



# 2018-2019 Annual Report

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## 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

We educate the mind, heart and spirit of our aspiring educational and mental health professionals through evidence-based curriculum and pedagogy to continually improve practice; advocate for justice and equity; and foster social, moral, and ethical responsibility. Through scholarly inquiry and culturally responsive practice, our graduates will be leaders who positively shape the lives of individuals and the future of educational and mental health practice by collaborating across the boundaries of school, academy, and community.

## 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 submitted its Self Study Report for submission to CAEP in July 2019. The CAEP on-site visit is scheduled for June 29<sup>th</sup> and 30<sup>th</sup> 2020. 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
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
MSED in Special Education Pre-K through 8th Grade with PreK-4 <sup>th</sup> or Grades 4-8 <sup>th</sup> 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 (Response Rate = 20%) and second administration of the survey was in March 2020 (Response Rate = 12%). Moving forward, the survey will be administered every two years, alternating with other external survey initiatives that the School of Education will be focusing on in each year. The table below includes results for survey items related to teaching effectiveness. The table below includes results for survey items related to teaching effectiveness.



Survey of Alumni						
Survey Question			Strongly Agree	Agree	Disagree	Strongly Disagree
<b>Teachers</b>						
Duquesne has prepared me to effectively apply professional knowledge and skills in a way that supports student learning, growth, and achievement.*	Spring 2020	N = 72	41.7%	50%	4.2%	4.2%
Duquesne has prepared me to uphold and fulfill professional practice standards of teaching	Spring 2018	N = 217	63.8%	33.3%	1.4%	1.4%
	Spring 2020	N=72	61%	32%	2.8%	4.2%
<b>Principals and Superintendents</b>						
Duquesne has prepared me to uphold and fulfill professional practice standards	Spring 2018	N = 12	81.2%	18.8%	0%	0%
	Spring 2020	N = 6	66.7%	16.7%	0%	16.7% (N=1)
Duquesne has prepared me to meet expectations with regard to state measures**	Spring 2018	N = 4	83.3%	16.7%	0%	0%
	Spring 2020	N = 6	66.7%	16.7%	0%	16.7% (N=1)
<p><i>*This question was first asked in the Spring 2020 administration of the survey.</i></p> <p><i>**This question was asked only to Principals, since it is more directly germane to their role</i></p> <p><i>*The Spring 2018 alumni survey was administered to all alums for whom the School of Education had contact info, regardless of when they graduated. Beginning in Spring 2020 and moving forward, the alumni survey will be administered only to alumni who have completed programs within the ten most recent years.</i></p>						

## 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:

<b>Survey of Educational Administrators (Principals &amp; Superintendents) in the Pittsburgh Region</b>						
<u>Survey Item:</u> 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%
<u>Survey Item:</u> 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%
<u>Survey Item:</u> 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%
<u>Survey Item:</u> 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%
<u>Survey Item:</u> 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%
<p><u>Notes on Response Rates:</u> 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).</p> <p>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).</p> <p><i>*This question was asked only to Principals and Other Administrators who directly supervise teachers/specialists, since it is more directly germane to their role.</i></p>						

### 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 PDE 430 Scores					
Domain	Academic Year	Percent Exemplary	Percent Superior	Percent Satisfactory	Percent Unsatisfactory
Planning & Preparation	2017-18	84.2%	12.5%	3.3%	0%
	2018-19	85.5%	14.5%	0%	0%
Classroom Environment	2017-18	75%	23.3%	1.7%	0%
	2018-19	81.6%	18.4%	0%	0%
Instructional Delivery	2017-18	70%	27.5%	2.5%	0%
	2018-19	77.6%	22.4%	0%	0%
Professionalism	2017-18	92.5%	5%	2.5%	0%
	2018-19	93.4%	6.6%	0%	0%
Overall Evaluation	2017-18	54.2%	42.5%	3.3%	0%
	2018-19	80.3%	19.7%	0%	0%
2017-18 Number of Students = 120 2018-19 Number of Students = 92					

