

2017 Ohio Educator Preparation Provider Performance Report Lourdes University

Pre-Service Teacher Survey Results

Reporting Period from Sept 1, 2016 to Aug 31, 2017

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. A total of 3,342 respondents completed the survey statewide for a response rate of 69 percent.

Lourdes University Survey Response Rate = 50%

Total Survey Responses = 10

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

No.	Question	Institution Average	State Average
1	My teacher licensure program prepared me with knowledge of research on how students learn.	3.30	3.51
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.	2.90	3.32
3	My teacher licensure program prepared me with high levels of knowledge and the academic content I plan to teach.	2.80	3.36
4	My teacher licensure program prepared me to identify instructional strategies appropriate to my content area.	3.00	3.48
5	My teacher licensure program prepared me to understand the importance of linking interdisciplinary experiences.	3.10	3.43
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.	3.80	3.62
7	My teacher licensure program prepared me to use assessment data to inform instruction.	3.20	3.48
8	My teacher licensure program prepared me to clearly communicate learning goals to students.	3.20	3.50
9	My teacher licensure program prepared me to apply knowledge of how students learn, to inform instruction.	3.40	3.55
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.	2.80	3.46
11	My teacher licensure program prepared me to identify strategies to increase student motivation and interest in topics of study.	2.90	3.39
12	My teacher licensure program prepared me to create learning situations in which students work independently, collaboratively, and/or a whole class.	3.10	3.58
13	My teacher licensure program prepared me to use strategies for effective classroom management.	3.10	3.32
14	My teacher licensure program prepared me to communicate clearly and effectively.	3.20	3.55
15	My teacher licensure program prepared me to understand the importance of communication	3.00	3.54

2017
Ohio Educator Preparation Provider Performance Report
Lourdes University

No.	Question	Institution Average	State Average
	with families and caregivers.		
16	My teacher licensure program prepared me to understand, uphold, and follow professional ethics, policies, and legal codes of professional conduct.	3.10	3.68
17	My teacher licensure program prepared me to use a variety of diagnostic, formative, and summative assessments.	3.40	3.55
18	My teacher licensure program prepared me to communicate high expectations for all students.	2.90	3.63
19	My teacher licensure program prepared me to understand students, diverse cultures, language skills, and experiences.	3.10	3.49
20	My teacher licensure program prepared me to treat all students fairly and establish an environment that is respectful, supportive, and caring.	3.50	3.72
21	My teacher licensure program prepared me to use technology to enhance teaching and student learning.	2.70	3.42
22	My teacher licensure program prepared me to collaborate with colleagues and members of the community when and where appropriate.	3.10	3.51
23	My teacher licensure program collected evidence of my performance on multiple measures to monitor my progress.	3.10	3.52
24	My teacher licensure program provided me with knowledge of the Ohio Licensure Program standards for my discipline (e.g. NAEYC, CEC, NCTM).	2.40	3.21
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.	2.40	3.08
26	My teacher licensure program provided me with knowledge of the requirements for the Ohio Resident Educator Program.	2.40	3.03
27	My teacher licensure program provided me with knowledge of the Ohio Standards for the Teaching Profession.	2.80	3.34
28	My teacher licensure program provided me with knowledge of the Ohio Standards for Professional Development.	2.70	3.21
29	My teacher licensure program provided me with knowledge of the Ohio Academic Content Standards, including the Common Core State Standards.	3.60	3.58
30	My teacher licensure program provided me with knowledge of the Value-added Growth Measure as defined by the Ohio State Board of Education.	3.00	2.95
31	My teacher licensure program provided field experiences that supported my development as an effective educator focused on student learning.	3.60	3.67
32	My teacher licensure program provided field experiences in a variety of settings (urban, suburban, and rural).	2.90	3.40
33	My teacher licensure program provided student teaching experience(s) that supported my development as an effective educator focused on student learning.	3.40	3.69
34	My teacher licensure program provided cooperating teachers who supported me through observation and conferences (face-to-face or via electronic media).	3.60	3.68
35	My teacher licensure program provided university supervisors who supported me through observation and conferences (face-to-face or via electronic media).	3.30	3.63
36	My teacher licensure program provided opportunities to work with diverse students (including gifted students, students with disabilities, and at-risk students).	3.20	3.53
37	My teacher licensure program provided opportunities to understand students' diverse cultures, languages, and experiences.	3.30	3.49

