



2016-2017 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 5 initial certification programs at the undergraduate level and 7 at the master's degree levels, 12 master's degree programs, 1 Psy.D. program and 5 doctoral programs. 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 National Association for the Accreditation of Teacher Education (NCATE). 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>).

Assessment of candidate learning includes formative and summative assessment strategies that are appropriate for the intended outcomes of the learning experience including exams, presentations, papers, and performance assessments with evaluation rubrics. Faculty members in the Education Unit are productive scholars as evidenced through publications, presentations and grant awards in their areas of expertise. Seventeen School of Education faculty members have received the university's Creative Teaching Award, which recognizes faculty that have implemented innovative approaches to teaching and have assessed the impact on candidate learning.

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.

During the March 2012 on-site review for continuing accreditation, the NCATE Board of Examiners Team interviewed 154 respondents representing Central Administration, School of Education, Mary Pappert School of Music and Rangos School of Health Science administrators, program faculty and students, alumni, and staff. 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.

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

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, Foreign Language K-12 (Latin)	Not reviewed due to limited enrollment
MS in Ed in Foreign Language K-12 (Latin)	Not reviewed due to limited enrollment
MS in Ed in Grades PreK-4	National Association for the Education of Young Children
MS in Ed in Grades 4-8 th Middle Level with emphasis in English/ Language Arts	Association for Middle Level Education
MS in Ed in Secondary Education, Social Studies	National Council for the Social Studies
MS in Ed in Secondary Education, English/Language Arts	National Council of Teachers of English
MS in Ed in Secondary Education, Mathematics	National Council of Teachers of Math
BS in Biological Sciences, Chemistry or Physics / M.S in Secondary Education	National Science Teachers Association
MS in Special Education Pre-K through 8th Grade with PreK-4 th or Grades 4-8 th certificate	Council For Exceptional Children
MS in Special Education Grades 7-12 with Secondary Education 7-12 certificate	Council For Exceptional Children

Annual Reporting Measures

1. Indicators of Teaching Effectiveness

Note: Since this reporting requirement (Component 4.2) 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.

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 is implementing the following assessments:

- A survey of all alumni who have completed Duquesne SoE programs within the last ten years. The survey asks them 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. The table below includes results for survey items related to teaching effectiveness

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)				
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) and Superintendents (N = 4)				
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)				
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*

- 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 initial survey was sent in April 2018 and the response window closed on May 18, 2018. Ninety-four respondents completed the survey (Response Rate = 23%). Of these respondents, 57 indicated they have hired, supervised, or overseen graduates from Duquesne’s education programs and answered questions about their perceptions of these graduates. Respondents were permitted to skip questions. This accounts for differences in the number of respondents reported for each question. Moving forward, the survey will be administered bi-annually. 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 in the Pittsburgh Region					
<i>Response Rate = 23%</i>					
Survey Question	Strongly Agree	Agree	Disagree	Strongly Disagree	NA – This Question Does Not Apply to My Role
Principals					
Duquesne university graduates are effective K-12 teachers or educational specialists (e.g., Reading Specialist, Instructional Technology Specialist, ESL Specialist, Autism Specialist). (N=44)	54.6%	36.4%	0%	4.6%	4.6%
Duquesne university graduates demonstrated the qualities and characteristics embodied by professional practice standards for teaching. (N=44)	61.4%	29.6%	2.3%	2.3%	4.6%
Graduates of Duquesne’s K-12 educator or specialist programs typically score in the top 25% of evaluation measures required by PDE. (N=44)*	38.6%	38.6%	0%	2.3%	20.5%
Superintendents					
Duquesne university graduates are effective K-12 teachers, educational specialists, instructional supervisors, or principals. (N=13)	61.5%	30.8%	7.7%	0%	0%
Duquesne university graduates demonstrate the qualities and characteristics embodied by professional practice standards for administration and supervision. (N=)	84.6%	7.7%	7.7%	0%	0%

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

- Another method Duquesne uses to evaluate teaching effectiveness is the evaluation of students during their final student teaching experiences.
 - During each students' 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 2016-17 PDE 430 Scores (N=122)*				
Domain	Percent Exemplary	Percent Superior	Percent Satisfactory	Percent Unsatisfactory
Planning & Preparation	86.1%	12.3%	1.6%	0%
Classroom Environment	78.7%	20.5%	0.8%	0%
Instructional Delivery	67.2%	31.1%	1.6%	0%
Professionalism	95.1%	3.3%	1.6%	0%
Overall Evaluation	60.7%	37.7%	1.6%	0%

*For more detailed information about PDE 430 scores within individual programs, please refer to [Appendix A](#).

