

**2013**  
**Educator Preparation Performance Report**  
**Franciscan University of Steubenville**

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**Institution Profile**

(Data Source: Franciscan University of Steubenville)

Private Catholic Institution

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**Licensure Test Scores for Individuals Completing Educator Preparation Programs**  
**at**

**Franciscan University of Steubenville**

Reporting period for 9/1/2011 through 8/31/2012

(Data Source: Franciscan University of Steubenville)

**Description of Data:**

For the period reflected on this report, Ohio required that teacher candidates pass Praxis II® examinations by scoring at or above the state's established required score to be recommended for licensure and receive endorsements in specific fields. The reporting for Teacher Licensure Test Scores is based on Federal Title II data and therefore reflects only initial licensure for 2011-2012. Data are not provided for additional licenses that an educator earns after her/his initial license. Individual candidates often take more than one licensure examination; the number of licensure program completers reported reflects the unduplicated number of individuals taking examinations. For institutions with fewer than 10 linked teachers or principals, only the N is reported.

<b>Summary Rating: Effective</b>		
	<b>Completers Tested</b>	<b>Pass Rate Percentage</b>
<b>All Teacher Licensure Tests</b>	46	100%

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**Licensure Test Scores for Individuals Completing Principal Preparation Programs**  
**at**  
**Franciscan University of Steubenville**  
Reporting period for 9/1/2012 through 8/31/2013  
(Data Source: Franciscan University of Steubenville)

**Description of Data:**

For the period reflected on this report, Ohio required that principal candidates pass the Praxis II® examination (0411) by scoring at or above the state's established required score to be recommended for licensure. The scores are self-reported by each institution for 2012-2013.

	<b>Completers Tested</b>	<b>Pass Rate Percentage</b>
<b>Principal Licensure Data</b>	4	100%

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**Value-Added Data for Individuals Completing Educator Preparation Programs at**  
**Franciscan University of Steubenville**  
 Reporting period for 9/1/2012 through 8/31/2013

**Description of Data:**

Ohio's value-added data system provides educators a more complete picture of student growth. As a vital component of Ohio's accountability system, districts and educators have access to an extensive array of diagnostic data through the Education Value-Added Assessment System (EVAAS). From a state perspective, value-added data provide insights into student performance. For example, schools that do not appear to be achieving at high levels as traditionally measured can demonstrate through value-added data that many of their students are achieving significant progress. It is important to recognize these gains, as schools work to support students who have chronically struggled to perform. Student growth measures also provide students and parents with evidence of the impact of their efforts.

Limitations of the Value-Added Data:

1. The information in the report is for those individuals receiving their licenses with effective years of, 2009, 2010, 2011, and 2012.
2. The value-added data in this report are those reported by Ohio's Education Value-Added Assessment System (EVAAS) based on reading and mathematics achievement tests in grades 4-8.
3. The number of teachers and principals (N) with associated value-added data remains small at this point. For institutions with fewer than 10 linked teachers or principals with value-added data, only the N is reported.

**Value-Added Data for Franciscan University of Steubenville-Prepared Teachers**

Teachers with Effective Licensure Dates 2009, 2010, 2011, 2012		Associated Value-Added Classifications				
Employed as Teachers	Teachers with Value-Added Data	Most Effective	Above Average	Average	Approaching Average	Least Effective
17	1	N = 0 % = 0	N = 0 % = 0	N = 1 % = 100	N = 0 % = 0	N = 0 % = 0

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**Demographic Information for Schools where Franciscan University of Steubenville-Prepared Teachers with Value-Added Data Serve**