2017
Ohio Educator Preparation Provider Performance Report
Lourdes University

No.	Question	Institution Average	State Average
38	My teacher licensure program provided opportunities to work with diverse teachers.	2.60	3.29
39	My teacher licensure program provided opportunities to interact with diverse faculty.	2.90	3.31
40	My teacher licensure program provided opportunities to work and study with diverse peers.	3.10	3.34
41	Overall, the faculty in my teacher licensure program demonstrated in-depth knowledge of their field.	3.30	3.65
42	Overall, the faculty in my teacher licensure program used effective teaching methods that helped promote learning.	2.70	3.55
43	Overall, the faculty in my teacher licensure program modeled respect for diverse populations.	3.30	3.65
44	Overall, the faculty in my teacher licensure program integrated diversity-related subject matter within coursework.	2.70	3.55
45	Overall, the faculty in my teacher licensure program used technology to facilitate teaching and learning.	2.90	3.54
46	Overall, the faculty in my teacher licensure program conducted themselves in a professional manner.	3.30	3.68
47	My teacher licensure program provided clearly articulated policies published to facilitate progression to program completion.	2.90	3.41
48	My teacher licensure program provided opportunities to voice concerns about the program.	2.60	3.20
49	My teacher licensure program provided advising to facilitate progression to program completion.	3.00	3.41

2017
Ohio Educator Preparation Provider Performance Report
Lourdes University

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

Reporting Period from Sept 1, 2016 to Aug 31, 2017

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. A total of 854 respondents completed the survey statewide for a response rate of 19 percent.

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

No.	Question	Institution Average	State Average
1	My teacher licensure program prepared me with knowledge of research on how students learn.	N<10	3.46
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	3.19
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	3.31
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	3.50
7	My teacher licensure program prepared me to use assessment data to inform instruction.	N<10	3.38
8	My teacher licensure program prepared me to clearly communicate learning goals to students.	N<10	3.39
9	My teacher licensure program prepared me to apply knowledge of how students learn, to inform instruction.	N<10	3.43
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	3.30
11	My teacher licensure program prepared me to identify strategies to increase student motivation and interest in topics of study.	N<10	3.24
12	My teacher licensure program prepared me to create learning situations in which students work independently, collaboratively, and/or a whole class.	N<10	3.37
13	My teacher licensure program prepared me to use strategies for effective classroom management.	N<10	3.15
14	My teacher licensure program prepared me to communicate clearly and effectively.	N<10	3.43

2017
Ohio Educator Preparation Provider Performance Report
Lourdes University

No.	Question	Institution Average	State Average
15	My teacher licensure program prepared me to understand the importance of communication with families and caregivers.	N<10	3.37
16	My teacher licensure program prepared me to understand, uphold, and follow professional ethics, policies, and legal codes of professional conduct.	N<10	3.58
17	My teacher licensure program prepared me to use a variety of diagnostic, formative, and summative assessments.	N<10	3.41
18	My teacher licensure program prepared me to understand students' diverse cultures, language skills, and experiences.	N<10	3.33
19	My teacher licensure program prepared me to treat all students fairly and establish an environment that is respectful, supportive, and caring.	N<10	3.59
20	My teacher licensure program prepared me to use technology to enhance teaching and student learning.	N<10	3.28
21	My teacher licensure program prepared me to collaborate with colleagues and members of the community when and where appropriate.	N<10	3.40
22	My teacher licensure program collected evidence of my performance on multiple measures to monitor my progress.	N<10	3.34
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	3.12
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	2.96
25	My teacher licensure program provided me with knowledge of the requirements for the Resident Educator License.	N<10	2.96
26	My teacher licensure program provided me with knowledge of the Ohio Standards for the Teaching Profession.	N<10	3.26
27	My teacher licensure program provided me with knowledge of the Ohio Standards for Professional Development.	N<10	3.10
28	My teacher licensure program provided me with knowledge of the Ohio Academic Content Standards, including the Common Core State Standards.	N<10	3.39
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	2.69
30	My teacher licensure program provided field experiences that supported my development as an effective educator focused on student learning.	N<10	3.53
31	My teacher licensure program provided field experiences in a variety of settings (urban, suburban, and rural).	N<10	3.33
32	My teacher licensure program provided student teaching experience(s) that supported my development as an effective educator focused on student learning.	N<10	3.53
33	My teacher licensure program provided cooperating teachers who supported me through observation and conferences (face-to-face or via electronic media).	N<10	3.54
34	My teacher licensure program provided university supervisors who supported me through observation and conferences (face-to-face or via electronic media).	N<10	3.54
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	3.31
37	My teacher licensure program provided opportunities to work with diverse teachers.	N<10	3.19

