DUQUESNE UNIVERSITY
SCHOOL OF EDUCATION

2017-2018 Annual Report

Contents

About Duquesne University

Duquesne University (DU), the world's only Spiritan University is one of America's leading Catholic universities, with a worldwide reputation of excellence in liberal and professional education. Founded in 1878 by the Reverend Joseph Strub, Duquesne University is a private, coeducational university directed by the Congregation of the Holy Ghost (Spiritan) located on a 49-acre campus in the heart of Pittsburgh, Pennsylvania. Originally founded as a school to educate the children of struggling immigrant workers, Duquesne University was one of the first universities to admit women and minorities. Since the mid-twentieth century, the University has continued to expand to better serve our students. Today the University educates over 10,000 students in ten schools with more than 170 undergraduate and graduate academic programs (see http://www.duq.edu/about).

The University's mission statement is; "Duquesne serves God by serving students through an academic community dedicated to excellence in liberal and professional education, through profound concern for moral and spiritual values, through the maintenance of an ecumenical atmosphere open to diversity, and through service to the Church, the community, the nation and the world." The motto of Duquesne University is *Spiritus est qui vivificat,* "It is the Spirit that gives life". Enriching the life of the mind and the life of the spirit of every member of its community is the mission of Duquesne University. It is Duquesne University's special trust to seek truth and to disseminate knowledge within a moral and spiritual framework in order to prepare leaders distinguished not only by their academic and professional expertise but also by their ethics and guided by consciences sensitive to the needs of society (see http://www.duq.edu/about/mission-and-identity).

The School of Education (SOE) was officially founded in 1929 offering two degrees: the Bachelor of Arts in education, which embraced English, Latin, Greek, history, modern languages, and music; and the Bachelor of Science in education, which included the fields of biology, physics, chemistry, and mathematics. Today, the School of Education offers 6 initial certification programs at the undergraduate level and 7 at the master's degree levels. It also offers 15 advanced certification programs at the master's and doctoral level. Faculty members in the School of Education use a variety of instructional and assessment practices considered to be "best practice" by creating authentic learning opportunities through experiences and projects requiring inquiry and demonstration of content knowledge and application of skills based on professional standards of the Pennsylvania Department of Education, Specialty Professional Associations (SPA), and the Council for Accreditation of Education Programs (CAEP). The projects also reflect a focus on the three themes of our Leading Teacher conceptual framework, Diversity, Leadership and Technology and five domains including becoming a Learning Theorist, Curriculum Designer, Expert in School Context, Master Practitioner and Instructional Leader (see http://www.duq.edu/academics/schools/education/about-the-school/leading-teacher-program).

School of Education Mission

The mission of the School of Education, as a renowned learning community for the mind, heart and spirit, is to guide the formation of moral and ethical educational leaders, to advance innovation in teaching and scholarship, and to foster social responsibility. Within the context of the Spiritan identity and University vision, we will accomplish our mission by exemplifying the scholarly and ethical standards of our profession as we provide meaningful learning experiences, support scholarship, and sustain mutually beneficial partnerships.

National Recognition

The School of Education is NCATE accredited and CAEP accreditation eligible. The School of Education was approved for continuing national recognition in October 2012 by the National Council for Accreditation of Teacher Education (NCATE) Unit Accreditation Board as a means of benchmarking the quality of our teacher preparation programs through voluntary, external review based on national standards of excellence. The SOE Identity is clearly aligned with the NCATE belief that every student deserves a caring, competent, and highly qualified teacher and we accomplish this goal by gathering evidence demonstrating that our graduates have a positive impact on the students that they teach. NCATE conducted a full on-site review of the "Education Unit" at Duquesne University March 11-13, 2012. During 2010-2011, each certification program prepared and submitted the required program report to their respective Specialty Professional Associations (SPAs). During this process, the teacher preparation programs were evaluated on six standards:

- Candidate knowledge, skills and professional dispositions
- Assessment system and unit evaluation
- Field experiences and clinical practice
- Diversity
- Faculty qualifications, performance and development
- Governance and resources.

Based on the self-study, exhibits provided for the review and the data collected during the on-site review, the Unit Accreditation Board of Examiners voted to approve our continuing accreditation for seven years in October 2012 having met all six NCATE standards.

The School of Education is currently CAEP accreditation eligible. Accordingly, it is preparing its Self Study Report for submission to CAEP in July 2019. The CAEP on-site visit is scheduled for March 2019. In preparation, SoE programs have been submitting SPA program reports and CAEP program reports for feedback.

Current Initial-Level Certification Programs' Specialty Professional Association (SPA) Review

Program	Affiliated SPAs
BS in Pre-K to 4th Grade Education	National Association for the Education of Young Children
BS in Grades 4-8 Middle Level Education with emphasis in English/ Language Arts*	Association for Middle Level Education
BS in Ed, Secondary Education, Social Studies	National Council for the Social Studies
BS in Ed, Secondary Education, English/Language Arts	National Council of Teachers of English
BS in Ed, Secondary Education, Mathematics	National Council of Teachers of Math
BS in Ed, Secondary Education, Latin*	CAEP Program Review with Feedback
MAT in Early Childhood Education Grades PreK-4	National Association for the Education of Young Children
MAT in Secondary Education, English/Language Arts	National Council of Teachers of English
MAT in Secondary Education, Latin*	CAEP Program Review with Feedback
MAT in Secondary Education, Mathematics	National Council of Teachers of Math
MAT in Secondary Education, Science*	National Science Teachers Association*
MAT in Secondary Education, Social Studies	National Council for the Social Studies
MAT in Secondary Education, World Languages (Italian, Spanish)**	American Council on the Teaching of Foreign Languages

*Indicates the program has not yet pursued program review by their SPA, and is instead undergoing CAEP review with feedback

**Indicates a new program starting in the 2018-19 Academic Year

Current Advanced-Level Certification Programs' Specialty Professional Association (SPA) Review

Program	Affiliated SPAs
MSED in Educational Administration & Supervision	Educational Leadership Constituent Council
MSED in English as Second Language	Teachers of English to Speakers of Other Languages (TESOL)
MSED in Instructional Technology	International Society for Technology in Education
MSED in Reading & Language Arts	International Literacy Association
MSED in Early Childhood Education Grades PreK-4**	National Association for the Education of Young Children
MSED in Secondary Education, English/Language Arts **	National Council of Teachers of English
MSED in Secondary Education, Latin**	CAEP Program Review with Feedback
MSED in Secondary Education, Mathematics**	National Council of Teachers of Math
MSED in Secondary Education, Science**	National Science Teachers Association*
MSED in Secondary Education, Social Studies**	National Council for the Social Studies
MSED in Secondary Education, World Languages (Italian, Spanish)**	American Council on the Teaching of Foreign Languages
MSED in Special Education Pre-K through 8th Grade with PreK-4th or Grades 4-8th certificate	Council For Exceptional Children
MS in Special Education Grades 7-12 with Secondary Education 7-12 certificate	Council For Exceptional Children
Ed.D. in Educational Leadership with focus on the Superintendent's Letter of Eligibility (SLEP)	Educational Leadership Constituent Council
MSED School Counseling***	Council for the Accreditation of Counseling & Related Educational programs (CACREP)***
Ph.D. and Psy.D in School Psychology***	American Psychology Association (APA) and National Association of School Psychologists (NASP) ***

**Indicates a new program starting in the 2018-19 Academic Year

***Although these programs prepare candidates for roles working as educators and in educational associations, their accreditors (APA and CACREP) are recognized by the U.S. Department of Education. As such, CAEP defers to and honors these accreditations, meaning that the programs are exempt from review under CAEP accreditation requirements. Accordingly, data for these programs is not included in this annual report, because they submit their own accreditation reports independently and separately.

Annual Reporting Measures

1. Indicators of Teaching Effectiveness

To better understand the teaching effectiveness of graduates from Duquesne's educator preparation programs after they have been working in the field, the School of Education implements the following assessments:

1A: Alumni Survey

The survey asks alumni who have completed Duquesne SoE programs within the last ten years to evaluate how well they believe Duquesne has prepared them to be effective in their roles as educational professionals. Based on a demographic question that asks respondents to identify their occupation (Teacher, Principal, Superintendent, Other), the respondents are provided with a set of questions that are tailored to be relevant to their role and setting. The initial survey was sent in April 2018 and the response window was closed on May 11, 2018. Moving forward, the survey will be administered every three to four years to prevent over-saturation of the response population. The table below includes results for survey items related to teaching effectiveness.

Spring 2018 Survey of Alumni Who Have Completed Programs Within The Past 10 Years *Response Rate = 20%*				
Survey Question	Strongly Agree	Agree	Disagree	Strongly Disagree
Teachers (N = 217 respondents)				
Duquesne has prepared me to be an effective teacher	53.1%	42.2%	3.3%	1.4%
Duquesne has prepared me to uphold and fulfill professional practice standards of teaching	63.8%	33.3%	1.4%	1.4%
Principals (N=12 respondents) and Superintendents (N = 4 respondents)				
Duquesne has prepared me to be an effective administrator/supervisor	75%	25%	0%	0%
Duquesne has prepared me to uphold and fulfill professional practice standards	81.2%	18.8%	0%	0%
Duquesne has prepared me to meet expectations with regard to state measures*	83.3%	16.7%	0%	0%
"Other" Education-Related Roles (N = 118 respondents)				
Duquesne has effectively prepared me for my role as an educational professional	46.7%	37.1%	8.6%	7.6%
Duquesne has prepared me to uphold and fulfill professional practice standards related to my role	56.6%	31.1%	5.7%	6.6%

This question was asked only to Principals, since it is more directly germane to their role

1B: Regional Administrator Stakeholder Survey

A survey of Superintendents and Principals that have hired and supervised graduates of Duquesne's educator preparation programs. The survey asks them to evaluate Duquesne graduates' teaching effectiveness relative to graduates from other educator preparation programs. The table below depicts the responses provided by principals and superintendents who have directly overseen or supervised graduates of Duquesne's education programs:

Survey of Educational Administrators (Principals & Superintendents) in the Pittsburgh Region						
Survey Item: Duquesne university graduates are effective K-12 teachers or educational specialists.		Strongly Agree	Agree	Disagree	Strongly Disagree	NA – Does Not Apply to My Role
Principals / Other	Spring 2018	55.6%	35.6%	0%	4.4%	4.4%
	Spring 2019	52.3%	31.8%	0%	4.6%	11.36%
Survey Item: Duquesne university graduates demonstrated the qualities and characteristics embodied by professional practice standards for teaching.		Strongly Agree	Agree	Disagree	Strongly Disagree	NA –Does Not Apply to My Role
Principals / Other	Spring 2018	62.2%	28.9%	2.2%	2.2%	4.4%
	Spring 2019	59.1%	27.3%	2.3%	2.3%	9.1%
Survey Item: Graduates of Duquesne's K-12 educator or specialist programs typically score in the top 25% of evaluation measures required by PDE.*		Strongly Agree	Agree	Disagree	Strongly Disagree	NA –Does Not Apply to My Role
Principals / Other	Spring 2018	40.0%	37.8%	0%	2.2%	20.0%
	Spring 2019	38.6%	25%	4.6%	2.3%	29.6%
Survey Item: Duquesne university graduates are effective K-12 teachers, educational specialists, instructional supervisors, or principals.		Strongly Agree	Agree	Disagree	Strongly Disagree	NA –Does Not Apply to My Role
Superintendents	Spring 2018	61.5%	30.8%	7.7%	0%	0%
	Spring 2019	58.3%	41.7%	0%	0%	0%
Survey Item: Duquesne univ. graduates demonstrate the qualities & characteristics embodied by professional practice standards for administration and supervision.		Strongly Agree	Agree	Disagree	Strongly Disagree	NA –Does Not Apply to My Role
Superintendents	Spring 2018	84.6%	7.7%	7.7%	0%	0%
	Spring 2019	66.7%	33.3%	0%	0%	0%
Notes on Response Rates: In Spring 2018, 329 administrators were invited to complete the survey and 95 respondents completed the survey (29% response rate). Of these respondents, 58 indicated they have hired, supervised, or overseen graduates from Duquesne's education programs and answered questions about their perceptions of these graduates (45 Principals; 13 Superintendents). In Spring 2019, 226 administrators were invited to complete the survey and 74 completed the survey (33% response rate). Of these respondents, 56 indicated they have hired, supervised, or overseen graduates from Duquesne's education programs and answered questions about their perceptions of these graduates (This included 44 Principals / "Other" Administrators and 12 Superintendents). *This question was asked only to Principals and Other Administrators who directly supervise teachers/specialists, since it is more directly germane to their role.						

