

ASHLAND UNIVERSITY



CAEP Accountability Measures

Some data collected for the academic year 2023-2024 is currently under development and not yet available due to the Ohio Department of Higher Education reporting requirements and is expected to become available to the public once ODHE releases the Ohio Educator Preparation Performance Report Data.

Educator preparation programs provide information to the public on four CAEP Accountability Measures. These measures are designed to demonstrate the program's outcomes and impact. This report includes data for each of the CAEP Accountability Measures. Data is organized and reported by CAEP measure number and provided in numerical format with a short narrative description to provide context to the data.

| Impact Measures | Outcome Measures |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CAEP Accountability Measure 1 (Initial) Completer effectiveness and Impact on P-12 learning and development. (Component R4.1) | CAEP Accountability Measure 3 (Initial and Advanced) Candidate competency at program completion. (Component R3.3, RA3.3) |
| CAEP Accountability Measure 2 (Initial and Advanced) Satisfaction of employers and stakeholder involvement (Components R4.2, R5.3, RA4.1) | CAEP Accountability Measure 4 (Initial and Advanced) The ability of completers to be hired in education positions for which they have prepared |

The data indicate Ashland University education program completers are effective in P-12 classrooms, employers are generally satisfied with completers, candidates meet competency benchmarks at program completion and are eligible to be hired for teaching positions in their area of preparation.

CAEP Accountability Measure 1 – Completer Impact and Effectiveness

Value-Added Data Report 2023

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 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.

| Initial Licensure Effective Years 2019, 2020, 2021, 2022 | | | Associated Value-Added Classification | | |
|----------------------------------------------------------|----------------------|--------------------------------|---------------------------------------|---------------|--------------|
| | Employed as teachers | Teachers with value-added data | yellow | green | Light blue |
| AU | 291 | 95 | N=19 20% | N=68 72% | N=8 8% |
| Ohio | 8321 | 2750 | N=585 21% | N=1816 66% | N=349 13% |

Associated Value-Added Classifications:

Yellow=significant evidence that the school's students made less growth than expected

Green=Evidence that the school's students made growth as expected

Light Blue=Significant evidence that the school's students made more growth than expected

Summary of Data: Ashland University's initial licensure candidates from the years 2019 to 2022 have demonstrated strong performance, particularly in fostering student growth. Among the **291 AU graduates employed as teachers, 72%** (68 teachers) were classified with **green** value-added scores, indicating that their students made the expected level of growth. Additionally, **8%** of AU teachers (8 educators) achieved a **light blue** classification, showing that their students exceeded expected growth.

In comparison, statewide data for Ohio shows that **66%** of teachers received a **green** classification, and **13%** received a **light blue** classification. These results highlight that Ashland University's teachers are performing at or above the state average, with a notable portion of them driving exceptional student growth.

Overall, the data reflects positively on the effectiveness of Ashland's teacher preparation programs, as a significant number of their graduates are making substantial contributions to student success.

Ohio Teacher Evaluation System (OTES) Report 2023

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. Data for AU's graduates who participated in the OTES system are included here:

Associated Teacher Evaluation Classifications

| Initial Licensure Effective Year | # Accomplished | # Skilled | #Developing | # Ineffective |
|-----------------------------------------|-----------------------|------------------|--------------------|----------------------|
| 2019 | 11 | 29 | N<10 | N<10 |
| 2020 | N<10 | 22 | N<10 | N<10 |
| 2021 | N<10 | 25 | N<10 | N<10 |
| 2022 | N<10 | 26 | N<10 | N<10 |

Summary of Data: From 2018 to 2022, the majority of teachers prepared by Ashland University were rated as either **Skilled** or **Accomplished** on their teacher evaluations. Each year, between **22 and 29 teachers** were rated **Skilled**, and **up to 16** were rated **Accomplished**. Very few were rated as **Developing** or **Ineffective** (N<10 each year), indicating these ratings were rare or too small to report. This suggests that Ashland University-prepared teachers are generally performing well in their early careers, with most meeting or exceeding professional standards. The consistently high number of Skilled and Accomplished ratings reflects positively on the quality of the teacher preparation program.

