

2022

Ohio Educator Preparation Provider Performance Report

Ashland University

Institution Profile

(Data Source: Ashland University)

Ashland University is a mid-sized, private, comprehensive university that offers undergraduate, graduate, doctoral and theological programs to nearly 6,000 students attending classes at the Ashland campus, as well as centers in Cleveland, Columbus, Elyria, Mansfield, Massillon, Medina, Westlake, Cincinnati and Detroit. A number of online programs also are available. AU has been recognized as the top private college for teacher education in Ohio by the Online College Database, "Top Colleges in Ohio Shaping the Next Generation."

Dwight Schar College of Education

NCATE accredited since 1973, the Dwight Schar College of Education is a leader in educator preparation within the state of Ohio. With more than 15 undergraduate degree programs that lead to teacher licensure and strong articulation agreements with 2-year colleges, students throughout Ohio are able to complete their degrees at Ashland. The College's extensive graduate offerings of doctoral, master, post-baccalaureate initial teacher preparation, endorsement and administrative programs are available online, at the Ashland campus, and locations in Cleveland, Columbus, Elyria, and Massillon.

Report Overview

The Ohio Department of Higher Education gathers data annually from multiple sources to report the following performance metrics in the Educator Preparation Provider Performance Reports:

- Ohio Teacher Evaluation System Results for Ohio Teachers Prepared by an Ohio Educator Preparation Provider
- Ohio Principal Evaluation System Results for for Ohio Principals Prepared by an Ohio Educator Preparation Provider
- Field and Clinical Experiences Required by Ohio Educator Preparation Provider Candidates
- Licensure Test Results for Ohio Educator Preparation Provider Program Completers
- Value-added Data for K-12 Students Taught by Ohio Teachers Prepared by an Ohio Educator Preparation Provider
- Demographic Information for Schools in Which Ohio Educator Preparation Provider-Prepared Teachers with Value-Added Data Serve
- Academic Measures Used to Inform Admissions Decisions at Ohio Educator Preparation Provider Programs
- Survey Results of Pre-Service Teacher Candidates Enrolled in Ohio Educator Preparation Provider Programs
- Survey Results of Ohio Resident Educators Who Were Prepared by Ohio Educator Preparation Providers
- Survey Results of Ohio Principal Interns Enrolled in Ohio Educator Preparation Provider Programs
- Survey Results of Mentors Serving Principal Interns Enrolled in Ohio Educator Preparation Provider Programs
- Ohio Educator Preparation Provider National Accreditation Status
- Persistence in the Ohio Resident Educator Program of Teachers Who Were Prepared by Ohio Educator Preparation Providers
- Ohio Educator Preparation Provider Excellence and Innovation Initiatives

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Ohio Teacher Evaluation System (OTES) Results for Ohio Teachers Prepared by an Ohio Educator Preparation Provider at Ashland University

Reporting period from September 1, 2021 to August 31, 2022.
(Data Source: Ohio Department of Education)

Description of Data:

Ohio's system for evaluating teachers (Ohio's Teacher Evaluation System) provides educators with a detailed view of their performance, with a focus on specific strengths and opportunities for improvement. The system is research-based and designed to be transparent, fair, and adaptable to the specific contexts of Ohio's school districts. Furthermore, it builds on what educators know about the importance of ongoing assessment and feedback as a powerful vehicle to support improved practice. Teacher performance and student academic growth are the two key components of Ohio's evaluation system.

An apparent dip in evaluations for the most recent "Initial License Effective Year" cohort comes from the perception that any given year's evaluation results are actually a chronological view of evaluations. Rather, it's a view of the evaluations from that school year, showing four different cohorts of licensed educators. The most recently licensed cohort will eventually have more evaluation results in its second year as more educators find employment as teachers or principals.

Limitations of the Ohio Teacher Evaluation System (OTES) Data:

1. The information in the report is for those individuals receiving their licenses with effective years of 2018, 2019, 2020 and 2021.
2. The teacher evaluation data in this report are provided by the Ohio Department of Education.
3. Due to ORC 3333.041(B), annual results must be masked for institutions with fewer than 10 completers with OTES data.

| Associated Teacher Evaluation Classifications | | | | |
|---|----------------|-----------|--------------|---------------|
| Initial Licensure Effective Year | # Accomplished | # Skilled | # Developing | # Ineffective |
| 2018 | 16 | 23 | N<10 | N<10 |
| 2019 | 11 | 29 | N<10 | N<10 |
| 2020 | N<10 | 22 | N<10 | N<10 |
| 2021 | N<10 | 25 | N<10 | N<10 |

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**Ohio Principal Evaluation System (OPES) Results for Individuals
 Completing Principal Preparation Programs at Ashland University**

Reporting period from September 1, 2021 to August 31, 2022.
 (Data Source: Ohio Department of Education)

Description of Data:

Ohio's system for evaluating principals (Ohio's Principal Evaluation System) provides building leaders with a detailed view of their performance, with a focus on specific strengths and opportunities for improvement.