- Instituting a regular cycle of focus groups with Superintendents and Principals from area schools that have hired graduates from Duquesne's educator preparation programs. During these focus groups, Superintendents and Principals will be engaged in discussion about their experiences with graduates from Duquesne's educator preparation programs and asked to share insights on the teaching effectiveness of the graduates. The first focus group will be conducted in August 2018. Moving forward, the focus group will be conducted on a cyclical basis, every two or three years.
- 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

Note: Since this reporting requirement (Component 4.1) 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.

- 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:

- Instituting a regular cycle of focus groups with Superintendents and Principals from area schools that have hired graduates from Duquesne’s educator preparation programs. During these focus groups, Superintendents and Principals will be engaged in discussion about their experiences with graduates from Duquesne’s educator preparation programs and asked to share insights on the impact these graduates have had on P-12 learning and development. The first focus group is going to be scheduled in August 2018. Moving forward, the focus group will be conducted on a cyclical basis, every two or three years.
- 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. The initial survey was sent in April 2018 and the response window closed on May 18, 2018. Moving forward, the survey will be administered every two or three years. The relevant results are presented below:

Survey of Educational Administrators (Principals & Superintendents) in the Pittsburgh Region					
<i>Response Rate = 23%</i>					
Survey Question	Strongly Agree	Agree	Disagree	Strongly Disagree	NA – This Question Does Not Apply to My Role
Principals					
Graduates of Duquesne’s K-12 educator or specialist programs typically score in the top 25% of evaluation measures required by PDE (N=44)	38.6%	38.6%	0%	2.3%	20.5%
Overall, Duquesne university graduates have had a positive impact on K-12 learning and development (N=42)	50%	50%	0%	2.3%	2.4%
Superintendents					
Overall, Duquesne university graduates have had a positive impact on K-12 learning and development (N=13)	53.9%	38.5%	7.7%	0%	0%

* Due to the nature of their working/supervision relationship with teachers, this question was only asked to principals.

- Duquesne University is in the process of collecting 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

Note: Since this reporting requirement (Component 4.3) 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.

- 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:
 - 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 initial survey was sent in April 2018. The response window will close on May 18, 2018. The survey results in this report will be updated when available. Moving forward, the survey will be administered bi-annually. The table below represents a snapshot of the results as of April 30, 2018:

Survey of Educational Administrators (Principals & Superintendents) in the Pittsburgh Region					
<i>Response Rate = 23%</i>					
Survey Question	Strongly Agree	Agree	Disagree	Strongly Disagree	NA – This Question Does Not Apply to My Role
Principals					
Overall, I am satisfied with the quality of candidate preparation provided by Duquesne University’s education programs. (N=44)	56.8%	36.7%	0%	2.3%	4.6%
Superintendents					
Overall, I am satisfied with the quality of candidate preparation provided by Duquesne University’s education programs. (N=13)	53.9%	38.5%	7.7%	0%	0%

- Instituting a regular cycle of focus groups with Superintendents and Principals from area schools that have hired graduates from Duquesne’s educator preparation programs. During these focus groups, Superintendents and Principals will be engaged in discussion about their satisfaction with graduates from Duquesne’s educator preparation programs whom they have hired/supervised. The first focus group during the month of August 2018. Moving forward, the focus group will be conducted on a cyclical basis, every two or three years.

4. Satisfaction of completers

Note: Since this reporting requirement (Component 4.4) 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.

- 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											
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.)*

Survey of Alumni Who Have Completed Programs Within The Past 10 Years				
<i>(Response rate = %)</i>				
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	2010 Cohort				2011 Cohort				2012 Cohort				2013 Cohort				2014 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	54.5	55.4	75	78.6	67.9	71.6	84	90.1	56.4	*	75.4	*	63.1	*	77.7	*	*	*	*	*
Graduate	71.8	84.5	73.2	90.1	55.8	76.8	60	82.1	62	77.4	67.9	84.7	50	72.7	54.5	80	61.5	*	62.8	*

*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

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.

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 three most recent academic years:

PRAXIS and PECT Summary Pass Rates*						
Group	Duquesne University			State of Pennsylvania		
	Number Taking Tests	Number Passing Tests	Pass Rate (%)	Number Taking Tests	Number Passing Tests	Pass Rate (%)
All program completers, 2016-17	137	120	88%	5192	4015	77%
All program completers, 2015-16	167	151	90%	5480	4237	77%
All program completers, 2014-15	120	103	86%	5910	4504	76%

*For more detailed information about pass rates for individual programs, please refer to [Appendix B](#).

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

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.