1C: PDE 430 Student Teaching Evaluation

During each candidate's final student teaching experience, they are evaluated across the following four categories: 1) Planning & Preparation, 2) Creating an Effective Classroom Environment, 3) Instructional Delivery, 4) Qualities of Professionalism. The evaluation is based on a rubric used by the state of Pennsylvania called the PDE 430. The evaluation is applied by the student's supervisor, who is an experienced and licensed educational practitioner. Results of this evaluation serve as indicators of teaching effectiveness that program completers will have at entry-level practice.

Duquesne School of Education 2017-18 PDE 430 Scores (N=120)				
Domain	Percent Exemplary	Percent Superior	Percent Satisfactory	Percent Unsatisfactory
Planning & Preparation	84.2%	12.5%	3.3%	0%
Classroom Environment	75%	23.3%	1.7%	0%
Instructional Delivery	70%	27.5%	2.5%	0%
Professionalism	92.5%	5%	2.5%	0%
Overall Evaluation	54.2%	42.5%	3.3%	0%

1D: Pittsburgh Public Schools Performance Data

As a first step toward more direct evidence and understanding of our program completers' teaching effectiveness, we have worked with the Pittsburgh Public Schools to obtain data regarding the instructional performance of program completers within the district. The Pittsburgh Public School system now issues a yearly report that analyzes the performance of graduates from Duquesne University who were hired within the district relative to the average performance of all educators hired within the district. As an indicator of teaching effectiveness, the report provides data related to teachers' professional practice via a Danielson-based observation rubric. (The Danielson framework is used by PDE to evaluate teachers' performance.) The rubric includes 15 core components of practice on which teachers are evaluated (based on a scale of Distinguished = 300, Proficient = 200, Basic = 100 and Unsatisfactory = 0). The most recent report provides information on attendees of Duquesne University's teacher preparation programs who were hired as Pittsburgh Public Schools teachers between July 2010 and May 2017 (N = 67). This data has been shared with us as members of Pittsburgh's School District University Collaborative (SDUC). The table below illustrates the performance of Duquesne graduates for each of the core components of practice:

Core Components of Practice	Duquesne University Score	All Hires Score	Comparison to All Hires
1b: Demonstrating Knowledge of Students	214	215	About the same
1c: Setting Instructional Outcomes	206	204	About the same
1e: Planning Coherent Instruction	204	206	About the same
2a: Creating a Learning Environment of Respect and Rapport	233	228	About the same

Core Components of Practice	Duquesne University Score	All Hires Score	Comparison to All Hires
2b: Establishing a Culture of Learning	205	209	About the same
2c: Managing Classroom Procedures	213	213	About the same
2d: Managing Student Behavior	209	207	About the same
3a: Communicating with Students	207	209	About the same
3b: Using Questioning & Discussion Techniques	177	173	About the same
3c: Engaging Students in Learning	195	193	About the same
3d: Using Assessment to Inform Instruction	191	189	About the same
3g: Implementing Lessons Equitably	210	202	About the same
4a: Reflecting on Teaching & Student Learning	218	217	About the same
4b: System for Managing Student Data	204	204	About the same
4c: Communicating with Families	227	217	Slightly Better*
*Indicates the difference was statistically significant at the p=.005 level.			

1E: Educator Preparation Council and Partnerships with PreK-12 School Systems

Instituting an "Educator Preparation Council," which includes educational practitioners (including Principals and Superintendents) from the region who provide insight and feedback about their experiences with graduates from Duquesne's educator preparation programs. Within the council meetings, they will engage in conversation about the teaching effectiveness of graduates and ideas for ways we can develop and improve curriculum to best facilitate teaching effectiveness. The first meeting of EPC principals and superintendents is scheduled for Tuesday, May 28th. The intention is for the group to convene once or twice per semester.

Additionally, Duquesne University will be reaching out to local K-12 systems to determine ways the School of Education may be able to partner with them to share general, aggregate information about the performance and teaching effectiveness of graduates from Duquesne's educator preparation programs.

2. Impact on P-12 Learning and Development

To better understand the impact graduates from Duquesne's educator preparation programs have had on P-12 learning and development after they have been working in the field, the School of Education is implementing the following assessments:

2A: Regional Administrator Stakeholder Survey

A survey of Superintendents and Principals that have hired and supervised graduates of Duquesne's educator preparation programs. The survey asks them to evaluate Duquesne graduates' impact on learning and development relative to graduates from other educator preparation programs. Respondents are permitted to skip questions.

Survey of Educational Administrators (Principals & Superintendents) in the Pittsburgh Region						
Survey Item: Overall, Duquesne university graduates have had a positive impact on K-12 learning and development		Strongly Agree	Agree	Disagree	Strongly Disagree	NA – This Question Does Not Apply to My Role
Principals / Other	Spring 2018	65.1%	30.2%	0%	2.3%	2.3%
	Spring 2019	59.1%	27.3%	2.3%	2.3%	9.1%
Superintendents	Spring 2018	53.9%	38.5%	7.7%	0%	0%
	Spring 2019	58.3%	41.7%	0%	0%	0%
Survey Item: Graduates of Duquesne's K-12 educator or specialist programs typically score in the top 25% of evaluation measures required by PDE (N=44)*		Strongly Agree	Agree	Disagree	Strongly Disagree	NA – This Question Does Not Apply to My Role
Principals / Other*	Spring 2018	40.0%	37.8%	0%	2.2%	20.0%
	Spring 2019	38.6%	25%	4.6%	2.3%	29.6%
Notes on Response Rates: In Spring 2018, 329 administrators were invited to complete the survey and 95 respondents completed the survey (29% response rate). Of these respondents, 58 indicated they have hired, supervised, or overseen graduates from Duquesne's education programs and answered questions about their perceptions of these graduates (45 Principals; 13 Superintendents). In Spring 2019, 226 administrators were invited to complete the survey and 74 completed the survey (33% response rate). Of these respondents, 56 indicated they have hired, supervised, or overseen graduates from Duquesne's education programs and answered questions about their perceptions of these graduates (This included 44 Principals / "Other" Administrators and 12 Superintendents). *This question was asked only to Principals and Other Administrators who directly supervise teachers/specialists, since it is more directly germane to their role.*						

2B: Pittsburgh Public Schools Performance Data

As a first step toward more direct evidence of our program completers' impact on student learning and development, we have worked with the Pittsburgh Public Schools to obtain data regarding the performance and impact of program completers within the district. The Pittsburgh Public School system now issues a yearly report that analyzes the performance of graduates from Duquesne University who were hired within the district relative to the average performance of all educators hired within the district. As an indicator of impact, the report includes a measure of "Student Learning and Growth." Student learning and growth is defined by the Pennsylvania Department of Education using PVAAS, a value-added measure that gauges the extent to which students gained or lost ground compared to their peers when holding constant students' prior assessment results. A PVAAS score of 0 means the student neither lost nor gained ground. A positive score means a student gained ground, while a negative score means they lost ground. While Duquesne's PVAAS score was -0.9, the average PVAAS score for all hires within the Pittsburgh Public School District was -1.8. Relatively speaking, this means that Duquesne's graduates are outperforming all other hires by +0.9. In terms of statistical comparability, the difference was not deemed statistically significant and PPS's report classified the impact of Duquesne's program completers to be "About the same" as all other hires. For additional context, PPS also assigns an Overall Performance score on a scale of 0 to 300 points and rates the overall level of Duquesne graduates' performance as 214, which corresponds with a "Distinguished" rating on their evaluation scale (210-300 = Distinguished; 150-209 = Proficient; 140-149 = Needs Improvement; 0-139 = Failing). With this in mind, we can infer that Duquesne's program completers are exhibiting high, "distinguished" levels of performance relative to the PPS district's standards performance and they are impacting student learning and growth in a way that is technically higher than, but statistically similar to graduates from other educator preparation programs.

2C: Partnerships with PreK-12 School Systems

Duquesne University is developing plans to collect additional data about its program completer's impact on P-12 learning and development. Duquesne University will be reaching out to local P-12 systems to determine ways the School of Education may be able to partner with them to share general, aggregate information about the performance, teaching effectiveness, and learning impact of graduates from Duquesne's educator preparation programs.

3. Satisfaction of employers and employment milestones

To better understand the impact graduates from Duquesne's educator preparation programs have had on P-12 learning and development after they have been working in the field, the School of Education is implementing the following assessments:

3A: Regional Administrator Stakeholder Survey

A survey of Superintendents and Principals that have hired and supervised graduates of Duquesne's educator preparation programs. The survey asks them to evaluate Duquesne graduates' teaching effectiveness relative to graduates from other educator preparation programs.

Survey of Educational Administrators (Principals & Superintendents) in the Pittsburgh Region						
Survey Item: Overall, I am satisfied with the quality of candidate preparation provided by Duquesne University's education programs.		Strongly Agree	Agree	Disagree	Strongly Disagree	NA – This Question Does Not Apply to My Role
Principals / Other	Spring 2018	65.1%	30.2%	0%	2.2%	4.4%
	Spring 2019	59.1%	27.3%	2.3%	2.3%	9.1%
Superintendents	Spring 2018	53.9%	38.5%	7.7%	0%	0%
	Spring 2019	58.3%	41.7%	0%	0%	0%
Notes on Response Rates: In Spring 2018, 329 administrators were invited to complete the survey and 95 respondents completed the survey (29% response rate). Of these respondents, 58 indicated they have hired, supervised, or overseen graduates from Duquesne's education programs and answered questions about their perceptions of these graduates (45 Principals; 13 Superintendents). In Spring 2019, 226 administrators were invited to complete the survey and 74 completed the survey (33% response rate). Of these respondents, 56 indicated they have hired, supervised, or overseen graduates from Duquesne's education programs and answered questions about their perceptions of these graduates (This included 44 Principals / "Other" Administrators and 12 Superintendents). *This question was asked only to Principals and Other Administrators who directly supervise teachers/specialists, since it is more directly germane to their role.*						

3B: Educator Preparation Council and Partnerships with PreK-12 School Systems

Instituting an "Educator Preparation Council," which includes educational practitioners (including Principals and Superintendents) from the region who provide insight and feedback about their experiences and satisfaction with graduates from Duquesne's educator preparation programs. The first meeting of EPC principals and superintendents is scheduled for Tuesday, May 28th. The intention is for the group to convene once or twice per semester.