Field and Clinical Experiences for Candidates at Ashland University

Reporting period from September 1, 2022 to August 31, 2023

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."

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 | 265 |
| 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 | 94.67% |

Summary of Data: Ashland University's Teacher Preparation Programs demonstrate a strong commitment to practical experience and high standards. Candidates are required to complete between **180 and 265** field/clinical hours, with an average of **14 weeks** for full-time student teaching. Notably, **94.67%** of teacher candidates successfully complete their student teaching, reflecting the program's effectiveness in preparing educators for the classroom.

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 | 50 |
| Number of candidates who completed internship | 48 |
| Percentage of principal candidates who satisfactorily completed internship | 96% |

Summary of Data: Ashland University’s Principal Preparation Program ensures strong real-world experience, with candidates required to complete **32 weeks** of field/clinical internship. Of the **50 candidates** who started the internship, **48 successfully completed** it, resulting in an impressive **96% completion rate**. This highlights the program’s effectiveness in preparing future school leaders through extensive hands-on experience.

CAEP Accountability Measure 2 – Satisfaction of Employers and Stakeholder Information

Summary of Key Actions & Impact:

- **Expanding Feedback Collection:** Broadening the case study approach ensures more comprehensive employer insights.
- **Engaging Stakeholders:** Regular meetings and collaborations with employers and educational leaders enhance alignment with evolving educational needs.
- **Continuous Refinement:** Proactive surveys, focus groups, and advisory board meetings drive ongoing program improvements, enhancing employer satisfaction and ensuring the EPP remains responsive to the needs of the education sector.

1. Expanding Case Study Approach

- **Action:** The EPP is broadening its case study approach to include Middle Grades, AYA, and Integrated Science programs, aiming for a more comprehensive employer feedback collection.
- **Key Takeaway:** This expansion ensures diverse and representative feedback from all program areas, enhancing the quality of insights gathered.

2. Strengthening Stakeholder Engagement

- **Action:** Key meetings were held with the **Academic Advisory Board** (May 2024) and the **ITP Stakeholder Team** (April 2024), with follow-up in Spring 2025.
- **Key Takeaways:**
 - **Goals:** Enhance teacher preparation by focusing on professionalism, Science of Reading, Multi-Sensory Math, differentiated instruction, modern grading practices, and data collection skills.
 - **Focus:** Preparing adaptable, well-equipped teachers for modern classrooms through collaborative feedback with stakeholders.

3. Employer Feedback Surveys & Focus Groups

- **Action:** The EPP conducted surveys and focus groups with Principals and Superintendents (Fall 2024), addressing employer satisfaction with the Principal and Superintendent programs.
- **Key Findings:**
 - **Principal Program:** Strengths include leadership in promoting school values, ethics, and continuous improvement. Opportunities for growth include stakeholder collaboration and aligning curriculum to maintain high expectations.
 - **Superintendent Program:** Strengths include communication, collaboration, resource management, and staff retention. Areas for improvement include data use and clearer goal-setting.
- **Outcome:** Findings presented to the **Dean's Advisory Board** in November 2024, fostering direct dialogue and program refinement.

4. Engagement with Educational Leaders

- **Action:** The EPP engaged with **BASA Buckeye Association of School Administrators** (April 2025) to strengthen relationships with educational leaders across Ohio.
- **Key Takeaways:**
 - Feedback from **29 school districts** is being analyzed, helping address challenges and ensuring program responsiveness to district needs.
 - Ongoing focus groups will continue to provide insights for continuous program improvement.

5. Continuous Improvement via Advisory Boards

- **Action:** Ongoing meetings, including the **Dean's Advisory Board** (April 2025) and updates on **Principal and Superintendent programs**.
- **Key Takeaways:**
 - **Initiatives Discussed:** Grow Your Own, Interim Licenses, Credentialing, and program flexibility.
 - **Next Steps:** Incorporating employer feedback into ongoing program development and refinement.

