CAEP Annual Reporting Measures: 2019-20

Center for Teacher Education

April 2021

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Measure 1: Impact on P-12 Learning and Development

Value-added Ratings

Ohio's Education Value-added Assessment System (EVAAS) provides student academic growth data based on standardized achievement tests. The value-added data have been used to inform linked teachers about their instructional practices as well. The Ohio Department of Higher Education reports annually the value-added data of linked Ohio teachers who were prepared by the educator preparation program and who received their licenses in the 4 most recent years.

Value-added Classifications	AY 2019			AY 2018			AY 2017		
	ONU		Statewide	ONU		Statewide	ONU		Statewide
	N	%	%	N	%	%	N	%	%
Most Effective	2	13%	18%	1	6%	18%	2	13%	18%
Above Average	2	13%	9%	2	11%	10%	2	13%	9%
Average	3	20%	30%	9	50%	31%	3	20%	35%
Approaching Average	2	13%	15%	1	6%	16%	4	27%	15%
Least Effective	6	40%	29%	5	28%	26%	4	27%	23%
Initial Licensure Effective Years	*2015, 2016. 2017, 2018*			*2014, 2015, 2016, 2017*			*2013, 2014, 2015, 2016*		
# Employed as Teachers	*44*		*9,474*	*55*		*10,310*	*56*		*11,485*
# Teachers with Value-added Data	*15*		*3,480*	*18*		*3,807*	*15*		*4,371*
% Teachers with Value-added Data	*34%*		*37%*	*33%*		*37%*	*27%*		*38%*

Data Source: Ohio Department of Higher Education
For more information, visit Ohio Educator Preparation Performance Reports.

Note: Value-added Ratings for the 2019-2020 school year are not available due to Ohio's ordered school-building closure and subsequent emergency legislation addressing the coronavirus pandemic-related issues.

Measure 2: Indicators of Teacher Effectiveness

Ohio Teacher Evaluation System (OTES) Results

Ohio's system for evaluating teachers provides educators with a detailed view of their performance, with a focus on specific strengths and opportunities for improvement. The OTES data includes teacher effectiveness ratings determined by administrators following observations of teachers. The Ohio Department of Higher Education reports annually the OTES data of linked Ohio teachers who were prepared by the educator preparation program and who received their licenses in the 4 most recent years.

OTES Results of Teachers Prepared by Ohio Northern University

Teacher Evaluation Classifications	AY 2019	AY 2018	AY 2017
# Accomplished	14	18	19
# Skilled	18	31	33
# Developing	3	3	<3
# Ineffective	<3	<3	<3
Initial Licensure Effective Years	*2015, 2016. 2017, 2018*	*2014, 2015, 2016, 2017*	*2013, 2014, 2015, 2016*
# Employed as Teachers	*44*	*55*	*56*

Data Source: Ohio Department of Higher Education
For more information, visit Ohio Educator Preparation Performance Reports.

Note: OTES data for the 2019-2020 school year are not available due to Ohio's ordered school-building closure and subsequent emergency legislation addressing the coronavirus pandemic-related issues.

Measure 3: Satisfaction of Employers and Employment Milestones

Summary data of the following measures are presented on the next pages:

- Employer (Principal) Survey Results (pages 6-7)
  Note: Given the small size of the teacher education program at ONU, the survey analysis utilizes the 3-years combined data cycle in order to account for data limitations. The next cycle of 3-years combined results (AY 2019~AY 2021) will be available in April 2022.

- Ohio Resident Educator Program Data (page 8)

Principal Survey of Graduates

The ONU Center for Teacher Education conducts a follow-up survey of its graduates annually (one year post-graduation and three years post-graduation). Following each of the annual graduate surveys, a second survey is sent to principals (supervisors) of responding graduates who gave permission for the Center to contact their employers. In the recent 3 years of the graduate surveys (2015-16, 2016-17, and 2017-18), 29 out of the 58 graduate respondents (50%) gave permission to contact their supervisors. The principal survey invitations were sent electronically to the 29 principals during the spring semesters, and 17 principals responded to the survey (58.6% response rate). This accounted for 12.5% of 136 unduplicated graduates who were invited to the graduate survey in the recent 3 years.