## 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
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.			

## 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.

<b>Survey of Educational Administrators (Principals &amp; Superintendents) in the Pittsburgh Region</b>						
<b>Survey Item:</b>		<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	<b>NA – This Question Does Not Apply to My Role</b>
Overall, Duquesne university graduates have had a positive impact on K-12 learning and development						
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%
<b>Survey Item:</b>		<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	<b>NA – This Question Does Not Apply to My Role</b>
Graduates of Duquesne’s K-12 educator or specialist programs typically score in the top 25% of evaluation measures required by PDE (N=44)*						
Principals / Other*	Spring 2018	40.0%	37.8%	0%	2.2%	20.0%
	Spring 2019	38.6%	25%	4.6%	2.3%	29.6%
<p><b>Notes on Response Rates:</b> 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).</p> <p>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).</p> <p><i>*This question was asked only to Principals and Other Administrators who directly supervise teachers/specialists, since it is more directly germane to their role.</i></p>						

## 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 implemented “Regional Stakeholder Survey” Principals and Superintendents from districts within the region.

#### Regional Administrator Stakeholder Survey Results

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 next administration of the survey will occur in Spring 2021 and every two years thereafter. In spring 2020, the alumni survey will be the focus of the School of Education’s external survey initiatives. Moving forward, the Regional Stakeholder Survey and the Alumni Survey will be administered in alternating years based on a survey calendar.

<b>Survey of Educational Administrators (Principals &amp; Superintendents) in the Pittsburgh Region</b>						
<b>Survey Item:</b>		<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	<b>NA – This Question Does Not Apply to My Role</b>
Overall, I am satisfied with the quality of candidate preparation provided by Duquesne University’s education programs.						
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%
<p><b>Notes on Response Rates:</b> 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).</p> <p>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).</p> <p><i>*This question was asked only to Principals and Other Administrators who directly supervise teachers/specialists, since it is more directly germane to their role.</i></p>						

## 4. Satisfaction of completers

### 4A: Graduating Student Exit Survey

The School of Education administers an annual Student Teaching Exit Survey to program completers at the end of their final semester in their program. 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:

Graduating Student Exit Survey Results – Initial Level Certification programs											
Survey Question		Number of Survey Completers	Overall Response Rate	Strongly Agree (7)	Agree (6)	Somewhat Agree (5)	Neither Agree nor Disagree (4)	Somewhat Disagree (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable
My experience at Duquesne University's School of Education has met my expectations.	Spring 2018	92	92%	35%	29%	22%	1%	2%	5%	3%	2%
	Fall 2018	16	100%	25%	37.5%	12.5%	6.25%	6.25%	6.25%	6.25%	
	Spring 2019	75	98.7%	32%	30.7%	16%	4%	9.3%	6.7%	1.3%	
	Fall 2019	6	75%	50%	33.3%			16.67%			
	Spring 2020	84	91%	31%	28.6%	14.3%	9.5%	6%	6%	4.8%	
Overall, I am satisfied with my experiences in Duquesne University's School of Education.	Spring 2018	92	92%	35%	35%	16%	1%	3%	5%	3%	1%
	Fall 2018	16	100%	25%	25%	18.8%	6.25%	18.75%	0%	6.25%	
	Spring 2019	75	98.7%	36%	25.3%	22.7%	2.7%	8%	4%	1.3%	
	Fall 2019	6	75%	50%	33.3%			16.67%			
	Spring 2020	84	91%	32.1%	35.7%	10.7%	4.8%	6%	4.8%	6%	
All in all, if I had to do it over again, I would enroll here.	Spring 2018	92	92%	34%	24%	14%	5%	7%	5%	9%	2%
	Fall 2018	16	100%	43.8%	25%	6.25%	0%	6.25%	6.25%	12.5%	
	Spring 2019	75	98.7%	37.3%	35%	13.3%	13.3%	9.3%	1.3%	1.3%	
	Fall 2019	6	75%	66.7%	16.7%				16.67%		
	Spring 2020	84	91%	40.5%	27.4%	10.7%	2.4%	6%	4.8%	8.3%	



