

Franciscan University EPP Alumni Satisfaction Survey Results



The Franciscan University Annual Educator Preparation Program (EPP) Alumni Satisfaction Survey was sent to both 2022 and 2023 licensure program completers in spring 2024. Fourteen of 36 completers responded, for a response rate of 39%. Of the respondents, 10 graduated in 2022 and 4 graduated in 2023. Thirteen of the fourteen respondents (93%) believed the Franciscan University EPP helped prepare them to teach in light of a Catholic worldview. All report teaching in the area(s) of their licensure (11 elementary/primary PK-5, 3 middle grades 4-9 math, 1 middle grades 4-9 social studies, 1 middle grades 4-9 science, 1 AYA grades 7-12 social studies, 4 special education). Five respondents work in Ohio, while 9 work in other states. Eight teach in a private (faith-based) school, while 6 teach in a public school. Seven respondents have been teaching for less than one year, 5 for one year, and 2 have been teaching for 2 years. Collectively, the data presented in the following table shows that 79% to 100% of licensure completers agree to strongly agree that Franciscan’s EPP has prepared them with the key knowledge, pedagogical skills and tools, and professional dispositions needed to effectively execute their job as reflective, collaborative and ethical practitioners.

Rating of How Well FUS Prepared Alumni to Teach Their Academic Subject and Grade Level Based on Their Teaching Performance					
	Strongly Disagree	Disagree	Agree	Strongly Agree	% Agree or Strongly Agree
With knowledge of research on how students learn. (INTASC 1; CAEP R1.1; OSTP 1.1, 1.2, 2.1, 2.2)	0	0	10	4	100%
To understand students' diverse cultures, language skills, and experiences. (INTASC 1; CAEP R1.1; OSTP 1.4)	0	1	9	4	93%
With high levels of knowledge and the academic content I plan to teach. (INTASC 4; CAEP R1.2; OSTP 2.1-2.3)	0	3	9	2	79%
To identify instructional strategies appropriate to my content area. (INTASC 5; CAEP R1.2; OSTP 2.4, 2.5)	0	2	8	4	86%
To use a variety of diagnostic, formative, and summative assessments. (INTASC 6; CAEP R1.3; OSTP 3.1)	0	2	7	5	86%

To use assessment data to inform instruction. (INTASC 6; CAEP R1.3; OSTP 3.1-3.3)	0	2	8	4	86%
To differentiate instruction to support the learning needs of all students, including students identified as gifted, students with disabilities, and at-risk students. (INTASC 7; CAEP R1.3; OSTP 4.5)	0	2	11	1	86%
To align instructional goals and activities with Ohio's academic content standards, including the Common Core State Standards. (CAEP R1.3; OSTP 2.1, 2.3, 2.4, 6.1)	0	1	8	5	93%
To recognize characteristics of gifted students, students with disabilities, and at-risk students in order to plan and deliver appropriate instruction. (INTASC 7; CAEP R1.3; OSTP 1.2, 1.5)	0	2	9	3	86%
To treat all students fairly and establish an environment that is respectful, supportive, and caring. (INTASC 3; CAEP R1.1; OSTP 5.1)	0	0	8	6	100%
To create learning situations in which students work independently, collaboratively, and/or as a whole class. (INTASC 3; CAEP R1.1; OSTP 5.4)	0	2	8	4	86%
To communicate clearly and effectively. (OSTP 6.1)	0	1	9	4	93%
To collaborate with colleagues and members of the community when and where appropriate. (INTASC 10; CAEP R1.4)	0	1	10	3	93%
To understand, uphold, and follow professional ethics, policies, and legal codes of professional conduct. (INTASC 9; CAEP R1.4, OSTP 7.1)	0	0	6	8	100%
With knowledge of the importance of professional development for professional growth. (CAEP R3.3)	0	1	6	7	93%
To teach my academic subject and grade level.	1	2	8	3	79%