4. Satisfaction of completers

4A: Student Teaching Exit Survey

The School of Education administers an annual Student Teaching Exit Survey to program completers. In April 2018, the survey was updated to include more specific questions about their satisfaction with their experiences in their program of study. The survey was administered to all students who participated in their student teaching experience in the Spring 2018 semester. The questions used a seven-point scale (From 7 = Strongly Agree to 1 = Strongly Disagree) .The relevant results are presented below:

Student Teaching Exit Survey Results (Spring 2018) N = 92; Response rate = 92%								Percent Highly Satisfied (Scores = 6 or 7)		
Survey Question	Strongly Agree (7)	Agree (6)	Somewhat Agree (5)	Neither Agree nor Disagree (4)	Somewhat Disagree (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable	Duquesne	National Comparison Group (Trad)*	National Comparison Group (Grad+Adult)**
My experience at Duquesne University's School of Education has met my expectations.	35%	29%	22%	1%	2%	5%	3%	2%	64%	Not published	Not published
Overall, I am satisfied with my experiences in Duquesne University's School of Education.	35%	35%	16%	1%	3%	5%	3%	1%	70%	54%	67%
All in all, if I had to do it over again, I would enroll here.	34%	24%	14%	5%	7%	5%	9%	2%	58%	56%	69%

Ruffalo Noel Levitz administers a national survey, the Student Satisfaction Inventory (SSI), which asks students from higher education institutions across the United States these same three questions (without institution-specific language) on a seven point scale. The SSI includes traditional college-aged students enrolled in undergraduate programs. A "National Comparison Group" is comprised of 217,956 students from 332 four-year private institutions that participated in the survey over three years, 2014-15, 2015-16, and 2016-17. Ruffalo Noel Levitz publishes the results in an annual report. (Ruffalo Noel Levitz (2017). 2017 national student satisfaction and priorities report. Cedar Rapids, Iowa: Ruffalo Noel Levitz. Retrieve from RuffaloNL.com/Benchmark.)

**Ruffalo Noel Levitz administers a national survey, the Adult Student Priorities Survey (ASPS), which asks students from higher education institutions across the United States these same three questions (without institution-specific language) on a seven point scale. The ASPS includes and aggregates adult students*

enrolled in undergraduate programs and all students enrolled in graduate programs. A "National Comparison Group" is comprised of 72,124 students from 153 institutions that participated in the survey over three years, 2014-15, 2015-16, and 2016-17. Ruffalo Noel Levitz publishes the results in an annual report. (Ruffalo Noel Levitz (2017). 2017 national student satisfaction and priorities report. Cedar Rapids, Iowa: Ruffalo Noel Levitz. Retrieve from RuffaloNL.com/Benchmark.)

Student Teaching Exit Survey Results (Fall 2018)											
N = 16; Response rate = 100%								Percent Highly Satisfied (Scores = 6 or 7)			
Survey Question	Strongly Agree (7)	Agree (6)	Somewhat Agree (5)	Neither Agree nor Disagree (4)	Somewhat Disagree (3)	Disagree (2)	Strongly Disagree (1)	Duquesne	National Comparison Group (Trad UG)*	National Comparison Group (Graduate)**	National Comparison Group (Adult UG)**
My experience at Duquesne University's School of Education has met my expectations.	25%	37.5%	12.5%	6.25%	6.25%	6.25%	6.25%	62.5%	Not published	Not published	Not published
Overall, I am satisfied with my experiences in Duquesne University's School of Education.	25%	25%	18.8%	6.25%	18.75%	0%	6.25%	50%	56%	67%	69%
All in all, if I had to do it over again, I would enroll here.	43.8%	25%	6.25%	0%	6.25%	6.25%	12.5%	68.8%	57%	69%	71%

*Ruffalo Noel Levitz administers a national survey, the Student Satisfaction Inventory (SSI), which asks students from higher education institutions across the United States these same three questions (without institution-specific language) on a seven point scale. The SSI includes traditional college-aged students enrolled in undergraduate programs. A "National Comparison Group" is comprised of 213,573 students from 318 four-year private institutions that participated in the survey over three years, 2015-16, 2016-17, and 2017-18. Ruffalo Noel Levitz publishes the results in an annual report. ((Ruffalo Noel Levitz (2018). 2018 National Student Satisfaction and Priorities Report. Cedar Rapids, Iowa: Ruffalo Noel Levitz. Retrieve from RuffaloNL.com/Benchmark.)

**Ruffalo Noel Levitz administers a national survey, the Adult Student Priorities Survey (ASPS), which asks students from higher education institutions across the United States these same three questions (without institution-specific language) on a seven point scale. The ASPS includes and aggregates adult students enrolled in undergraduate programs and all students enrolled in graduate programs. A "National Comparison Group" is comprised of 30,294 adult UG students from 158 institutions and 36,998 graduate students that participated in the survey over three years, 2015-16, 2016-17, and 2017-18.. Ruffalo Noel Levitz publishes the results in an annual report. (Ruffalo Noel Levitz (2018). 2018 National Student Satisfaction and Priorities Report. Cedar Rapids, Iowa: Ruffalo Noel Levitz. Retrieve from RuffaloNL.com/Benchmark.)

Student Teaching Exit Survey Results (Spring 2019)											
N = 75; Response rate = 98.7%								Percent Highly Satisfied (Scores = 6 or 7)			
Survey Question	Strongly Agree (7)	Agree (6)	Somewhat Agree (5)	Neither Agree nor Disagree (4)	Somewhat Disagree (3)	Disagree (2)	Strongly Disagree (1)	Duquesne	National Comparison Group (Traditional, 4-year Private)*	National Comparison Group (Graduate Students)**	Adult Undergraduate Students**
My experience at Duquesne University's School of Education has met my expectations.	32%	30.7%	16%	4%	9.3%	6.7%	1.3%	62.7%	Not published	Not published	Not published
Overall, I am satisfied with my experiences in Duquesne University's School of Education.	36%	25.3%	22.7%	2.7%	8%	4%	1.3%	61.3%	56%	67%	69%
All in all, if I had to do it over again, I would enroll here.	37.3%	35%	13.3%	13.3%	9.3%	1.3%	1.3%	72.3%	57%	69%	71%

*Ruffalo Noel Levitz administers a national survey, the Student Satisfaction Inventory (SSI), which asks students from higher education institutions across the United States these same three questions (without institution-specific language) on a seven point scale. The SSI includes traditional college-aged students enrolled in undergraduate programs. A "National Comparison Group" is comprised of 213,573 students from 318 four-year private institutions that participated in the survey over three years, 2015-16, 2016-17, and 2017-18. Ruffalo Noel Levitz publishes the results in an annual report. ((Ruffalo Noel Levitz (2018). 2018 National Student Satisfaction and Priorities Report. Cedar Rapids, Iowa: Ruffalo Noel Levitz. Retrieve from RuffaloNL.com/Benchmark.)

**Ruffalo Noel Levitz administers a national survey, the Adult Student Priorities Survey (ASPS), which asks students from higher education institutions across the United States these same three questions (without institution-specific language) on a seven point scale. The ASPS includes and aggregates adult students enrolled in undergraduate programs and all students enrolled in graduate programs. A "National Comparison Group" is comprised of 30,294 adult UG students from 158 institutions and 36,998 graduate students that participated in the survey over three years, 2015-16, 2016-17, and 2017-18. Ruffalo Noel Levitz publishes the results in an annual report. (Ruffalo Noel Levitz (2018). 2018 National Student Satisfaction and Priorities Report. Cedar Rapids, Iowa: Ruffalo Noel Levitz. Retrieve from RuffaloNL.com/Benchmark.)

Advanced-Level Programs Exit Survey Results (Spring 2019)									
N = 6; Response rate = 50%								Percent Highly Satisfied (Scores = 6 or 7)	
Survey Question	Strongly Agree (7)	Agree (6)	Somewhat Agree (5)	Neither Agree nor Disagree (4)	Somewhat Disagree (3)	Disagree (2)	Strongly Disagree (1)	Duquesne	National Comparison Group (Graduate Students)**
My experience at Duquesne University's School of Education has met my expectations.	16.7%	83.3%	0%	0%	0%	0%	0%	100%	Not published
Overall, I am satisfied with my experiences in Duquesne University's School of Education.	0%	100%	0%	0%	0%	0%	0%	100%	67%
All in all, if I had to do it over again, I would enroll here.	66.7%	33.3%	0%	0%	0%	0%	0%	100%	69%

Note on Response Rates: In Spring 2019, there were twelve program completers collectively amongst the Instructional Technology; Reading & Language Arts; Special Education PreK-8 & 7-12; and Educational Administration & Supervision MSED programs. There were no program completers in any other advanced-level programs accounted for within this report. Six of these twelve program completers responded to the survey.

*Ruffalo Noel Levitz administers a national survey, the Student Satisfaction Inventory (SSI), which asks students from higher education institutions across the United States these same three questions (without institution-specific language) on a seven point scale. The SSI includes traditional college-aged students enrolled in undergraduate programs. A "National Comparison Group" is comprised of 213,573 students from 318 four-year private institutions that participated in the survey over three years, 2015-16, 2016-17, and 2017-18. Ruffalo Noel Levitz publishes the results in an annual report. ((Ruffalo Noel Levitz (2018). 2018 National Student Satisfaction and Priorities Report. Cedar Rapids, Iowa: Ruffalo Noel Levitz. Retrieve from RuffaloNL.com/Benchmark.)

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The survey asks alumni who have completed Duquesne SoE programs within the last ten years about their satisfaction with their education program at Duquesne. The initial survey was sent in April 2018 and the response window was closed on May 11, 2018. Moving forward, the survey will be administered every three to four years to prevent over-saturation of the response population. The table below includes results for survey items related to teaching effectiveness.

Spring 2018 Survey of Alumni Who Have Completed Programs Within The Past 10 Years				
(Response rate = 20%; N=351 total respondents)				
Survey Question	Strongly Agree	Agree	Disagree	Strongly Disagree
Overall, I am satisfied with the quality of candidate preparation provided by Duquesne University's education programs (N=433).	54%	33.9%	8.3%	3.7%

5. Graduation Rates

Note: Since this reporting requirement (Component 5.4) is a new accreditation expectation, Duquesne's School of Education is still in a transitional phase and is only expected to report on plans and progress toward the collection of evidence and demonstration of this requirement. The information below illustrates the School of Education's plans, progress, and data that has been collected with regard to this standard.