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	Employed and Continuing Education	Continuing Education	Volunteer Service	Seeking Employment	Continuing Education Plans, but not yet enrolled
2016-17	Aug 2016, Dec 2016, & May 2017 Graduates	31%	64%	0%	13%	0%	23%	0%
2015-16	Aug 2015, Dec 2015, & May 2016 Graduates	29%	74%	0%	5%	2%	17%	2%
2014-15	Aug 2014, Dec 2014, & May 2015 Graduates	25%	67%	4%	12%	1%	16%	0%

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

Full-time Undergraduate Costs per Year	
2016-17	
Tuition*	36,062
Room & Board	11,760
Books and Fees	1,400
Total	49,222
Average Net Price**	28,930
<p>* Does not reflect the 50% scholarship ** Average Net Price - "Generated by subtracting the average amount of federal, state/local government, or institutional grant or scholarship aid from the total cost of attendance. Total cost of attendance is the sum of published tuition and required fees, books and supplies, and the weighted average for room and board and other expenses."</p>	
Part-time Undergraduate Cost	
Per Credit (fall, spring, summer)	1,162
Graduate Costs	
Per Credit (fall, spring, summer)	1,234
Estimated Starting Salary in PA	
Average Starting Salary in PA	44,144
Average Starting Salary, Nationally	38,617
Average Salary in PA	65, 863
Average Salary, Nationally	58,950
Sources:	
<ul style="list-style-type: none"> • NEA 2016-2017 Average Starting Salaries by State • NCES Estimated average salary of teachers in public elementary and secondary schools, by state, 2016-2017 • NCES Average salaries for full-time teachers in public and private elementary and secondary schools, 2011-2012, which is the most current data available for both the public and private sector 	

DU Cohort loan default rate		
Academic Year	Duquesne University Loan Default Rate	National Average Loan Default Rate
2015	2.3%	Not yet available
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%

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. Over ninety percent of principals and superintendents agree that Duquesne university graduates demonstrate the qualities and characteristics embodied by professional practice standards for administration/supervision/teaching. 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 98.4% of students receiving an overall rating of either Exemplary or Superior for their teaching competencies from experienced practitioners in the 2016-17AY. A strong majority of alumni (95.3%) from the past ten years also agree that Duquesne prepared them to be effective teachers.

As we aspire to build more robust systems to understand the impact and effectiveness, we recognize there is still room for development and improvement with regard to collection of data further support our insight and understanding of these areas. Beyond the survey results and PDE 430 results that are currently in hand, plans are in place to conduct focus groups with principals and superintendents from regional schools that have hired Duquesne graduates to collect more explicit information about the performance and impact of Duquesne graduates after they've been teaching in the field.

With regard to **employer satisfaction**:

Duquesne's School of Education is also receiving positive results. Over 90% of Superintendents and Principals surveyed 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. Sixty-nine percent of program completers from Duquesne's education programs said they were satisfied with their experience in their program. 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, 54% of undergraduate students indicate they are satisfied and 67% of graduate and adult students indicate

they are satisfied.¹ Supplementing this, a recent 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 (2011) of undergraduate 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), 84% graduated in 4 years and 90.1% graduated in six years. For the most recent cohort (2012) 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), 67.9% graduated in the expected number years and 84.7% 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).²

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. In fact, Duquesne's program completers consistently exhibit substantially higher pass rates than the average across the state of Pennsylvania. In each of the three most recent years, Duquesne's pass rates have exceeded the state of Pennsylvania's pass rates by at least 10%.

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

¹ *The Ruffalo Noel Levitz (RNL) Student Satisfaction Inventory (SSI) surveyed 217,956 traditional undergraduate students from 332 four-year private institutions that participated in the survey over three years, 2014-15, 2015-16, and 2016-17. The RNL Student Priorities Survey (ASPS), includes and aggregates adult students enrolled in undergraduate programs and all students enrolled in graduate programs. It includes 72,124 students from 153 institutions that participated in the survey over three years, 2014-15, 2015-16, and 2016-17. RNL publishes the results in an annual report. Also note that the RNL surveys include students across all years/levels, whereas Duquesne's survey only included students in their final year. (Ruffalo Noel Levitz (2017). 2017 national student satisfaction and priorities report. Cedar Rapids, Iowa: Ruffalo Noel Levitz. Retrieve from RuffaloNL.com/Benchmark.)*

² *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.*

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 five years, Duquesne's default rates have ranged from 2.3-3.7%; whereas the national averages have ranged from 11.3-14.7%

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. The dashboard will be used as a mechanism to proactively review and address trends in data and to more effectively share and integrate data with decision-making processes at all levels within the SoE. Drafts of the dashboard are in development and will be ready for use in the 2018-19 AY.

