

**University of Saint Francis  
2701 Spring St.  
Fort Wayne, IN 46808**

**Annual Institutional Questionnaire  
On Teacher Education**

**Academic Year: 2007-2008**

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## **Section I. Annual Title II Report to the Indiana Division of Professional Standards**

**Mission:** The University of Saint Francis exists to challenge and engage a diverse student body by facilitating learning, personal growth and professional development in an environment permeated by Franciscan Values. Founded in 1890 by the Sisters of Perpetual Adoration, the University is a Catholic, coeducational institution of higher education in the liberal arts tradition, offering undergraduate and graduate programs to students from a broad geographic region.

### *Commitments*

Committed to the mission of Catholic higher education and the Franciscan tradition we will:

1. Offer high quality, state-of-the-art academic programs, based on a core curriculum, which promote excellence in teaching and learning and foster in each student a lifelong interest in the pursuit of knowledge.
2. Provide a welcoming and secure campus community where student interests influence program and policy decisions.
3. Foster the formation, moral, and ethical values in a Christian learning atmosphere that allows students to recognize the unique dignity of each person, understand peace and justice issues and become responsible stewards of creation.
4. Facilitate the development of each student's talents and abilities by ensuring that professionally qualified faculty, rather than teaching assistants, teach all classes.
5. Encourage scholarship, critical thinking, and the development of interpersonal skills enabling students to live and learn in a complex, technological society.
6. Create an awareness of issues that affect the local and global community-enabling students to realize the value of diversity and the joy of serving others.
7. Provide an integrated academic and student life program that meets the changing needs of a diverse student body.
8. Deliver a comprehensive and affordable educational experience.

**Student Demographic Characteristics:** The total enrollment at the University of Saint Francis in the 2006-2007 Academic year was 2039, of which 1784 were undergraduates. Seventy-one percent of the total enrollment were women and 7.7% were minority students. Another 19% were of unknown ethnicity. Sixty-three percent were under age 25. The majority of the students were from Indiana, Michigan, and Ohio. Students represented many religious faiths, philosophies, and ethnic backgrounds.

Of the total undergraduate enrollment, 11.6% (207) are education majors. Graduate enrollment was 255 and 16.5% (42) were enrolled in education programs. The SAT 25-75 percentile range was verbal 430-540 and Math 450-550 and the ACT 25-75 percentile range was 18-23 for entering freshmen in 2006.

**Type of Institution:** At the University of Saint Francis, candidates seeking an initial teacher license are required to fulfill all criteria at three points prior to state licensing.

1. *Admission to Teacher Education.* Candidates at the undergraduate level must have completed a minimum of 24 semester hours with an overall grade point average of 2.5, achieve a C or above in content area courses in the major and in professional education, complete Education 100, 201, and Special Education 136. Candidates must also submit an Assessment of Professional Dispositions Form from a member of the faculty of education and from a cooperating teacher from Education 201. Additionally, candidates must pass the Praxis I basic skills test in reading, writing and mathematics, submit an Indiana State issued Limited Criminal History, successfully submit an Initial Portfolio (undergraduates), and a Sex Offender Check. Candidates at the advanced level must have successfully completed the GRE or the MAT, provided two letters of support, and earned a 2.8 or above undergraduate GPA in their undergraduate degree. Also, they must pass the Praxis I basic skills test in reading, writing and mathematics (for initial licensure), and submit an Indiana State issued Limited Criminal History and a Sex Offender Check. A transfer student must have completed one semester of full-time work at the University and one field placement. Faculty from the Department of Education and the Teacher Education Committee approve the admission request.
2. *Admission to Student Teaching.* Candidates must have completed 94 semester hours of course work with a minimum GPA of 2.5 and a professional GPA of 2.8 including the successful completion of all required field experiences. The extensive application process includes a transcript, essay, evidence of community outreach and professional development, an Indiana State issued Limited Criminal History, successful submission of the Developing Portfolio, two Assessment of Professional Dispositions forms, and a Sex Offender Check.
3. *Completion of Student Teaching.* Candidates must have successfully completed the student teaching experiences, all course work, the Proficient Portfolio and Presentation, and pass the required Praxis II Tests for one area of licensure. Department recommendation is required.