<b>Characteristic</b>						
	<b>Elementary School</b>	<b>Middle School</b>	<b>Junior High School</b>	<b>High School</b>	<b>Ungraded</b>	
<b>Teachers Serving by School Level</b>	N = 0 % = 0	N = 0 % = 0	N = 1 % = 100	N = 0 % = 0	N = 0 % = 0	
	<b>Community School</b>	<b>Public School</b>	<b>STEM School</b>	<b>Educational Service Center</b>		
<b>Teachers Serving by School Type</b>	N = 0 % = 0	N = 1 % = 100	N = 0 % = 0	N = 0 % = 0		
	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>F</b>	<b>NR</b>
<b>Teachers Serving by Overall Letter Grade of Building Value-Added</b>	N = 1 % = 100	N = 0 % = 0	N = 0 % = 0	N = 0 % = 0	N = 0 % = 0	N = 0 % = 0
	<b>High Minority</b>		<b>Middle Minority</b>		<b>Low Minority</b>	
<b>Teachers Serving by Minority Enrollment by Tertiles</b>	N = 0 % = 0		N = 0 % = 0		N = 1 % = 100	
	<b>High Poverty</b>	<b>Medium-High Poverty</b>	<b>Medium-Low Poverty</b>	<b>Low Poverty</b>		
<b>Teachers Serving by Poverty Level by Quartiles</b>	N = 0 % = 0	N = 1 % = 100	N = 0 % = 0	N = 0 % = 0		

\* Due to the preliminary nature of the data and staffing at ESC/district level, certain demographic variables have not been reported for some schools.

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**Value-Added Data for Franciscan University of Steubenville-Prepared Principals**

Principals with Effective Licensure Dates 2009, 2010, 2011, 2012		Principals Serving by Letter Grade of Overall Building Value-Added					
Employed as Principals	Principals with Value-Added Data	A	B	C	D	F	NR
3	3	N = 0 % = 0	N = 0 % = 0	N = 0 % = 0	N = 1 % = 33	N = 1 % = 33	N = 1 % = 33

**Demographic Information for Schools where Franciscan University of Steubenville-Prepared Principals with Value-Added Data Serve**

Characteristic						
	Elementary School	Middle School	Junior High School	High School	Ungraded	
<b>Principals Serving by School Level</b>	N = 2 % = 67	N = 0 % = 0	N = 0 % = 0	N = 1 % = 33	N = 0 % = 0	
	Community School	Public School	STEM School	Educational Service Center		
<b>Principals Serving by School Type</b>	N = 0 % = 0	N = 3 % = 100	N = 0 % = 0	N = 0 % = 0		
	A	B	C	D	F	NR
<b>Principals Serving by Overall Letter Grade of School</b>	NOT AVAILABLE UNTIL 2015					
	High Minority	Middle Minority	Low Minority			
<b>Principals Serving by School Minority Enrollment by Tertiles</b>	N = 0 % = 0	N = 3 % = 100	N = 0 % = 0			
	High Poverty	Medium-High Poverty	Medium-Low Poverty	Low Poverty		
<b>Principals Serving by School Poverty Level by Quartiles</b>	N = 1 % = 33	N = 2 % = 67	N = 0 % = 0	N = 0 % = 0		

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**Franciscan University of Steubenville Candidate Academic Measures**

Reporting period for 9/1/2012 through 8/31/2013  
(Data Source: Franciscan University of Steubenville)

**Description of Data:**

Educator preparation programs (EPPs) reported academic measures for students completing their teacher and principal preparation programs. Academic measures reported include assessment results for the ACT®, SAT®, Praxis I®, GRE®, and MAT®, as well as high school, undergraduate, graduate, transfer grade point average, and program admission (GPA). The Ohio Board of Regents calculated statewide weighted mean values based on the EPP-reported data. For institutions with fewer than 10 linked teachers or principals, only the N is reported. Academic measures which do not apply to a specific unit or program are represented by NA.

**Teacher Preparation Programs**

Criterion	Required Score	Candidates Admitted		Candidates Enrolled		Candidates Completing	
		Number of Admissions	Average Score of All Admissions	Number Enrolled	Average Score of All Enrollments	Number of Program Completers	Average Score All Program Completers
<b>U=Undergraduate PB=Post-Baccalaureate G=Graduate</b>							
	U/PB/G	U/PB/G	U/PB/G	U/PB/G	U/PB/G	U/PB/G	U/PB/G
Praxis I Reading	173 / 173 / NA	31 / N<10 / NA	180.1 / N<10 / NA	210 / 23 / NA	179.7 / 179.3 / NA	56 / N<10 / NA	180.1 / N<10 / NA
Praxis I Writing	172 / 172 / NA	31 / N<10 / NA	178.2 / N<10 / NA	210 / 23 / NA	177.8 / 176.8 / NA	56 / N<10 / NA	178.4 / N<10 / NA
Undergraduate GPA	2.5 / 2.5 / NA	31 / N<10 / NA	3.45 / N<10 / NA	210 / 23 / NA	3.36 / 3.51 / NA	56 / N<10 / NA	3.53 / N<10 / NA
Praxis I Math	172 / 172 / NA	31 / N<10 / NA	179.5 / N<10 / NA	210 / 23 / NA	180.7 / 178.9 / NA	56 / N<10 / NA	181.6 / N<10 / NA
SAT Quantitative Subscore	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA
ACT English Subscore	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA
GRE Quantitative Subscore	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA
Graduate GPA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA
Transfer GPA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA
ACT Reading Subscore	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA
GRE Composite Score	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA

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Criterion	Required Score	Candidates Admitted		Candidates Enrolled		Candidates Completing	
		Number of Admissions	Average Score of All Admissions	Number Enrolled	Average Score of All Enrollments	Number of Program Completers	Average Score All Program Completers
<b>U=Undergraduate PB=Post-Baccalaureate G=Graduate</b>							
	<b>U/PB/G</b>	<b>U/PB/G</b>	<b>U/PB/G</b>	<b>U/PB/G</b>	<b>U/PB/G</b>	<b>U/PB/G</b>	<b>U/PB/G</b>
GRE Writing Subscore	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA
ACT Composite Score	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA
GRE Verbal Subscore	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA
SAT Verbal Subscore	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA
Praxis II	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA
SAT Writing Subscore	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA
MAT	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA
ACT Math Subscore	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA
High School GPA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA
SAT Composite Score	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA
<b>Other Criteria</b>		<b>Undergraduate</b>		<b>Post-Baccalaureate</b>		<b>Graduate</b>	
Dispositional Assessment		Y		Y		N	
EMPATHY/Omaha Interview		N		N		N	
Essay		Y		Y		N	
High School Class Rank		N		NA		NA	
Interview		N		Y		N	
Letter of Commitment		N		Y		N	
Letter of Recommendation		Y		Y		N	
Myers-Briggs Type Indicator		NA		N		N	
Portfolio		N		N		N	
Prerequisite Courses		Y		Y		N	
SRI Teacher Perceiver		NA		NA		N	
Superintendent Statement of Sponsorship		NA		NA		N	

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Other Criteria	Undergraduate	Post-Baccalaureate	Graduate
Teacher Insight	NA	N	N

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**Principal Preparation Programs**

		Candidates Admitted		Candidates Enrolled		Candidates Completing	
Criterion	Required Score	Number of Admissions	Average Score of All Admissions	Number Enrolled	Average Score of All Enrollments	Number of Program Completers	Average Score All Program Completers
SAT Quantitative Subscore	NA	NA	NA	NA	NA	NA	NA
Undergraduate GPA	NA	NA	NA	NA	NA	NA	NA
Praxis I Reading	NA	NA	NA	NA	NA	NA	NA
ACT English Subscore	NA	NA	NA	NA	NA	NA	NA
GRE Quantitative Subscore	NA	NA	NA	NA	NA	NA	NA
Praxis I Writing	NA	NA	NA	NA	NA	NA	NA
Graduate GPA	NA	NA	NA	NA	NA	NA	NA
ACT Reading Subscore	NA	NA	NA	NA	NA	NA	NA
Praxis I Math	NA	NA	NA	NA	NA	NA	NA
GRE Composite Score	NA	NA	NA	NA	NA	NA	NA
GRE Writing Subscore	NA	NA	NA	NA	NA	NA	NA
ACT Composite Score	NA	NA	NA	NA	NA	NA	NA
GRE Verbal Subscore	NA	NA	NA	NA	NA	NA	NA
SAT Verbal Subscore	NA	NA	NA	NA	NA	NA	NA
Praxis II	NA	NA	NA	NA	NA	NA	NA
SAT Writing Subscore	NA	NA	NA	NA	NA	NA	NA
MAT	NA	NA	NA	NA	NA	NA	NA