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, each 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 (each program identifies 6-8 key assessments that reflect the standards of their respective accrediting body). A dedicated Applications Specialist oversees and administers the JED system.
 - 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. Note: With the recent hire of a Director of Assessment and Accreditation, a formalized Reporting Dashboard is in development and will be used as a tool for more efficient review, analysis, and dissemination of these measures.
- How are progress and results tracked?
 - Progress and results are tracked through the School of Education's quality assurance (QA) system described above.

- Additionally, with the leadership of a new Dean and a new Associate Dean for Teacher Education, and under the provision of a new university strategic plan, the School of Education is undertaking review and update of its school-wide goals and the means by which it plans to assess and track the achievement of those goals. A planning team has been convened and initial milestones for goal development and assessment have been set. The updated set of goals is expected to be finalized in Fall 2018. Paralleling this, the newly hired Director of Assessment and Accreditation is working to develop a dashboard that can be used to provide updates on the goals to SoE leadership.

Examples of Innovations and Changes

- Based on review of data from the 2016-17 AY, the Duquesne School of Education has implemented the following innovations and changes:
 - Redesigning the Student Academic Support office:
 - Based on student exit survey feedback, the SoE has completely reorganized its student academic support service. The services are now under the direction of the Associate Dean for Teacher Education. As a result of this reorganization, all student academic support services within the SoE are now housed with the same office suite. Under the leadership of the ADTE, this redesign has opened up the relationships and opportunities for connection between students, faculty, and staff. Previous student feedback indicated some notable levels of dissatisfaction with access to services and the effectiveness of communication related to these services. The general perception was that the services were very siloed and disconnected. This change in design creates a single-location hub where students can go for any student service related needs (advising, registration, student teaching and field placement, consultation with the ADTE, etc.).
 - Redesign of the School of Education Website:
 - The SoE's student enrollment numbers have been relatively flat over the past three years. As an initiative to bolster recruiting efforts and improve communication with prospective students, the SoE has undertaken a full revision/update of the SoE website and each individual program website. The revision is being completed in stages, with the initial updates being rolled out through the second half of the spring 2018 semester.
 - Adjustments to the student dispositions evaluation rubric and its administration
 - Based on the first two rounds of disposition assessment data collected from Spring 2016 and Spring 2017, an analysis of the pilot implementation of the rubric was conducted 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 close review, it was determined that there was a strong correlation between the scores that faculty gave to students in each disposition area and the scores that students gave to themselves. Accordingly, a change has been made so that faculty can no longer see students' self-ratings for each of the disposition areas before conducting their own evaluation

and assigning a rating. In 2017-18 and moving forward, faculty will now be required to conduct the disposition evaluations without having access to students' self-ratings. This will ensure that faculty scores are independent and not influenced by the students' self-rated scores. It will help us to determine if the faculty evaluations are truly correlating with the students' self-ratings, or if the faculty evaluations may have been biased by the prior knowledge of students' self-ratings. For more detailed information, please refer to the [Areas for Improvement Section of this Report](#).

- Redesign of the Early Childhood Education PreK-4, Middle Level, and Secondary Education programs to an MAT/MSEd framework:
 - After conducting an analysis of Duquesne's M.S.Ed programs relative to other programs on the market, it was determined that a new framework would be more conducive to achieving programmatic goals and supporting different student constituencies. Currently, one Master's program (M.S.Ed.) exists in each of the three certification areas (PreK-4, 4-8/Middle Level, and Secondary/K12). This program includes tracks for both initial cert and advanced degrees. The change will separate the current M.S.Ed. program into two programs: a Master of Arts in Teaching (MAT) program and (retain) a Master of Science in Education (M.S.Ed.) program in each of area. The MAT will be dedicated to initial certification and the M.S.Ed. will be dedicated to advanced. This change will make it easier to market the programs to targeted audiences. The change takes place in summer 2018 and will not affect students currently enrolled.
 - The change has also served as an opportunity for curriculum review, update, and redesign. In some programs (Early Childhood PreK-4, Secondary Education in Reading and Language Arts), substantial curriculum revisions have been undertaken. These revisions present an opportunity for innovation and improvement in relationship to updated professional standards and best practices across the disciplines. The revised curricula will not affect students currently enrolled.
- Addition of a Director of Assessment & Accreditation
 - Following an organizational administration analysis, the SoE recognized a need for additional faculty support in assessment and accreditation related activities. Accordingly, a new Director of Assessment & Accreditation was hired in October 2018.
- Reimagining and re-visioning the Leading Teacher Quality Council:
 - Under the leadership of a new Dean and new Associate Dean of Teacher Education, the SoE has begun a process of reviewing and updating all school-wide goals in relationship to present strategic needs. In past years, the LTQC has serviced primarily as a policy-oriented committee. In the light of the SoE leadership's new thinking about the achievement of goals, the LTQC is being reimagining and re-charged as a group focused on school vision, goal-setting, achievement, and outcomes-tracking.
- Development of new study abroad opportunities for students:

- In accordance and alignment with the university's updated strategic plan, the SoE is pursuing new partnerships and opportunities for study abroad. New partnerships are currently in development in Trinidad and Finland.
- Engagement with Campus Ministry:
 - To further support and bring to life the mission of the university, the SoE has engaged in a partnership with Duquesne's Spiritan campus ministry. A campus ministry intern is now assigned to SoE for the purpose of promoting the Spiritan Mission and education. The initiative has led to the development of social events focused on community outreach.
- Infusion of Ethics and Professionalism concepts in the freshmen and sophomore cohorts:
 - In alignment with our mission and core values, the SoE is revising the freshmen and sophomore cohort structure to promote a stronger focus on ethics and professionalism. This initiative is still in development.

Discussion of Areas for Improvement

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 in 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.

What steps have been taken to create specific evaluations for the field placements?

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. This data is loaded into the assessment system, Just –in- time Educational Data (JED) through a rubric that the instructor completes in JED so that all data are automatically included in the system (e.g., PreK-4, Secondary Education) Field evaluation data are then available for each program’s annual Academic Learning Outcomes Assessment report (ALOA), PDE Major Review report, and SPA reports. Update: The common rubrics developed within initial teacher education programs 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.

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. Please see the Target goal report for more information on improvements in the JED data system for collecting data from field-related assessments. As reported in the 2016 annual report, the electronic field request system was 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).

A handbook for pre-student teaching field experiences was created and in place in 2015 with a version for candidates and faculty, and one for mentor teachers detailing guiding principles and policies, requirements, placement process and evaluation. The goal was to improve communication across all constituencies. The Field Experiences Handbook was posted on the School of Education website in September 2015 and the link was sent to faculty and candidates. Faculty were also asked to send the link to the field host teachers with an introductory letter about the use of handbook. With every new academic year and cohort, the handbook is disseminated to new students and the link is sent to the field host teachers.

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.

Update: The assessment plan for professional dispositions 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.

In Spring 2017, the Disposition survey was taken by sophomores and juniors, and also by the new group of freshmen. In Spring 2018, the Disposition survey will be administered again to students at the first-year, sophomore, and junior levels. 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

Based on the first two 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. Accordingly, a change has been made so that faculty can no longer see students' self-ratings for each of the disposition areas. After close review, it was determined that there was a strong correlation between the scores that faculty gave to students in each disposition area and the scores that students gave to themselves. In 2017-18 and moving forward, faculty will now be required to conduct the disposition evaluations without having access to students' self-ratings. This will ensure that faculty scores are independent and not influenced by the students' self-rated scores.

Appendix A: PDE 430 Evaluation Results for Individual Programs

Fall 2016 to Summer 2017 BSED Graduate PDE 430 Results				
Major	Exemplary	Superior	Satisfactory	Unsatisfactory
Grades 4 through 8 (N=12)				
Planning & Preparation	100%	0%	0%	0%
Classroom Environment	75%	25%	0%	0%
Instructional Delivery	75%	25%	0%	0%
Professionalism	100%	0%	0%	0%
Overall Evaluation	58%	42%	0%	0%
Grades Pre-K through 4 (N=65)				
Planning & Preparation	89%	9%	2%	0%
Classroom Environment	89%	11%	0%	0%
Instructional Delivery	77%	21%	2%	0%
Professionalism	95%	3%	2%	0%
Overall Evaluation	71%	27%	2%	0%
Secondary Ed-English (N=9)				
Planning & Preparation	56%	44%	0%	0%
Classroom Environment	56%	44%	0%	0%
Instructional Delivery	56%	44%	0%	0%
Professionalism	100%	0%	0%	0%
Overall Evaluation	44%	56%	0%	0%
Secondary Ed-Mathematics (N=4)*				
Secondary Ed-Social Studies (N=11)				
Planning & Preparation	73%	27%	0%	0%
Classroom Environment	64%	36%	0%	0%
Instructional Delivery	45%	55%	0%	0%
Professionalism	100%	0%	0%	0%
Overall Evaluation	45%	55%	0%	0%

**Based on the low number of program completers, results are not reported to protect the confidentiality of program completers.*