Graduation Rates for Duquesne's Educator Preparation Programs

Prog GR% = Graduation rate within the program relative to typical # of years expected to complete the program
Prog GR% +2 = Graduation rate within the program relative to typical # of years expected to complete the program + 2 years
Univ GR% = Graduation rate for all students who started within the program cohort, regardless of which program they ultimately completed and graduated from. This number accounts for students who transferred to another degree program within Duquesne and still graduated.
Univ GR% +2 = Graduation rate for all students who started within the program cohort, regardless of which program they ultimately completed and graduated from + 2 years. This number accounts for students who transferred to another degree program within Duquesne and still graduated.

Notes:
The typical number of expected years to completion for UG programs = 4.
The typical number of expected years to completion for GR programs ranges from 2-3.

Level	2011 Cohort				2012 Cohort				2013 Cohort				2014 Cohort				2015 Cohort			
	Prog GR %	Prog GR % +2	Univ GR %	Univ GR % +2	Prog GR %	Prog GR % +2	Univ GR %	Univ GR % +2	Prog GR %	Prog GR % +2	Univ GR %	Univ GR % +2	Prog GR %	Prog GR % +2	Univ GR %	Univ GR % +2	Prog GR %	Prog GR % +2	Univ GR %	Univ GR %+2
Under-graduate	67.9	71.6	84	90.1	56.3	59	76.5	80.9	63.5	66	78.2	82.7	60.8	*	80.8	*	*	*	*	*
Graduate	55.8	76.8	60	82.1	62	77.4	67.9	84.7	50	72.7	54.5	80	61.5	67.9	62.8	70.5	46	*	47.6	*

*Data for this cohort is not yet available

For more detailed information about graduation rates for individual programs, please refer to Appendix C.

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

As an indicator of the ability to meet licensing and state requirements, program completers are expected to participate in and pass the requisite state licensure exams (PRAXIS, PECT). The percent of students passing these exams is presented in the table below for the four most recent academic years:

Initial Level Program PRAXIS and PECT Summary Pass Rates Based on Educational Testing Service (ETS) and Title II Report Data*			
Group	Number Taking Tests	Number Passing Tests	Baseline Pass Rate (%)
All program completers, 2017-18	128	101	79%
All program completers, 2016-17	137	122	89%
All program completers, 2015-16	170	154	91%
All program completers, 2014-15	120	103	86%

*For more detailed information about pass rates for individual programs, please refer to Appendix A.

PRAXIS and PECT Summary Pass Rates Based on ETS and PECT Report Data for Advanced Level Programs**

Group	Number Taking Tests	Number Passing Tests	Baseline Pass Rate (%)
All program completers, 2017-18	20	19	95%
All program completers, 2016-17	18	17	94%
All program completers, 2015-16	32	29	91%
ETS and PECT data is available for the following programs: Educational Administration & Supervision, Special Education PreK-8 & 7-12,			

**For more detailed information about pass rates for individual advanced-level programs, please refer to Appendix B.

7. Ability of Completers to Be Hired in Education Positions for Which They Have Prepared

Each year, Duquesne's Office of Career Development surveys graduates from all academic programs six months after the Spring graduation date to determine how they would describe the employment and activities after graduation. The results for graduates from the School of Education's educator preparation programs are provided below. Note that some students are both employed and continuing education after graduation.

School of Education Graduate Outcomes									
		6 Months from Graduation, the Percent of Graduates Who Were:							
Academic Year	Participating Cohorts	Survey Response Rate	Employed Full-time	Employed Part-time	Employed and Continuing Education	Continuing Education	Volunteer Service	Seeking Employment	Continuing Education Plans, but not yet enrolled
2017-18	Aug 2017, Dec 2017, & May 2018 Graduates	For the 2017-18 AY, the data has been collected by Duquesne's Center for Career Development; however, they have not yet compiled a final draft of the Graduate Outcomes Report. The Center Career Development will have the report completed by Summer 2019 semester and will share this data with the School of Education for publication at this time. The published version of the annual report will be updated at this time.							
2016-17	Aug 2016, Dec 2016, & May 2017 Graduates	34%	56%	7%	0%	10%	0%	26%	1%
2015-16	Aug 2015, Dec 2015, & May 2016 Graduates	29%	74%	0%	0%	5%	2%	17%	2%
2014-15	Aug 2014, Dec 2014, & May 2015 Graduates	25%	67%	0%	4%	12%	1%	16%	0%

8. Consumer Information: Projected Costs and Student Loan Default Rates

Full-time Undergraduate Costs per Year			
	2017-18 AY	2018-19 AY	2019-20 AY
Tuition*	36,394	38,178	39,992
Room & Board	12,114	12,586	13,088
Books	1,400	1,400	1,400
Total*	49,908	52,164	54,480

* This cost does not reflect the 50% tuition reduction scholarship that is offered to all School of Education students.
*There is a one-time new student fee of $249 which is not included in this total.

Part-time Undergraduate Cost			
	2017-18 AY	2018-19 AY	2019-20 AY
Per Credit (fall, spring, summer)	1,206	1,265	1,325

Graduate Costs			
	2017-18 AY	2018-19 AY	2019-20 AY
Per Credit (fall, spring, summer)	1,234	1,284	1,310

DU Cohort loan default rate [Source: NEA 2017-2018 Average Starting Salaries by State]		
Academic Year	Duquesne University Loan Default Rate	National Average Loan Default Rate
2016	2.8%*	Not yet available
2015	2.2%	10.8%
2014	3.7%	11.5%
2013	2.6%	11.3%
2012	2.5%	11.8%
2011	2.8%	13.7%
2010	3.5%	14.7%

*Note: The default rate is based on a 3-year rate, so the most recent default rate that is available is the 2016 draft cohort default rate. The national average is not available yet for 2016.

Estimated Starting Salary in PA (2017-2018)		
Average Starting Salary in PA	44,647	
Average Starting Salary, Nationally	39,249	

Discussion and Analysis of Annual Reporting Measure Trends

The review of annual report measures available from the three most recent reporting cycles indicates Duquesne is meeting expected and effective levels of performance. In all areas where data is available, Duquesne's programs and program completers are exhibiting positive outcomes. Each of the annual reporting measures are discussed below:

With regard to both **impact on P-12 learning and development** and **teaching effectiveness:**

> Results from our surveys of principals and superintendents (from the Stakeholder Feedback Survey) indicate Duquesne graduates are having a positive impact in their roles as educators. In both Spring 2018 and Spring 2019, over ninety-five percent of principals and superintendents collectively agree that Duquesne university graduates demonstrate the qualities and characteristics embodied by professional practice standards for administration/supervision/teaching (note: this excludes those who responded that this question was non-applicable to their role). Most importantly, over 95% of principals and superintendents surveyed agreed that Duquesne university graduates have had a positive impact on K-12 learning and development. The results from the PDE 430 evaluations also reinforce this, with 96.7% of candidates receiving an overall rating of either Exemplary or Superior for their teaching competencies from experienced practitioners in the 2017-18AY. This continues the strong levels of performance that were seen in the 2016-17AY wherein 98.6% of candidates received an overall rating of Exemplary or Superior. A strong majority of alumni (95.3%) also agree that Duquesne prepared them to be effective teachers (as per the Spring 2018 survey of alumni from the past ten years).

> Reinforcing this information, performance data from Pittsburgh Public Schools indicates Duquesne graduates perform at a level that is either about the same as or slightly better than graduates across all areas. For additional context, PPS also assigns an Overall Performance score on a scale of 0 to 300 points and rates the overall level of Duquesne graduates' performance as 214, which corresponds with a "Distinguished" rating on their evaluation scale (210-300 = Distinguished; 150-209 = Proficient; 140-149 = Needs Improvement; 0=139 = Failing). With this in mind, we can infer that Duquesne's program completers are exhibiting levels of teaching effectiveness that meet the expectations of the Pittsburgh Public School district in a way that is equivalent to our slightly better than graduates of other educator preparation programs in the region. Duquesne's program completers are exhibiting "distinguished" levels of performance relative to the PPS district's standards performance and they are exhibiting levels of instructional effectiveness that are statistically similar to graduates from other educator preparation programs in the region.

With regard to **employer satisfaction**:

> Duquesne's School of Education is also receiving positive results. Over 90% of Superintendents and Principals surveyed in both Spring 2018 and Spring 2019 agreed that they were satisfied with the quality of candidate preparation provided by Duquesne's programs.

With regard to **satisfaction of program completers**:

The majority of Duquesne's graduating program completers indicate that they've had a positive experience with the program and that they are satisfied with the quality of their education. In Fall 2018, 69% of program completers from Duquesne's education programs said either agreed or strongly agreed that "All in all, if I had to do it over again, I would enroll here." In Spring 2019, 72.3% either agreed or strongly agreed with this survey item. This outperforms general levels of student satisfaction across all undergraduate and graduate programs nationally as determined by Ruffalo Noel Levitz's national student satisfaction surveys. Amongst four-year private institutions, 57% of undergraduate students and 69% of graduate students indicated they agreed or strongly agreed with this same question. Supplementing this, the Spring 2018 survey of alumni who have graduated within the past ten years found that 87.9% of alumni agree that they are satisfied with the quality of candidate preparation provided by Duquesne University's education programs.

With regard to **graduation rates**:

Duquesne's programs are meeting goals and substantially exceeding graduation rates for the state of Pennsylvania. For the most recent cohort (2013) of undergraduate students that has full graduation data available, of the students who enrolled in an education program at Duquesne and who completed their degree (even if they transferred to another program within Duquesne), 78% graduated in 4 years and 83% graduated in six years. For the most recent cohort (2014) of graduate students that has full graduation data available, of the students who enrolled in an education program at Duquesne and completed their degree (even if they transferred to another program within Duquesne), 63% graduated in the expected number years and 71% graduated in the expected number plus two additional years. For four-year private non-profit colleges in Pennsylvania in the 16-17 AY, graduation rates are 60.8% (4-year) and 71.4% (6-year).[1]

With regard to the **ability of completers to meet licensing (certification) and state requirements**:

The high pass rates on the PRAXIS and PECT tests indicate a high level of achievement. Although there was a slight down-trend in the 2017-18 AY pass rates compared to the three previous academic years, the pass rates are within a reasonably expected range and fall into alignment with pass rates across the state of Pennsylvania. Still, the School of Education has taken note of this, and intends to conduct a closer review of the curriculum in all educator preparation programs through Summer 2019. A curriculum review will be conducted in light of the data to determine if there are areas where curricular content and design can be improved upon.

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[1] *Source: The Chronicle of Higher Education, College Completion.* https://collegecompletion.chronicle.com/ *Note: The graduation rates are only provided for undergraduate programs. Comparative data at the graduate level is not available.*

With regard to the **ability of completers to be hired in education positions** for which they have been prepared:

Career placement data indicates Duquesne graduates are generally successful in their pursuit of employment and in the pursuit of post-graduation educational endeavors. The percent of School of Education graduates who have either attained employment or continued their education at the graduate level or higher within 6 months of graduation range from 77-84% across the three most recent academic years where data is available. (Note: this includes students who committed to volunteer service like Teach for America). These rates have remained consistent and fall within reasonably expected levels for a time period of six months post-graduation. It must be noted that Duquesne's Office of Career Development is still processing and finalizing data about 2017-18 AY post-graduation career outcomes as of the date when this version of the annual report was published. When this data is available, the annual report will be updated with the relevant data.