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		Candidates Admitted		Candidates Enrolled		Candidates Completing	
Criterion	Required Score	Number of Admissions	Average Score of All Admissions	Number Enrolled	Average Score of All Enrollments	Number of Program Completers	Average Score All Program Completers
ACT Math Subscore	NA	NA	NA	NA	NA	NA	NA
High School GPA	NA	NA	NA	NA	NA	NA	NA
SAT Composite Score	NA	NA	NA	NA	NA	NA	NA
<b>Other Criteria</b>							
<b>Portfolio</b>				N			
<b>Interview</b>				N			
<b>Letter of Recommendation</b>				Y			
<b>Essay</b>				N			
<b>Prerequisite Courses</b>				Y			
<b>Dispositional Assessment</b>				Y			
<b>Letter of Commitment</b>				N			
<b>Superintendent Statement of Sponsorship</b>				N			
<b>Myers-Briggs Type Indicator</b>				N			
<b>SRI Teacher Perceiver</b>				N			
<b>Teacher Insight</b>				N			
<b>EMPATHY/Omaha Interview</b>				N			

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**Field and Clinical Experiences for Franciscan University of Steubenville Candidates**

Reporting period for 9/1/2012 through 8/31/2013

(Data Source: Franciscan University of Steubenville)

**Description of Data:**

Ohio requires that teacher candidates complete field and clinical experiences in school settings as part of their preparation. These experiences include early and ongoing field-based opportunities and the culminating pre-service clinical experience commonly referred to as "student teaching." The specific requirements beyond the requisite statewide minimums for these placements vary by institution and by program. The information below is calculated based on data reported at the unit level.

**Teacher Preparation Programs**

Field/Clinical Experience Element	Franciscan University of Steubenville Requirements
Minimum number of field/clinical hours required of candidates in teacher preparation programs at the institution	0
Maximum number of field/clinical hours required of candidates in teacher preparation programs at the institution	200
Average number of weeks required to teach full-time within the student teaching experience at the institution	12
Percentage of teacher candidates who satisfactorily completed student teaching	100%

**Principal Preparation Programs**

Field/Clinical Experience Element	Requirements
Total number of field/clinical weeks required of principal candidates in internship	14
Number of candidates admitted to internship	12
Number of candidates completing internship	12
Percentage of principal candidates who satisfactorily completed internship	100%

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**Teacher Pre-Service Survey Results**

**Description of Data:**

To gather information on student satisfaction with the quality of preparation provided by their educator preparation programs, the Ohio Board of Regents and a committee of representatives from Ohio institutions of higher education collaborated to develop a survey of Ohio's Pre-Service Teachers as a special research project. Questions on the survey are aligned with the Ohio Standards for the Teaching Profession (OSTP), Ohio licensure requirements, and elements of national accreditation. The Ohio Board of Regents distributed the online survey to candidates completing their student teaching experiences and collected the data for the Reporting period for 9/1/2012 through 8/31/2013. A total of 3570 respondents completed the survey statewide for a response rate of 81 percent.

**Franciscan University of Steubenville Survey Response Rate = 100%**

**Total Survey Responses = 46**

No.	Question	Institution Average 1=Strongly Disagree 2=Disagree 3=Agree 4=Strongly Agree	State Average (Mean) 1=Strongly Disagree 2=Disagree 3=Agree 4=Strongly Agree
1	My teacher licensure program prepared me with knowledge of research on how students learn.	3.65	3.49
2	My teacher licensure program prepared me to recognize characteristics of gifted students, students with disabilities, and at-risk students in order to plan and deliver appropriate instruction.	3.51	3.34
3	My teacher licensure program prepared me with high levels of knowledge and the academic content I plan to teach.	3.44	3.39
4	My teacher licensure program prepared me to identify instructional strategies appropriate to my content area.	3.54	3.46
5	My teacher licensure program prepared me to understand the importance of linking interdisciplinary experiences.	3.51	3.40
6	My teacher licensure program prepared me to align instructional goals and activities with Ohio's academic content standards, including the Common Core State Standards.	3.54	3.53
7	My teacher licensure program prepared me to use assessment data to inform instruction.	3.47	3.44
8	My teacher licensure program prepared me to clearly communicate learning goals to students.	3.46	3.47
9	My teacher licensure program prepared me to apply knowledge of how students learn, to inform instruction.	3.57	3.52
10	My teacher licensure program prepared me to differentiate instruction to support the learning needs of all students, including students identified as gifted, students with disabilities, and at-risk students.	3.50	3.43
11	My teacher licensure program prepared me to identify strategies to increase student motivation and interest in topics of study.	3.43	3.35
12	My teacher licensure program prepared me to create learning situations in which students work independently, collaboratively,	3.57	3.51