### Graduating Student Exit Survey Results – Advanced Level Certification programs

Survey Question		Number of Survey Completers	Overall Response Rate	Strongly Agree (7)	Agree (6)	Somewhat Agree (5)	Neither Agree nor Disagree (4)	Somewhat Disagree (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable
My experience at Duquesne University's School of Education has met my expectations.	Spring 2019	6	50%	16.7%	83.3%	0%	0%	0%	0%	0%	
	Fall 2019	3	23%	66.7%	33.3%						
Overall, I am satisfied with my experiences in Duquesne University's School of Education.	Spring 2019	6	50%	0%	100%	0%	0%	0%	0%	0%	
	Fall 2019	3	23%	66.7%	33.3%						
All in all, if I had to do it over again, I would enroll here.	Spring 2019	6	50%	66.7%	33.3%	0%	0%	0%	0%	0%	
	Fall 2019	3	23%	100%							

**Notes:**

-As of the date of the submission of this report, the Spring 2020 exit survey for advanced level students had not yet closed and is being kept open in an attempt to increase response rates.

#### 4B: Alumni Survey

The alumni survey asks alums 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 second administration of the survey was in February 2020. Moving forward, the survey will be administered every two years, alternating with other external survey initiatives that the School of Education will be focusing on in each year. The table below includes results for survey items related to teaching effectiveness.

Alumni Survey Results							
Survey Question	Semester	# of Survey Completers	Response Rate	Strongly Agree	Agree	Disagree	Strongly Disagree
Overall, I am satisfied with the quality of candidate preparation provided by Duquesne University's education programs.	Spring 2018	351*	20%	54%	33.9%	8.3%	3.7%
	Spring 2020	115	12%	48%	43%	4.5%	4.5%
Overall, I believe the preparation provided by my program at Duquesne University was effective.**	Spring 2020	115	12%	48%	43%	4.5%	4.5%
Overall, I believe the preparation provided by my program at Duquesne University was relevant.**	Spring 2020	115	12%	47%	43%	6%	4%
*The Spring 2018 alumni survey was administered to all alums for whom the School of Education had contact info, regardless of when they graduated. Beginning in Spring 2020 and each year moving forward, the alumni survey will be administered only to alumni who have completed programs within the ten most recent years.							
** These questions were added and first asked in Spring 2020.							

## 5. Graduation Rates

*Note: Since programs across the School of Education are designed to be completed in varying numbers of years (for example, most undergraduate programs are designed to be completed in four years, whereas, graduate programs' expected time to degree completion typically ranges from one to three years, graduation rates are depicted relative to the number of years expected to complete each respective program.*

### 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	2012 Cohort				2013 Cohort				2014 Cohort				2015 Cohort				2016 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
<b>Under-graduate</b>	56.3	59	76.5	80.9	63.5	66	78.2	82.7	61.1	62.6	82.4	84.7	67.2	68	80.3	82.8	*	*	*	*
<b>Graduate</b>	62	77.4	67.9	84.7	50	72.7	54.5	80	61.5	67.9	62.8	70.5	47.6	71.4	49.2	74.6	49.2	*	54.1	*

*\*Data for this cohort is not yet available*

For more extensive and 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, 2018-19	107	77	72%
All program completers, 2017-18	128	101	80%
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, 2018-19	35	33	94%
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	Enrolled in a Program of Continuing Education	Volunteer Service	Seeking Employment	Continuing Education Plans, but not yet enrolled
2018-19	Aug 2018, Dec 2018, & May 2019 Graduates	20%	68%	4%		9%		19%	
2017-18	Aug 2017, Dec 2017, & May 2018 Graduates	37%	68%	9%		7%		16%	
2016-17	Aug 2016, Dec 2016, & May 2017 Graduates	34%	56%	7%		10%		26%	1%
2015-16	Aug 2015, Dec 2015, & May 2016 Graduates	29%	74%			5%	2%	17%	2%
2014-15	Aug 2014, Dec 2014, & May 2015 Graduates	25%	67%		4%	12%	1%	16%	