% 'Strongly agree/ Agree'

3-Years Combined Data: AY 2016 ~ AY 2018 (Class of 2012 ~ 2016)

The ONU teacher was adequately prepared to:	Strongly agree or Agree	
	One year post-graduation (n=8)	Three years post-graduation (n=9)
Goal 1b - Select and use instructional materials and strategies appropriate for the diverse needs of the students in the classroom.	100.0%	88.9%
Goal 1c - Incorporate themes of diversity within the content of the classroom.	100.0%	88.9%
Goal 2a- Select and apply developmentally appropriate learning objectives related to knowledge, concepts, and applications.	100.0%	100.0%
Goal 2b - Apply knowledge of human development to identify areas of strength/weakness in order to refer students to the appropriate specialized professional.	100.0%	100.0%
Goal 2c - Choose developmentally appropriate curricula, materials, technology, and activities.	100.0%	100.0%
Goal 2d - Use appropriate methods to identify students' background information and experience.	87.5%	100.0%
Goal 2e - Relate positively to students taking into account individual differences	100.0%	100.0%
Goal 3a - Exhibit a firm grounding in subject matter content.	100.0%	100.0%
Goal 3b - Analyze content into its major facts, concepts, and generalizations.	100.0%	87.5%
Goal 3c- Plan and teach units of study matching instructional strategies to specific content.	100.0%	87.5%
Goal 3d - Use both inductive and deductive strategies to promote both divergent and convergent thinking in my classroom.	100.0%	100.0%
Goal 3e - Teach learning and/or study strategies concurrently with content.	100.0%	100.0%
Goal 3f - Plan instruction using the framework of the Ohio Academic Content Standards.	100.0%	88.9%
Goal 3g - Use instructional approaches that support student learning of content.	87.5%	100.0%
Goal 3h - Explain how current content connects to what students learned in the past and will learn later.	87.5%	100.0%
Goal 4a- Analyze my own practice and the practice of others.	100.0%	100.0%
Goal 4b - Assess and instruct based on individual student needs and current research in pedagogy.	100.0%	88.9%
Goal 4c- Use formative evaluation to drive instruction.	100.0%	100.0%
Goal 4d - Attribute the degree of students' success to factors within the classroom.	87.5%	100.0%
Goal 4e - Search for effective approaches that will allow every student to meeting goals.	85.7%	100.0%

Goal	Orange	Blue
Goal 5a - Model enthusiasm and creative thinking behavior as I lead learners to solve problems.	100.0%	100.0%
Goal 5b - Manage multiple learning experiences.	100.0%	87.5%
Goal 5c- Provide a variety of experiences where learners are actively involved in their own learning.	100.0%	100.0%
Goal 5d - Elicit cooperative group effort rather than individual competitive effort.	100.0%	87.5%
Goal 5e - Implement management techniques in a consistent manner.	87.5%	75.0%
Goal 5f - Model and promote democratic values.	100.0%	100.0%
Goal 5g- Allow for student participation in development of behavior standards.	100.0%	87.5%
Goal 5h- Create a safe and supportive classroom environment.	100.0%	87.5%
Goal 5i - Manage activities to maximize instructional time.	100.0%	100.0%
Goal 5j - Pace lessons and provide meaningful work so that students are engaged.	87.5%	100.0%
Goal 5k- Communicate effectively (orally, nonverbally and in writing) with students, parents, and colleagues.	100.0%	100.0%
Goal 6a - Interact professionally and cooperatively with others.	100.0%	100.0%
Goal 6b - Demonstrate appropriate professionalism.	100.0%	100.0%
Goal 6c - Discuss issues and laws affecting relationships between school and society.	100.0%	87.5%
Goal 6d - Analyze and evaluate parameters society places on schools and implications for curriculum.	100.0%	87.5%

2020
Ohio Educator Preparation Provider Performance Report
Ohio Northern University

Teacher Residency Program

Reporting Period from Sept 1, 2019 to Aug 31, 2020
(Data Source: Ohio Northern University)

Description of Data:

The Resident Educator Program in Ohio encompasses a robust four-year teacher development system. The data below show the persistence of Ohio Educator Preparation Provider graduates through the program.

Data from this table capture a year-to-year snapshot of the persistence of Ohio Educator Preparation Provider graduates through the program. Corrections to prior year reporting may be captured in the current year's reporting. Data used to create this "snapshot" table are sourced not only from the current year's resident educator completion data results, but also prior year results because a Resident Educator may fail to complete all the program year requirements within the same academic year.