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No.	Question	Institution Average 1=Strongly Disagree 2=Disagree 3=Agree 4=Strongly Agree	State Average (Mean) 1=Strongly Disagree 2=Disagree 3=Agree 4=Strongly Agree
	and/or a whole class.		
13	My teacher licensure program prepared me to use strategies for effective classroom management.	3.28	3.33
14	My teacher licensure program prepared me to communicate clearly and effectively.	3.46	3.50
15	My teacher licensure program prepared me to understand the importance of communication with families and caregivers.	3.44	3.44
16	My teacher licensure program prepared me to understand, uphold, and follow professional ethics, policies, and legal codes of professional conduct.	3.56	3.59
17	My teacher licensure program prepared me to use a variety of diagnostic, formative, and summative assessments.	3.56	3.45
18	My teacher licensure program prepared me to communicate high expectations for all students.	3.59	3.57
19	My teacher licensure program prepared me to understand students, diverse cultures, language skills, and experiences.	3.51	3.41
20	My teacher licensure program prepared me to treat all students fairly and establish an environment that is respectful, supportive, and caring.	3.68	3.63
21	My teacher licensure program prepared me to use technology to enhance teaching and student learning.	3.44	3.33
22	My teacher licensure program prepared me to collaborate with colleagues and members of the community when and where appropriate.	3.40	3.42
23	My teacher licensure program collected evidence of my performance on multiple measures to monitor my progress.	3.53	3.43
24	My teacher licensure program provided me with knowledge of the Ohio Licensure Program standards for my discipline (e.g. NAEYC, CEC, NCTM).	3.46	3.15
25	My teacher licensure program provided me with knowledge of the operation of Ohio schools as delineated in the Ohio Department of Education School Operating Standards.	3.22	3.01
26	My teacher licensure program provided me with knowledge of the requirements for the Ohio Resident Educator Program.	3.31	2.94
27	My teacher licensure program provided me with knowledge of the Ohio Standards for the Teaching Profession.	3.46	3.24
28	My teacher licensure program provided me with knowledge of the Ohio Standards for Professional Development.	3.37	3.12
29	My teacher licensure program provided me with knowledge of the Ohio Academic Content Standards, including the Common Core	3.55	3.43

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No.	Question	Institution Average 1=Strongly Disagree 2=Disagree 3=Agree 4=Strongly Agree	State Average (Mean) 1=Strongly Disagree 2=Disagree 3=Agree 4=Strongly Agree
	State Standards.		
30	My teacher licensure program provided me with knowledge of the Value-added Growth Measure as defined by the Ohio State Board of Education.	3.34	2.97
31	My teacher licensure program provided field experiences that supported my development as an effective educator focused on student learning.	3.76	3.54
32	My teacher licensure program provided field experiences in a variety of settings (urban, suburban, and rural).	3.58	3.30
33	My teacher licensure program provided student teaching experience(s) that supported my development as an effective educator focused on student learning.	3.75	3.59
34	My teacher licensure program provided cooperating teachers who supported me through observation and conferences (face-to-face or via electronic media).	3.57	3.58
35	My teacher licensure program provided university supervisors who supported me through observation and conferences (face-to-face or via electronic media).	3.63	3.56
36	My teacher licensure program provided opportunities to work with diverse students (including gifted students, students with disabilities, and at-risk students).	3.58	3.43
37	My teacher licensure program provided opportunities to understand students' diverse cultures, languages, and experiences.	3.55	3.40
38	My teacher licensure program provided opportunities to work with diverse teachers.	3.31	3.25
39	My teacher licensure program provided opportunities to interact with diverse faculty.	3.36	3.26
40	My teacher licensure program provided opportunities to work and study with diverse peers.	3.31	3.30
41	Overall, the faculty in my teacher licensure program demonstrated in-depth knowledge of their field.	3.70	3.57
42	Overall, the faculty in my teacher licensure program used effective teaching methods that helped promote learning.	3.76	3.46
43	Overall, the faculty in my teacher licensure program modeled respect for diverse populations.	3.76	3.54
44	Overall, the faculty in my teacher licensure program integrated diversity-related subject matter within coursework.	3.69	3.44
45	Overall, the faculty in my teacher licensure program used technology to facilitate teaching and learning.	3.73	3.42
46	Overall, the faculty in my teacher licensure program conducted	3.82	3.60