The Ohio Principal Evaluation System (OPES) data reported here are limited in that the information in the report is for those individuals receiving their licenses with effective years of 2017, 2018, 2019 and 2020.

An apparent dip in evaluations for the most recent "Initial License Effective Year" cohort comes from the perception that any given year's evaluation results are actually a chronological view of evaluations. Rather, it's a view of the evaluations from that school year, showing four different cohorts of licensed educators. The most recently licensed cohort will eventually have more evaluation results in its second year as more educators find employment as teachers or principals.

| Associated Principal Evaluation Classifications | | | | |
|--|-----------------------|------------------|---------------------|----------------------|
| Initial Licensure Effective Year | # Accomplished | # Skilled | # Developing | # Ineffective |
| 2018 | N<10 | N<10 | N<10 | N<10 |
| 2019 | 13 | N<10 | N<10 | N<10 |
| 2020 | 14 | N<10 | N<10 | N<10 |
| 2021 | 18 | N<10 | N<10 | N<10 |

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Field and Clinical Experiences for Candidates at Ashland University

Reporting period from September 1, 2021 to August 31, 2022.

(Data Source: Ashland University)

Description of Data:

Ohio requires that educator 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 by Ohio Educator Preparation Providers.

Teacher Preparation Programs

| Field/Clinical Experience Element | Requirements |
|--|--------------|
| Require edTPA National Scoring from candidates in teacher preparation programs at the institution | N |
| Minimum number of field/clinical hours required of candidates in teacher preparation programs at the institution | 180 |
| Maximum number of field/clinical hours required of candidates in teacher preparation programs at the institution | 315 |
| Average number of weeks required to teach full-time within the student teaching experience at the institution | 14 |
| 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 | 32 |
| Number of candidates who started internship | 85 |
| Number of candidates who completed internship | 78 |
| Percentage of principal candidates who satisfactorily completed internship | 91.76% |

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Description of Data:

| Teacher Licensure Tests | |
|---------------------------|------------------|
| Summary Rating: EFFECTIVE | |
| Completers Tested | Pass Rate |
| 113 | 91% |

Ohio Principal Licensure Examination Pass Rates at Ashland University

Reporting period from September 1, 2021 to August 31, 2022.
(Data Source: Ashland University)

Description of Data:

Ohio requires that principal candidates pass the requisite state examination to be recommended for licensure. The 2019-2020 program completer pass rates are reported by each Ohio educator preparation provider.

| Principal Licensure Tests | |
|---------------------------|------------------|
| Completers Tested | Pass Rate |
| 93 | 89% |

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**Value-Added Data for Students Taught by Teachers Prepared
 by Ohio Educator Preparation Providers at Ashland University**

Reporting period from September 1, 2021 to August 31, 2022.

Description of Data:

Ohio's value-added data system provides information on student academic gains. 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). Schools can demonstrate through value-added data that many of their students are achieving significant progress. Student growth measures also provide students and parents with evidence of the impact of their efforts. Educators and schools further use value-added data to inform instructional practices.

Limitations of the Value-Added Data:

1. The information in the report is for those individuals receiving their licenses with effective years of 2017, 2018, 2019 and 2020.
2. The value-added data in this report are those reported by Ohio's Education Value-Added Assessment System (EVAAS) based on Elementary and Middle School Tests (Grades 4-8) and End-of-Course Tests for high school credit.
3. For Educator Preparation Providers with fewer than 10 linked teachers or principals with value-added data, only the number (N) is reported.

Value-Added Data for Ashland University-Prepared Teachers

| Initial Licensure Effective Years 2018, 2019, 2020, 2021 | | Associated Value-Added Classifications | | |
|---|-----------------------------------|--|-------------|-------------|
| Employed as Teachers | Teachers with Value-Added Data | Yellow | Green | Light Blue |
| 349 | 102 | N=13 13% | N=74 73% | N=15 15% |

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**Demographic Information for Schools where Ashland
University-Prepared Teachers with Value-Added Data Serve**

Teachers Serving by School Level

| Elementary School | Middle School | Junior High School | High School | No School Level |
|-------------------|---------------|--------------------|-------------|-----------------|
| N=21 | N=39 | N=2 | N=40 | N/A |
| 21% | 38% | 2% | 39% | N/A |