Some of the scenarios addressed in the design of the table are as follows:

1. A normal scenario, where a student is reported each year and is listed as completed. In this case, we include them in only the Entering/Persisting counts for the current year.

2. A scenario where a student is reported as entering one year, but not as completed, but then reported the following year as completing the previous year and current year. In this case, we include them in the Persisting count for the previous year, but not the Entering count. We also include them in the Entering and Persisting counts for the current year.

3. A scenario where a student is not reported one year, but reported with records for the previous year and the current year the following year (both as completed). In this scenario, we include them in both the Entering and Persisting counts for both years.

4. A scenario involving a registration fluke where a student completes Year 1 of the RE program with an issued RE license, but not an effective or valid license until the following school year. For example, a teacher has all the qualifications for a full license, but completed Year 1 under a sub license (in which the work is counted) and Year 2 under a RE license.

Ohio EPP Program Completers Persisting in the State Resident Educator Program who were Prepared at Ohio Northern University

Initial Licensure Effective Year	Residency Year 1			Residency Year 2			Residency Year 3			Residency Year 4		
	Entering	Persisting		Entering	Persisting		Entering	Persisting		Entering	Completing	
2016	N/A	N/A	N/A	1	1	100%	4	4	100%	8	8	100%
2017	N/A	N/A	N/A	1	1	100%	10	10	100%	N/A	N/A	N/A
2018	1	2	200%	4	4	100%	N/A	N/A	N/A	N/A	N/A	N/A
2019	21	21	100%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Measure 4: Satisfaction of Completers

Summary data of the following measures are presented on the next pages:

- Follow-up Survey of Graduates (pages 10-11)
- Ohio Resident Educator Survey (pages 12-13)
- Ohio Pre-Service Teacher Survey (Pages 14-15)

Note:
Given the small size of the teacher education program at ONU, the survey analysis utilizes the 3-years combined data cycle in order to account for data limitations. The next cycle of 3-years combined results (AY 2019~AY 2021) will be available in April 2022.

Follow-up Survey of Graduates

The ONU Center for Teacher Education conducts a follow-up survey of its graduates annually (one year post-graduation and three years post-graduation). In the recent academic years of 2014-15. 2015-16, 2016-17 and 2017-18, a total of 231 survey invitations were sent electronically to the graduates (111 of one year post-graduation, 120 of three years post-graduation). Seventy-five graduates responded to the survey (39 from one year post-graduation, 36 from three years post-graduation). The overall response rate was 32.5%, with a sampling error of +8.1%.

% Strongly agree/ Agree

4-Years Combined Data: AY 2015 ~ AY 2018 (Class of 2011 ~ 2016)

I was adequately prepared to:	Strongly Agree or Agree	
	One year post-graduation	Three yeasr post-graduation
Goal 6b - Demonstrate appropriate professionalism.	100.0%	100.0%
Goal 6a - Interact professionally and cooperatively with others.	100.0%	100.0%
Goal 5h- Create a safe and supportive classroom environment.	100.0%	100.0%
Goal 4d - Attribute the degree of students' success to factors within the classroom.	100.0%	84.8%
Goal 4b - Assess and instruct based on individual student needs and current research in pedagogy.	100.0%	87.9%
Goal 4a- Analyze my own practice and the practice of others.	100.0%	100.0%
Goal 3g - Use instructional approaches that support student learning of content.	100.0%	97.0%
Goal 3c- Plan and teach units of study matching instructional strategies to specific content.	100.0%	100.0%
Goal 2a- Select and apply developmentally appropriate learningobjectives related to knowledge, concepts, andapplications.	100.0%	100.0%
Goal 5c- Provide a variety of experiences where learners are actively involved in their own learning.	97.2%	87.5%
Goal 5a - Model enthusiasm and creative thinking behavior as I lead learners to solve problems.	97.2%	100.0%
Goal 2c - Choose developmentally appropriate curricula, materials, technology, and activities.	97.1%	93.9%
Goal 5i - Manage activities to maximize instructional time.	94.6%	84.4%
Goal 4e - Search for effective approaches that will allow every student to meeting goals.	94.6%	93.9%
Goal 3h - Explain how current content connects to what students learned in the past and will learn later.	94.6%	93.9%
Goal 1a - Plan and teach units that align with the needs and abilitiesof the learners in my classroom.	94.6%	93.9%
Goal 5k- Communicate effectively (orally, nonverbally and in writing) with students, parents, and colleagues.	94.4%	90.6%
Goal 3a - Exhibit a firm grounding in subject matter content.	94.4%	100.0%
Goal 1b - Select and use instructional approaches appropriate to the cultural and and ethnic backgrounds of my students.	94.4%	72.7%
Goal 2d - Use appropriate methods to identify students' background information and experience.	94.3%	97.0%
Goal 2e - Relate positively to students taking into account individual differences	91.9%	97.0%