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<b>No.</b>	<b>Question</b>	<b>Institution Average</b> 1=Strongly Disagree 2=Disagree 3=Agree 4=Strongly Agree	<b>State Average (Mean)</b> 1=Strongly Disagree 2=Disagree 3=Agree 4=Strongly Agree
	themselves in a professional manner.		
47	My teacher licensure program provided provided clearly articulated policies published to facilitate progression to program completion.	3.61	3.32
48	My teacher licensure program provided provided opportunities to voice concerns about the program.	3.52	3.18
49	My teacher licensure program provided provided advising to facilitate progression to program completion.	3.69	3.33

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**Statewide Survey of OHIO Resident Educators' Reflections on their Educator Preparation Program**

**Description of Data:**

To gather information on student satisfaction with the quality of preparation provided by their educator preparation programs, the Ohio Board of Regents and a committee of representatives from Ohio institutions of higher education collaborated to develop a survey of Ohio's Resident Educators as a special research project. Questions on the survey are aligned with the Ohio Standards for the Teaching Profession (OSTP), Ohio licensure requirements, and elements of national accreditation. The Ohio Board of Regents distributed the online survey to candidates completing their Resident Educator experiences and collected the data for the Reporting period for 9/1/2012 through 8/31/2013

No.	Question	Institution Average 1=Strongly Disagree 2=Disagree 3=Agree 4=Strongly Agree	State Average (Mean) 1=Strongly Disagree 2=Disagree 3=Agree 4=Strongly Agree
1	My teacher licensure program prepared me with knowledge of research on how students learn.	N<10	3.40
2	My teacher licensure program prepared me to recognize characteristics of gifted students, students with disabilities, and at-risk students in order to plan and deliver appropriate instruction.	N<10	3.21
3	My teacher licensure program prepared me with high levels of knowledge and the academic content I plan to teach.	N<10	3.32
4	My teacher licensure program prepared me to identify instructional strategies appropriate to my content area.	N<10	3.38
5	My teacher licensure program prepared me to understand the importance of linking interdisciplinary experiences.	N<10	3.28
6	My teacher licensure program prepared me to align instructional goals and activities with Ohio's academic content standards, including the Common Core State Standards.	N<10	3.24
7	My teacher licensure program prepared me to use assessment data to inform instruction.	N<10	3.24
8	My teacher licensure program prepared me to clearly communicate learning goals to students.	N<10	3.24
9	My teacher licensure program prepared me to apply knowledge of how students learn, to inform instruction.	N<10	3.24
10	My teacher licensure program prepared me to differentiate instruction to support the learning needs of all students, including students identified as gifted, students with disabilities, and at-risk students.	N<10	3.24
11	My teacher licensure program prepared me to identify strategies to increase student motivation and interest in topics of study.	N<10	3.23
12	My teacher licensure program prepared me to create learning situations in which students work independently, collaboratively, and/or a whole class.	N<10	3.36
13	My teacher licensure program prepared me to use strategies for effective classroom management.	N<10	3.27
14	My teacher licensure program prepared me to communicate clearly and effectively.	N<10	3.40

