13	163	174	2	2	2
14	171	181	2	2	2
15	173	175	2	2	2
16	166	180	2	2	2
17	164	178	2	2	2
18	174	181	2	2	2

Interpretation of how data provides evidence for meeting standards: All students completing the program have passed the Praxis exam. The mean score is well above the cut score for the exam. Although there are various areas that are weaker than others, it is clear from the data that student teachers in the Biology program are meeting the appropriate standards.

**Biology Education Praxis PLT**  
Biology Candidate PLT Composite Scores (2015-2018)

# of candidates	# passing	% passing	Cut score	High	Low	Mean
15	15	100%	153	192	171	181.8

Interpretation of how that data provides evidence for meeting standards: PLT scores for the last three academic years show similar trends. Our teachers need to be better prepared for sub-score IV and V. We plan to work so that our future pre-service teachers will do better in II, IV, V and VII.

**Chemistry Education Praxis Content**

Academic Year	Number of test takers	Number passing	Percent passing
2017-2018	2	2	100%
2016-2017	3	3	100%
2015-2016	0		

Interpretation of how data provides evidence for meeting standards: All students completing the program have passed the Praxis exam. The mean score is well above the cut score for the exam. Candidates completing with a chemistry degree and teacher certification have shown evidence that they have met standards 1, 2, and 9 which correspond to the discipline content knowledge, the nature of science, and safety and welfare. Subscores I through V measure core content knowledge. Subscore VI measures the nature of science and subscore VII measures safety and welfare

**Chemistry Education Praxis PLT**  
Chemistry Candidate PLT Composite Scores

Academic Year	Number of candidates	Number passing	Percent passing
2008-2009	1	1	100%
2009-2010	2	2	100%
2010-2011	1	1	100%

Interpretation of how data provides evidence for meeting standards: In comparing to the unit, the chemistry candidates appear to perform better overall. Again, the number of candidates in this comparison is small.

**Early Childhood Education Praxis Content**

Academic Year	Number of Test Takers	Number Passing	Percent Passing
2015-2016	83	58	70
2016-2017	93	47	51
2017-2018	87	51	59

Interpretation of how that data provide evidence for meeting standards: Over the past several years, it is apparent that students are struggling with the passing of the Praxis content exam in Early Childhood Education. Two things converged, a new exam edition and a new curriculum. As faculty watch the scores closely, there have been concerted efforts to rectify the situation by holding student study sessions and

the department offering to pay for practice praxis exams. A thorough review of the new curriculum occurred to ensure each course and instructor understood how their course content aligned with the exam. There was a noted impact of poor student writing ability which seems to alter their scores on the constructed response for the exam. All faculty agreed to include more written elements to their course and used practice exam questions in their courses as well. As of the time this report was written it looks like the scores are back up in the upper 90 percentile which shows the efforts of both faculty and students are paying off. Scores will continue to be monitored closely.

**Early Childhood Education Praxis PLT**

Academic Year	Number of Test Takers	Number Passing	Percent Passing
2015-2016	61	48	79
2016-2017	45	45	100
2017-2018	35	35	100

Interpretation of how that data provide evidence for meeting standards: Students are doing well on showing their competencies on the PLT exam. That past two years have shown a 100% pass rate. Faculty, however, will continue to monitor their course content and the scores to be sure students remain successful.

**English Education Praxis Content**

Academic Year	Number of candidates	Number passing	Percent passing	Cut score
2018-2019	6	6	100%	153
2017-2018	7	7	100%	153
2016-2017	5	5	100%	153

English’s composite mean score of 180 is above the unit’s mean of 173.2, and the sub-scores are regularly higher than the Unit’s, which verifies that English is meeting—and often exceeding—the standards in place; however, this also indicates that re-visiting and perhaps strengthening the standards is appropriate.

**English Education Praxis PLT**

Academic Year	Number of candidates	Number passing	Percent passing	Cut score
2008-2009	6	6	100%	153
2009-2010	7	7	100%	153
2010-2011	5	5	100%	153

Even though English’s pass rate is 100% annually, that does not indicate that it would not be valid to re-visit and perhaps strengthen standards is appropriate.

### Family & Consumer Sciences Education Praxis Content

Academic Year	# of Test Takers	# Passing	% Passing	High/Low/Mean	Range
2016-2017	7	6	86%	178/151/163	151-178
2017-2018	6	5	83%	163/150/157	150-163
2018-2019	7	5	71%	167/147/156	147-167

Interpretation of how that data provides evidence for meeting standards. The data presented above suggests that the majority of SDSU students are adequately prepared for the Family & Consumer Sciences 5122 content exam. Those who did not pass upon first attempt were very close (within 2-6 points) of meeting the state cut-off score of 153. As a whole, students perform best on questions related to Human Development and Interpersonal Relationships. This is to be expected since students take more HDFS courses than other content related courses. In fact, most FCSE majors add a HDFS minor to their program of study. They are also well versed in the areas of Food & Nutrition, Resource Management, and Foundations of FCS.