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

<b>Full-time Undergraduate Costs per Year</b>			
	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.			
<b>Part-time Undergraduate Cost</b>			
	2017-18 AY	2018-19 AY	2019-20 AY
Per Credit (fall, spring, summer)	1,206	1,265	1,325
<b>Graduate Costs</b>			
	2017-18 AY	2018-19 AY	2019-20 AY
Per Credit (fall, spring, summer)	1,234	1,284	1,310
<b>DU Cohort loan default rate</b>			
Academic Year	Duquesne University Loan Default Rate		National Average Loan Default Rate
2017	2.5%*		Not yet available
2016	2.8%		10.1%
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 2017.			
<b>Estimated Starting Salary in PA (2017-2018) [Source: NEA 2017-2018 Average Starting Salaries by State]</b>			
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<sup>1</sup>, 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 100% of candidates receiving an overall rating of either Exemplary or Superior for their teaching competencies from experienced educational practitioners in the 2018-19AY. This continues the strong levels of performance that were seen in previous years wherein 98.6% (in AY 2016-17) and 96.7% (in AY 2017-18) of candidates received an overall rating of Exemplary or Superior.

Reinforcing this information, a study of performance data related to teaching effectiveness was conducted by the Pittsburgh Public Schools looking specifically at Duquesne program completers that were hired in the years of 2011-2017<sup>2</sup>. The results indicate Duquesne graduates perform at a level that is either about the same as or slightly better than graduates from other institutions. This comparative analysis is illustrated in the table in section 1D (p.11) of this report.

For additional context, PPS also assigns an Overall Performance score which factors in completers' impact on student learning and growth. The score, based on a scale of 0 to 300 points, rates the overall level of Duquesne graduates' performance as 214, which corresponds with a "Distinguished" rating based on their performance evaluation criteria (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 or 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.

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<sup>1</sup> The Principals and Superintendents stakeholder survey was first administered in Spring 2018 and repeated in Spring 2019 to collect an initial set of baseline data. Moving forward, it will be administered every other year, on a rotating basis with the Alumni survey. This means that the Alumni Survey will be administered in 2020 and the Principals and Superintendents Survey will be administered in 2021 and every two years thereafter.

<sup>2</sup> This is the most recent set of data that is able to be provided by the Pittsburgh Public Schools at this time. Additional information will be provided when PPS is able to provide an updated study on Duquesne's program completers hired in the years of 2018-2019.



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<sup>3</sup> agreed that they were satisfied with the quality of candidate preparation provided by Duquesne's programs.

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

To help us understand the satisfaction of program completers, Duquesne looks at: 1) the satisfaction of candidates via an exit survey that is administered at the time of program completion when they are preparing to graduate; and 2) surveys of alumni.

Based on the exit surveys, the majority of recent program completers indicate that they've had a positive experience with their program and that they are satisfied with the quality of their education. In Spring 2020, 79% of initial level program completers expressed agreement with the following survey item: "Overall, I am satisfied with my experiences in Duquesne University's School of Education." In Fall 2019, 83% expressed agreement, In Spring 2019, 84% expressed agreement. In Fall 2018, 69% expressed agreement. This indicates consistently high levels of satisfaction.

Similarly, 100% of respondents in the advanced level exit survey (in both Spring 2019 and Fall 2019<sup>4</sup>) expressed agreement with the following survey item: "Overall, I am satisfied with my experiences in Duquesne University's School of Education."

Supplementing this, the Alumni survey found that 91% (in Spring 2020) and 88% (in Spring 2018) agree with the following survey item: "Overall, I am satisfied with the quality of candidate preparation provided by Duquesne University's education programs.

Altogether, this reflects high levels of satisfaction amongst program completers.

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<sup>3</sup> The Principals and Superintendents stakeholder survey was administered was first administered in Spring 2018 and repeated in Spring 2019 to collect an initial set of baseline data. Moving forward, it will be administered every other year, on a rotating basis with the Alumni survey. This means that the Alumni Survey will be administered in 2020 and the Principals and Superintendents Survey will be administered in 2021 and every two years thereafter.

<sup>4</sup> As of the time of the submission of this report, the Advanced Level Exit Survey was still open and will remain open through the end of May 2020 to help obtain higher response rates.

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 (enrolled in 2015) 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), 80% graduated in four years and 83% graduated in six years. For the previous cohort (enrolled in 2014), 82% graduated in 4 years and 85% graduated in six years.