Teachers Serving by School Type

| Community School | Public School | STEM School | Educational Service Center | Career-Tech | No School Type |
|------------------|---------------|-------------|----------------------------|-------------|----------------|
| N=8 | N=94 | N/A | N/A | N/A | N/A |
| 8% | 92% | N/A | N/A | N/A | N/A |

Teachers Serving by Overall Letter Grade of Building Value-Added

| A | B | C | D | F | NR |
|-----|-----|-----|-----|-----|-------|
| N/A | N/A | N/A | N/A | N/A | N=102 |
| N/A | N/A | N/A | N/A | N/A | 100% |

Teachers Serving by Minority Enrollment by Quartiles

| High Minority | Medium-High Minority | Medium-Low Minority | Low Minority | No Minority Quartile |
|---------------|----------------------|---------------------|--------------|----------------------|
| N=22 | N=24 | N=30 | N=26 | N/A |
| 22% | 24% | 29% | 25% | N/A |

Teachers Serving by Poverty Level by Quartiles

| High Poverty | Medium-High Poverty | Medium-Low Poverty | Low Poverty | No Poverty Quartile |
|--------------|---------------------|--------------------|-------------|---------------------|
| N=19 | N=27 | N=27 | N=29 | N/A |
| 19% | 26% | 26% | 28% | N/A |

* 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 Ashland University-Prepared Principals

| Initial Licensure Effective Years 2018, 2019, 2020, 2021 | | Principals Serving by Letter Grade of Overall Building Value-Added | | | | |
|--|----------------------------------|--|-----|-----|-----|-----|
| Employed as Principals | Principals with Value-Added Data | A | B | C | D | F |
| 23 | 18 | N/A | N/A | N/A | N/A | N/A |
| | | N/A | N/A | N/A | N/A | N/A |

Demographic Information for Schools where Ashland University-Prepared Principals with Value-Added Data Serve

| Principals Serving by School Level | | | | |
|------------------------------------|---------------|--------------------|-------------|-----------------|
| Elementary School | Middle School | Junior High School | High School | No School Level |
| N=18 | N=1 | N/A | N=2 | N/A |
| 100% | 6% | N/A | 11% | N/A |

| Principals Serving by School Type | | | | | |
|-----------------------------------|---------------|-------------|----------------------------|-------------|----------------|
| Community School | Public School | STEM School | Educational Service Center | Career-Tech | No School Type |
| N=2 | N=19 | N/A | N/A | N/A | N/A |
| 11% | 106% | N/A | N/A | N/A | N/A |

| Principals Serving by Overall Letter Grade of School | | | | | |
|--|-----|-----|-----|-----|-----|
| A | B | C | D | F | NR |
| N/A | N/A | N/A | N/A | N/A | N/A |
| N/A | N/A | N/A | N/A | N/A | N/A |

| Principals Serving by Minority Enrollment by Quartiles | | | | |
|--|----------------------|---------------------|--------------|----------------------|
| High Minority | Medium-High Minority | Medium-Low Minority | Low Minority | No Minority Quartile |
| N=6 | N=3 | N=5 | N=7 | N/A |
| 33% | 17% | 28% | 39% | N/A |

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Principals Serving by Poverty Level by Quartiles

| High Poverty | Medium-High Poverty | Medium-Low Poverty | Low Poverty | No Poverty Quartile |
|---------------------|----------------------------|---------------------------|--------------------|----------------------------|
| N=7 | N=5 | N=3 | N=6 | N/A |
| 39% | 28% | 17% | 33% | 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 |
| 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= 2.50 P=N/A G=N/A | U=45 P=N/A G=N/A | U= 3.66 P=N/A G=N/A | U=91 P=N/A G=N/A | U= 3.65 P=N/A G=N/A | U=20 P=N/A G=N/A | U= 3.64 P=N/A G=N/A |
| GPA - Undergraduate | U= 2.50 P= 3.00 G=N/A | U=57 P=11 G=N/A | U= 3.54 P= 3.87 G=N/A | U=163 P=75 G=N/A | U= 3.55 P= 3.82 G=N/A | U=65 P=20 G=N/A | U= 3.58 P= 3.82 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=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 Verbal Subscore | 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 Writing Subscore | 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 |
| 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=152 P=152 G=N/A | U=N<10 P=N<10 G=N/A | U=N<10 P=N<10 G=N/A | U=25 P=10 G=N/A | U=160 P=172 G=N/A | U=11 P=N<10 G=N/A | U=160 P=N<10 G=N/A |
| Praxis CORE Reading | U=156 P=156 G=N/A | U=22 P=N<10 G=N/A | U=169 P=N<10 G=N/A | U=59 P=15 G=N/A | U=168 P=173 G=N/A | U=21 P=N<10 G=N/A | U=169 P=N<10 G=N/A |
| Praxis CORE Writing | U=162 P=162 G=N/A | U=10 P=N<10 G=N/A | U=166 P=N<10 G=N/A | U=36 P=N<10 G=N/A | U=166 P=N<10 G=N/A | U=17 P=N<10 G=N/A | U=166 P=N<10 G=N/A |
| Praxis I Math | 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 I Reading | 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 I Writing | 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 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 Essay, Writing (Optional) | 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 Math Subscore | U=520 P=520 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 Reading/ Writing Subscore | U=530 P=530 G=N/A | U=N<10 P=N<10 G=N/A | U=N<10 P=N<10 G=N/A | U=10 P=N<10 G=N/A | U=601 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 | | N | | N | | N | |
| EMPATHY/Omaha Interview | | N | | N | | N | |

