2019 Educator Preparation Performance Report
Middle Childhood (4-9)
Capital University

Field and Clinical Experiences for Candidates at Capital University

Reporting Period from Sept 1, 2018 to Aug 31, 2019

(Data Source: Capital University)

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 for these placements vary by unit and by program.

Teacher Preparation Programs

Field/Clinical Experience Element	Requirements
Minimum number of field hours required of candidates in the preparation program prior to student teaching	162
Maximum number of field hours required of candidates in the preparation program prior to student teaching	202
Total number of weeks required of candidates in the student teaching experience	15
Percentage of teacher candidates who satisfactorily completed student teaching	100%

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Ohio Educator Licensure Examination Pass Rates at Capital University

Reporting Period from Sept 1, 2017 to Aug 31, 2018
(Data Source: USDOE Title II Report)

Description of Data:
Ohio educator licensure requirements include passage of all requisite licensure examinations at the state determined cut score. The reported results reflect Title II data, and therefore represent pass rate data solely only initial licenses. Further, because the data are gathered from the Title II reports, there is a one year lag in accessing the data. Teacher licensure pass rate data are the only reported metric for which the data do not reflect the reporting year 2018-2019. As of 2013, the Ohio Assessments for Educators replaced the Praxis subject assessments for initial licensure. Some Praxis II assessments are still being reported because recent program completers took those tests in or before 2013.

Teacher Licensure Test Scores

Licensure Test	Test Range Score	Test Cut Score	Completers Tested	Program Average Scaled Score	Completers Passed	Program Pass Rate	State Average Pass Rate	State Average Scaled Score
002 - APK: Middle Childhood (4-9)	100-300	220	11	247	11	100%	95%	245
028 - Middle Grades English Language Arts	100-300	220	N<10	N/A	N<10	N/A	97%	248
029 - Middle Grades Science	100-300	220	N<10	N/A	N<10	N/A	95%	243
030 - Middle Grades Mathematics	100-300	220	N<10	N/A	N<10	N/A	93%	242
031 - Middle Grades Social Studies	100-300	220	10	247	10	100%	89%	238
090 - Foundations of Reading	100-300	220	46	247	44	96%	95%	242

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Capital University Candidate Academic Measures

Reporting Period from Sept 1, 2018 to Aug 31, 2019
(Data Source:Capital University)

Undergraduate Program Admission Requirements

A cumulative GPA of 2.75 is required to be admitted to the Teacher Education Program. Must also have a grade of "C" or better in our General Education Goals 1-3 (Reading & Writing, Oral Communication, Quantitative Reasoning), the EDUC-151 Foundations course, and the EDUC-201 field experience course (or have equivalent coursework from another institution). Must also pass the Praxis CORE exams or have comparable ACT/SAT scores. Students may petition if all but one course requirement is met.

Post-Baccalaureate Program Admission Requirements

A cumulative GPA of 2.75 is required from an Undergraduate program to be admitted to the PDEL (Post-Degree Education Licensure) Program. Must also have a grade of "C" or better in our General Education Goals 1-3 (Reading & Writing, Oral Communication, Quantitative Reasoning), the EDUC-151 Foundations course, and the EDUC-201 field experience course (or have equivalent coursework from their previous institution). Must also pass the Praxis CORE exams or have comparable ACT/SAT/GRE scores.

Description of Data:
The data in this section are the average scores of candidates on academic measures reported by the provider. If a measure is not applicable to a level of delivery (undergraduate, post-baccalaureate, graduate) the table reflects "N/A". In the "Dispositional Assessments and Other Measures" portion, if the provider did not indicate using a measure, OR if the institution does not offer a program at the designated level of delivery, the table reflects "N".

Candidates Admitted are the number admitted in the most recent year.
Candidates Enrolled are the total number of candidates enrolled.
Candidates Completing are the number completing in the most recent year.