By comparison, for four-year private non-profit colleges in Pennsylvania in the 17-18 AY, undergraduate graduation rates<sup>5</sup> are 60.8% (4-year) and 71.4% (6-year).<sup>6</sup> in the 16-17 AY, undergraduate graduation rates were 60.8% (4-year) and 71.4% (6-year).<sup>7</sup> More recent data is not publicly available. Similarly, the National Center for Education Statistics reports that the national 6-year graduation rates for students who enrolled in 4-year institutions in fall 2012 (and graduated in Spring 2018) was 62%.<sup>8</sup> Duquesne's graduation rates exceed all of these benchmarks by a substantial margin.

At the advanced level, the most recent Duquesne EPP cohort that has full graduation data available (enrolled in 2015), 49% completed their program in 2-3 years and 75% completed their program in 4-5 years.

Putting all of this together, Duquesne's educator preparation programs exhibit high graduation rates relative to the other institutions within the state of Pennsylvania and nationally. This represents a strength in Duquesne's ability to support students as they work toward completion of their degree.

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<sup>5</sup> 2018-19 AY graduation rate data for the state of Pennsylvania is not yet available.

<sup>6</sup> 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.

<sup>7</sup> 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.

<sup>8</sup> Source: National Center for Education Statistics, [https://nces.ed.gov/programs/coe/indicator\\_ctr.asp](https://nces.ed.gov/programs/coe/indicator_ctr.asp)

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

Over the past three years, PRAXIS and PECT licensure pass rates have ranged from 72-89%. In three most recent years of pass rate data that is publicly available for the state of Pennsylvania (2015-16, 2016-17, 2017-18), pass rates for the state of Pennsylvania have ranged from 72-77%<sup>9</sup>. Based on this, Duquesne's completers exhibit high levels of achievement and either fall within the same range or exceed those of other institutions in Pennsylvania. 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 2018-19 AY pass rates (dropping to 72%) 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 has begun to conduct a closer review of the curriculum in all educator preparation programs. Beginning in Fall 2019, the School of Education began a formal review and revision process for the curriculum in all of its educator preparation programs (collectively referred to as the Leading Teacher Programs). In Spring 2020, an initial revision was conducted for the Early Childhood PreK-4 programs. Continuing through Summer 2020 and the 2020-21 AY, the revision and update process will continue for the Middle Level and Secondary Education programs. Through this process, it is expected that curriculum reviews and updates will support improvements in areas where students did not perform as well in the PRAXIS and PECT licensure exams.

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<sup>9</sup> Source: National Teacher Preparation Data, Title II Reports, [https://title2.ed.gov/Public/Report/StateHighlights/StateHighlights.aspx?p=2\\_03](https://title2.ed.gov/Public/Report/StateHighlights/StateHighlights.aspx?p=2_03)

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 76-84% across the three most recent academic years. (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.

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 10.1% - 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 Leadership Team as well as the Leading Teacher Quality Council through the 2019-20 AY. The groups 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 that utilizes 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.
  - Use of a Via Eportfolio and Assessment management system. All of the SoE's initial and advanced level educator preparation programs require their candidates to complete portfolios that include summative examples of their best work. These portfolios are organized and assessed within the Via system to determine if candidates are meeting essential standards and competencies defined by both CAEP and the Pennsylvania Department of Education.
  - 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:
    - 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 are 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, which is an assessment information management storage system that is required for use by all programs across Duquesne University. 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.
    - Beginning in Spring 2019, the School of Education entered into a strategic planning process with the intention of reviewing and updating its school-wide goals and the means by which it plans to assess and track the achievement of those goals. The SoE leadership team used a “Balanced Scorecard” framework to guide this process and outline higher level goals, objectives, and measures. A final version of the updated strategic plan was developed in Fall 2019. The process has resulted in an updated mission statement, and updated vision statement, and a series of goals, objectives, measures, and initiatives designed to support the achievement of the mission. Moving forward, the SoE Leadership team will track progress related to these goals and objectives based on performance criteria established for each objective’s measures.
- 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. This is primarily reflected in the assessments like the Showcase Portfolio and Summative Student Teaching Evaluation (aka the PDE 430) wherein candidates demonstrate strong performance in areas aligned with CAEP and InTASC standards.
    - 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. The new rubric was piloted in Fall 2018 and refined in Spring 2019. With the initial sets of data that have been collected, the SoE is currently in the process of conducting more extensive reliability and validity analyses.
    - Analysis of assessment methodologies used in semesters prior to Spring 2018 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. A version of the common Showcase Portfolio was first instituted for both initial and advanced programs in Spring 2019. With the initial sets of data that have been collected, the SoE is currently in the process of conducting more extensive reliability and validity analyses.
  - 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 collected in Spring 2018, Fall 2018, Spring 2019 and Fall 2019, 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. Accordingly, a group charged with leading a review and redesign of the SoE’s educator preparation programs is taking this into consideration with the program redesign and update proposals. With new program proposal put forward for the Early Childhood PreK-4 program in Spring 2020, a new course focused on classroom and behavior management has been added to the program curriculum.
    - 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. Accordingly, the SoE has taken steps engage with groups of principals, superintendents, and community stakeholders through its Advisory Board and through a group of educational partners that will be invited on an annual basis to provide feedback on strategic initiatives and developments. The educational partners first convened in May 2019. Due to the challenging circumstances of the COVID-19 pandemic, the group will be unable to meet in Spring 2020. The SoE is now targeting a meeting with this group in Fall 2020.