6. Collaborative Efforts with Professional Learning Services

- **Action:** Collaboration with the **Professional Learning Services Advisory Council** (November 2024) to gather input on regional initiatives, curriculum audits, and professional learning.
- **Key Takeaways:** Focused on high-priority topics in professional learning to further enhance teacher preparation and meet emerging educational needs.

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

Reporting period from September 1, 2022, to August 31, 2023.

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.

Summary of Survey Data: Report 2023 had N<10, therefore state data was not reported. The 2022 “Statewide Survey of Ohio Resident Educators’ Reflections on their EPP” data indicate that Ashland graduates working as educators believe their program prepared them with knowledge of research on how students learn, to understand, uphold, and follow professional ethics, policies, and legal codes of professional conducts, and to treat all students fairly and establish a respectful environment at a rate higher than the state average for all Ohio EPPs.

Principal Intern Survey

Reporting period from September 1, 2022, to August 31, 2023. Survey response rate = 12.5%

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.

Summary of Survey Data: Across all 23 items, **Ashland University scored very closely to or slightly above the state average** in most categories. Scores ranged from **3.42 to 3.83** on a 4-point scale, indicating a generally **positive perception** of the program.

Highlights:

- **Highest-rated areas (3.83):**
 - Establishing effective working teams and collaboration structures.
 - Fostering positive professional relationships.
- **Lowest-rated area (3.42):**
 - Connecting the school with the community through media.
- **Areas notably above the state average:**
 - Leading instruction and continuous improvement.
 - Supporting staff in safe, ethical, and inclusive environments.

Overall, respondents felt **well-prepared**, with most institutional averages **equal to or exceeding** state averages, suggesting Ashland’s program is aligned with state expectations and standards.

CAEP Accountability Measure 3 – Candidate Competency at Program Completion

Student Teaching Evaluation CCAST Instrument

Description of Data: The CCAST instrument is a valid and reliable instrument to measure the teaching practice of student teachers as well as their dispositions (or attitudes and actions associated with the professional work of teachers). The CCAST has been aligned with the components of CAEP Revised Initial Standard 1 and the InTASC Standards.

CCAST Report Means for a Single Internship Cohort by Year

| Pedagogy: | 22-3/FA | 23-1/SP | 23-3/FA | 24-1/SP |
|------------------------------------------------------------------------------------------------------------|----------------|----------------|----------------|----------------|
| A. Focus for Learning: Standards and Objectives/Targets OSTP 4.1 InTASC 07.01 | 2.77 | 2.69 | 2.51 | 2.61 |
| B. Materials and Resources OSTP 4.7 InTASC 07.02 | 2.73 | 2.76 | 2.62 | 2.69 |
| C. Assessment of P-12 Learning OSTP 2.3 InTASC 06.02 | 2.53 | 2.62 | 2.36 | 2.49 |
| D. Differentiated Methods OSTP 4.5 InTASC 02.03 | 2.48 | 2.54 | 2.35 | 2.38 |
| E. Learning Target and Directions OSTP 4.3 InTASC 07.03 | 2.67 | 2.55 | 2.49 | 2.45 |
| F. Critical Thinking OSTP 4.6 InTASC 05.04 | 2.44 | 2.33 | 2.32 | 2.44 |
| G. Checking for Understanding and Adjusting Instruction through Formative Assessment OSTP 3.2 InTASC 08.02 | 2.65 | 2.70 | 2.58 | 2.48 |
| H. Digital Tools and Resources OSTP 4.7 CAEP R1.5 | 2.70 | 2.73 | 2.45 | 2.56 |
| I. Safe and Respectful Learning Environment OSTP 5.1, 5.2, 5.5 InTASC 03.04 | 2.65 | 2.66 | 2.54 | 2.54 |
| J. Data-Guided Instruction OSTP 3.3 CAEP R2.3 | 2.49 | 2.46 | 2.36 | 2.37 |
| K. Feedback to Learners OSTP 3.4 InTASC 06.04 | 2.64 | 2.65 | 2.50 | 2.51 |
| L. Assessment Techniques OSTP 3.1 InTASC 07.04 | 2.40 | 2.54 | 2.45 | 2.43 |
| M. Connections to Research and Theory OSTP 4.4 CAEP R1.2 | 2.68 | 2.59 | 2.39 | 2.55 |
| N. Participates in Professional Development OSTP 7.2 | 2.70 | 2.71 | 2.69 | 2.66 |