Goal	Orange	Blue
Goal 5j - Pace lessons and provide meaningful work so that students are engaged.	91.7%	87.5%
Goal 5f - Model and promote democratic values.	91.7%	90.6%
Goal 5d - Elicit cooperative group effort rather than individual competitive effort.	91.7%	90.6%
Goal 4c- Use formative evaluation to drive instruction.	91.7%	90.9%
Goal 3b - Analyze content into its major facts, concepts, and generalizations.	91.7%	93.9%
Goal 5b - Manage multiple learning experiences.	88.9%	81.3%
Goal 3f - Plan instruction using the framework of the Ohio Academic Content Standards.	86.1%	78.8%
Goal 6d - Analyze and evaluate parameters society places on schools and implications for curriculum.	85.7%	83.9%
Goal 6e - Interpret and communicate assessment results accurately and ethically.	83.3%	93.5%
Goal 5g- Allow for student participation in development of behavior standards.	83.3%	90.6%
Goal 3e - Teach learning and/or study strategies concurrently with content.	83.3%	84.8%
Goal 2b - Apply knowledge of human development to identify areas of strength/weakness in order to refer students to theappropriate specialized professional.	83.3%	87.9%
Goal 1c - Incorporate themes of diversity within the content in my classroom.	83.3%	84.8%
Goal 3d - Use both inductive and deductive strategies to promote both divergent and convergent thinking in my classroom.	80.6%	93.9%
Goal 5e - Implement management techniques in a consistent manner.	75.0%	84.4%
Goal 6c - Discuss issues and laws affecting relationships between school and society.	74.3%	77.4%

Ohio Resident Educator Survey
Graduates' Reflections on the ONU Educator Preparation Program

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.
[Source: Ohio Department of Higher Education].

% Strongly agree or Agree

5-Years Combined Data: AY 2013 ~ AY 2017 (N=15)*

Question	Strongly agree/ Agree
Q1. Pedagogy 1 (My teacher licensure program prepared me with knowledge of research on how students learn.)	93.3%
Q2. Pedagogy 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.)	93.3%
Q3. Pedagogy 3 (My teacher licensure program prepared me with high levels of knowledge and the academic content I plan to teach.)	100.0%
Q4. Pedagogy 4 (My teacher licensure program prepared me to identify instructional strategies appropriate to my content area.)	100.0%
Q5. Pedagogy 5 (My teacher licensure program prepared me to understand the importance of linking interdisciplinary experiences.)	100.0%
Q6. Pedagogy 2 1 (My teacher licensure program prepared me to align instructional goals and activities with Ohio's academic content standards, including the Common Core State Standards.)	93.3%
Q7. Pedagogy 2 2 (My teacher licensure program prepared me to use assessment data to inform instruction.)	86.7%
Q8. Pedagogy 2 3 (My teacher licensure program prepared me to clearly communicate learning goals to students.)	93.3%
Q9. Pedagogy 2 4 (My teacher licensure program prepared me to apply knowledge of how students learn, to inform instruction.)	93.3%
Q10. Pedagogy 2 5 (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.)	93.3%
Q11. Pedagogy 4 1 (My teacher licensure program prepared me to identify strategies to increase student motivation and interest in topics of study.)	100.0%
Q12. Pedagogy 4 2 (My teacher licensure program prepared me to create learning situations in which students work independently, collaboratively, and/or a whole class.)	100.0%
Q13. Pedagogy 4 3 (My teacher licensure program prepared me to use strategies for effective classroom management.)	100.0%
Q14. Pedagogy 4 4 (My teacher licensure program prepared me to communicate clearly and effectively.)	100.0%
Q15. Pedagogy 4 5 (My teacher licensure program prepared me to understand the importance of communication with families and caregivers.)	100.0%
Q16. Pedagogy 4 6 (My teacher licensure program prepared me to understand, uphold, and follow professional ethics, policies, and legal codes of professional conduct.)	100.0%
Q17. Pedagogy 4 7 (My teacher licensure program prepared me to use a variety of diagnostic, formative, and summative assessments.)	100.0%
Q18. Diversity 1 (My teacher licensure program prepared me to understand students' diverse cultures, language skills, and experiences.)	86.7%
Q19. Diversity 2 (My teacher licensure program prepared me to treat all students fairly and establish an environment that is respectful, supportive, and caring.)	100.0%