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| Other Criteria | Undergraduate | Post-Baccalaureate | Graduate |
|---|---------------|--------------------|----------|
| Essay | N | N | N |
| High School Class Rank | N/A | N/A | N/A |
| 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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| | | Candidates Admitted | | Candidates Enrolled | | Candidates Completing | |
|-------------------------------|----------------|---|---------------|---------------------|---------------|-----------------------|---------------|
| Academic Measure | Required Score | Number Admitted | Average Score | Number Enrolled | Average Score | Number Completed | Average Score |
| SAT Essay, Writing (Optional) | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Other Criteria | | | | | | | |
| | | Dispositional Assessment | | | | N | |
| | | EMPATHY/Omaha Interview | | | | N | |
| | | Essay | | | | N | |
| | | Interview | | | | N | |
| | | Letter of Commitment | | | | N | |
| | | Letter of Recommendation | | | | N | |
| | | Myers-Briggs Type Indicator | | | | N | |
| | | Portfolio | | | | N | |
| | | Prerequisite Courses | | | | Y | |
| | | SRI Teacher Perceiver | | | | N | |
| | | Superintendent Statement of Sponsorship | | | | N | |
| | | Teacher Insight | | | | N | |

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Pre-Service Teacher Survey Results

Reporting period from September 1, 2021 to August 31, 2022.

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 2,514 respondents completed the survey statewide for a response rate of 51.6 percent.

Ashland University Survey Response Rate = 183.61%

Total Survey Responses = 112

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. | 3.34 | 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. | 3.21 | 3.33 |
| 3 | My teacher licensure program prepared me with high levels of knowledge and the academic content I plan to teach. | 3.20 | 3.37 |
| 4 | My teacher licensure program prepared me to identify instructional strategies appropriate to my content area. | 3.29 | 3.47 |
| 5 | My teacher licensure program prepared me to understand the importance of linking interdisciplinary experiences. | 3.34 | 3.41 |
| 6 | My teacher licensure program prepared me to align instructional goals and activities with Ohio's academic content standards, including Ohio's Learning Standards. | 3.66 | 3.67 |
| 7 | My teacher licensure program prepared me to use assessment data to inform instruction. | 3.36 | 3.48 |
| 8 | My teacher licensure program prepared me to clearly communicate learning goals to students. | 3.52 | 3.54 |
| 9 | My teacher licensure program prepared me to apply knowledge of how students learn, to inform instruction. | 3.39 | 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. | 3.34 | 3.43 |
| 11 | My teacher licensure program prepared me to identify strategies to increase student motivation and interest in topics of study. | 3.25 | 3.42 |
| 12 | My teacher licensure program prepared me to create learning situations in which students work independently, collaboratively, and/or a whole class. | 3.43 | 3.60 |
| 13 | My teacher licensure program prepared me to use strategies for effective classroom management. | 3.23 | 3.32 |
| 14 | My teacher licensure program prepared me to communicate clearly and effectively. | 3.46 | 3.57 |