Teacher Preparation Programs

U=Undergraduate P=Post-Baccalaureate G=Graduate

		Candidates Admitted		Candidates Enrolled		Candidates Completing	
Academic Measure	**Required Score**	**Number Admitted**	**Average Score**	**Number Enrolled**	**Average Score**	**Number Completed**	**Average Score**
ACT Composite Score	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A
ACT English Subscore	U=27 P=27 G=N/A	U=N<10 P=N<10 G=N/A	U=N<10 P=N<10 G=N/A	U=N<10 P=N<10 G=N/A	U=N<10 P=N<10 G=N/A	U=N<10 P=N<10 G=N/A	U=N<10 P=N<10 G=N/A
ACT Math Subscore	U=27 P=27 G=N/A	U=N<10 P=N<10 G=N/A	U=N<10 P=N<10 G=N/A	U=N<10 P=N<10 G=N/A	U=N<10 P=N<10 G=N/A	U=N<10 P=N<10 G=N/A	U=N<10 P=N<10 G=N/A
ACT Reading Subscore	U=27 P=27 G=N/A	U=N<10 P=N<10 G=N/A	U=N<10 P=N<10 G=N/A	U=N<10 P=N<10 G=N/A	U=N<10 P=N<10 G=N/A	U=N<10 P=N<10 G=N/A	U=N<10 P=N<10 G=N/A
GPA - Graduate	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A
GPA - High School	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A
GPA - Transfer	U=N/A P=N/A	U=N/A P=N/A	U=N/A P=N/A	U=N/A P=N/A	U=N/A P=N/A	U=N/A P=N/A	U=N/A P=N/A

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		Candidates Admitted		Candidates Enrolled		Candidates Completing	
Academic Measure	**Required Score**	**Number Admitted**	**Average Score**	**Number Enrolled**	**Average Score**	**Number Completed**	**Average Score**
	G=N/A	G=N/A	G=N/A	G=N/A	G=N/A	G=N/A	G=N/A
GPA - Undergraduate	U= 2.75 P= 2.75 G=N/A	U=N<10 P=N<10 G=N/A	U=N<10 P=N<10 G=N/A	U=10 P=10 G=N/A	U= 3.56 P= 3.82 G=N/A	U=N<10 P=N<10 G=N/A	U=N<10 P=N<10 G=N/A
GRE Composite Score	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A
GRE Quantitative Subscore	U=N/A P=140 G=N/A	U=N/A P=N<10 G=N/A	U=N/A P=N<10 G=N/A	U=N/A P=N<10 G=N/A	U=N/A P=N<10 G=N/A	U=N/A P=N<10 G=N/A	U=N/A P=N<10 G=N/A
GRE Verbal Subscore	U=N/A P=146 G=N/A	U=N/A P=N<10 G=N/A	U=N/A P=N<10 G=N/A	U=N/A P=N<10 G=N/A	U=N/A P=N<10 G=N/A	U=N/A P=N<10 G=N/A	U=N/A P=N<10 G=N/A
GRE Writing Subscore	U=N/A P=4 G=N/A	U=N/A P=N<10 G=N/A	U=N/A P=N<10 G=N/A	U=N/A P=N<10 G=N/A	U=N/A P=N<10 G=N/A	U=N/A P=N<10 G=N/A	U=N/A P=N<10 G=N/A
MAT	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A
Praxis CORE Math	U=150 P=150 G=N/A	U=N<10 P=N<10 G=N/A	U=N<10 P=N<10 G=N/A	U=N<10 P=N<10 G=N/A	U=N<10 P=N<10 G=N/A	U=N<10 P=N<10 G=N/A	U=N<10 P=N<10 G=N/A
Praxis CORE Reading	U=156 P=156 G=N/A	U=N<10 P=N<10 G=N/A	U=N<10 P=N<10 G=N/A	U=N<10 P=N<10 G=N/A	U=N<10 P=N<10 G=N/A	U=N<10 P=N<10 G=N/A	U=N<10 P=N<10 G=N/A
Praxis CORE Writing	U=162 P=162 G=N/A	U=N<10 P=N<10 G=N/A	U=N<10 P=N<10 G=N/A	U=N<10 P=N<10 G=N/A	U=N<10 P=N<10 G=N/A	U=N<10 P=N<10 G=N/A	U=N<10 P=N<10 G=N/A
Praxis I Math	U=172 P=172 G=N/A	U=N<10 P=N<10 G=N/A	U=N<10 P=N<10 G=N/A	U=N<10 P=N<10 G=N/A	U=N<10 P=N<10 G=N/A	U=N<10 P=N<10 G=N/A	U=N<10 P=N<10 G=N/A
Praxis I Reading	U=173 P=173 G=N/A	U=N<10 P=N<10 G=N/A	U=N<10 P=N<10 G=N/A	U=N<10 P=N<10 G=N/A	U=N<10 P=N<10 G=N/A	U=N<10 P=N<10 G=N/A	U=N<10 P=N<10 G=N/A
Praxis I Writing	U=172 P=172 G=N/A	U=N<10 P=N<10 G=N/A	U=N<10 P=N<10 G=N/A	U=N<10 P=N<10 G=N/A	U=N<10 P=N<10 G=N/A	U=N<10 P=N<10 G=N/A	U=N<10 P=N<10 G=N/A
Praxis II	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A
SAT Composite Score	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A
SAT Quantitative Subscore	U=610 P=610 G=N/A	U=N<10 P=N<10 G=N/A	U=N<10 P=N<10 G=N/A	U=N<10 P=N<10 G=N/A	U=N<10 P=N<10 G=N/A	U=N<10 P=N<10 G=N/A	U=N<10 P=N<10 G=N/A
SAT Verbal Subscore	U=610 P=610 G=N/A	U=N<10 P=N<10 G=N/A	U=N<10 P=N<10 G=N/A	U=N<10 P=N<10 G=N/A	U=N<10 P=N<10 G=N/A	U=N<10 P=N<10 G=N/A	U=N<10 P=N<10 G=N/A
SAT Writing Subscore	U=610 P=610 G=N/A	U=N<10 P=N<10 G=N/A	U=N<10 P=N<10 G=N/A	U=N<10 P=N<10 G=N/A	U=N<10 P=N<10 G=N/A	U=N<10 P=N<10 G=N/A	U=N<10 P=N<10 G=N/A