**Program Completer:** At the University of Saint Francis a program completer is a teacher candidate who fulfills all degree or initial licensing requirements. Candidates are required to complete the Praxis II test in one content area to be a program completer.

**Teacher Preparation Programs:** Beginning in the Fall of 2002, the University of Saint Francis implemented new teacher education programs aligned with the new State Standards and INTASC Standards. The most important change to the programs was the department decision to make all programs dual licensure, with the exception of Visual Arts. The University of Saint Francis offers baccalaureate programs leading to state teacher licensure in the following content areas: Business Education/Mild Intervention, Chemistry/Mild Intervention, Elementary Education/Mild Intervention, Health and Physical Education/Mild Intervention, Language Arts/Mild Intervention, Life Science/Mild Intervention, Mathematics/Mild Intervention, Physical Science/Mild Intervention, Social Studies/Mild Intervention, Mild Intervention All-Grade, and Visual Arts All-Grade and Middle School –Secondary Visual Arts. The University offers graduate programs in School Counseling and Exceptional Needs (with licensure in Mild Intervention and/or Intense Intervention) as well as a Licensure Program in Pre-K Exceptional Needs. A licensure program offers those who already hold a Baccalaureate or higher degree the

opportunity to pursue a program leading to teacher licensure in any of the programs within the Department of Education. There is also a Transition to Teaching licensure program available in Secondary Visual Arts which allows a qualified baccalaureate graduate to earn their teaching license in 18 semester hours.

**Accreditation:** The University of Saint Francis is accredited through the Academic Quality Improvement Project of the North Central Association of Colleges and Schools. The National Council for the Accreditation of Teacher Education (NCATE) in partnership with the Indiana Division of Professional Standards (IDPS) accredits the Department of Education. In April 2003, the USF Department of Education had a successful continuing accreditation visit by a joint NCATE and IDPS Team.

**Unique Program Characteristics:** The following characterize the teacher education program at the University of Saint Francis:

1. The only graduate programs in Exceptional Needs in Northeast Indiana [Mild and Intense Intervention]
2. A comprehensive performance-based portfolio assessment of beginning teacher competencies is in effect at the bachelor and graduate levels.
3. All undergraduate programs are now dual/triple licensure programs with Mild Intervention, with the exception of Visual Arts.
4. The undergraduate All-Grade Mild Intervention/Elementary/Secondary Program is a 5-year program that was approved for the 5<sup>th</sup> year option to be done at the graduate level.
5. All education majors participate in over 125 hours of field experiences prior to student teaching.
6. Service learning is an integral component of the program.
7. Students attend and present at local, state, regional, and national conferences.

**Notable Features and Accomplishments:**

1. The Department participated in the state program review pilot project. Social Studies Program was the program reviewed.
2. The Department of Education, Division of Special Education, extended the “Indiana Designs Equitable Access for Learning” (IDEAL) Web-based project to include training modules for building level administrators.
3. Three members of the Department collaborated with Region 8 one of 9 education service centers in Indiana to write a response to a proposal related to struggling readers at the middle school level.
4. Three members in the Department are master facilitators for the Lexile Framework for Reading a national professional development provided to schools. There are only five master facilitators.
5. One faculty member presented at two international conferences on education, one member presented at a national Literacy Conference in Chicago.

6. One faculty member participated in accreditation visits for the Southern Association of Colleges and Schools in Mexico City and Quito, Ecuador
7. One faculty member collaborated with a local Adams/Wells County School System in the writing and submission of a response to a proposal related to implementing a creative approach to mathematics.
8. Two undergraduate students were awarded the US Presidential Service Award.