Historically, students have not performed well on the Textiles, Fashion, and Apparel section. In fact, over the course of the past three cycles, only one student passed that section by answering more than 70% of the questions correctly. This was an outlier since that particular student already had a degree in costume design prior to enrolling in the FCSE program. Students struggle with this section, because this portion of the test is not aligned to SD State Standards for the three primary clusters. South Dakota has recognized three Career Clusters as part of the FCS curriculum at the high school level. Each Career Cluster represents a distinct grouping of occupations and industries based on the knowledge and skills they require. The Career Clusters and related Career Pathways provide an organizing tool for schools to develop more effective Programs of Study (POS) and curriculum. The three Career Clusters identified for FCS are: Education & Training, Hospitality & Tourism, and Human Sciences. Textiles and Interior Design concepts are a part of the Arts, Audio/Video Technology & Communications cluster. While SD Teacher Certification still lists courses in Housing & Interiors and Textiles and approves FCSE graduates of the SDSU program to teach those courses, those particular courses are not offered very frequently in the middle/high schools across the state. The only state approved course related to textiles is Fashion Design and the standards are related to ready-to-wear analysis and career exploration. Therefore, sewing skills are not necessary for students to meet the identified standards for that course. Teacher candidates only take one Ready to Wear Analysis course and do not learn the basics nor practice the skills of clothing construction. There has not been a course in sewing offered at the University for over 20 years. While there is not room in the curriculum to offer a sewing class nor the need to prepare SD students to teach courses outside of the three primary career clusters, current and retired faculty have offered opportunities for students to learn basic sewing skills. Student members of AAFCS/FCCLA Alumni have completed community service projects that also help them learn the basics of sewing.

The second area where students faced more challenges was in relation to Housing & Interior Design. Students used to take a course from the Interior Design program. However, shifts in that program's priorities and curriculum rendered that class no longer of use to FCSE students. A Housing and Interiors Education course was developed and is being offered through the FCSE program to fill that void. Unfortunately, the timing of the course for several students was either after they took the Praxis or early in the semester when they had yet to be exposed to the content. Working to ensure students complete this course in advance of testing should hopefully allow students to perform better on this section of the exam in the future.

### Family & Consumer Sciences Praxis PLT

Academic Year	# of candidates	# Passing	% Passing	High	Low	Mean	Range
2015-2016	5	5	100%	177	165	169	165-177
2016-2017	5	5	100%	192	160	172	160-192
2017-2018	5	5	100%	179	165	173	165-179

Interpretation of how that data provides evidence for meeting standards. FCSE students outperform on the PRAXIS PLT 7-12. All test takers in the past 3 years have exceeded the passing score of 157. This serves as an indication that students course work and professional experiences gained through the FCSE program prepare them to understand student learning, plan curriculum, and assess student learning. Students score higher on the PLT than the Content Praxis which may serve as an indicator of closer alignment between the program outcomes and the PLT. However, it could also be indicative of the wide-range of content knowledge that FCS teachers are expected to know and just how challenging it is to be an expert in all areas of such a diverse curriculum.

### History Education Praxis Content

Academic Year	Number of test takers	Number passing	Percent passing
2017-2018	10	10	100%
2016-2017	16	15	94%
2016-2017	14	13	93%

Student content exam scores have risen to a 100% pass rate. More faulty focus on preparing for the exam has shown successful.

### History Education Praxis PLT

Academic Year	Number of candidates	Number passing	Percent passing
2017-2018	17	16	94%
2016-2017	10	10	100%
2015-2016	9	9	100%

Interpretation: Student are well prepared to be successful on the pedagogy exam.

### Math Education Praxis Content

Academic Year	Number of test takers	Number passing	Percent Passing	High/Low/ Mean	Range
2015-2016	11	11	100%	188/128/159.5	60
2016-2017	7	7	100%	196/149/172	47
2017-2018	6	6	100%	181/148/163.3	33

Interpretation of how that data provides evidence for meeting standards: The data in the table suggests that our program prepares our candidates very well in content knowledge. When our majors graduate with secondary certification, they earn a degree in Mathematics and must take the same required Mathematics courses as our other specializations. These rigorous requirements certainly benefit our pre-service teachers on the Praxis II Mathematics Content Knowledge exam.