- 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 (LTP) 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. These same comments were seen again in the Spring 2019 exit surveys and in the focus groups conducted in Fall 2018 and Fall 2019. 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 Fall 2019, a formal redesign process began for the LTP curriculum to be reviewed across all educator preparation programs. Through this review process, a redesign team has been working to develop a proposal for a new curriculum that will be more efficiently, effectively, and developmentally scaffolded.

### Examples of Innovations and Changes That Have Been Implemented

- Based on review of data from the 2017-18, 2018-19, and 2019-20<sup>10</sup> 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. Data from Fall 2018 through Spring 2020 is currently being used to conduct validity and reliability studies on the assessment instrument.
  - 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 was piloted in Spring 2019.
  - To better facilitate and improve the quality of candidates' portfolios, a new eportfolio system, called Via, was adopted and implemented in the 2019-2020 academic year. The portfolio system also enables reviewers to embed comments and score candidate's portfolios digitally and in real-time as they are reviewing the portfolio content.
  - 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.
  - As the SoE endeavors to re-envision its Leading Teacher Programs, it has partnered with the Woodrow Wilson Institute to develop a new, single-year, full-time residency experience for graduate students in the Secondary Education Mathematics and

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<sup>10</sup> Note that at the time of this report submission, there are still some sets Spring 2020 data which have not yet been collected, organized, and/or analyzed. This data will be reviewed by the Leading Teacher Quality Council at the beginning of the Fall 2020 semester and addressed in the next year's annual report.



Science programs. The pursuit of this program was partly in response to strategic enrollment data and an identified need to diversity formats and options for candidates to pursue educational certification. The program includes the same content and competencies as traditional secondary education Mathematics and Science programs, however, it represents an alternate and more intensive track where candidates can complete the curricular experience within a single year. Additionally, the program provides for three years of mentoring and support as candidates transition into practice within the field. This is also important for the SoE's approach to CAEP Standard 4 with regard to tracking program completers' impact on student learning and growth after they have been working in the field. As part of the mentoring experience, completers will share non-identifying data about the impact they are having on the learning and growth of their students.

## 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) Other enrolled students	3			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2018-19	1			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2017-18	3			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2016-17	2			
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			
ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) Other enrolled students	48	149	37	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 (%)
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) Other enrolled students	9			
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All program completers, 2018-19	10	179	10	100
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
ETS5511 -FUNDAMENTAL SUBJECTS Educational Testing Service (ETS) Other enrolled students	41	178	41	100
ETS5511 -FUNDAMENTAL SUBJECTS Educational Testing Service (ETS) All program completers, 2018-19	14	181	14	100
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
ETS5601 -LATIN Educational Testing Service (ETS) All program completers, 2018-19	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 (%)
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	8			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2018-19	7			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2017-18	11	162	5	45
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2016-17	4			
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	7			
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2018-19	14	173	14	100
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2017-18	9			