Q20. Diversity 3 (My teacher licensure program prepared me to use technology to enhance teaching and student learning.) — 100.0%

Q21. Diversity 4 (My teacher licensure program prepared me to collaborate with colleagues and members ofthe community when and where appropriate.) — 100.0%

Q22. Diversity 5 (My teacher licensure program collected evidence of my performance on multiple measures tomonitor my progress.) — 93.3%

Q23. Stds Knwld 1 (My teacher licensure program provided me with knowledge of the Ohio Licensure Program standards for my discipline (e.g. NAEYC, CEC, NCTM).) — 100.0%

Q24. Stds Knwld 2 (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.) — 53.3%

Q25. . Stds Knwld 3 (My teacher licensure program provided me with knowledge of the requirements for the Resident Educator License.) — 53.3%

Q26. Stds Knwld 4 (My teacher licensure program provided me with knowledge of the Ohio Standards for theTeaching Profession.) — 86.7%

Q27. Stds Knwld 5 (My teacher licensure program provided me with knowledge of the Ohio Standards for Professional Development.) — 80.0%

Q28. Stds Knwld 6 (My teacher licensure program provided me with knowledge of the Ohio Academic Content Standards, including the Common Core State Standards.) — 93.3%

Q29. Stds Knwld 7 (My teacher licensure program provided me with knowledge of the Value-added Growth Measure as defined by the Ohio State Board of Education.) — 60.0%

Q30. Field Exp 1 (My teacher licensure program provided field experiences that supported my development asan effective educator focused on student learning.) — 100.0%

Q31. Field Exp 2 (My teacher licensure program provided field experiences in a variety of settings (urban,suburban, and rural).) — 93.3%

Q32. Field Exp 3 (My teacher licensure program provided student teaching experience(s) that supported mydevelopment as an effective educator focused on student learning.) — 100.0%

Q33. Field Exp 4 (My teacher licensure program provided cooperating teachers who supported me through observation and conferences (face-to-face or via electronic media).) — 100.0%

Q34. Field Exp 5 (My teacher licensure program provided university supervisors who supported me through observation and conferences (face-to-face or via electronic media).) — 100.0%

Q35. Field Diversity 1 (My teacher licensure program provided opportunities to work with diverse students (including gifted students, students with disabilities, and at-risk students).) — 93.3%

Q36. Field Diversity 2 (My teacher licensure program provided opportunities to understand students' diverse cultures,languages, and experiences.) — 80.0%

Q37. Field Diversity 3 (My teacher licensure program provided opportunities to work with diverse teachers.) — 73.3%

Q38. Field Diversity 4 (My teacher licensure program provided opportunities to interact with diverse faculty.) — 80.0%

Q39. Field Diversity 5 (My teacher licensure program provided opportunities to work and study with diverse peers.) — 80.0%

Q40. Faculty 1 (Overall, the faculty in my teacher licensure program demonstrated in-depth knowledge of theirfield.) — 100.0%

Q41. Faculty 2 (Overall, the faculty in my teacher licensure program used effective teaching methods that helped promote learning.) — 93.3%

Q42. Faculty 3 (Overall, the faculty in my teacher licensure program modeled respect for diverse populations) — 86.7%

Q43. Faculty 4 (Overall, the faculty in my teacher licensure program integrated diversity-related subject matter within coursework.) — 86.7%

Q44. Faculty 5 (Overall, the faculty in my teacher licensure program used technology to facilitate teaching andlearning.) — 100.0%

Q45. Faculty 6 (Overall, the faculty in my teacher licensure program conducted themselves in a professional manner.) — 100.0%

Q46. Pgm Supp 1 (My teacher licensure program provided clearly articulated policies published to facilitate progression to program completion.) — 86.7%

Q47. Pgm Supp 2 (My teacher licensure program provided opportunities to voice concerns about the program.) — 100.0%

Q48. Pgm Supp 3 (My teacher licensure program provided advising to facilitate progression to program completion.) — 93.3%

Q49. Pgm Supp 4 (My teacher licensure program provided prepared me with the knowledge and skills necessary to enter the classroom as a Resident Educator.) — 93.3%

Pre-Service Teacher Survey Results

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). [Source: Ohio Department of Higher Education].