With regard to **student loan default rates and other consumer information**:

Duquesne's programs have more positive outcomes compared to those at other institutions. Specifically, student loan default rates for the Duquesne School of Education are substantially lower than the national averages. In the past seven years, Duquesne's default rates have ranged from 2.2-3.5%; whereas the national averages have ranged from 10.8-14.7%

With regard to **dissemination and utilization of results**:

In terms of how the measures are shared, this is an area where the School of Education believes it can improve upon and do better. To improve dissemination of data to stakeholders and leadership within the School of Education community, the SoE is in process of developing a "Data Dashboard", a visualization tool that will support more efficient update and review of the annual reporting measures and other indicators deemed important by SoE leadership. An initial draft of the data dashboard has been completed and has been utilized by the School of Education's Leading Teacher Quality Council through the 2018-19 AY. The group will continue to build up and refine the dashboard as they continue to integrate it and utilize it within decision-making practices.

Additionally, the Annual Report is published on the School of Education's main landing page on its website. It is also emailed to all School of Education faculty and staff who are, in turn, asked to share and disseminate it with their respective constituencies who may have an interest in the contents of the report.

Continuous Improvement

Duquesne's School of Education has implemented a quality assurance system comprised of valid data from multiple measures. Recognizing that quality assurance is an ongoing, and continuing process of improvement, Duquesne continues to reflect on, adjust, refine, and improve its approach to quality assurance based on the information it collects with every academic year and new assessment cycle. Accordingly:

Methods for Assessment of Performance

- Duquesne's School of Education (SoE) regularly and systematically assessed its performance against its goals or the CAEP standards via the follow methods:
    - Participation in Specialized Professional Association (SPA) reviews. In addition to the NCATE/CAEP accreditation expectations, the majority of Duquesne's educator preparation programs undergoes a rigorous accreditation process and external review conducted by a specialized accrediting association. The list of SPAs is provided on page 4. Within the context of this review, each program establishes 6-8 assessment methods that are designed with attention to reliability and validity. Each program's set of assessment methodologies are scrutinized and critiqued by expert evaluators from the SPA organizations which, in turn, provide feedback for the improvement and refinement of each programs' curriculum design and assessment methodologies. Duquesne uses this feedback to inform improvement initiatives within each respective program.
    - Utilization of a "Just-in-time Education Data" (JED) reporting system. This system serves as a means to collect assessment data, store it in a database, and produce on-demand reports. Faculty and staff can log into the system to directly enter their assessment data. In terms of specific assessment-related data, the system is used to store: 1) PRAXIS and PECT scores; 2) PDE 430 scores; 3) Results from assessments (rubrics, tests, etc.) that are used within SPA reviews.
    - Evaluation of Annual Reporting Measures. The SoE leadership team tracks and evaluates the CAEP annual reporting measures (graduation rates, employer satisfaction, student satisfaction, etc.). By monitoring trends in these areas, the leadership is able to take appropriate action and adopt initiatives for improvement wherever it may be necessary.
    - Beyond those mentioned above, additional methods of assessment include:
        - Assessment of a common Showcase Portfolio at both the initial and advanced levels.
        - Annual focus groups run in the fall semester (all Initial & Advanced candidates are invited to participate). This is a new method of assessment established in Fall 2018. Moving forward, the SoE plans to offer focus groups every year in the fall semester.
        - Assessment of Dispositions Data collected from initial level candidates at the first, second, third, and fourth years in the curriculum.
        - Student Evaluation Surveys (SES) that all candidates are invited to complete at the conclusion of each course.
        - Gap analyses looking at current quality assurance systems in alignment with CAEP recommendations and expectations

- How are progress and results tracked?
  - The Leading Teacher Quality Council (LTQC) is charged with overseeing, tracking, and stewarding the quality assurance system. The LTQC uses a four stage process as the framework for tracking progress and results. This process involves: 1) Defining goals/outcomes/areas of focus, 2) Developing assessment methods, 3) collecting, reviewing, and evaluating data, 4) determining action steps for improvement. The process then repeats as a loop, wherein goals, outcomes, and areas of focus are updated and informed based on the results of the previous cycle.
  - To facilitate the review of progress and results, the Director of Assessment & Accreditation has created a data dashboard that is reviewed by the LTQC at the beginning and end of each semester. The LTQC reviews all data collected from the most recent cycle of assessments and uses this to set priorities and establish areas of focus and improvement for the semester ahead.
  - To facilitate the tracking and records of progress, all processes documented and catalogued in LTQC minutes. At the program level, all programs enter yearly, annual updates about the assessment of their outcomes in the WEAVE assessment information management system. Additionally, the SoE has created its own, in-house data storage, management, and retrieval system call JED (the just-in-time education data system). Beyond this, SPA reports and the CAEP Annual Report also serve as records of assessment, progress, and action.
  - Additionally, under the provision of a new university strategic plan, the School of Education is undertaking a review and update of its school-wide goals and the means by which it plans to assess and track the achievement of those goals. The SoE leadership team is using a "Balanced Scorecard" framework to outline higher level goals, objectives, and measures. A final version of the updated strategic plan is expected to be ready in Fall 2019. Accordingly, the LTQC plans to lead a review of the Leading Teacher Program (LTP) curriculum in light of the updated strategic plan and school-wide goals to determine if there are ways the LTP curriculum, goals, and assessment methods can be updated in ways that more effectively align with the SoE's strategic priorities.

- What patterns across preparation programs did the provider identify?
  - In terms of content, learning, and academic competencies and skills, the data from the quality assurance system indicates Duquesne's candidates are exhibiting high levels of achievement across all programs. Apart from this, there were a few areas related to the assessment of competencies that were identified as areas for improvement these include:
    - Feedback from several SPA program reports indicated that the state PDE 430 evaluation instrument did not sufficiently meet CAEP's standards for quality and rigor in design of instrumentation. Accordingly, Duquesne's SoE obtained permission from PDE to develop an expanded and complementary rubric that would be administered as an addendum to the PDE 430 evaluation to better ensure candidates' performance data is collected in a more descriptive, direct, and objective way.
    - A gap analysis revealed a need to adapt candidate's final portfolios (at both the initial and advanced levels) in order to support assessment of outcomes that could be benchmarked and compared across all programs in a meaningful way.

Accordingly, the SoE has revised and updated the common Showcase Portfolio to ensure a more standardized approach to assessment of comparable outcomes across all programs.

- In terms of operational areas, and broader areas of curricular design, data from the quality assurance system has highlighted some notable areas for attention and improvement. Examples of this include:
    - From focus groups and exit survey data, a substantial number of candidates across initial level programs expressed desire for more support with classroom and behavior management, working with parents and families, assessment and data literacy skills. The LTQC will look for ways to bolster and further support these areas when it conducts its LTP curriculum review in Sumer 2019.
    - A review of quality assurance system data in alignment with CAEP standards and expectations has revealed a gap in the extent to which stakeholders and practitioners outside the School of Education have been able to contribute feedback and offer input on the design, development, and direction of curriculum and initiatives within the School of Education. Accordingly, the SoE has identified a need for more direct stakeholder input (e.g. educational practitioners in the community like principals, teachers, and specialists). Although the surveys of educational administrators and alumni offers one mechanism for stakeholder input, the SoE believes that this is still an area that can be improved upon and that would offer substantial benefits for both our candidates and the broader community of educational partners within our region.
    - Data from focus groups has indicated strong desire amongst a broad cross-section of candidates for some professional training in areas related to active shooter training. Accordingly, steps have been taken to offer professional training to support this need.
    - Data from exit surveys, student evaluation surveys, and focus groups has highlighted substantial concerns amongst initial-level candidates regarding the efficiency (and redundancy) of certain areas within the Leading Teacher Program's curriculum. In the open ended comments from the Spring 2018 exit survey, 20% of candidates gave examples of areas of the curriculum where content was repeated or redundant in a way that was not constructive. The data has helped the LTQC to identify points of overlap and repetition of content between different courses that are not necessarily scaffolded in a deliberate or helpful way. Accordingly, in Summer 2019, the LTQC will be conducting an extensive review of the LTP curriculum to identify areas of potential redundancy and inefficiency where the curriculum can be revised, updated, and improved based on this information. This will involve a comparative syllabus review along with an updated map of where outcomes and competencies are embedded, introduced, reinforced, demonstrated, and assessed.

Examples of Innovations and Changes That Have Been Implemented

- Based on review of data from the 2017-18 and 2018-19 academic years, the Duquesne School of Education has implemented the following innovations and changes:
    - Based on feedback from several SPA program reports, Duquesne's SoE obtained permission from PDE to develop an expanded and complementary rubric that would be administered with the PDE 430 to ensure candidates' performance data is collected in

a more direct, objective, and descriptive way. The expanded rubric was piloted in Fall 2018 and revised in Spring 2018 based on data and feedback collected in the pilot implementation period.

- o The SoE has revised and updated the common Showcase Portfolio (at both the initial and advanced levels) to ensure a more standardized approach to assessment of comparable outcomes across all programs. The updated Showcase Portfolio review and assessment is being piloted in Spring 2019.
- o To support the updated Showcase Portfolio, and to better facilitate the analysis and dissemination of data, the SoE has adopted Watermark's Via e-portfolio and assessment management system. The system will be launched and piloted in Fall 2019.
- o To better facilitate assessment and understanding of initial-level candidates' dispositions, the dispositions assessment has been expanded to include student teaching supervisors as observers who administer the assessment. Previously it was administered only by program faculty.

Discussion of Areas for Improvement Cited in the 2012 NCATE Continuing Accreditation Review

In the 2012 self-study and unit review, NCATE identified two areas for improvement. Since then, the School of Education has taken extensive steps to address and improve upon these areas. The areas for improvement, the steps and initiatives completed to address these areas, and the outcomes of those activities are described below:

NCATE: Area for Improvement related to Standard 3 cited as a result of the last CAEP review (2012):
The unit does not consistently gather assessment data from all programs in field experiences and clinical practices for program evaluation and improvement.

Context: When the Pennsylvania Department of Education (PDE) issued the new Chapter 49 guidelines to restructure the instructional certification programs in 2008 (PreK-4th Grades, Middle Level Grades 4-8th, Special Education PreK-8th and Secondary 7-12), they included very specific requirements for the number of field experience hours in certification programs in each three levels (Observation, Exploration, Pre-Student Teaching). These hours were also required for all other existing certificates (e.g., Secondary Education). Subsequently, PDE has issued specific competencies that must be demonstrated by each candidate in each of the four levels of field experience and student teaching (rather than completing a specific number of hours).

As we were in the process of our NCATE continuing accreditation process in March 2012, we were also revising the field experiences in the new certification programs to reflect the competencies required by PDE. Each program was required to align the field component of the course with the areas of Planning and Preparation, Classroom Environment, Instructional Delivery, Professional Conduct, Assessment, and Knowledge of Diverse Learners. Subsequently, all field experience evaluations had to be revised to reflect these competencies.