## 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 (%)
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2016-17	20	170	20	100
ACT1013 -OPI MANDARIN American Council on the Teaching of Foreign Language Other enrolled students	1			
ETS5156 -PA 4-8 CORE SUBJ CONC ENG LANG ARTS Educational Testing Service (ETS) Other enrolled students	13	168	12	92
ETS5156 -PA 4-8 CORE SUBJ CONC ENG LANG ARTS Educational Testing Service (ETS) All program completers, 2018-19	2			
ETS5156 -PA 4-8 CORE SUBJ CONC ENG LANG ARTS Educational Testing Service (ETS) All program completers, 2017-18	7			
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, 2018-19	3			
ETS5158 -PA 4-8 CORE SUBJ CONC MATHEMATICS Educational Testing Service (ETS) All program completers, 2017-18	2			
ETS5159 -PA 4-8 CORE SUBJ CONC SCIENCE Educational Testing Service (ETS) All program completers, 2018-19	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 (%)
ETS5159 -PA 4-8 CORE SUBJ CONC SCIENCE 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	18	164	17	94
ETS5154 -PA 4-8 CORE SUBTEST ENG LANG ARTS SOC STUDIES Educational Testing Service (ETS) All program completers, 2018-19	6			
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
ESP0006 -PECT PREK-4 - MODULE 1 Evaluation Systems group of Pearson Other enrolled students	10	219	8	80
ESP0006 -PECT PREK-4 - MODULE 1 Evaluation Systems group of Pearson All program completers, 2018-19	55	228	52	95
ESP0006 -PECT PREK-4 - MODULE 1 Evaluation Systems group of Pearson All program completers, 2017-18	66	229	63	95

## 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 (%)
ESP0006 -PECT PREK-4 - MODULE 1 Evaluation Systems group of Pearson All program completers, 2016-17	73	226	71	97
ESP0007 -PECT PREK-4 - MODULE 2 Evaluation Systems group of Pearson Other enrolled students	10	218	9	90
ESP0007 -PECT PREK-4 - MODULE 2 Evaluation Systems group of Pearson All program completers, 2018-19	54	218	46	85
ESP0007 -PECT PREK-4 - MODULE 2 Evaluation Systems group of Pearson All program completers, 2017-18	66	219	60	91
ESP0007 -PECT PREK-4 - MODULE 2 Evaluation Systems group of Pearson All program completers, 2016-17	73	222	71	97
ESP0008 -PECT PREK-4 - MODULE 3 Evaluation Systems group of Pearson Other enrolled students	10	218	7	70
ESP0008 -PECT PREK-4 - MODULE 3 Evaluation Systems group of Pearson All program completers, 2018-19	54	218	46	85
ESP0008 -PECT PREK-4 - MODULE 3 Evaluation Systems group of Pearson All program completers, 2017-18	66	220	53	80
ESP0008 -PECT PREK-4 - MODULE 3 Evaluation Systems group of Pearson All program completers, 2016-17	73	222	64	88

## 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 (%)
ESP0015 -PECT SPEC ED 7-12 - MODULE 1 Evaluation Systems group of Pearson Other enrolled students	1			
ESP0015 -PECT SPEC ED 7-12 - MODULE 1 Evaluation Systems group of Pearson All program completers, 2017-18	1			
ESP0016 -PECT SPEC ED 7-12 - MODULE 2 Evaluation Systems group of Pearson Other enrolled students	1			
ESP0016 -PECT SPEC ED 7-12 - MODULE 2 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, 2017-18	6			
ESP0011 -PECT SPEC ED PREK-8 - MODULE 1 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, 2017-18	6			
ESP0012 -PECT SPEC ED PREK-8 - MODULE 2 Evaluation Systems group of Pearson All program completers, 2016-17	3			
ETS5265 -PHYSICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2016-17	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 (%)
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	14	168	13	93
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2018-19	11	173	10	91
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
ETS5331 -SPEECH LANGUAGE PATHOLOGY Educational Testing Service (ETS) Other enrolled students	39	182	39	100