## Section II. University of Saint Francis Program Information

1.A	Total number of students enrolled in teacher preparation, all specializations, in academic year 2006 – 2007:	<ul style="list-style-type: none"> <li>• 42 Graduate Students</li> <li>• 207 Undergraduate students who have declared education as a major</li> <li>• 96 Undergraduate Students formally admitted to Teacher Education</li> </ul>
2.B	Number of students in supervised student teaching in academic year 2006 – 2007:	33
3.B	Number of faculty members who supervised student teachers:	6
	a. Full time faculty in professional education	7
	b. Part-time faculty in professional education, but full-time in the institution	0
	c. Part-time faculty in professional education, not otherwise employed by the institution.	1
4.B	Student teacher/faculty ratio	5.5 to 1
5.B	a. The average number of student teaching hours per week required	30
	b. The total number of weeks of supervised student teaching required	15 Weeks for all students (Rules 2002)
	c. Average total number of hours required	450
6C.	Is your teacher preparation program currently approved or accredited by the state?	YES
7C.	Is your teacher preparation program currently under a designation as “low-performing” by the state?	NO

## Indiana Institutional Report Card

Table C1: Single-Assessment Pass-Rate Data: Academic Year 2006 – 2007  
 Testing Period: 9/1/06 – 8/31/07      Number of Program Completers: 33

Type of Assessment	Code #	# Taking Assessment	# Passing Assessment	Institution Pass Rate	Statewide Pass Rate
<b>Basic Skills</b>					
PPST Reading	710	2	1	50%	98%

Type of Assessment	Code #	# Taking Assessment	# Passing Assessment	Institution Pass Rate	Statewide Pass Rate
PPST Writing	720	3	3	100%	100%
PPST Mathematics	730	2	2	100%	99%
Computerized PPST Reading	5710	28	28	100%	100%
Computerized PPST Writing	5720	26	26	100%	100%
Computerized PPST Math	5730	28	28	100%	100%
<b>Professional Knowledge</b>					
Pre-Kindergarten	530				
<b>Academic Content Areas</b>					
Elementary Education	010				
Elementary Education	011	20	20	100%	98%
Early Childhood	020				
English Language	040				
English Language	041	1	1	100%	99%
Mathematics	061	1	1	100%	96%
Social Studies	080				
Social Studies	081				99%
Physical Education	091	2	2	100%	95%
Business Education	100	1	1	100%	100%
Music Education	110				
Art Content Knowledge	133	4	4	100%	100%
French	170				
German	180				
Spanish	190				
Biology	230				
Chemistry	240				
Physics	260				
Reading Specialist	300	20	20	100%	100%
General Science	430				
Earth/Space Science	570				
Economics	910				
Geography	920				
Government	930				
<b>Other Content Areas</b>					
Technology Education	050				
Home Economics	120				
Speech Communication	220				
Library/Media Specialist	310				
Psychology	390				
Health Education	550	2	2	100%	100%
Sociology	950				
<b>Teaching Special Populations</b>					
Reading	200				
Emotional Disabilities	370				
Educ. Exceptional Students: CK	353	22	22	100%	100%
SE Behavioral/Emotional	371	1	1	100%	100%
SE Learning Disabilities	381	2	2	100%	100%
Ed Except. Students: MI/Mod	0542	22	22	100%	100%

### Indiana Sample Institutional Report Card

Table C2: Aggregate Institutional-Level Pass-Rate Data: Academic Year: 2006 – 2007  
 Testing Period: 9/1/06 – 8/31/07      Number of Program Completers: 33

	# Taking	# Passing	Institution Pass	Statewide Pass
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Type of Assessment	Assessment	Assessment	Rate	Rate
Basic Skills	30	29	97%	99.5%
Professional Knowledge				100%
Academic Content Areas	29	29	100%	%
Other Content Areas	2	2	100%	100%
Teaching Special Populations	22	22	100%	100%
Performance Assessments (Praxis I & II) *# of takers high due to dual licensure				
Summary of Individual Assessments (Praxis II) * # of takers high due to dual licensure	29	29	100%	%

**Table C1a: Single-Assessment Institution-Level Pass-rate Data: Regular Teacher Preparation Program, 2003-2004 Third Year Cohort Update**