Following is a summary of the steps taken to respond to the Area for Improvement in Field and Clinical Practices in the initial certification and advanced programs in the educator preparation since this area for improvement was first cited:

<u>What steps have been taken to create specific evaluations for the field placements?</u>
As reported in the April 2015 annual report, the Middle Level and Secondary Education programs moved to a common field experience evaluation rubric that includes all PDE required field competencies for all courses. These common rubrics are used to evaluate the field-based assignments that are articulated with pedagogy courses. Course faculty evaluate each candidate's individual performance with feedback from mentor teachers. At the Program level, faculty review field experiences across freshman to senior to assure that Levels, I, II and III are differentiated and that candidates are prepared for student teaching. Faculty also discuss candidates that are experiencing difficulty in field placements. The capstone student teaching experience is evaluated with a PDE-required evaluation form (PDE 430). These data are loaded into the JED system and utilized in determining candidates' eligibility for state certification and to generate aggregated results of candidates' capstone rating for each education major area. Based on feedback from SPA program report submissions in 2017 and 2018, the SoE learned that the state PDE 430 evaluation instrument that is used in the student teaching field experience did not sufficiently meet CAEP's standards for quality and rigor in design of instrumentation. Accordingly, Duquesne's SoE obtained permission from PDE to develop an expanded and complementary rubric that would be administered as an addendum to the PDE 430 evaluation to better ensure candidates' performance data is collected in a more descriptive, direct, and objective way. The assessment is now designed to more effectively collect precise information about specific skills and competencies that can be used to support program evaluation and improvement.

In Advanced EPPs (e.g., Educational Administration, Instructional Technology, Reading Specialist, School Counseling, School Psychology), all candidates are required to complete some combination of field experiences and a capstone practicum internship. The ESL program is an Educational Specialist certificate program and requires field experiences articulated with four courses in the program. These experiences are evaluated with rubrics developed by each EPP and assessment results are collected to document individual candidate performance and for PDE, accreditation and SPA reporting purposes. The field evaluation rubrics are designed to comport with both SPA and CAEP standards and have been refined in 2018 based on feedback received from SPA program report submissions.

As reported in the 2016 annual report, the electronic field request system was also fully implemented allowing for creation of records of the placements for each candidate and to collect information more systematically on the types of school districts in which the placements take place (e.g. urban suburban; private, public, charter).

NCATE: Area for Improvement related to Standard 4 cited as a result of the last CAEP review (2012):
The unit lacks sufficient evidence that candidate proficiencies related to diversity are assessed, and that the data are used to provide feedback to candidates and faculty for improving candidates' knowledge, skills, and professional dispositions.

Context: When designed and then implemented in 2001, the Duquesne University Leading Teacher Program (LTP) included Diversity as one of three central themes and was defined, as "a leading teacher is an advocate, creating learning experiences that demonstrate sensitivity, acknowledging students of all abilities, and valuing human differences". The LTP was based on an infusion model, that is, the LTP Diversity theme and related domain competencies were infused throughout our initial preparation programs based on alignment with course objectives in syllabi, projects and rubrics for project evaluation. Individual certification programs were permitted to infuse the conceptual framework tenets in their courses and develop assessments for their respective program. This resulted in a variety of approaches to addressing the knowledge, skills and dispositions associated with the diversity theme in addition to a variety of assessments. During the self-study process of our 2012 NCATE continuing accreditation review, we acknowledged the need to develop common assessments for diversity competencies across the Unit to facilitate collecting individual candidate data and aggregating data by program.

The 2015 annual report stated that the full faculty reviewed the final Professional Disposition and Diversity statements at the 2014 School of Education Annual Retreat and began the process of writing indicators that would serve as anchors for developing the performance levels for a rubric. The input from faculty work groups was summarized and a draft rubric was developed that also incorporated performance indicators from the new Effective Educator evaluation rubric used to evaluate teachers in Pennsylvania. Feedback on the draft rubric was requested from the initial instructional certification Program Directors.

An assessment plan for professional dispositions, which includes a focus on social justice and advocacy, culturally sensitive behaviors, and advocating for the needs of learners, was developed by Instructional I initial Program Directors and the Associate Dean for Teacher Education and includes multiple assessment points (e.g., end of freshman, sophomore gateway and pre-student teaching). In Spring 2016, the assessment was first administered to freshmen and sophomores who completed the self-assessment using the finalized rubric in a web based form. Targeted faculty reviewed the self-assessments to determine if any candidates required feedback or an action plan to address any issues identified on the Dispositions Survey.

Specifically, dispositions evaluations focus on areas related to diversity and equity and are applied at multiple formative points throughout the curriculum. In the sophomore year and junior years, candidates' dispositions are assessed in the following areas: "Promoting and advocating for social justice and equity by creating culturally responsive and supportive environments by addressing relevant aspects of diversity and related risk and protective factors", "Demonstrating culturally sensitive and respectful behaviors in interactions with students, families, communities, peers, staff, and faculty"; "Identifying and advocating for the unique needs of ALL learners/clients using culturally relevant, evidence based practices"; "Selecting and implementing relevant evidence-based practices based on the context, the content, and the learner/client"; and "Use assessment data to justify and revise instructional strategies/interventions based on the context, the content, and the learner/client." In the student teaching experience, all of these dispositions are evaluated again in a summative way (although the first administration of this supplemental dispositions evaluation occurred in Spring 2019). Altogether, the results indicate that candidates are demonstrating positive

dispositions across all of these areas. In all instances, the strong majority of candidates either meet or exceed expectations related to these dispositional areas.

As of the 2016-17 year, these assessment results are now included as one of the components that are evaluated at the "Sophomore Gateway." At this point in the curriculum, students are evaluated based on several factors (including GPA and academic performance) for admission into the certification track and for admission to student teaching. The disposition assessment results now serve as a valuable complement to the Sophomore Gateway evaluations in determine whether or not students are qualified to formally enter into their Professional Educator Certification Track. If a candidate does not demonstrate these essential dispositions at an a appropriate level, their advisor and the Associate Dean of Teacher Education reach out to them to engage in conversation and develop a growth plan.

Based on the first three rounds of data from Spring 2016 and Spring 2017, faculty have reviewed the pilot implementation of the rubric to determine the utility and quality of the data generated, logistical issues in using the web-based system to collect and aggregate data, and possible revisions to the process. After critical review, the Leading Teacher Quality Council (LTQC) has determined that elements of the rubric can be more strategically threaded and embedded through all areas of the curriculum. For example, rather than having the full rubric implemented in a single course during each year of a candidate's progression, elements of the rubric can be embedded in additional courses where they are directly relevant to collect additional data points of candidates' development and growth with regard to these dispositions. This is an initiative that the LTQC plans to undertake in the 2019-2020 academic year.

Additionally, up to this point, the dispositions assessments have only been administered by faculty who oversee the courses related to candidates' level I, II ,and III field experiences. Beginning in Spring 2019, the dispositions assessment was expanded to include student teaching supervisors to provide an additional, summative point of assessment. The LTQC plans to analyze the student teaching supervisors' dispositional evaluations of candidates in relation to evaluations completed by faculty to determine the extent to which they align, correlate, and/or are predictive.

As another means of assessment, in the expanded PDE 430 rubric which was implemented in Fall 2018, the evaluation includes descriptive, analytic assessments of areas related to "Attention to equitable learning opportunities for all students" and "Flexibility and responsiveness in meeting the learning needs of students." In both Fall 2018 and Spring 2019, all student teaching candidates demonstrated "Satisfactory" levels of performance or higher in these areas.

Appendix A: Pass Rates and Average Scores for All PRAXIS and PECT Tests Taken by Program Completers

PRAXIS and PECT Assessment Pass Rates for Duquesne School of Education Program Completers as of the 2017-18 AY				
Please note that in any cases for which there were fewer than 10 test takers in a particular group or for a particular assessment, the average scaled score, number passing tests, and pass rate are omitted for confidentiality purposes.				
Assessment Code – Assessment Name Test Company Group	Number Taking Tests	Avg. Scaled Score	Number Passing Tests	Pass Rate (%)
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2017-18	2			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2016-17	2			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2015-16	3			
ETS5101 -BUSINESS ED CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			
ETS5101 -BUSINESS ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2016-17	1			
ETS0245 -CHEMISTRY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	1			
ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) Other enrolled students	57	150	44	77

PRAXIS and PECT Assessment Pass Rates for Duquesne School of Education Program Completers as of the 2017-18 AY

Please note that in any cases for which there were fewer than 10 test takers in a particular group or for a particular assessment, the average scaled score, number passing tests, and pass rate are omitted for confidentiality purposes.

Assessment Code – Assessment Name Test Company Group	Number Taking Tests	Avg. Scaled Score	Number Passing Tests	Pass Rate (%)
ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) All program completers, 2017-18	25	159	23	92
ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) All program completers, 2016-17	32	158	31	100
ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) All program completers, 2015-16	4			
ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) Other enrolled students	50	175	46	92
ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) All program completers, 2017-18	25	170	25	100
ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) All program completers, 2016-17	32	176	32	100
ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) All program completers, 2015-18	4			
ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) Other enrolled students	55	167	46	84
ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) All program completers, 2017-18	23	169	23	100

PRAXIS and PECT Assessment Pass Rates for Duquesne School of Education Program Completers as of the 2017-18 AY

Please note that in any cases for which there were fewer than 10 test takers in a particular group or for a particular assessment, the average scaled score, number passing tests, and pass rate are omitted for confidentiality purposes.

Assessment Code – Assessment Name Test Company Group	Number Taking Tests	Avg. Scaled Score	Number Passing Tests	Pass Rate (%)
ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) All program completers, 2016-17	32	168	29	91
ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) All program completers, 2015-16	4			
ETS0011 -ELEM ED CURR INSTRUC ASSESSMENT (DISC) Educational Testing Service (ETS) All program completers, 2015-16	7			
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE (DISC) Educational Testing Service (ETS) All program completers, 2015-16	1			
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) Other enrolled students	12	176	11	92
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All program completers, 2017-18	9			
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All program completers, 2016-17	10	178	10	100
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All program completers, 2015-16	5			
ETS5511 -FUNDAMENTAL SUBJECTS Educational Testing Service (ETS) Other enrolled students	20	184	20	100

PRAXIS and PECT Assessment Pass Rates for Duquesne School of Education Program Completers as of the 2017-18 AY

Please note that in any cases for which there were fewer than 10 test takers in a particular group or for a particular assessment, the average scaled score, number passing tests, and pass rate are omitted for confidentiality purposes.

Assessment Code – Assessment Name Test Company Group	Number Taking Tests	Avg. Scaled Score	Number Passing Tests	Pass Rate (%)
ETS5511 -FUNDAMENTAL SUBJECTS Educational Testing Service (ETS) All program completers, 2017-18	9			
ETS5511 -FUNDAMENTAL SUBJECTS Educational Testing Service (ETS) All program completers, 2016-17	22	175	22	100
ETS5511 -FUNDAMENTAL SUBJECTS Educational Testing Service (ETS) All program completers, 2015-16	49	179	49	100
ETS5601 -LATIN Educational Testing Service (ETS) Other enrolled students	1			
ETS5601 -LATIN Educational Testing Service (ETS) All program completers, 2017-18	1			
ETS5601 -LATIN Educational Testing Service (ETS) All program completers, 2016-17	1			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	6			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2017-18[2]	11	162	5	45

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[2] Note: The pass rates reflected in this table are a direct report of the pass rates based on the cut score established by the Educational Testing Service. However, in the state of Pennsylvania, a sliding scale pass rate is applied to all candidates where the cut score for passing shifts based on the candidates undergraduate GPA. For the Secondary Education Mathematics program, 70% passed the test based on PA's sliding scale and attained their certification.