% Strongly agree or Agree

5-Years Combined Data: AY 2013 ~ AY 2017 (N=130)*

Question	Strongly agree/ Agree
Q1. My teacher licensure program prepared me with knowledge of research on how students learn.	98.5%
Q2. 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.	89.2%
Q3. My teacher licensure program prepared me with high levels of knowledge and the academic content I plan to teach.	97.7%
Q4. My teacher licensure program prepared me to identify instructional strategies appropriate to my content area.	94.6%
Q5. My teacher licensure program prepared me to understand the importance of linkinginterdisciplinary experiences."	90.8%
Q6. My teacher licensure program prepared me to align instructional goals and activities with Ohio's academic content standards, including the Common Core state Standards.	95.4%
Q7. My teacher licensure program prepared me to use assessment data to inform instruction.	91.5%
Q8. My teacher licensure program prepared me to clearly communicate learning goals to students.	87.7%
Q9. My teacher licensure program prepared me to apply knowledge of how students leam, to inform instruction.	96.9%
Q10. 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 atrisk students.	88.5%
Q11. My teacher licensure program prepared me to identify strategies to increase studentmotivation and interest in topics of study."	92.3%
Q12. My teacher licensure program prepared me to create learning situations in which students work independently, collaboratively, and/or a whole dass.	99.2%
Q13. My teacher licensure program prepared me to use strategies for effective dassroom management.	74.6%
Q14. My teacher licensure program prepared me to communicate clearly and effectively.	96.9%
Q15. My teacher licensure program prepared me to understand the importance of communication with families and caregivers.	90.8%
Q16. My teacher licensure program prepared me to understand, uphold, and follow professional ethics, policies, and legal codes of professional conduct.	96.2%
Q17. My teacher licensure program prepared me to use a variety of diagnostic, formative, and summative assessments.	94.6%
Q18. My teacher licensure program prepared me to communicate high expectations for all students.	99.2%
Q19. My teacher licensure program prepared me to understand students, diverse cultures, language skills, and experiences.	89.2%
Q20. My teacher licensure program prepared me to treat all students fairty and establish an environment that is respectful, supportive, and caring.	98.5%
Q21. My teacher licensure program prepared me to use technology to enhance teaching and student learning.	76.2%

Q22. My teacher licensure program prepared me to collaborate with colleagues and members of the community when and where appropriate. 90.8%

Q23. My teacher licensure program collected evidence of my performance on multiple measures to monitor my progress. 92.3%

Q24. My teacher licensure program provided me with knowledge of the Ohio Licensure Program standards for my disdpline (e.g. NAEYC, CEC, NCTM). 74.6%

Q25. My teacher licensure program provided me with knowledge of the operation of Ohio schools 3.13as delineated in the Ohio Department of Education School Operating Standards." 64.6%

Q26. My teacher licensure program provided me with knowledge of the requirements for the Ohio Resident Educator Program. 58.5%

Q27. My teacher licensure program provided me with knowledge of the Ohio Standards for the Teaching Profession. 74.6%

Q28. My teacher licensure program provided me with knowledge of the Ohio Standards for Professional Development. 65.4%

Q29. My teacher licensure program provided me with knowledge of the Ohio Academic Content Standards, induding the Common Core State Standards. 93.8%

Q30. My teacher licensure program provided me with knowledge of the Value-added Growth Measure as defined by the Ohio State Board of Education. 73.8%

Q31. My teacher licensure program provided field experiences that supported my development as an effective educator focused on student learning. 95.4%

Q32. My teacher licensure program provided field experiences in a variety of settings (urban, suburban, and rural). 80.0%