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No.	Question	Institution Average 1=Strongly Disagree 2=Disagree 3=Agree 4=Strongly Agree	State Average (Mean) 1=Strongly Disagree 2=Disagree 3=Agree 4=Strongly Agree
15	My teacher licensure program prepared me to understand the importance of communication with families and caregivers.	N<10	3.39
16	My teacher licensure program prepared me to understand, uphold, and follow professional ethics, policies, and legal codes of professional conduct.	N<10	3.56
17	My teacher licensure program prepared me to use a variety of diagnostic, formative, and summative assessments.	N<10	3.29
18	My teacher licensure program prepared me to understand students' diverse cultures, language skills, and experiences.	N<10	3.28
19	My teacher licensure program prepared me to treat all students fairly and establish an environment that is respectful, supportive, and caring.	N<10	3.55
20	My teacher licensure program prepared me to use technology to enhance teaching and student learning.	N<10	3.23
21	My teacher licensure program prepared me to collaborate with colleagues and members of the community when and where appropriate.	N<10	3.36
22	My teacher licensure program collected evidence of my performance on multiple measures to monitor my progress.	N<10	3.31
23	My teacher licensure program provided me with knowledge of the Ohio Licensure Program standards for my discipline (e.g. NAEYC, CEC, NCTM).	N<10	2.97
24	My teacher licensure program provided me with knowledge of the operation of Ohio schools as delineated in the Ohio Department of Education School Operating Standards.	N<10	2.40
25	My teacher licensure program provided me with knowledge of the requirements for the Resident Educator License.	N<10	2.40
26	My teacher licensure program provided me with knowledge of the Ohio Standards for the Teaching Profession.	N<10	3.07
27	My teacher licensure program provided me with knowledge of the Ohio Standards for Professional Development.	N<10	2.93
28	My teacher licensure program provided me with knowledge of the Ohio Academic Content Standards, including the Common Core State Standards.	N<10	2.98
29	My teacher licensure program provided me with knowledge of the Value-added Growth Measure as defined by the Ohio State Board of Education.	N<10	2.61
30	My teacher licensure program provided field experiences that supported my development as an effective educator focused on student learning.	N<10	3.58
31	My teacher licensure program provided field experiences in a variety of settings (urban, suburban, and rural).	N<10	3.31
32	My teacher licensure program provided student teaching experience(s) that supported my development as an effective	N<10	3.58

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No.	Question	Institution Average 1=Strongly Disagree 2=Disagree 3=Agree 4=Strongly Agree	State Average (Mean) 1=Strongly Disagree 2=Disagree 3=Agree 4=Strongly Agree
	educator focused on student learning.		
33	My teacher licensure program provided cooperating teachers who supported me through observation and conferences (face-to-face or via electronic media).	N<10	3.53
34	My teacher licensure program provided university supervisors who supported me through observation and conferences (face-to-face or via electronic media).	N<10	3.51
35	My teacher licensure program provided opportunities to work with diverse students (including gifted students, students with disabilities, and at-risk students).	N<10	3.29
36	My teacher licensure program provided opportunities to understand students' diverse cultures, languages, and experiences.	N<10	3.27
37	My teacher licensure program provided opportunities to work with diverse teachers.	N<10	3.17
38	My teacher licensure program provided opportunities to interact with diverse faculty.	N<10	3.16
39	My teacher licensure program provided opportunities to work and study with diverse peers.	N<10	3.24
40	Overall, the faculty in my teacher licensure program demonstrated in-depth knowledge of their field.	N<10	3.49
41	Overall, the faculty in my teacher licensure program used effective teaching methods that helped promote learning.	N<10	3.37
42	Overall, the faculty in my teacher licensure program modeled respect for diverse populations.	N<10	3.47
43	Overall, the faculty in my teacher licensure program integrated diversity-related subject matter within coursework.	N<10	3.31
44	Overall, the faculty in my teacher licensure program used technology to facilitate teaching and learning.	N<10	3.25
45	Overall, the faculty in my teacher licensure program conducted themselves in a professional manner.	N<10	3.56
46	My teacher licensure program provided provided clearly articulated policies published to facilitate progression to program completion.	N<10	3.30
47	My teacher licensure program provided provided opportunities to voice concerns about the program.	N<10	3.12
48	My teacher licensure program provided provided advising to facilitate progression to program completion.	N<10	3.29
49	My teacher licensure program provided prepared me with the knowledge and skills necessary to enter the classroom as a Resident Educator.	N<10	3.17

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**National Accreditation**

(Data Source: Ohio Board of Regents)

**Description of Data:**

Educator preparation programs (EPPs) reported academic measures for students completing their teacher and principal preparation programs. Academic measures reported include assessment results for the ACT®, SAT®, Praxis I®, GRE®, and MAT®, as well as high school, undergraduate, graduate, transfer grade point average, and program admission (GPA). The Ohio Board of Regents calculated statewide weighted mean values based on the EPP-reported data. For institutions with fewer than 10 linked teachers or principals, only the N is reported. Academic measures which do not apply to a specific unit or program are represented by NA.