**Math Education Praxis PLT**  
Math Candidate PLT Composite Scores

Academic Year	Number of candidates	Number passing	Percent passing
2017-2018	11	11	100%
2016-2017	7	7	100%
2015-2016	6	6	100%

Interpretation of how data provides evidence for meeting standards: The data in the table suggests that our program prepares our candidates very well in pedagogical knowledge. When our majors graduate with secondary certification, they earn a degree in Mathematics and must take the same required Mathematics courses as our other specializations. In addition, the mathematics education specific courses they are required to take give them opportunities to practice the pedagogy they are learning there and in their education courses. These rigorous requirements certainly benefit our pre-service teachers on the PLT exam.

**Physics Education Praxis Content**

Academic Year	Number of test takers	Number passing	Percent Passing
2017-2018	2	2	100%
2016-2017	2	2	100%
2015-2016	0	0	NA

Interpretation of how data provides evidence for meeting standards: All students completing the program have passed the Praxis exam. The mean score is well above the cut score for the exam. Although there are various areas that are weaker than others, it is clear from the data that student teachers in the physics program are meeting the appropriate standards.

**Physics Education Praxis PLT**

Physics PLT Scores

# of candidates	# passing	% passing
1	1	100%

Interpretation of how data provides evidence for meeting standards: Since there was only one Physics teacher candidate in the evaluation period it is difficult to evaluate the effectiveness of the PLT to measure our candidates' progress. However, historically physics teacher candidates have had no problem passing this national exam – which suggests that the program is preparing them for the classroom.

**Psychology Education Praxis Content**

Academic Year	Number of test takers	Number passing	Percent Passing
2017-2018	1	1	100%
2016-2017	0	NA	NA
2015-2016	3	3	100%

Interpretation of how that data provides evidence for meeting standards: The data suggests that the psychology student teacher candidates had acceptable knowledge on all elements of the assessment and therefore, have adequate knowledge to teach psychology.

**Psychology Education Praxis PLT**

Academic Year	Number of candidates	Number passing	Percent passing
2017-2016	1	1	100%
2016-2017	0	NA	NA
2015-2016	3	33	100%

During the current date range the overall pass rate is 100%

**Sociology Education Praxis Content**

Academic Year	Number of test takers	Number passing	Percent Passing
2017-2018	0		
2016-2017	0		
2015-2016	0		

Interpretation of how that data provides evidence for meeting standards

No data to review

**Sociology Education Praxis PLT**

Academic Year	Number of candidates	Evaluation: 0-15 point Unacceptable	Evaluation: 16-24 points Acceptable	Evaluation: 25-32 points Target
2017-2018	0			
2017-2016	1			1
2016-2015	0			

Interpretation of how that data provides evidence for meeting standards: The sociology student teacher education candidates were able to demonstrate that they were able to provide a course outline, lesson plan, assessment plan, and meet content standards at an above average level.

**Speech Education Praxis Content**

Academic Year	Number of test takers	Number passing	Percent Passing
2017-2018	0		
2016-2017	0		
2017-2018	0		

Interpretation of how that data provides evidence for meeting standards

No data at this time

**Speech Education Praxis PLT**

Speech Communication Candidate PLT Composite Scores

Academic Year	Number of candidates	Number passing	Percent passing
2017-2018	0		
2016-2017	0		
2015-2016	0		

Interpretation of how data provides evidence for meeting standards: There have been no candidates to student teach or take the PLT

**World Languages Praxis Content**

Student/Language: Spanish	Students Taking	Students Passing	Percent Pass Rate
2017-2018	0	0	
2016-2017	5	5	100%
2015-2016	3	3	100%

Student/Language: German	Students Taking	Students Passing	Percent Pass Rate
2017-2018	0	0	
2016-2017	1	1	100%
2015-2016	0	0	

Student/Language: French	Students Taking	Students Passing	Percent Pass Rate
2017-2018	0	0	
2016-2017	0	0	
2015-2016	0	0	

The South Dakota Board of Regents require a passing score on the Praxis II for candidates at state institutions before they can student-teach. Therefore, there is a 100% pass rate.

**World Languages Praxis PLT**

Academic Year	Number of candidates	Number passing	Percent passing
2017-2018	0	0	
2016-2017	6	6	100%
2015-2016	1	1	100%

Interpretation of how that data provides evidence for meeting standards: Although low in number, the students here are able to successfully pass their pedagogy exam.

Physical Education and Music Education are Nationally Accredited, and we do not track their Praxis assessments