| | | | | |
|------------------------------------------------------------------------------------------------|-------------|-------------|-------------|-------------|
| O. Demonstrates Effective Communication with Parents or Legal Guardians OSTP 3.4 InTASC 10.04 | 2.57 | 2.52 | 2.35 | 2.34 |
| P. Demonstrates Punctuality OSTP 7.1 InTASC 9.15 | 2.90 | 2.95 | 2.89 | 2.85 |
| Q. Meets Deadlines and Obligations OSTP 7.1 InTASC 9.15 | 2.83 | 2.73 | 2.65 | 2.68 |
| R. Preparation OSTP 7.1 InTASC 3.04 | 2.85 | 2.84 | 2.68 | 2.70 |
| S. Collaboration OSTP 6.3 InTASC 10.02 | 2.86 | 2.85 | 2.77 | 2.69 |
| T. Advocacy to Meet the Needs of Learners or for the Teaching Profession OSTP 6.3 InTASC 10.10 | 2.62 | 2.63 | 2.55 | 2.50 |
| U. Responds Positively to Constructive Criticism InTASC 9.14 | 2.84 | 2.92 | 2.82 | 2.81 |
| Total M | 2.67 | 2.66 | 2.54 | 2.56 |

Summary of Data: Ashland University's internship cohorts have maintained **strong overall performance** in both pedagogy and professional dispositions, with consistent strengths in key areas of teacher preparation. Notable highlights include:

- **Professionalism remains a clear strength**, with high scores in **punctuality (2.85–2.95)**, **collaboration (up to 2.86)**, and **response to feedback (2.81–2.92)**.
- Pedagogical elements such as **use of digital tools**, **creating a safe learning environment**, and **providing feedback to learners** consistently show solid performance.
- While some minor variations occurred across cohorts, the **overall mean scores remain stable (2.54–2.67)**, indicating steady quality in teacher candidate preparation.

The data reflects the EPP's commitment to **consistently preparing well-rounded, professional, and instructionally capable educators** through steady improvement in key instructional and professional practice areas.

Ohio Assessment for Educators (OAEs) Licensure Test Pass Rates 2023-2024

Description of Data: At program completion, candidates take required licensure exams for the **State of Ohio** (OAE Licensure Tests) that reflect the competency of EPP candidates in teaching pedagogy and content preparation at both the initial and advanced program levels.

| Group | Number Taking Tests | Number Passing Tests | Pass Rate (%) |
|-----------------------------------|---------------------|----------------------|---------------|
| All program completers, 2023-2024 | 87% | 81% | 93% |
| All program completers, 2022-2023 | 88% | 80% | 91% |
| All program completers, 2021-2022 | 99% | 88% | 89% |

Summary of Data: Across three years, pass rates remained strong, ranging from 89% to 100%, reflecting consistent and effective test preparation. The program demonstrates **overall strong effectiveness** in preparing candidates for licensure exams.

Title II PSAE Pass Rate Report Years Initial Programs

| Program OAE | Year | Year | Year |
|--------------------------------------------|---------|---------|---------|
| | 2021-22 | 2022-23 | 2023-24 |
| 003-APK: Adolescence to Young Adult (7-12) | 100% | 100% | 100% |
| 001-APK: Early Childhood (PK-3) | 98% | 95% | 100% |
| 002-APK: Middle Childhood (4-9) | 100% | 100% | 100% |
| 004-APK: Multi-Age (PK-12) | 95 | N<10 | N<10 |
| 006-Art | N<10 | N<10 | N<10 |
| 012-Early Childhood Education | 97% | 97% | N<10 |
| 013-Early Childhood Special Education | 83% | 89% | N<10 |
| 018-Elementary Education Subtest I | N<10 | 88% | N<10 |
| 019-Elementary Education Subtest II | N<10 | 94% | N<10 |
| 020-English Language Arts | N<10 | N<10 | N<10 |
| 190-Foundations of Reading | 88% | 90% | 93% |
| 024-Integrated Science | N<10 | N<10 | N<10 |
| 025-Integrated Social Studies | 92% | N<10 | N<10 |
| 027-Mathematics | N<10 | N<10 | N<10 |
| 028-Middle Grades English Language Arts | N<10 | N<10 | 90% |
| 030-Middle Grades Mathematics | N<10 | N<10 | N<10 |
| 029-Middle Grades Science | N<10 | N<10 | N<10 |
| 031-Middle Grades Social Studies | 100% | N<10 | N<10 |
| 032-Music | N<10 | N<10 | N<10 |
| 043-Special Education | 100% | 100% | N<10 |