2017
Ohio Educator Preparation Provider Performance Report
Lourdes University

No.	Question	Institution Average	State Average
38	My teacher licensure program provided opportunities to interact with diverse faculty.	N<10	3.23
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	3.54
41	Overall, the faculty in my teacher licensure program used effective teaching methods that helped promote learning.	N<10	3.44
42	Overall, the faculty in my teacher licensure program modeled respect for diverse populations.	N<10	3.53
43	Overall, the faculty in my teacher licensure program integrated diversity-related subject matter within coursework.	N<10	3.43
44	Overall, the faculty in my teacher licensure program used technology to facilitate teaching and learning.	N<10	3.39
45	Overall, the faculty in my teacher licensure program conducted themselves in a professional manner.	N<10	3.59
46	My teacher licensure program provided clearly articulated policies published to facilitate progression to program completion.	N<10	3.36
47	My teacher licensure program provided opportunities to voice concerns about the program.	N<10	3.18
48	My teacher licensure program provided advising to facilitate progression to program completion.	N<10	3.37
49	My teacher licensure program provided prepared me with the knowledge and skills necessary to enter the classroom as a Resident Educator.	N<10	3.28

2017
Ohio Educator Preparation Provider Performance Report
Lourdes University

Principal Intern Survey Results

Reporting Period from Sept 1, 2016 to Aug 31, 2017

Description of Data:

To gather information the quality of preparation provided by their educator preparation providers, the Ohio Department of Higher Education distributes a survey to Ohio principal interns. Questions on the survey are aligned with the Ohio Standards for Principals, Ohio licensure requirements, and elements of national accreditation. A total of 472 respondents completed the survey statewide for a response rate of 39 percent.

Lourdes University Survey Response Rate = 40%

Total Survey Responses = 2

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

No.	Question	Institution Average	State Average
1	My program prepared me to lead and facilitate continuous improvement efforts within a school building setting.	N<10	3.54
2	My program prepared me to lead the processes of setting, monitoring, and achieving specific and challenging goals for all students and staff.	N<10	3.51
3	My program prepared me to anticipate, monitor, and respond to educational developments affecting the school and its environment.	N<10	3.51
4	My program prepared me to lead instruction.	N<10	3.49
5	My program prepared me to ensure the instructional content being taught is aligned with the academic standards (e.g. national, Common Core, state) and curriculum priorities of the school and district.	N<10	3.47
6	My program prepared me to ensure effective instructional practices meet the needs of all students at high levels of learning.	N<10	3.53
7	My program prepared me to encourage and facilitate effective use of data by self and staff.	N<10	3.57
8	My program prepared me to advocate for high levels of learning for all students, including students identified as gifted, students with disabilities, and at-risk students.	N<10	3.56
9	My program prepared me to encourage and facilitate effective use of research by self and staff.	N<10	3.53
10	My program prepared me to support staff in planning and implementing research-based professional development and instructional practices.	N<10	3.53
11	My program prepared me to establish and maintain procedures and practices supporting staff and students with a safe environment conducive to learning.	N<10	3.59
12	My program prepared me to establish and maintain a nurturing school environment addressing the physical and mental health needs of all.	N<10	3.57
13	My program prepared me to allocate resources, including technology, to support student and staff learning.	N<10	3.47
14	My program prepared me to uphold and model professional ethics; local, state, and national policies; and, legal codes of conduct	N<10	3.64
15	My program prepared me to share leadership with staff, students, parents, and community members.	N<10	3.65
16	My program prepared me to establish effective working teams and developing structures for	N<10	3.61

2017
Ohio Educator Preparation Provider Performance Report
Lourdes University

No.	Question	Institution Average	State Average
	collaboration between teachers and educational support personnel.		
17	My program prepared me to foster positive professional relationships among staff.	N<10	3.65
18	My program prepared me to support and advance the leadership capacity of educators.	N<10	3.60
19	My program prepared me to utilize good communication skills, both verbal and written, with all stakeholder audiences.	N<10	3.66
20	My program prepared me to connect the school with the community through print and electronic media.	N<10	3.49
21	My program prepared me to involve parents and communities in improving student learning.	N<10	3.55
22	My program prepared me to use community resources to improve student learning.	N<10	3.47
23	My program prepared me to establish expectations for using culturally responsive practices that acknowledge and value diversity.	N<10	3.51

2017
Ohio Educator Preparation Provider Performance Report
Lourdes University

Principal Internship Mentor Survey Results

Reporting Period from Sept 1, 2016 to Aug 31, 2017

Description of Data:

To gather information the quality of preparation provided by their educator preparation programs, the Ohio Department of Higher Education distributes a survey to individuals who serve as mentors to Ohio principal interns. Questions on the survey are aligned with the Ohio Standards for Principals, Ohio licensure requirements, and elements of national accreditation. A total of 209 respondents completed the survey statewide for a response rate of 21 percent.