<b>Accrediting Agency</b>	NCATE
<b>Date of Last Review</b>	April 2010
<b>Accreditation Status</b>	Accredited

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**Teacher Residency Program**

Reporting period for 9/1/2012 through 8/31/2013

(Data Source: Ohio Department of Education)

**Description of Data:**

The Resident Educator Program in Ohio is a broad system of support that encompasses a robust four-year teacher development system designed to improve teacher retention and increase student learning. Data are reported for those entering the Resident Educator Program in SY2011-2012 and SY2012-2013. Non-completion does not imply dismissal, but rather may be due to multiple factors.

**Percent of Newly Hired Teachers Completing the State Residency Program**  
**who were Prepared at Franciscan University of Steubenville**

Residency Year 1			Residency Year 2			Residency Year 3			Residency Year 4		
Entering	Completing		Entering	Completing		Entering	Completing		Entering	Completing	
20	20	100%	11	11	100%						

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**Excellence and Innovation Initiatives at Franciscan University of Steubenville**

Reporting period for 9/1/2012 through 8/31/2013

(Data Source: Franciscan University of Steubenville)

**Description of Data:**

This section provides each program the opportunity to share information on a maximum of three initiatives geared to increase excellence and support innovation in the preparation of Ohio educators.

**Teacher Licensure Programs**

<b>Initiative:</b>	ELISA
<b>Purpose:</b>	Diversity/Faculty/Peers
<b>Goal:</b>	Candidates will increase their opportunities to work with diverse faculty and peers in an international field experience.
<b>Number of Participants:</b>	30
<b>Strategy:</b>	1. Enroll students in the Edu 211GA field experience 2. Meet with students prior to experience 3. Place students in international schools 4. Communicate with candidates via WIKI and distant learning meetings 5. Complete competencies aligned to Ohio Educator Standards 6. Celebrate experience 7. Document in Capstone Portfolio
<b>Demonstration of Impact:</b>	Qualitative Evidence: Reports from faculty/facilitators indicate a positive experience between the faculty/community/peers during the ELISA experience. Faculty facilitating the ELISA experience have visited with the community and validated these reports of satisfaction with the program.
<b>External Recognition:</b>	OATE Award in 2012
<b>Programs:</b>	
<b>Initiative:</b>	Pilot Virtual Educator Program
<b>Purpose:</b>	TPACK model
<b>Goal:</b>	The educator preparation program at FUS seeks to determine best practices for preparing "virtual" educators.
<b>Number of Participants:</b>	8
<b>Strategy:</b>	1. Seek volunteers to student teach in a virtual setting 2. Seek cooperating teachers for student teaching placement (7 weeks) 3. Supervise experience 4. Engage in research regarding best practices in online educator preparation 5. Decide if department wants to be "transformative" with this initiative with CAEP
<b>Demonstration of Impact:</b>	Pilot program: Data includes qualitative reflections/lessons/ etc. of students volunteering to complete the virtual student teacher placement.
<b>External Recognition:</b>	
<b>Programs:</b>	MS Education with Online Concentration

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**Principal Licensure Programs**

<b>Initiative:</b>	Leadership Academy
<b>Purpose:</b>	The purpose of the leadership academy is to collaborate with K-12 school leaders in identifying key issues and best practices in instructional leadership and sharing those practices in forum.
<b>Goal:</b>	Identify instructional practices needed by school leaders
<b>Number of Participants:</b>	100
<b>Strategy:</b>	Faculty in the graduate department share in the responsibility for identifying key issues in instructional leadership and sharing presentations with K-12 schools in the community.
<b>Demonstration of Impact:</b>	Data demonstrating impact include surveys to K-12 stakeholders. According to the survey data, school instructional leaders seek the leadership academy experience and rate the series of workshops highly valuable.
<b>External Recognition:</b>	
<b>Programs:</b>	