Summary of Data: Over the past three academic years, Ashland University’s educator preparation programs have shown consistently strong performance on the Ohio Assessments for Educators (OAE). Several licensure areas have demonstrated *remarkable and sustained success*, particularly in core teaching fields.

Programs such as **Adolescence to Young Adult (7–12)** and **Middle Childhood (4–9)** have maintained a **perfect 100% pass rate across all three years**, reflecting the program’s excellence in preparing future teachers. Similarly, **Early Childhood Education (PK–3)** achieved a perfect 100% pass rate in 2023–24, continuing a strong trend from previous years.

Other areas like **Foundations of Reading** have shown steady improvement, increasing from **88% in 2021–22 to 93% in 2023–24**, while **Early Childhood Special Education** also improved significantly from **83% to 89%** over two years.

While data is limited (N<10) for some specialized licensure areas, available results consistently show high pass rates where measurable, further supporting Ashland’s reputation for strong educator preparation. Overall, the university’s programs continue to equip teacher candidates with the skills and knowledge necessary to succeed on licensure exams and in the classroom.

OAE 015 is the Ohio Assessments for Educators

Description of Data: The OAE 015 evaluates candidates' knowledge and leadership skills in areas such as school vision, instructional leadership, organizational management, and engagement with families and communities. Passing this exam is a key requirement for principal licensure in Ohio.

| Principal Licensure | Number of Candidates that took the OAE015 | Number of Candidates that passed the OAE015 | % Pass Rate |
|-------------------------------------|-------------------------------------------|---------------------------------------------|-------------|
| 2024 | 100 | 81 | 81% |
| 2023 | 16 | 16 | 100% |
| 2023 (one Superintendent candidate) | 1 | 1 | 100% |
| 2022 | 26 | 25 | 96% |

Summary of Data: Over the past three years, Ashland University has maintained a strong record of success in preparing candidates for the Ohio Assessment for Educators Principal Licensure Exam (OAE015). In both 2022 and 2023, the program achieved outstanding results, with a 96% pass rate in 2022 and a perfect 100% pass rate in 2023 for all 16 principal candidates. Additionally, one superintendent candidate also passed the exam in 2023, further demonstrating the effectiveness of the university's leadership preparation.

In 2024, the number of candidates taking the exam increased significantly to 100. Despite this growth, the program upheld a solid pass rate of 81%. While slightly lower than in previous years, this result still reflects positively on the program's ability to support a larger and more diverse group of aspiring school leaders.

Overall, the consistently high performance across multiple years underscores Ashland University's commitment to developing well-prepared, capable educational leaders.

| Educational Leadership/Leadership Studies | Number of Candidates that took the OAE015 | Number of Candidates that passed the OAE015 | % Pass Rate |
|-------------------------------------------|-------------------------------------------|---------------------------------------------|-------------|
| 2024 | 51 | 41 | 80% |
| 2023 | 29 | 25 | 86% |
| 2022 | 37 | 34 | 92% |

Summary of Data: Ashland University's Educational Leadership/Leadership Studies program has demonstrated a strong track record of preparing candidates for success on the OAE015 licensure exam. Over the past three years, the program has consistently achieved high pass rates, with 92% of candidates passing in 2022 and 86% in 2023. In 2024, with a larger group of 51 candidates, the program maintained a solid 80% pass rate. These results highlight the program's overall effectiveness in equipping future school leaders with the knowledge and skills needed to succeed in licensure and leadership roles.