Fall 2016 to Summer 2017 MSED Graduate PDE 430 Results				
Major	Exemplary	Superior	Satisfactory	Unsatisfactory
Grades 4 through 8 (N=1)*				
Grades Pre-K through 4 (N=9)				
Planning & Preparation	77.8%	22.2%	0%	0%
Classroom Environment	55.6%	44.4%	0%	0%
Instructional Delivery	55.6%	44.4%	0%	0%
Professionalism	77.8%	22.2%	0%	0%
Overall Evaluation	44.4%	55.6%	0%	0%
Secondary Ed-Biology (N=2)*				
Secondary Ed-Chemistry (N=0)*				
Secondary Ed-English (N=1)*				
Secondary Ed-Latin (N=1)*				
Secondary Ed-Mathematics (N=1)*				
Secondary Ed-Physics (N=1)*				
Secondary Ed-Social Studies (N=2)*				
Secondary Ed-All Programs Aggregated (N=8)**				
Planning & Preparation	100%	0%	0%	0%
Classroom Environment	62.5%	37.5%	0%	0%
Instructional Delivery	50%	50%	0%	0%
Professionalism	100%	0%	0%	0%
Overall Evaluation	50%	50%	0%	0%
Special Education-Grades 7-12 (N=0)*				
Special Education-Grades PreK-8 (N=1)*				

**Based on the low number of program completers, results are not reported to protect the confidentiality of program completers.*

***Results have been aggregated for across all Secondary Education MSED programs.*

Appendix B: 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				
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, 2016-17	2			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2015-16	3			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	4			
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			

PRAXIS and PECT Assessment Pass Rates for Duquesne School of Education Program Completers

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) Other enrolled students	62	154	52	84
ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) All program completers, 2016-17	31	158	31	100
ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) All program completers, 2015-16	3			
ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) Other enrolled students	63	172	60	95
ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) All program completers, 2016-17	31	175	31	100
ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) All program completers, 2015-16	3			
ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) Other enrolled students	57	167	50	88
ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) All program completers, 2016-17	31	167	28	90

PRAXIS and PECT Assessment Pass Rates for Duquesne School of Education Program Completers

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, 2015-16	3			
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	11	176	10	91
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			
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All program completers, 2014-15	9			
ETS5511 -FUNDAMENTAL SUBJECTS Educational Testing Service (ETS) Other enrolled students	13	182	13	100

PRAXIS and PECT Assessment Pass Rates for Duquesne School of Education Program Completers

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, 2016-17	22	175	22	100
ETS5511 -FUNDAMENTAL SUBJECTS Educational Testing Service (ETS) All program completers, 2015-16	49	179	49	100
ETS5511 -FUNDAMENTAL SUBJECTS Educational Testing Service (ETS) All program completers, 2014-15	42	177	42	100
ETS5601 -LATIN Educational Testing Service (ETS) Other enrolled students	2			
ETS5601 -LATIN Educational Testing Service (ETS) All program completers, 2016-17	1			
ETS0600 -LATIN (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2014-15	1			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	9			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2016-17	4			

PRAXIS and PECT Assessment Pass Rates for Duquesne School of Education Program Completers

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, 2015-16	2			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	7			
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	7			
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
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	16	170	16	100
ETS5156 -PA 4-8 CORE SUBJ CONC ENG LANG ARTS Educational Testing Service (ETS) Other enrolled students	3			
ETS5156 -PA 4-8 CORE SUBJ CONC ENG LANG ARTS Educational Testing Service (ETS) All program completers, 2016-17	2			

PRAXIS and PECT Assessment Pass Rates for Duquesne School of Education Program Completers

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 (%)
ETS5156 -PA 4-8 CORE SUBJ CONC ENG LANG ARTS Educational Testing Service (ETS) All program completers, 2015-16	1			
ETS5156 -PA 4-8 CORE SUBJ CONC ENG LANG ARTS Educational Testing Service (ETS) All program completers, 2014-15	6			
ETS5158 -PA 4-8 CORE SUBJ CONC MATHEMATICS Educational Testing Service (ETS) All program completers, 2014-15	1			
ETS5159 -PA 4-8 CORE SUBJ CONC SCIENCE Educational Testing Service (ETS) All program completers, 2014-15	3			
ETS5154 -PA 4-8 CORE SUBTEST ENG LANG ARTS SOC STUDIES Educational Testing Service (ETS) Other enrolled students	14	165	13	93
ETS5154 -PA 4-8 CORE SUBTEST ENG LANG ARTS SOC STUDIES Educational Testing Service (ETS) All program completers, 2016-17	11	163	11	100
ETS5154 -PA 4-8 CORE SUBTEST ENG LANG ARTS SOC STUDIES Educational Testing Service (ETS) All program completers, 2015-16	1			