## Appendix B: Advanced Level PRAXIS and PECT Pass Rates

Program	Test	2016-2017				2017-2018				2018-2019			
		N	Initial Test Pass %	PA Sliding Scale Pass #	PA Sliding Scale Pass %*	N	Initial Test Pass %	PA Sliding Scale Pass #	PA Sliding Scale Pass %*	N	Initial Test Pass %	PA Sliding Scale Pass #	PA Sliding Scale Pass %*
Reading & Language Arts MSED	5301	4	100	4	100	5	100	5	100%	4	100	4	100%
Educational Administration & Supervision MSED	6011 /6990	9	88.89	9	88.89	7	100	7	100%	7	100	7	100%
Doctorate in Educator Leadership with focus on Superintendent's Letter of Eligibility	6021	1	100	1	100								
Special Education PreK-8 MSED	8011	2	100	2	100	4	100	4	100%	10	80	10	100%
Special Education PreK-8 MSED	8012	2	100	2	100	4	75	4	100%	10	100	10	100%
Special Education 7-12 MSED	8015	0		0						2	100	2	100%
Special Education 7-12 MSED	8016	0		0						2	100	2	100%
Overall Pass Rates		18	94%	18	94%	20	95%	20	100%	35	94%	35	100%

\*Pennsylvania'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	2012 Cohort				2013 Cohort				2014 Cohort				2015 Cohort				2016 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	66.3	71.1	79.5	85.5	70.6	74.1	78.8	84.7	79	79	87.1	88.7	79.4	79.4	88.9	88.9	*	*	*	*
BSEd in Grades 4-8 Middle Level Education	4	73.9	73.9	78.3	78.3	87.5	87.5	87.5	87.5	53.3	60	86.7	93.3	69.2	76.9	92.3	100	*	*	*	*
BSEd, Secondary Education, Social Studies	4	44.1	44.1	67.6	70.6	42.9	42.9	81	85.7	46.2	50	80.8	84.6	52.6	52.6	63.2	68.4	*	*	*	*

Program	Yrs	2012 Cohort				2013 Cohort				2014 Cohort				2015 Cohort				2016 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	42.9	47.6	76.2	81	42.1	47.4	73.7	78.9	42.9	42.9	78.6	78.6	66.7	66.7	80	80	*	*	*	*
BSEd, Secondary Education, Mathematics	4	31.8	31.8	77.3	81.8	53.3	53.3	66.7	66.7	38.5	38.5	61.5	61.5	25	25	50	58.3	*	*	*	*
BSEd, Foreign Language K-12 (Latin)	4	N <= 3				N <= 3				N <= 3				N <= 3				N = 0			
MSEd in Foreign Language K-12 (Latin)	2	N = 0				N <= 3				N = 0				N <= 3				N = 0			
MSEd in Grades PreK-4	2	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	58.3	75	66.7	83.3
MSEd in Secondary Education, Social Studies	2	84	88	88	92	50	75	50	75	80	80	80	80	85.7	100	85.7	100	50	100	50	100
MSEd in Secondary Education, English /Language Arts	2	85.7	85.7	85.7	85.7	75	75	87.5	87.5	50	66.7	50	66.7	N <= 3				N <= 3			
MSEd in Secondary Education, Mathematics	2	81.8	90.9	81.8	100	N <= 3				N <= 3				N <= 3				N <= 3			
BS Biological Sciences, Chemistry or Physics / M.S.Ed. in Secondary Education	5	85.7	85.7	85.7	85.7	80	90	80	90	83.3	83.3	83.3	83.3	85.7	85.7	85.7	100	N <= 3			

Program	Yrs	2012 Cohort				2013 Cohort				2014 Cohort				2015 Cohort				2016 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	72.7	81.8	72.7	81.8	100	100	100	100	90	90	100	100	100	100	100	100	100	100	100	100	100
MSEd in Special Education Grades 7-12 with Secondary Education 7-12 certificate	2	Program not yet active				N <= 3				N <= 3				N <= 3				N <= 3				
MSEd in Ed, Educational Administration & Supervision	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	71.4	78.6	71.4	78.6	
EdD, Educational Leadership**	3	6.3	68.8	6.3	68.8	10	65	10	65	7.7	23.1	7.7	30.8	7.1	35.7	7.1	35.7	0	0	6.7	6.7	

*\*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.