<b>Institution Name: University of Saint Francis</b>					
<b>Academic year: 2006-2007</b>					
<b>Number of program completers: 33</b>					
Type of Assessment	Assessment Code Number	# taking assess.	# passing assess.	Institut. pass rate	Statewide pass rate
<b>Basic Skills</b>					
PPST Reading	710	9	8	89%	99%
CBT Reading	711	7	7	100%	100%
PPST Writing	720	12	11	92%	99%
CBT Writing	721	6	6	100%	100%
PPST Mathematics	730	10	9	90%	98%
CBT Mathematics	731	6	6	100%	99%
Computerized PPST Reading	5710	10	9	90%	99%
Computerized PPST Writing	5720	8	8	100%	99%
Computerized Mathematics	5730	10	9	90%	99%
<b>Professional Knowledge</b>					
Pre-Kindergarten Education					
<b>Academic Content Areas (math, English, biology etc.)</b>					
Education in the Elementary School					
Elem Ed Curriculum Instruction Assessment	011	9	6	67%	98%
Early Childhood Education	020				100%
English Language Lit Comp Content Knowledge	041	3	3	100%	100%
Mathematics	060				
Mathematics: Content Knowledge	061				98%
Social Studies : Content Knowledge	081	3	3	100%	99%
Physical Education	090				
Physical Education: Content Knowledge	091				98%
Business Education	100	2	2	100%	100%
Music Education	110				
Music Content Knowledge	113				100%

Art Content Knowledge	133	10	10	100%	100%
Reading Specialist	300	9	9	100%	100%
<b>Other Content Areas (elementary education, career/technical education, health education, etc.)</b>					
Health Education	550				100%
<b>Teaching Special Populations (special education, ESL etc.)</b>					
SE Students with Mental Retardation	321				96%
SE Knowledge-Based Core Principles	351	1	1	100%	100%
Education of Exceptional Students: CK	353	3	3	100%	98%
SE Behavioral/Emotional	371				100%
Teaching Students w/Learning Disabilities	380				
SE Learning Disabilities	381	8	8	100%	100%
<b>Performance Assessments</b>					

**Table C2a: Aggregate And Summary Institution-Level Pass-rate Data: Regular Teacher Preparation Program, 2003-2004 Cohort Update**

<b>Institution Name: University of Saint Francis</b>				
<b>Academic year: 2006-2007</b>				
<b>Total number of program completers: 33</b>				
<b>Type of Assessment</b>	<b># taking assess</b>	<b># passing assess</b>	<b>Institut. pass rate</b>	<b>Statewide pass rate</b>
Aggregate: Basic Skills*	26	24	92%	98%
Aggregate: Professional Knowledge*				100%
Aggregate: Academic Content Areas (math, English, biology etc.)*	25	22	88%	97%
Aggregate: Other Content Areas (elementary education, career/technical education, health education, etc.)*				100%
Aggregate: Teaching Special Populations (special education, ESL,..)*	4	4	100%	99%
Performance Assessments*				
<b>Summary of Individual Assessments**</b>	<b>27</b>	<b>25</b>	<b>93%</b>	<b>96%</b>
*Aggregate pass rate – Numerator: Number who passed all the tests they took in a category (and within their area of specialization). Denominator: Number of completers who took one or more test in a category (and within their area of specialization).				
**Summary pass rate – Numerator: Number who passed all the tests they took within their area of specialization. Denominator: Number of completers who took one or more tests used by the state (and within their area of specialization).				

**Certification:**

I certify that to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions in the Reference and Reporting Guide for Preparing State and Institutional Reports on the Quality of Teacher Preparation.

\_\_\_\_\_ (Signature)

Maureen McCon \_\_\_\_\_ (Name)

Licensing Advisor and UAS Coordinator \_\_\_\_\_ (Title)

**Certification of review of submission:**

\_\_\_\_\_ (Signature)

Dr. Daniel Torlone \_\_\_\_\_ (Name)

Interim Chair, Department of Education \_\_\_\_\_ (Title)