PRAXIS and PECT Assessment Pass Rates for Duquesne School of Education Program Completers as of the 2017-18 AY

Please note that in any cases for which there were fewer than 10 test takers in a particular group or for a particular assessment, the average scaled score, number passing tests, and pass rate are omitted for confidentiality purposes.

Assessment Code – Assessment Name Test Company Group	Number Taking Tests	Avg. Scaled Score	Number Passing Tests	Pass Rate (%)
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2016-17	4			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2015-16	2			
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	8			
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2017-18	9			
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2016-17	20	170	20	100
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2015-16	14	173	14	100
ETS5156 -PA 4-8 CORE SUBJ CONC ENG LANG ARTS Educational Testing Service (ETS) Other enrolled students	10	170	9	90
ETS5156 -PA 4-8 CORE SUBJ CONC ENG LANG ARTS Educational Testing Service (ETS) All program completers, 2017-18	6			
ETS5156 -PA 4-8 CORE SUBJ CONC ENG LANG ARTS Educational Testing Service (ETS) All program completers, 2015-16	1			

PRAXIS and PECT Assessment Pass Rates for Duquesne School of Education Program Completers as of the 2017-18 AY

Please note that in any cases for which there were fewer than 10 test takers in a particular group or for a particular assessment, the average scaled score, number passing tests, and pass rate are omitted for confidentiality purposes.

Assessment Code – Assessment Name Test Company Group	Number Taking Tests	Avg. Scaled Score	Number Passing Tests	Pass Rate (%)
ETS5158 -PA 4-8 CORE SUBJ CONC MATHEMATICS Educational Testing Service (ETS) Other enrolled students	2			
ETS5158 -PA 4-8 CORE SUBJ CONC MATHEMATICS Educational Testing Service (ETS) All program completers, 2017-18	1			
ETS5159 -PA 4-8 CORE SUBJ CONC SCIENCE Educational Testing Service (ETS) Other enrolled students	1			
ETS5159 -PA 4-8 CORE SUBJ CONC SCIENCE Educational Testing Service (ETS) All program completers, 2017-18	1			
ETS5157 -PA 4-8 CORE SUBJ CONC SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2017-18	1			
ETS5154 -PA 4-8 CORE SUBTEST ENG LANG ARTS SOC STUDIES Educational Testing Service (ETS) Other enrolled students	14	163	12	86
ETS5154 -PA 4-8 CORE SUBTEST ENG LANG ARTS SOC STUDIES Educational Testing Service (ETS) All program completers, 2017-18	10	171	10	100
ETS5154 -PA 4-8 CORE SUBTEST ENG LANG ARTS SOC STUDIES Educational Testing Service (ETS) All program completers, 2016-17	13	163	13	100

PRAXIS and PECT Assessment Pass Rates for Duquesne School of Education Program Completers as of the 2017-18 AY

Please note that in any cases for which there were fewer than 10 test takers in a particular group or for a particular assessment, the average scaled score, number passing tests, and pass rate are omitted for confidentiality purposes.

Assessment Code – Assessment Name Test Company Group	Number Taking Tests	Avg. Scaled Score	Number Passing Tests	Pass Rate (%)
ETS5154 -PA 4-8 CORE SUBTEST ENG LANG ARTS SOC STUDIES Educational Testing Service (ETS) All program completers, 2015-16	1			
ETS5155 -PA 4-8 CORE SUBTEST MATH AND SCIENCE Educational Testing Service (ETS) Other enrolled students	14	174	10	71
ETS5155 -PA 4-8 CORE SUBTEST MATH AND SCIENCE Educational Testing Service (ETS) All program completers, 2017-18	10	174	8	80
ETS5155 -PA 4-8 CORE SUBTEST MATH AND SCIENCE Educational Testing Service (ETS) All program completers, 2016-17	11	180	11	100
ETS5155 -PA 4-8 CORE SUBTEST MATH AND SCIENCE Educational Testing Service (ETS) All program completers, 2015-16	1			
ETS5153 -PA 4-8 CORE SUBTEST PEDAGOGY Educational Testing Service (ETS) Other enrolled students	14	177	14	100
ETS5153 -PA 4-8 CORE SUBTEST PEDAGOGY Educational Testing Service (ETS) All program completers, 2017-18	10	183	10	100
ETS5153 -PA 4-8 CORE SUBTEST PEDAGOGY Educational Testing Service (ETS) All program completers, 2016-17	13	178	13	100
ETS5153 -PA 4-8 CORE SUBTEST PEDAGOGY Educational Testing Service (ETS) All program completers, 2015-16	1			

PRAXIS and PECT Assessment Pass Rates for Duquesne School of Education Program Completers as of the 2017-18 AY

Please note that in any cases for which there were fewer than 10 test takers in a particular group or for a particular assessment, the average scaled score, number passing tests, and pass rate are omitted for confidentiality purposes.

Assessment Code – Assessment Name Test Company Group	Number Taking Tests	Avg. Scaled Score	Number Passing Tests	Pass Rate (%)
ESP0001 -PAPA - MODULE 1 READING Evaluation Systems group of Pearson Other enrolled students	50	220	39	78
ESP0001 -PAPA - MODULE 1 READING Evaluation Systems group of Pearson All program completers, 2017-18	33	228	33	100
ESP0001 -PAPA - MODULE 1 READING Evaluation Systems group of Pearson All program completers, 2016-17	40	235	39	98
ESP0001 -PAPA - MODULE 1 READING Evaluation Systems group of Pearson All program completers, 2015-16	59	237	58	98
ESP0002 -PAPA - MODULE 2 MATH Evaluation Systems group of Pearson Other enrolled students	48	223	37	77
ESP0002 -PAPA - MODULE 2 MATH Evaluation Systems group of Pearson All program completers, 2017-18	34	242	34	100
ESP0002 -PAPA - MODULE 2 MATH Evaluation Systems group of Pearson All program completers, 2016-17	40	236	39	98
ESP0002 -PAPA - MODULE 2 MATH Evaluation Systems group of Pearson All program completers, 2015-16	59	229	57	97
ESP0003 -PAPA - MODULE 3 WRITING Evaluation Systems group of Pearson Other enrolled students	56	218	43	77

PRAXIS and PECT Assessment Pass Rates for Duquesne School of Education Program Completers as of the 2017-18 AY

Please note that in any cases for which there were fewer than 10 test takers in a particular group or for a particular assessment, the average scaled score, number passing tests, and pass rate are omitted for confidentiality purposes.

Assessment Code – Assessment Name Test Company Group	Number Taking Tests	Avg. Scaled Score	Number Passing Tests	Pass Rate (%)
ESP0003 -PAPA - MODULE 3 WRITING Evaluation Systems group of Pearson All program completers, 2017-18	33	233	33	100
ESP0003 -PAPA - MODULE 3 WRITING Evaluation Systems group of Pearson All program completers, 2016-17	40	236	39	98
ESP0003 -PAPA - MODULE 3 WRITING Evaluation Systems group of Pearson All program completers, 2015-16	58	236	56	97
ESP0006 -PECT PREK-4 - MODULE 1 Evaluation Systems group of Pearson Other enrolled students	19	224	16	84
ESP0006 -PECT PREK-4 - MODULE 1 Evaluation Systems group of Pearson All program completers, 2017-18	64	229	61	95
ESP0006 -PECT PREK-4 - MODULE 1 Evaluation Systems group of Pearson All program completers, 2016-17	73	226	71	97
ESP0006 -PECT PREK-4 - MODULE 1 Evaluation Systems group of Pearson All program completers, 2015-16	72	230	69	96
ESP0007 -PECT PREK-4 - MODULE 2 Evaluation Systems group of Pearson Other enrolled students	17	222	16	94
ESP0007 -PECT PREK-4 - MODULE 2 Evaluation Systems group of Pearson All program completers, 2017-18	64	219	57	89

PRAXIS and PECT Assessment Pass Rates for Duquesne School of Education Program Completers as of the 2017-18 AY

Please note that in any cases for which there were fewer than 10 test takers in a particular group or for a particular assessment, the average scaled score, number passing tests, and pass rate are omitted for confidentiality purposes.

Assessment Code – Assessment Name Test Company Group	Number Taking Tests	Avg. Scaled Score	Number Passing Tests	Pass Rate (%)
ESP0007 -PECT PREK-4 - MODULE 2 Evaluation Systems group of Pearson All program completers, 2016-17	73	222	71	97
ESP0007 -PECT PREK-4 - MODULE 2 Evaluation Systems group of Pearson All program completers, 2015-16	72	221	66	92
ESP0008 -PECT PREK-4 - MODULE 3 Evaluation Systems group of Pearson Other enrolled students	16	224	14	88
ESP0008 -PECT PREK-4 - MODULE 3 Evaluation Systems group of Pearson All program completers, 2017-18	64	217	50	78
ESP0008 -PECT PREK-4 - MODULE 3 Evaluation Systems group of Pearson All program completers, 2016-17	73	222	64	88
ESP0008 -PECT PREK-4 - MODULE 3 Evaluation Systems group of Pearson All program completers, 2015-16	72	224	67	93
ESP0011 -PECT SPEC ED PREK-8 - MODULE 1 Evaluation Systems group of Pearson All program completers, 2017-18	1			
ESP0011 -PECT SPEC ED PREK-8 - MODULE 1 Evaluation Systems group of Pearson All program completers, 2016-17	3			
ESP0011 -PECT SPEC ED PREK-8 - MODULE 1 Evaluation Systems group of Pearson All program completers, 2015-16	3			

PRAXIS and PECT Assessment Pass Rates for Duquesne School of Education Program Completers as of the 2017-18 AY

Please note that in any cases for which there were fewer than 10 test takers in a particular group or for a particular assessment, the average scaled score, number passing tests, and pass rate are omitted for confidentiality purposes.

Assessment Code – Assessment Name Test Company Group	Number Taking Tests	Avg. Scaled Score	Number Passing Tests	Pass Rate (%)
ESP0012 -PECT SPEC ED PREK-8 - MODULE 2 Evaluation Systems group of Pearson All program completers, 2017-18	1			
ESP0012 -PECT SPEC ED PREK-8 - MODULE 2 Evaluation Systems group of Pearson All program completers, 2016-17	3			
ESP0012 -PECT SPEC ED PREK-8 - MODULE 2 Evaluation Systems group of Pearson All program completers, 2015-16	3			
ETS5265 -PHYSICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2016-17	1			
ETS5265 -PHYSICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2015-16	1			
ETS0730 -PRAXIS I MATHEMATICS (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2015-16	12	179	10	83
ETS0710 -PRAXIS I READING (DISCONTINUED) Educational Testing Service (ETS) Other enrolled students	1			
ETS0710 -PRAXIS I READING (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2015-16	11	181	11	100
ETS0720 -PRAXIS I WRITING (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2015-16	11	178	10	91

PRAXIS and PECT Assessment Pass Rates for Duquesne School of Education Program Completers as of the 2017-18 AY

Please note that in any cases for which there were fewer than 10 test takers in a particular group or for a particular assessment, the average scaled score, number passing tests, and pass rate are omitted for confidentiality purposes.