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| No. | Question | Institution Average | State Average |
|-----|--|---------------------|---------------|
| 15 | My teacher licensure program prepared me to understand the importance of communication with families and caregivers. | 3.38 | 3.53 |
| 16 | My teacher licensure program prepared me to understand, uphold, and follow professional ethics, policies, and legal codes of professional conduct. | 3.63 | 3.69 |
| 17 | My teacher licensure program prepared me to use a variety of diagnostic, formative, and summative assessments. | 3.46 | 3.57 |
| 18 | My teacher licensure program prepared me to communicate high expectations for all students. | 3.55 | 3.63 |
| 19 | My teacher licensure program prepared me to understand students' diverse cultures, language skills, and experiences. | 3.25 | 3.52 |
| 20 | My teacher licensure program prepared me to treat all students fairly and establish an environment that is respectful, supportive, and caring. | 3.55 | 3.75 |
| 21 | My teacher licensure program prepared me to use technology to enhance teaching and student learning. | 3.43 | 3.50 |
| 22 | My teacher licensure program prepared me to collaborate with colleagues and members of the community when and where appropriate. | 3.46 | 3.52 |
| 23 | My teacher licensure program collected evidence of my performance on multiple measures to monitor my progress. | 3.43 | 3.56 |
| 24 | My teacher licensure program provided me with knowledge of the Ohio Licensure Program standards for my discipline (e.g. NAEYC, CEC, NCTM). | 3.02 | 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. | 2.91 | 3.15 |
| 26 | My teacher licensure program provided me with knowledge of the requirements for the Resident Educator License. | 3.09 | 3.10 |
| 27 | My teacher licensure program provided me with knowledge of the Ohio Standards for the Teaching Profession. | 3.38 | 3.40 |
| 28 | My teacher licensure program provided me with knowledge of the Ohio Standards for Professional Development. | 3.09 | 3.27 |
| 29 | My teacher licensure program provided me with knowledge of the Ohio Academic Content Standards, including Ohio's Learning Standards. | 3.66 | 3.67 |
| 30 | My teacher licensure program provided me with knowledge of the Value-added Growth Measure as defined by the Ohio State Board of Education. | 2.88 | 2.99 |
| 31 | My teacher licensure program provided field experiences that supported my development as an effective educator focused on student learning. | 3.50 | 3.66 |
| 32 | My teacher licensure program provided field experiences in a variety of settings (urban, suburban, and rural). | 3.30 | 3.37 |
| 33 | My teacher licensure program provided student teaching experience(s) that supported my development as an effective educator focused on student learning. | 3.57 | 3.69 |
| 34 | My teacher licensure program provided cooperating teachers who supported me through observation and conferences (face-to-face or via electronic media). | 3.63 | 3.70 |
| 35 | My teacher licensure program provided university supervisors who supported me through observation and conferences (face-to-face or via electronic media). | 3.59 | 3.64 |
| 36 | My teacher licensure program provided opportunities to work with diverse students (including gifted students, students with disabilities, and at-risk students). | 3.30 | 3.56 |

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| No. | Question | Institution Average | State Average |
|------------|---|----------------------------|----------------------|
| | My teacher licensure program provided opportunities to understand students' diverse cultures, languages, and experiences. | 3.29 | 3.54 |
| 38 | My teacher licensure program provided opportunities to work with diverse teachers. | 3.13 | 3.27 |
| 39 | My teacher licensure program provided opportunities to interact with diverse faculty. | 3.18 | 3.32 |
| 40 | My teacher licensure program provided opportunities to work and study with diverse peers. | 3.13 | 3.40 |
| 41 | Overall, the faculty in my teacher licensure program demonstrated in-depth knowledge of their field. | 3.48 | 3.67 |
| 42 | Overall, the faculty in my teacher licensure program used effective teaching methods that helped promote learning. | 3.43 | 3.56 |
| 43 | Overall, the faculty in my teacher licensure program modeled respect for diverse populations. | 3.52 | 3.66 |
| 44 | Overall, the faculty in my teacher licensure program integrated diversity-related subject matter within coursework. | 3.30 | 3.58 |
| 45 | Overall, the faculty in my teacher licensure program used technology to facilitate teaching and learning. | 3.50 | 3.63 |
| 46 | Overall, the faculty in my teacher licensure program conducted themselves in a professional manner. | 3.68 | 3.70 |
| 47 | My teacher licensure program provided clearly articulated policies published to facilitate progression to program completion. | 3.23 | 3.49 |
| 48 | My teacher licensure program provided opportunities to voice concerns about the program. | 2.88 | 3.27 |
| 49 | My teacher licensure program provided advising to facilitate progression to program completion. | 3.29 | 3.49 |

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

Reporting period from September 1, 2021 to August 31, 2022.