Other Criteria	Undergraduate	Post-Baccalaureate	Graduate
Dispositional Assessment	Y	Y	N
EMPATHY/Omaha Interview	N	N	N
Essay	N	N	N
High School Class Rank	N/A	N/A	N/A

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Other Criteria	Undergraduate	Post-Baccalaureate	Graduate
Interview	N	N	N
Letter of Commitment	N	N	N
Letter of Recommendation	N	N	N
Myers-Briggs Type Indicator	N/A	N	N
OAE Content Assessment	N/A	N/A	N
Portfolio	N	N	N
Prerequisite Courses	Y	Y	N
SRI Teacher Perceiver	N/A	N/A	N
Superintendent Statement of Sponsorship	N/A	N/A	N
Teacher Insight	N	N	N

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Pre-Service Teacher Survey Results

Reporting Period from Sept 1, 2018 to Aug 31, 2019

Description of Data:
To gather information on student satisfaction with the quality of preparation provided by their educator preparation programs, the Ohio Department of Higher Education administers a survey aligned with the Ohio Standards for the Teaching Profession (OSTP), Ohio licensure requirements, and elements of national accreditation. All Ohio candidates receive an invitation to complete the survey during their professional internship (student teaching). The results of this survey are reflected here.

1=Strongly Disagree 2=Disagree 3=Agree 4=Strongly Agree

No.	Question	Institution Program Average	Statewide Program Average
1	My teacher licensure program prepared me with knowledge of research on how students learn.	N<10	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.	N<10	3.29
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	3.45
5	My teacher licensure program prepared me to understand the importance of linking interdisciplinary experiences.	N<10	3.39
6	My teacher licensure program prepared me to align instructional goals and activities with Ohio's academic content standards, including Ohio's Learning Standards.	N<10	3.67
7	My teacher licensure program prepared me to use assessment data to inform instruction.	N<10	3.42
8	My teacher licensure program prepared me to clearly communicate learning goals to students.	N<10	3.50
9	My teacher licensure program prepared me to apply knowledge of how students learn, to inform instruction.	N<10	3.50
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	3.27
11	My teacher licensure program prepared me to identify strategies to increase student motivation and interest in topics of study.	N<10	3.38
12	My teacher licensure program prepared me to create learning situations in which students work independently, collaboratively, and/or a whole class.	N<10	3.56
13	My teacher licensure program prepared me to use strategies for effective classroom management.	N<10	3.24
14	My teacher licensure program prepared me to communicate clearly and effectively.	N<10	3.53
15	My teacher licensure program prepared me to understand the importance of communication with families and caregivers.	N<10	3.46
16	My teacher licensure program prepared me to understand, uphold, and follow professional ethics, policies, and legal codes of professional conduct.	N<10	3.65