Q33. My teacher licensure program provided student teaching experience(s) that supported my development as an effective educator focused on student learning. 98.5%

Q34. My teacher licensure program provided cooperating teachers who supported me through observation and conferences (face-to-face or via electronic media). 96.9%

Q35. My teacher licensure program provided university supervisors who supported me through observation and conferences (face-to-face or via electronic media). 99.2%

Q36. My teacher licensure program provided opportunities to work with diverse students (including gifted students, students with disabilities, and at-risk students). 87.7%

Q37. My teacher licensure program provided opportunities to understand students' diverse cultures, languages, and experiences. 86.2%

Q38. My teacher licensure program provided opportunities to work with diverse teachers. 73.8%

Q39. My teacher licensure program provided opportunities to interad with diverse faculty. 79.2%

Q40. My teacher licensure program provided opportunities to work and study with diverse peers. 80.8%

Q41. Overall, the faculty in my teacher licensure program demonstrated in-depth knowledge of their field. 96.9%

Q42. Overall, the faculty in my teacher licensure program used effective teaching methods that helped promote learning. 91.5%

Q43. Overall, the faculty in my teacher licensure program modeled respect for diverse populations. 95.4%

Q44. Overall, the faculty in my teacher licensure program integrated diversity-related subject matter within coursework. 92.3%

Q45, Overall, the faculty in my teacher licensure program used technology to facilitate teaching and learning. 83.1%

Q46. Overall, the faculty in my teacher licensure program conduded themselves in a professional manner. 94.6%

Q47. My teacher licensure program provided clearly articulated policies published to facilitate progression to program completion. 86.9%

Q48. My teacher licensure program provided opportunities to voice concerns about the program. 86.2%

Q49. My teacher licensure program provided advising to facilitate progression to program completion. 84.6%

* Response Rates: AY 2013 (n=38, 100%), AY 2014 (n=42, 95.5%), AY 2015 (n=23, 100%), AY 2016 (n=15, 88.2%), AY 2017 (n=12, 54.5%)

Measure 5: Graduation Rates

Completion Analysis of Initial Teacher Licensure Programs

For Ohio Northern students who are admitted into the teacher licensure programs after the fall of their sophomore year, it typically takes about two and a half years to complete the program. Thus, our annual completion analysis is conducted of candidates at 2-2.5 years after admission to the licensure programs.

2.5 Year Completion Rates

	Admission Cohort of Teacher Licensure Programs							
	2014-15		2015-16		2016-17		2017-18	
	N	%	N	%	N	%	N	%
Admitted to a Teacher Licensure Program	22		19		37		21	
Withdrawn/ Counseled out of a program	6	27.3%	2	10.5%	5	13.5%	2	9.5%
Continued in a program	0	0.0%	4	21.1%	1	2.7%	0	0.0%
Completed without an initial licensure	0	0.0%	1	5.3%	4	10.8%	0	0.0%
Completed with an initial licensure	16	**72.7%**	12	**63.2%**	27	**73.0%**	19	**90.5%**

Data Source: ONU Center for Teacher Education
Updated August 2020

Measure 6: Ability of Competing to Meeting Licensing

State Licensure Exam Pass Rates

Our candidates' pass rates of the state licensure examinations (Ohio Assessment for Educator) were 100% for the three most recent years. The licensure examination results reflect **Title II reports**, and therefore there is a one-year lag in reporting the data. The examination results by the licensure level and content area are presented on the next page.

Summary Pass Rates of All Program Completers

Completer Cohort	# Completers	Pass Rate	
		ONU	STATE
2018-19	26	100%	95%
2017-18	12	100%	96%
2016-17	22	100%	96%