Assessment Code – Assessment Name Test Company Group	Number Taking Tests	Avg. Scaled Score	Number Passing Tests	Pass Rate (%)
ETS5301 -READING SPECIALIST II Educational Testing Service (ETS) All program completers, 2015-16	1			
ETS5354 -SE CORE KNOWLEDGE & APPLICATIONS Educational Testing Service (ETS) All program completers, 2015-16	1			
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	13	170	13	100
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2017-18	18	172	17	94
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2016-17	11	171	11	100
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2015-16	5			
ETS5331 -SPEECH LANGUAGE PATHOLOGY Educational Testing Service (ETS) Other enrolled students	35	182	35	100
ETS5331 -SPEECH LANGUAGE PATHOLOGY Educational Testing Service (ETS) All program completers, 2015-16	47	179	47	100

Appendix B: Advanced Level PRAXIS and PECT Pass Rates

Program	Test	2015-2016				2016-2017				2017-2018			
		N	Test Pass %	# passing	PA Sliding Scale Pass %*	N	Test Pass %	# Passing	PA Sliding Scale Pass %*	N	Test Pass %	# Passing	PA Sliding Scale Pass %*
Reading & Language Arts MSED	5301	8	100	8	100	4	100	4	100	5	100	5	100
Educational Administration & Supervision MSED	6011 /5411	10	100	10	100	9	88.89	8.0001	88.89	7	100	7	100
Doctorate in Educator Leadership with focus on Superintendent's Letter of Eligibility	6021	2	100	2	100	1	100	1	100	0		0	
Special Education PreK-8 MSED	8011	5	80	4	100	2	100	2	100	4	100	4	100
Special Education PreK-8 MSED	8012	5	60	3	100	2	100	2	100	4	75	3	100
Special Education 7-12 MSED	8015	1	100	1	100	0		0		0		0	
Special Education 7-12 MSED	8016	1	100	1	100	0		0		0		0	
Overall Pass Rates		32	91%	29	100%	18	94%	17	100%	20	95%	19	100%

*Pennsylavnia's Department of Education uses a sliding scale that factors in candidates' GPAs to determine the cut score they need in order to pass their respective PRAXIS / PECT certification exam and attain certification within the state of Pennsylvania. For more information, please refer to PDE's overview of sliding scale pass rates.

Appendix C: Graduation Rates for Individual Programs

The following chart depicts annual graduation rates for students who entered a program cohort within a specific academic year. The students within each of these program cohorts are tracked through the typical number of years expected for program completion and also for two years beyond the typical number of years to completion. These graduation rates reflect only the students who initially enrolled with the cohort. They do not include students who transferred into programs after the initial year of a cohort's enrollment.

Please note that in any cases for which there were fewer than 10 completers in a particular cohort within a program, the graduation rates are omitted for confidentiality purposes. A blank space indicates that there were either fewer than 10 program completers, or that there were no students who completed the program during that particular academic year. This could also include instances where a program was not enrolling new students during a specific cohort year.

Graduation Rates for Duquesne's Educator Preparation Programs

Yrs = Typical # of Years to Complete Program Based on Program Guidelines
Prog GR% = Graduation rate within the program relative to typical # of years expected to complete the program
Prog GR% +2 = Graduation rate within the program relative to typical # of years expected to complete the program + 2 years
Univ GR% = Graduation rate for all students who started within the program cohort, regardless of which program they ultimately completed and graduated from. This number accounts for students who transferred to another degree program within Duquesne and still graduated.
Univ GR% +2 = Graduation rate for all students who started within the program cohort, regardless of which program they ultimately completed and graduated from + 2 years. This number accounts for students who transferred to another degree program within Duquesne and still graduated.

Program	Yrs	2011 Cohort				2012 Cohort				2013 Cohort				2014 Cohort				2015 Cohort			
		Prog GR %	Prog GR % +2	Univ GR %	Univ GR % +2	Prog GR %	Prog GR % +2	Univ GR %	Univ GR % +2	Prog GR %	Prog GR % +2	Univ GR %	Univ GR % +2	Prog GR %	Prog GR % +2	Univ GR %	Univ GR % +2	Prog GR %	Prog GR % +2	Univ GR %	Univ GR %+2
BSEd in Pre-K-4th Grade Education	4	71.9	71.9	84.4	87.5	66.3	71.1	79.5	85.5	70.6	74.1	78.8	84.7	79	79	87.1	88.7	*	*	*	*
BSEd in Grades 4-8 Middle Level Education	4	75	83.3	83.3	91.7	73.9	73.9	78.3	78.3	87.5	87.5	87.5	87.5	53.3	60	86.7	93.3	*	*	*	*
BSEd, Secondary Education, Social Studies	4	78.6	78.6	92.9	92.9	44.1	44.1	67.6	70.6	42.9	42.9	81	85.7	46.2	50	76.9	80.8	*	*	*	*

Program	Yrs	2011 Cohort				2012 Cohort				2013 Cohort				2014 Cohort				2015 Cohort			
		Prog GR %	Prog GR % +2	Univ GR %	Univ GR % +2	Prog GR %	Prog GR % +2	Univ GR %	Univ GR % +2	Prog GR %	Prog GR % +2	Univ GR %	Univ GR % +2	Prog GR %	Prog GR % +2	Univ GR %	Univ GR % +2	Prog GR %	Prog GR % +2	Univ GR %	Univ GR % +2
BSEd, Secondary Education, English /Language Arts	4	46.7	60	66.7	86.7	42.9	47.6	76.2	81	42.1	47.4	73.7	78.9	35.7	35.7	71.4	71.4	*	*	*	*
BSEd, Secondary Education, Mathematics	4	70	70	100	100	31.8	31.8	77.3	81.8	53.3	53.3	66.7	66.7	38.5	38.5	61.5	61.5	*	*	*	*
BSEd, Foreign Language K-12 (Latin)	4	N < 10				N < 10				N < 10				N < 10				N = 0			
MSEd in Foreign Language K-12 (Latin)	2	N = 0				N = 0				N < 10				N = 0				N < 10			
MSEd in Grades PreK-4	2	27.3	54.5	36.4	63.6	44.4	83.3	44.4	83.3	52.2	82.6	52.2	87	61.5	69.2	61.5	69.2	58.3	91.7	58.3	91.7
MSEd in Secondary Education, Social Studies	2	73.3	80	80	93.3	84	88	88	92	50	75	50	75	80	80	80	80	85.7	100	85.7	100
MSEd in Secondary Education, English /Language Arts	2	N < 10				85.7	85.7	85.7	85.7	N < 10				N < 10				N < 10			
MSEd in Secondary Education, Mathematics	2	N < 10				81.8	90.9	81.8	100	N < 10				N < 10				N < 10			
BS Biological Sciences, Chemistry or Physics / M.S.Ed. in Secondary Education	5	85.7	85.7	100	100	85.7	85.7	85.7	85.7	80	90	80	90	N < 10				N < 10			

Program	Yrs	2011 Cohort				2012 Cohort				2013 Cohort				2014 Cohort				2015 Cohort			
		Prog GR %	Prog GR % +2	Univ GR %	Univ GR % +2	Prog GR %	Prog GR % +2	Univ GR %	Univ GR % +2	Prog GR %	Prog GR % +2	Univ GR %	Univ GR % +2	Prog GR %	Prog GR % +2	Univ GR %	Univ GR % +2	Prog GR %	Prog GR % +2	Univ GR %	Univ GR %+2
MSEd in Special Education Pre-K through 8th Grade with PreK-4th or Grades 4-8th certificate	2	N <10				9.1	9.1	72.7	81.8	N < 10				90	90	100	100	100	100	100	100
MSEd in Special Education Grades 7-12 with Secondary Education 7-12 certificate	2	Not active								N < 10				N < 10				N < 10			
MSEd in Ed, Educational Administration & Supervision	2	62.5	79.2	62.5	79.2	76.9	84.6	76.9	84.6	50	62.5	54.2	66.7	75	75	75	75	66.7	83.3	66.7	83.3
EdD, Educational Leadership**	3					25	81.3	25	81.3	6.3	68.8	6.3	68.8	10	65	10	65	7.7	23.1	7.7	30.8

*Data for this cohort is not yet available

**Although this program can be completed in three years, a majority of students are working professionals who enroll part time. Based on this, it is not uncommon, or unexpected that students may take more than three years to complete the program. This is reflected in the substantial increase in graduation rates amongst students who complete the program in 5 years compared to 3.

Appendix D: Clinical Practice Requirements and Evaluation

Field experiences are a critical component in preparing professional educators for leadership and distinction in teaching, scholarship and service in the world's communities. The Leading Teacher Program (LTP) requires broad and diversified professional field experiences designed to provide teacher candidates with study and practice opportunities in a variety of settings, with students of different ages, and with culturally diverse and exceptional populations. Field experiences in the LTP are developmental, becoming increasingly interactive in order to meet the changing needs of the teacher candidate. Field experiences are designed by faculty and are articulated with course work. Undergraduate teacher candidates participate in a range of educational settings for field experiences throughout their program, starting in the second semester of study. Settings for field experiences include over 35 public school districts and 11 private schools, as well as education agencies, institutions and organizations in southwestern PA. The field experience settings include urban, suburban and rural settings with a diverse population of students. All of these experiences are completed under professional supervision from faculty and host teachers.

Student teaching at Duquesne is a 12 credit, fifteen-week experience for undergraduates and a six credit, fifteen-week experience for graduate candidates (see http://www.duq.edu/academics/schools/education/student-teaching-and-fieldexperience/requirements). The Pennsylvania Department of Education (PDE) requires a minimum twelve-week student teaching experience. Students who have dual majors are required to complete ten weeks of student teaching in each major. Candidates who choose to student teach abroad complete 8 weeks abroad (e.g., Ireland) and 12 weeks in the U.S. In both of these instances, candidates are required to complete twenty weeks of student teaching.

During student teaching, multiple assessments are utilized to determine the quality and level of competence of the teacher candidate (see http://www.duq.edu/academics/schools/education/student-teaching-and-field-placement). These assessments include the ST5 *Student Teacher Observation Form* and the PDE 430 Pennsylvania Statewide Evaluation Form for Student Professional Knowledge and Practice as required by PDE and a portfolio focusing on the impact on student learning. For organizational and evaluative purposes, candidates maintain a portfolio of their capstone experience. The contents of the portfolio focus on evidence of the candidates' impact on student learning/development based on specific evidence of student learning. Weekly reflections and ongoing feedback from cooperating teachers and university supervisors help the candidate to synthesize all aspects of their growth as an aspiring teacher and to understand the instructional practice that enabled them to impact the students' learning in their classroom. After completing the student teaching experience, each candidate must successfully complete an Exit Interview in which they present evidence of impact on student learning with reflections based on the conceptual framework of the Leading Teacher Program. A panel of faculty and University supervisors evaluate the candidates' presentations.

For more information about student performance based on the PDE 430, please refer to Annual Reporting Measures, section #2 in this report.