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 456 respondents completed the survey statewide for a response rate of 12.5 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. | 3.53 | 3.37 |
| 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. | | 3.10 |
| 5 | | | 3.26 |
| 6 | My teacher licensure program prepared me to align instructional goals and activities with Ohio's academic content standards, including Ohio's Learning Standards. | 3.60 | 3.51 |
| 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. | 3.07 | 3.20 |
| 11 | My teacher licensure program prepared me to identify strategies to increase student motivation and interest in topics of study. | 3.07 | 3.15 |
| 12 | My teacher licensure program prepared me to create learning situations in which students work independently, collaboratively, and/or a whole class. | 3.33 | 3.29 |
| 13 | My teacher licensure program prepared me to use strategies for effective classroom management. | 2.80 | 2.93 |

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| No. | Question | Institution Average | State Average |
|-----|--|---------------------|---------------|
| 14 | My teacher licensure program prepared me to communicate clearly and effectively. | 3.33 | 3.34 |
| 15 | My teacher licensure program prepared me to understand the importance of communication with families and caregivers. | 3.33 | 3.32 |
| 16 | My teacher licensure program prepared me to understand, uphold, and follow professional ethics, policies, and legal codes of professional conduct. | 3.73 | 3.51 |
| 17 | My teacher licensure program prepared me to use a variety of diagnostic, formative, and summative assessments. | 3.40 | 3.40 |
| 18 | My teacher licensure program prepared me to understand students' diverse cultures, language skills, and experiences. | 3.07 | 3.21 |
| 19 | My teacher licensure program prepared me to treat all students fairly and establish an environment that is respectful, supportive, and caring. | 3.67 | 3.53 |
| 20 | My teacher licensure program prepared me to use technology to enhance teaching and student learning. | 3.47 | 3.31 |
| 21 | My teacher licensure program prepared me to collaborate with colleagues and members of the community when and where appropriate. | 3.20 | 3.33 |
| 22 | My teacher licensure program collected evidence of my performance on multiple measures to monitor my progress. | 3.40 | 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). | 2.80 | 3.02 |
| 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. | 2.27 | 2.98 |
| 25 | My teacher licensure program provided me with knowledge of the requirements for the Resident Educator License. | 2.27 | 2.98 |
| 26 | My teacher licensure program provided me with knowledge of the Ohio Standards for the Teaching Profession. | 3.13 | 3.21 |
| 27 | My teacher licensure program provided me with knowledge of the Ohio Standards for Professional Development. | 2.80 | 2.99 |
| 28 | My teacher licensure program provided me with knowledge of the Ohio Academic Content Standards, including Ohio's Learning Standards. | 3.33 | 3.44 |
| 29 | My teacher licensure program provided me with knowledge of the Value-added Growth Measure as defined by the Ohio State Board of Education. | 2.20 | 2.68 |
| 30 | My teacher licensure program provided field experiences that supported my development as an effective educator focused on student learning. | 3.27 | 3.49 |
| 31 | My teacher licensure program provided field experiences in a variety of settings (urban, suburban, and rural). | 3.20 | 3.23 |
| 32 | My teacher licensure program provided student teaching experience(s) that supported my development as an effective educator focused on student learning. | 3.33 | 3.44 |
| 33 | My teacher licensure program provided cooperating teachers who supported me through observation and conferences (face-to-face or via electronic media). | 3.33 | 3.47 |
| 34 | My teacher licensure program provided university supervisors who supported me through observation and conferences (face-to-face or via electronic media). | 3.40 | 3.43 |
| 35 | My teacher licensure program provided opportunities to work with diverse students (including gifted students, students with disabilities, and at-risk students). | 3.27 | 3.21 |

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| No. | Question | Institution Average | State Average |
|-----|---|---------------------|---------------|
| | My teacher licensure program provided opportunities to understand students' diverse cultures, languages, and experiences. | 3.20 | 3.23 |
| 37 | My teacher licensure program provided opportunities to work with diverse teachers. | 3.07 | 3.04 |
| 38 | My teacher licensure program provided opportunities to interact with diverse faculty. | 2.93 | 3.07 |
| 39 | My teacher licensure program provided opportunities to work and study with diverse peers. | 3.07 | 3.14 |
| 40 | Overall, the faculty in my teacher licensure program demonstrated in-depth knowledge of their field. | 3.53 | 3.47 |
| 41 | Overall, the faculty in my teacher licensure program used effective teaching methods that helped promote learning. | 3.53 | 3.35 |
| 42 | Overall, the faculty in my teacher licensure program modeled respect for diverse populations. | 3.47 | 3.43 |
| 43 | Overall, the faculty in my teacher licensure program integrated diversity-related subject matter within coursework. | 3.40 | 3.31 |
| 44 | Overall, the faculty in my teacher licensure program used technology to facilitate teaching and learning. | 3.53 | 3.42 |
| 45 | Overall, the faculty in my teacher licensure program conducted themselves in a professional manner. | 3.60 | 3.50 |
| 46 | My teacher licensure program provided clearly articulated policies published to facilitate progression to program completion. | 3.00 | 3.32 |
| 47 | My teacher licensure program provided opportunities to voice concerns about the program. | 3.07 | 3.06 |
| 48 | My teacher licensure program provided advising to facilitate progression to program completion. | 3.20 | 3.32 |
| 49 | My teacher licensure program prepared me with the knowledge and skills necessary to enter the classroom as a Resident Educator. | 3.20 | 3.21 |

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Principal Intern Survey Results

Reporting period from September 1, 2021 to August 31, 2022.