PRAXIS and PECT Assessment Pass Rates for Duquesne School of Education Program Completers

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, 2014-15	10	160	8	80
ETS5155 -PA 4-8 CORE SUBTEST MATH AND SCIENCE Educational Testing Service (ETS) Other enrolled students	14	177	13	93
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			
ETS5155 -PA 4-8 CORE SUBTEST MATH AND SCIENCE Educational Testing Service (ETS) All program completers, 2014-15	10	167	6	60
ETS5153 -PA 4-8 CORE SUBTEST PEDAGOGY Educational Testing Service (ETS) Other enrolled students	14	179	14	100
ETS5153 -PA 4-8 CORE SUBTEST PEDAGOGY Educational Testing Service (ETS) All program completers, 2016-17	11	178	11	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

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 (%)
ETS5153 -PA 4-8 CORE SUBTEST PEDAGOGY Educational Testing Service (ETS) All program completers, 2014-15	10	178	10	100
ESP0001 -PAPA - MODULE 1 READING Evaluation Systems group of Pearson Other enrolled students	95	230	82	86
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	58	236	57	98
ESP0001 -PAPA - MODULE 1 READING Evaluation Systems group of Pearson All program completers, 2014-15	76	241	74	97
ESP0002 -PAPA - MODULE 2 MATH Evaluation Systems group of Pearson Other enrolled students	93	238	85	91
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	58	229	56	97

PRAXIS and PECT Assessment Pass Rates for Duquesne School of Education Program Completers

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 (%)
ESP0002 -PAPA - MODULE 2 MATH Evaluation Systems group of Pearson All program completers, 2014-15	76	238	71	93
ESP0003 -PAPA - MODULE 3 WRITING Evaluation Systems group of Pearson Other enrolled students	96	229	82	85
ESP0003 -PAPA - MODULE 3 WRITING Evaluation Systems group of Pearson All program completers, 2016-17	40	236	38	95
ESP0003 -PAPA - MODULE 3 WRITING Evaluation Systems group of Pearson All program completers, 2015-16	57	235	55	96
ESP0003 -PAPA - MODULE 3 WRITING Evaluation Systems group of Pearson All program completers, 2014-15	76	243	74	97
ESP0006 -PECT PREK-4 - MODULE 1 Evaluation Systems group of Pearson Other enrolled students	10	222	7	70
ESP0006 -PECT PREK-4 - MODULE 1 Evaluation Systems group of Pearson All program completers, 2016-17	72	226	70	97
ESP0006 -PECT PREK-4 - MODULE 1 Evaluation Systems group of Pearson All program completers, 2015-16	72	229	68	94

PRAXIS and PECT Assessment Pass Rates for Duquesne School of Education Program Completers

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, 2014-15	30	236	29	97
ESP0007 -PECT PREK-4 - MODULE 2 Evaluation Systems group of Pearson Other enrolled students	9			
ESP0007 -PECT PREK-4 - MODULE 2 Evaluation Systems group of Pearson All program completers, 2016-17	72	222	70	97
ESP0007 -PECT PREK-4 - MODULE 2 Evaluation Systems group of Pearson All program completers, 2015-16	71	221	65	92
ESP0007 -PECT PREK-4 - MODULE 2 Evaluation Systems group of Pearson All program completers, 2014-15	30	228	29	97
ESP0008 -PECT PREK-4 - MODULE 3 Evaluation Systems group of Pearson Other enrolled students	7			
ESP0008 -PECT PREK-4 - MODULE 3 Evaluation Systems group of Pearson All program completers, 2016-17	72	222	62	86
ESP0008 -PECT PREK-4 - MODULE 3 Evaluation Systems group of Pearson All program completers, 2015-16	72	224	67	93

PRAXIS and PECT Assessment Pass Rates for Duquesne School of Education Program Completers

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 (%)
ESP0008 -PECT PREK-4 - MODULE 3 Evaluation Systems group of Pearson All program completers, 2014-15	30	225	28	93
ESP0011 -PECT SPEC ED PREK-8 - MODULE 1 Evaluation Systems group of Pearson All program completers, 2015-16	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
ETS0730 -PRAXIS I MATHEMATICS (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2014-15	17	181	16	94
ETS0710 -PRAXIS I READING (DISCONTINUED) Educational Testing Service (ETS) Other enrolled students	1			

PRAXIS and PECT Assessment Pass Rates for Duquesne School of Education Program Completers