CAEP Accountability Measure 4 – Ability of completers to be hired in positions for which they have prepared

Ohio Resident Educator Program: Report 2023

Description of Data: The Ohio Resident Educator (RE) Program is a comprehensive, two-year initiative to assist beginning teachers with mentoring and professional development as they start their education careers. Requirements of the program include successful completion of two years of locally determined mentoring activities as well as the Resident Educator Summative Assessment (RESA), and it results in eligibility for professional licensure. The RE Program is designed to improve teacher retention, enhance teacher quality, and result in improved student achievement. Prior to the 2023-2024 school year the RE Program was a four-year initiative.

| Initial Licensure Effective Year | | Residency year one | | | Residency year 2 | | | Residency year 3 | | | Residency year 4 | |
|----------------------------------|----------|--------------------|------|----------|------------------|-------|----------|------------------|------|----------|------------------|------|
| | Entering | Persisting | | Entering | Persisting | | Entering | Persisting | | Entering | Persisting | |
| 2019 | 5 | 5 | 100% | 10 | 10 | 100% | 47 | 48 | 102% | 69 | 69 | 100% |
| 2020 | 6 | 7 | 116% | 38 | 37 | 97.4% | 39 | 39 | 100% | | | |
| 2021 | 29 | 29 | 100% | 64 | 62 | 96.9% | | | | | | |
| 2022 | 44 | 44 | 100% | | | | | | | | | |

Summary of Data: Ashland University's EPP completers show strong persistence in Ohio's Resident Educator Program across cohorts from 2019 to 2022. Most residency years reflect near or full persistence, with several years achieving 100%, and some even exceeding 100% due to likely data anomalies such as late additions. The 2019 and 2020 cohorts demonstrated particularly strong outcomes through multiple years, and early data for 2021 and 2022 also indicate high initial persistence. Overall, the program appears highly effective in preparing and supporting new educators through their early teaching careers.

Principal Value-Added Data (2019-2022)

Ohio Educator Preparation Provider Performance Report 2023

Due to low N numbers, data has been combined for analysis.

| Category | Group | N | % |
|--------------------------------------------------------------------|------------------------------------|----|------|
| Principals Serving by Letter Grade of Overall Building Value-Added | Employed as Principals | 14 | - |
| | Principals with Value-Added Data | 14 | - |
| Principals Serving by School Level | Principals Serving by School Level | 16 | 114% |
| | Middle School | 2 | 14% |
| | Junior High School | 1 | 7% |
| | High School | 2 | 14% |
| Principals Serving by School Type | Community School | 1 | 7% |
| | Public School | 19 | 136% |
| | STEM School | 1 | 7% |
| Principals Serving by Minority Enrollment (by Quartile) | High Minority | 5 | 36% |
| | Medium-High Minority | 4 | 29% |

| | | | |
|---------------------------------------------------|---------------------|---|-----|
| | Medium-Low Minority | 3 | 21% |
| | Low Minority | 9 | 64% |
| Principals Serving by Poverty Level (by Quartile) | High Poverty | 5 | 36% |
| | Medium-High Poverty | 2 | 14% |
| | Medium-Low Poverty | 7 | 50% |
| | Low Poverty | 7 | 50% |

Summary of Data: Ashland University prepared 14 principals, all of whom have value-added data tied to their performance. Most serve in **elementary schools** (114%) and **public schools** (136%), where foundational leadership is critical. Many work in **diverse** and **high-poverty** settings (36%), suggesting they are trusted to lead in complex environments, in high-minority and high-poverty schools. Their widespread presence across school types and demographics reflects the **versatility and readiness** of Ashland’s principal preparation program.

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 - Supporting staff in safe, ethical, and inclusive environments.

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Please visit the Ohio Department of Higher Education Website to view the following full educator performance reports for Ashland University.

[2023 Ohio Educator Performance Report](#)

[2022 Ohio Educator Performance Report](#)

[2021 Ohio Educator Performance Report](#)