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 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 292 respondents completed the survey statewide for a response rate of 20.9 percent.

Ashland University Survey Response Rate = 178.95%

Total Survey Responses = 34

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. | 3.58 | 3.59 |
| 2 | My program prepared me to lead the processes of setting, monitoring, and achieving specific and challenging goals for all students and staff. | 3.58 | 3.58 |
| 3 | My program prepared me to anticipate, monitor, and respond to educational developments affecting the school and its environment. | 3.58 | 3.59 |
| 4 | My program prepared me to lead instruction. | 3.47 | 3.54 |
| 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. | 3.63 | 3.58 |
| 6 | My program prepared me to ensure effective instructional practices meet the needs of all students at high levels of learning. | 3.63 | 3.61 |
| 7 | My program prepared me to encourage and facilitate effective use of data by self and staff. | 3.58 | 3.64 |
| 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. | 3.47 | 3.64 |
| 9 | My program prepared me to encourage and facilitate effective use of research by self and staff. | 3.42 | 3.60 |
| 10 | My program prepared me to support staff in planning and implementing research-based professional development and instructional practices. | 3.47 | 3.62 |
| 11 | My program prepared me to establish and maintain procedures and practices supporting staff and students with a safe environment conducive to learning. | 3.68 | 3.67 |
| 12 | My program prepared me to establish and maintain a nurturing school environment addressing the physical and mental health needs of all. | 3.42 | 3.65 |
| 13 | My program prepared me to allocate resources, including technology, to support student and staff learning. | 3.47 | 3.54 |
| 14 | My program prepared me to uphold and model professional ethics; local, state, and national policies; and, legal codes of conduct | 3.68 | 3.71 |
| 15 | My program prepared me to share leadership with staff, students, parents, and community members. | 3.63 | 3.74 |

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| No. | Question | Institution Average | State Average |
|-----|---|---------------------|---------------|
| 16 | My program prepared me to establish effective working teams and developing structures for collaboration between teachers and educational support personnel. | 3.68 | 3.69 |
| 17 | My program prepared me to foster positive professional relationships among staff. | 3.63 | 3.69 |
| 18 | My program prepared me to support and advance the leadership capacity of educators. | 3.63 | 3.67 |
| 19 | My program prepared me to utilize good communication skills, both verbal and written, with all stakeholder audiences. | 3.63 | 3.71 |
| 20 | My program prepared me to connect the school with the community through print and electronic media. | 3.32 | 3.52 |
| 21 | My program prepared me to involve parents and communities in improving student learning. | 3.63 | 3.59 |
| 22 | My program prepared me to use community resources to improve student learning. | 3.42 | 3.53 |
| 23 | My program prepared me to establish expectations for using culturally responsive practices that acknowledge and value diversity. | 3.47 | 3.60 |

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Principal Internship Mentor Survey Results

Reporting period from September 1, 2021 to August 31, 2022.

Description of Data:

To gather information on the quality of preparation provided by 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 100 respondents completed the survey statewide for a response rate of 8.8 percent.

Ashland University Survey Response Rate = 1133.33%

Total Survey Responses = 34

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 | 3.35 |
| 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 | 3.30 |
| 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 | 3.32 |
| 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 | 3.39 |
| 5 | The principal preparation program prepared the school leader candidate to understand ensuring effective instructional practices that meet the needs of all students at high levels of learning. | N<10 | 3.39 |
| 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 | 3.37 |
| 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 | 3.43 |
| 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 | 3.42 |
| 9 | The principal preparation program prepared the school leader candidate to understand supporting staff in planning and implementing research-based professional development. | N<10 | 3.42 |
| 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 | 3.38 |
| 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 | 3.41 |
| 12 | The principal preparation program prepared the school leader candidate to understand allocating resources, including technology, to support student and staff learning. | N<10 | 3.38 |

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| 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 | 3.47 |
| 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 | 3.26 |
| 15 | The principal preparation program prepared the school leader candidate to understand involving parents and communities in improving student learning. | N<10 | 3.28 |
| 16 | The principal preparation program prepared the school leader candidate to understand using community resources to improve student learning. | N<10 | 3.28 |
| 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 | 3.36 |
| 18 | The school leader candidate's preparation program provided me with training on how to mentor the school leader candidate. | N<10 | 2.78 |
| 19 | I participated in and/or accessed the provided mentor training and/or materials. | N<10 | 2.86 |
| 20 | The training by the school leader's preparation program adequately prepared me to mentor the school leader candidate. | N<10 | 2.22 |