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 (%)
ETS0710 -PRAXIS I READING (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2015-16	11	181	11	100
ETS0710 -PRAXIS I READING (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2014-15	17	179	16	94
ETS0720 -PRAXIS I WRITING (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2015-16	11	178	10	91
ETS0720 -PRAXIS I WRITING (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2014-15	17	179	15	88
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	14	169	14	100
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2016-17	11	171	11	100

PRAXIS and PECT Assessment Pass Rates for Duquesne School of Education Program Completers

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) All program completers, 2015-16	5			
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	13	168	12	92
ETS5331 -SPEECH LANGUAGE PATHOLOGY Educational Testing Service (ETS) Other enrolled students	6			
ETS5331 -SPEECH LANGUAGE PATHOLOGY Educational Testing Service (ETS) All program completers, 2015-16	45	179	45	100
ETS5331 -SPEECH LANGUAGE PATHOLOGY Educational Testing Service (ETS) All program completers, 2014-15	24	177	24	100

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	2010 Cohort				2011 Cohort				2012 Cohort				2013 Cohort				2014 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	63.2	63.2	76.3	78.9	71.9	71.9	84.4	87.5	66.3	*	79.5	*	70.6	*	78.8	*	*	*	*	*
BSEd in Grades 4-8 Middle Level Education with emphasis in English/Language Arts	4	72.2	72.2	77.8	83.3	75	83.3	83.3	91.7	73.9	*	78.3	*	87.5	*	87.5	*	*	*	*	*

Program	Yrs	2010 Cohort				2011 Cohort				2012 Cohort				2013 Cohort				2014 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, Social Studies	4	46.2	46.2	73.1	76.9	78.6	78.6	92.9	92.9	44.1	*	67.6	*	42.9	*	81	*	*	*	*	*
BSEd, Secondary Education, English /Language Arts	4	39.1	43.5	69.6	73.9	46.7	60	66.7	86.7	42.9	*	76.2	*	42.1	*	73.7	*	*	*	*	*
BSEd, Secondary Education, Mathematics	4	N < 10				70	70	100	100	31.8	*	77.3	*	53.3	*	66.7	*	*	*	*	*
BSEd, Foreign Language K-12 (Latin)	4	N = 0				N < 10				N < 10				N < 10				N < 10			
MSEd in Foreign Language K-12 (Latin)	2	N = 0				N = 0				N = 0				N < 10				N = 0			
MSEd in Grades PreK-4	2	N = 0				27.3	54.5	63.6	63.6	44.4	83.3	83.3	83.3	52.2	82.6	82.6	87	61.5	*	61.5	*
MSEd in Grades 4-8th Middle Level with emphasis in English/ Language Arts	2	N = 0				N < 10				N < 10				N < 10				N < 10			
MSEd in Secondary Education, Social Studies	2	83.3	91.7	83.3	91.7	73.3	80	80	93.3	84	88	88	92	N < 10				N < 10			
MSEd in Secondary Education, English /Language Arts	2	N < 10				N < 10				85.7	85.7	85.7	85.7	N < 10				N < 10			

Program	Yrs	2010 Cohort				2011 Cohort				2012 Cohort				2013 Cohort				2014 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 Secondary Education, Mathematics	2	N < 10				N < 10				81.8	90.9	81.8	100	N < 10				N < 10			
BS Biological Sciences, Chemistry or Physics / M.S.Ed. in Secondary Education	5	60	70	60	90	85.7	85.7	100	100	85.7	85.7	85.7	85.7	80	90	80	90	N < 10			
MSEd in Special Education Pre-K through 8th Grade with PreK-4th or Grades 4-8th certificate	2	93.3	100	93.3	100	N < 10				9.1	9.1	72.7	81.8	N < 10				90	*	100	*
MSEd in Special Education Grades 7-12 with Secondary Education 7-12 certificate	2	Not active												N < 10				N < 10			
MSEd in Ed, Educational Administration & Supervision	2	66.7	80	70	86.7	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	*
EdD, Educational Leadership**	3					25	81.3	25	81.3	6.3	68.8	6.3	68.8	10	65	10	65	7.7**	*	7.7**	*

*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.

Appendix E: Initial Report Submission and Updates

As per CAEP guidelines, the 2016-17 Annual Report was originally submitted and uploaded to the Duquesne School of Education website on April 30, 2018.

The 2016-17 Annual Report was updated on May 22, 2018 to account for new survey data collected from Duquesne's Principal and Superintendent Community Stakeholder Survey, which was formally closed on May 18, 2018. The Annual Reporting Measures section of the report was updated to include this new information. The discussion of the annual reporting measures was also updated to ensure it accurately reflected the new information.