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No.	Question	Institution Program Average	Statewide Program Average
17	My teacher licensure program prepared me to use a variety of diagnostic, formative, and summative assessments.	N<10	3.60
18	My teacher licensure program prepared me to communicate high expectations for all students.	N<10	3.62
19	My teacher licensure program prepared me to understand students' diverse cultures, language skills, and experiences.	N<10	3.43
20	My teacher licensure program prepared me to treat all students fairly and establish an environment that is respectful, supportive, and caring.	N<10	3.69
21	My teacher licensure program prepared me to use technology to enhance teaching and student learning.	N<10	3.41
22	My teacher licensure program prepared me to collaborate with colleagues and members of the community when and where appropriate.	N<10	3.47
23	My teacher licensure program collected evidence of my performance on multiple measures to monitor my progress.	N<10	3.51
24	My teacher licensure program provided me with knowledge of the Ohio Licensure Program standards for my discipline (e.g. NAEYC, CEC, NCTM).	N<10	3.19
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.	N<10	3.04
26	My teacher licensure program provided me with knowledge of the requirements for the Resident Educator License.	N<10	3.02
27	My teacher licensure program provided me with knowledge of the Ohio Standards for the Teaching Profession.	N<10	3.33
28	My teacher licensure program provided me with knowledge of the Ohio Standards for Professional Development.	N<10	3.20
29	My teacher licensure program provided me with knowledge of the Ohio Academic Content Standards, including Ohio's Learning Standards.	N<10	3.61
30	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	2.89
31	My teacher licensure program provided field experiences that supported my development as an effective educator focused on student learning.	N<10	3.61
32	My teacher licensure program provided field experiences in a variety of settings (urban, suburban, and rural).	N<10	3.34
33	My teacher licensure program provided student teaching experience(s) that supported my development as an effective educator focused on student learning.	N<10	3.64
34	My teacher licensure program provided cooperating teachers who supported me through observation and conferences (face-to-face or via electronic media).	N<10	3.62
35	My teacher licensure program provided university supervisors who supported me through observation and conferences (face-to-face or via electronic media).	N<10	3.61
36	My teacher licensure program provided opportunities to work with diverse students (including gifted students, students with disabilities, and at-risk students).	N<10	3.52
37	My teacher licensure program provided opportunities to understand students' diverse cultures, languages, and experiences.	N<10	3.48
38	My teacher licensure program provided opportunities to work with diverse teachers.	N<10	3.29

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No.	Question	Institution Program Average	Statewide Program Average
39	My teacher licensure program provided opportunities to interact with diverse faculty.	N<10	3.33
40	My teacher licensure program provided opportunities to work and study with diverse peers.	N<10	3.32
41	Overall, the faculty in my teacher licensure program demonstrated in-depth knowledge of their field.	N<10	3.65
42	Overall, the faculty in my teacher licensure program used effective teaching methods that helped promote learning.	N<10	3.52
43	Overall, the faculty in my teacher licensure program modeled respect for diverse populations.	N<10	3.66
44	Overall, the faculty in my teacher licensure program integrated diversity-related subject matter within coursework.	N<10	3.56
45	Overall, the faculty in my teacher licensure program used technology to facilitate teaching and learning.	N<10	3.54
46	Overall, the faculty in my teacher licensure program conducted themselves in a professional manner.	N<10	3.68
47	My teacher licensure program provided clearly articulated policies published to facilitate progression to program completion.	N<10	3.46
48	My teacher licensure program provided opportunities to voice concerns about the program.	N<10	3.23
49	My teacher licensure program provided advising to facilitate progression to program completion.	N<10	3.47

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

Reporting Period from Sept 1, 2018 to Aug 31, 2019

Description of Data:
To gather information on alumni satisfaction with the quality of preparation provided by their educator preparation programs, the Ohio Department of Higher Education administers a survey aligned with the Ohio Standards for the Teaching Profession (OSTP), Ohio licensure requirements, and elements of national accreditation. All Ohio Resident Educators who completed their preparation in Ohio receive an invitation to complete the survey in the fall semester as they enter Year 2 of the Resident Educator program. The results of the survey are reflected here.

1=Strongly Disagree 2=Disagree 3=Agree 4=Strongly Agree

No.	Question	Institution Program Average	Statewide Program Average
1	My teacher licensure program prepared me with knowledge of research on how students learn.	N/A	3.38
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/A	2.86
3	My teacher licensure program prepared me with high levels of knowledge and the academic content I plan to teach.	N/A	3.34
4	My teacher licensure program prepared me to identify instructional strategies appropriate to my content area.	N/A	3.36
5	My teacher licensure program prepared me to understand the importance of linking interdisciplinary experiences.	N/A	3.21
6	My teacher licensure program prepared me to align instructional goals and activities with Ohio's academic content standards, including Ohio's Learning Standards.	N/A	3.54
7	My teacher licensure program prepared me to use assessment data to inform instruction.	N/A	3.37
8	My teacher licensure program prepared me to clearly communicate learning goals to students.	N/A	3.34
9	My teacher licensure program prepared me to apply knowledge of how students learn, to inform instruction.	N/A	3.34
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/A	3.00
11	My teacher licensure program prepared me to identify strategies to increase student motivation and interest in topics of study.	N/A	3.16
12	My teacher licensure program prepared me to create learning situations in which students work independently, collaboratively, and/or a whole class.	N/A	3.30
13	My teacher licensure program prepared me to use strategies for effective classroom management.	N/A	2.91
14	My teacher licensure program prepared me to communicate clearly and effectively.	N/A	3.45