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National Accreditation Status

Reporting period from September 1, 2021 to August 31, 2022.
(Data Source: Ohio Department of Higher Education)

Description of Data:

All educator preparation programs (EPPs) in Ohio are required to be accredited by either the National Council for Accreditation of Teacher Education (NCATE), the Teacher Education Accreditation Council (TEAC), or their successor agency, the Council for Accreditation of Educator Preparation (CAEP). Accreditation is a mechanism to ensure the quality of an institution and its programs. The accreditation of an institution and/or program helps employers evaluate the professional preparation of job applicants.

| | |
|-----------------------------|---------------|
| Accrediting Agency | CAEP |
| Date of Last Review | November 2019 |
| Accreditation Status | Accredited |

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Ohio Educator Preparation Provider Performance Report Ashland University

Excellence and Innovation Initiatives

Reporting period from September 1, 2021 to August 31, 2022.
(Data Source: Ashland University)

Description of Data:

This section reflects self-reported information from Ohio Educator Preparation Providers on a maximum of three initiatives geared to increase excellence and support innovation in the preparation of Ohio educators.

Teacher Preparation Programs

| | |
|---------------------------------|--|
| Initiative: | Tracking EPP Completer and Employer Satisfaction |
| Purpose: | To generate data to gauge the satisfaction of our completers and employers |
| Goal: | Implement at least one new instrument to track completer and employer satisfaction |
| Number of Participants: | 5 |
| Strategy: | - Develop new instruments for tracking completer and employer satisfaction - Create a workflow for tracking and contacting our program completers 6 months after graduation - Incorporate the new data into our quality assurance system and continuous improvement process - Improve our approach for soliciting and encouraging responses |
| Demonstration of Impact: | - Response rate for new instruments - Triangulation against the ODHE Alumni Survey - Triangulation against internal EPP data |
| External Recognition: | CAEP SSR |
| Programs: | All Initial Programs |
| Initiative: | EPP Created Rubric Review Initiative |
| Purpose: | Revisit, confirm, and potentially improve our Lesson Plan assignment and rubric |
| Goal: | Conduct inter-rater reliability on the lesson plan and a plan for future instruments |
| Number of Participants: | 10 |
| Strategy: | - Independent faculty review of the current lesson plan template, assignment, and rubric - Independent marking of the same past student artifacts using the current rubric - Inter-rater reliability analysis of faculty member marking - Group meeting to discuss the lesson plan template, assignment, and rubric - Group meeting to share feedback on inter-rater analysis - Group meeting to consider any recommendations for revisions/improvements |
| Demonstration of Impact: | - Results of inter-rater reliability analysis - Gateway-specific lesson plan data tracking teacher candidates - CCAST and Pre-CCAST data - OAE APK competency scores |
| External Recognition: | CAEP self-study |
| Programs: | All Initial Licensure Programs |
| Initiative: | Enhancing Mathematics Content Knowledge |
| Purpose: | To improve candidates' mathematics content knowledge |
| Goal: | Increase scores on the mathematics content knowledge OAEs |
| Number of Participants: | 10 |
| Strategy: | - Review of current curriculum and approach to mathematics contents knowledge - Re-evaluation of courses where math content knowledge and pedagogical content knowledge is taught - Collaboration with Teacher Education partners in the College of Arts and Sciences, particularly the mathematics department - Curricular revisions and perhaps changes to gateways around all subject area content knowledge |

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Demonstration of Impact: - Candidates' performance on mathematics content knowledge OAEs - Candidates' scores on individual competencies for mathematics content knowledge OAEs - Candidate gateway data for P5 and MG programs

External Recognition: CAEP SSR

Programs: P5/P5 IS dual, Middle Grades

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Principal Preparation Programs

Initiative:

Purpose: To Create an Equity Centered Principal Preparation Program

Goal: Successfully prepare equity centered principals for Columbus City Schools

Number of Participants: 10

Strategy: - Continuing to work on redesign of the program curriculum and courses in order to emphasize equity and to meet the needs of principals in urban districts - Solidify partnership with CCS and seek out other district partners for the new program - Establish a new Leadership Passport system for tracking and supporting principal candidates - Exploring the use of Building Ranks as an instrument for tracking competencies - Conducting action research on curricular redesign to ensure that changes are having their desired impact

Demonstration of Impact: - Pre/Post test completer data - Gateway data for the principal program - QM data from the Wallace Grant report - Principal Licensure OAE competencies data - Completer career performance data

External Recognition: Wallace Foundation, Columbus City Schools