Data Source: 2020 Title II Report

OAE (Ohio Assessments for Educators) Results

by Licensure Level & Content Area

Assessment Name	Completer Cohort	# Takers	# Passers	ONU Pass Rate	State Pass Rate
Pedagogical Knowledge					
APK: Early Childhood (PK-3)	2018-19	6	6	100%	99%
	2017-18	3	3	100%	98%
	2016-17	9	9	100%	99%
APK: Mid Childhood (4-9)	2018-19	5	5	100%	96%
	2017-18	1	1	100%	95%
	2016-17	3	3	100%	96%
APK: Adolescence to Young Adult (7-12)	2018-19	11	11	100%	99%
	2017-18	4	4	100%	99%
	2016-17	1	1	100%	100%
APK: Multi-Age (PK-12)	2018-19	4	4	100%	98%
	2017-18	3	3	100%	96%
	2016-17	9	9	100%	98%
Content Knowledge					
Early Childhood Education	2018-19	6	6	100%	99%
	2017-18	3	3	100%	99%
	2016-17	9	9	100%	99%
English Language Arts	2018-19	2	2	100%	97%
Foundations of Reading	2018-19	11	11	100%	96%
	2017-18	4	4	100%	95%
	2016-17	4	4	100%	88%
Integrated Science	2018-19	1	1	100%	97%
	2016-17	1	1	100%	98%
Integrated Social Studies	2018-19	2	2	100%	93%
	2017-18	3	3	100%	94%
Mathematics	2018-19	5	5	100%	97%
	2017-18	1	1	100%	97%
	2015-16	3	3	100%	97%
Mid Grades Eng Lang Arts	2018-19	4	4	100%	97%
	2017-18	1	1	100%	97%
	2016-17	1	1	100%	97%
Mid Grades Mathematics	2018-19	2	2	100%	95%
	2016-17	3	3	100%	94%
Mid Grades Science	2018-19	3	3	100%	96%
	2017-18	1	1	100%	95%
	2016-17	2	2	100%	94%
Mid GradesSocial Studies	2018-19	1	1	100%	92%
	2017-18	1	1	100%	89%
Music	2018-19	4	4	100%	97%
	2017-18	1	1	100%	98%
	2016-17	5	5	100%	97%
Tech Education Subtest I	2018-19	1	1	100%	na
	2017-18	1	1	100%	na
	2016-17	3	3	100%	na
Tech Education Subtest II	2018-19	1	1	100%	na
	2017-18	1	1	100%	na
	2016-17	3	3	100%	na

Data Source: 2020 Title II Reports (The licensure examination results reflect Title II reports, and therefore there is a one-year lag in reporting the data)

Measure 7: Ability of completers to be hired in education positions for which they have prepared

Employment Data of Completers

Employment data are gathered from the two sources: Ohio teacher data provided by the State and the ONU Center for Teacher Education tracked data of all completers graduated in the recent four years.

Teaching Status of Completers: 2019-20 School Year

Year Graduation	Teaching (Ohio)		Teaching (Other States)		Graduate School		Not Teaching		Unknown	
	N	%	N	%	N	%	N	%	N	%
2015-16	13	76.5%	2	11.8%	1	5.9%			1	5.9%
2016-17	15	68.2%	6	27.3%			1	4.5%		
2017-18	7	58.3%	2	16.7%			3	25.0%		
2018-19	23	88.5%		0.0%	2	7.7%	1	3.8%		
Total	58	75.3%	10	13.0%	3	3.9%	5	6.5%	1	1.3%

Updated April 2021

Measure 8: Student Loan Default Rates and Consumer Information

ONU Student Loan Default Rates

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School Default Rates
FY 2017, 2016, and 2015

RETURN TO RESULTS

Record 1 of 1

OPE ID	School	Type	Control	PRGMS		FY2017	FY2016	FY2015
003089	OHIO NORTHERN UNIVERSITY 525 SOUTH MAIN STREET ADA OH 45810-1555	Master's Degree or Doctor's Degree	Private	Both (FFEL/FDL)	Default Rate	2.8	3.7	3.3
					No. in Default	20	28	24
					No. in Repay	709	747	723
					Enrollment figures	3,288	3,791	3,678
					Percentage Calculation	21.5	19.7	19.6

ENROLLMENT: To provide context for the Cohort Default Rate (CDR) data we include enrollment data (students enrolled at any time during the year) and a corresponding percentage (borrowers entering repayment divided by that enrollment figure). While there is no direct relationship between the timing of when a borrower entered repayment (October 1 through September 30) and any particular enrollment year, for the purpose of these data, we have chosen to use the academic year ending on the June 30 prior to the beginning of the cohort year (e.g., FY 2017 CDR Year will use 2015-2016 enrollment).

Current Date : 04/20/2021

ONU Consumer Information

This website has been created to fulfill Ohio Northern University's compliance with the disclosure requirements under the Higher Education Act of 1965 (HEA), as amended by the Higher Education Opportunity Act of 2008 (HEOA).