Lourdes University Survey Response Rate = 50%
Total Survey Responses = 2

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

No.	Question	Institution Average	State Average
1	The principal preparation program prepared the school leader candidate to understand leading and facilitating continuous improvement efforts within a school building setting.	N<10	3.30
2	The principal preparation program prepared the school leader candidate to understand leading the process of setting, monitoring, and achieving specific and challenging goals for all students and staff.	N<10	3.31
3	The principal preparation program prepared the school leader candidate to understand anticipating, monitoring, and responding to educational developments affecting the school and its environment.	N<10	3.28
4	The principal preparation program prepared the school leader candidate to understand ensuring the instructional content being taught is aligned with the academic standards (i.e., national, Common Core, state) and curriculum priorities of the school and district.	N<10	3.34
5	The principal preparation program prepared the school leader candidate to understandEnsuring effective instructional practices that meet the needs of all students at high levels of learning.	N<10	3.34
6	The principal preparation program prepared the school leader candidate to understand advocating for high levels of learning for all students, including students identified as gifted, students with disabilities and at-risk students.	N<10	3.34
7	The principal preparation program prepared the school leader candidate to understand encouraging and facilitating effective use of data by self and staff.	N<10	3.36
8	The principal preparation program prepared the school leader candidate to understand encouraging and facilitating effective use of research by self and staff.	N<10	3.30
9	The principal preparation program prepared the school leader candidate to understand supporting staff in planning and implementing research-based professional development.	N<10	3.29
10	The principal preparation program prepared the school leader candidate to understand establishing and maintaining procedures and practices supporting staff and students with a safe environment conducive to learning.	N<10	3.41
11	The principal preparation program prepared the school leader candidate to understand establishing and maintaining a nurturing school environment addressing the physical and mental health needs of all.	N<10	3.37
12	The principal preparation program prepared the school leader candidate to understand allocating resources, including technology, to support student and staff learning.	N<10	3.28

2017
Ohio Educator Preparation Provider Performance Report
Lourdes University

No.	Question	Institution Average	State Average
13	The principal preparation program prepared the school leader candidate to understand upholding and modeling professional ethics; local, state, and national policies; and, legal codes of conduct.	N<10	3.46
14	The principal preparation program prepared the school leader candidate to understand connecting the school with the community through print and electronic media.	N<10	3.23
15	The principal preparation program prepared the school leader candidate to understand involving parents and communities in improving student learning.	N<10	3.23
16	The principal preparation program prepared the school leader candidate to understand using community resources to improve student learning.	N<10	3.22
17	The principal preparation program prepared the school leader candidate to understand establishing expectations for using culturally responsive practices that acknowledge and value diversity.	N<10	3.24
18	The school leader candidate's preparation program provided me with training on how to mentor the school leader candidate.	N<10	2.62
19	I participated in and/or accessed the provided mentor training and/or materials.	N<10	2.90
20	The training by the school leader's preparation program adequately prepared me to mentor the school leader candidate.	N<10	2.14

2017
Ohio Educator Preparation Provider Performance Report
Lourdes University

Employer Perceptions of Ohio EPP Programs Survey Results

Reporting Period from Sept 1, 2016 to Aug 31, 2017

(Data Source: Ohio Department of Higher Education administered survey of Employers of Ohio Educators)

Description of Data:

To gather information on the quality of preparation provided by their educator preparation providers, the Ohio Department of Higher Education distributes a survey to employers of Ohio educators. Questions on the survey are aligned with Ohio's Learning Standards, Ohio licensure requirements, and elements of national accreditation. A total of 94 respondents completed the survey statewide.

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

No.	Question	Institution Average	State Average
1	The institution prepares its graduates to understand student learning and development.	N<10	3.34
2	The institution prepares its graduates to respect the diversity of the students they teach.	N<10	3.32
3	The institution prepares its graduates to know and understand the content area for which they have instructional responsibility.	N<10	3.39
4	The institution prepares its graduates to understand and use content-specific instructional strategies to effectively teach the central concepts and skills of the discipline.	N<10	3.24
5	The institution prepares its graduates to be knowledgeable about assessment types, their purposes, and the data they generate.	N<10	3.10
6	The institution prepares its graduates to analyze data to monitor student progress and learning.	N<10	3.01
7	The institution prepares its graduates to use data to plan, differentiate, and modify instruction.	N<10	2.99
8	The institution prepares its graduates to align their instructional goals and activities with school and district priorities.	N<10	3.21
9	The institution prepares its graduates to differentiate instruction to support the learning needs of all students.	N<10	3.05
10	The institution prepares its graduates to treat students fairly and establish an environment that is respectful, supportive, and caring.	N<10	3.39
11	The institution prepares its graduates to maintain an environment that is conducive to learning for all students.	N<10	3.36
12	The institution prepares its graduates to communicate clearly and effectively.	N<10	3.35
13	The institution prepares its graduates to collaborate effectively with other teachers, administrators, and district staff.	N<10	3.31
14	The institution prepares its graduates to understand, uphold, and follow professional ethics, policies, and legal codes of professional conduct.	N<10	3.39
15	The institution prepares its graduates to assume responsibility for professional growth.	N<10	3.29