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No.	Question	Institution Program Average	Statewide Program Average
15	My teacher licensure program prepared me to understand the importance of communication with families and caregivers.	N/A	3.26
16	My teacher licensure program prepared me to understand, uphold, and follow professional ethics, policies, and legal codes of professional conduct.	N/A	3.50
17	My teacher licensure program prepared me to use a variety of diagnostic, formative, and summative assessments.	N/A	3.42
18	My teacher licensure program prepared me to understand students' diverse cultures, language skills, and experiences.	N/A	3.20
19	My teacher licensure program prepared me to treat all students fairly and establish an environment that is respectful, supportive, and caring.	N/A	3.53
20	My teacher licensure program prepared me to use technology to enhance teaching and student learning.	N/A	3.30
21	My teacher licensure program prepared me to collaborate with colleagues and members of the community when and where appropriate.	N/A	3.30
22	My teacher licensure program collected evidence of my performance on multiple measures to monitor my progress.	N/A	3.28
23	My teacher licensure program provided me with knowledge of the Ohio Licensure Program standards for my discipline (e.g. NAEYC, CEC, NCTM).	N/A	2.99
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/A	2.96
25	My teacher licensure program provided me with knowledge of the requirements for the Resident Educator License.	N/A	2.96
26	My teacher licensure program provided me with knowledge of the Ohio Standards for the Teaching Profession.	N/A	3.18
27	My teacher licensure program provided me with knowledge of the Ohio Standards for Professional Development.	N/A	2.82
28	My teacher licensure program provided me with knowledge of the Ohio Academic Content Standards, including Ohio's Learning Standards.	N/A	3.34
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/A	2.49
30	My teacher licensure program provided field experiences that supported my development as an effective educator focused on student learning.	N/A	3.43
31	My teacher licensure program provided field experiences in a variety of settings (urban, suburban, and rural).	N/A	3.08
32	My teacher licensure program provided student teaching experience(s) that supported my development as an effective educator focused on student learning.	N/A	3.46
33	My teacher licensure program provided cooperating teachers who supported me through observation and conferences (face-to-face or via electronic media).	N/A	3.42
34	My teacher licensure program provided university supervisors who supported me through observation and conferences (face-to-face or via electronic media).	N/A	3.42
35	My teacher licensure program provided opportunities to work with diverse students (including gifted students, students with disabilities, and at-risk students).	N/A	3.21
36	My teacher licensure program provided opportunities to understand students' diverse cultures, languages, and experiences.	N/A	3.14

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No.	Question	Institution Program Average	Statewide Program Average
37	My teacher licensure program provided opportunities to work with diverse teachers.	N/A	2.92
38	My teacher licensure program provided opportunities to interact with diverse faculty.	N/A	2.99
39	My teacher licensure program provided opportunities to work and study with diverse peers.	N/A	3.07
40	Overall, the faculty in my teacher licensure program demonstrated in-depth knowledge of their field.	N/A	3.53
41	Overall, the faculty in my teacher licensure program used effective teaching methods that helped promote learning.	N/A	3.38
42	Overall, the faculty in my teacher licensure program modeled respect for diverse populations.	N/A	3.50
43	Overall, the faculty in my teacher licensure program integrated diversity-related subject matter within coursework.	N/A	3.39
44	Overall, the faculty in my teacher licensure program used technology to facilitate teaching and learning.	N/A	3.41
45	Overall, the faculty in my teacher licensure program conducted themselves in a professional manner.	N/A	3.57
46	My teacher licensure program provided clearly articulated policies published to facilitate progression to program completion.	N/A	3.32
47	My teacher licensure program provided opportunities to voice concerns about the program.	N/A	3.07
48	My teacher licensure program provided advising to facilitate progression to program completion.	N/A	3.28
49	My teacher licensure program prepared me with the knowledge and skills necessary to enter the classroom as a Resident Educator.	N/A	3.20