

Council for Accreditation of Educator Preparation Annual Reporting Measures

1. Impact on P-12 learning and Development- Value added (student growth) assessments are administered to the students of public school educators. These assessments are completed each academic year in Elementary grades, Middle School (grades 4-8) and High School End-of-Course Exams. The results below are the students’ scores who were taught by our graduates for each of the last 3 years. Data for the 2019-2020 academic year is not available due to the COVID-19 pandemic.

Value Added Measure (student growth)

Ohio Christian University	N	Most Effective	Above Average	Average	Approaching Average	Least Effective	% high/med poverty districts	% high/med minority student population	% building level grade F Ohio Report Card
2019-2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2018-19	21	14%	9.5%	38%	29%	9.5%	52%	38%	43%
2017-18	16	31%	N/A	44%	25%	N/A	50%	25%	56%
2016-17	5	40%	N/A	N/A	N/A	60%	N/A	100%	60%

2. Indicators of Teaching Effectiveness- The Ohio Teacher Evaluation

System (OTES) supplies educators details concerning their performance in the classroom. The educator’s rating is based both on classroom observations and value added (student growth) data. Data is reported annually according to the year the teacher’s license was effective. OCU is in the process of adding case studies to collect data on our graduates’ teaching effectiveness. This data will be available soon. Data for the 2019-2020 academic year is not available due to the COVID-19 pandemic.

Ohio Teacher Evaluation Systems (OTES)

OCU	Ineffective	Developing	Proficient	Accomplished
2019-20	n/a	n/a	n/a	n/a
2018-19	n/a*	n/a*	n/a*	n/a*
2017-18	n/a*	n/a*	n/a*	n/a*
2016-17	n/a*	n/a*	3	n/a*

* Ohio Educator Performance Reports counts <3 for confidentiality

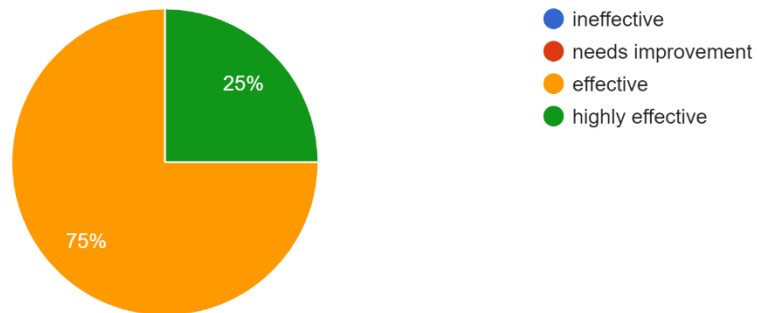
3. Satisfaction of Employers and Employment Milestones

The Ohio Department of Higher Education discontinued their Employer Satisfaction survey with plans to implement a new survey in 2020 through an Educator Prep Program consortium. The pandemic put these plans on hold. The Ohio Christian University School of Education distributes a survey to administrators who evaluate OCU graduates they employ.

OCU School of Education Employer Survey Results:

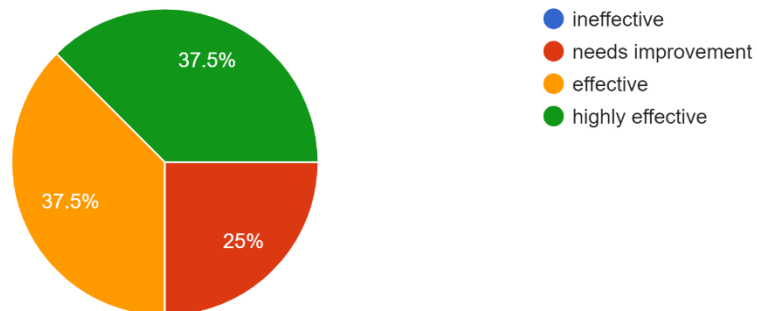
How effectively does the teacher demonstrate knowledge of their content and Ohio Learning Standards?

8 responses



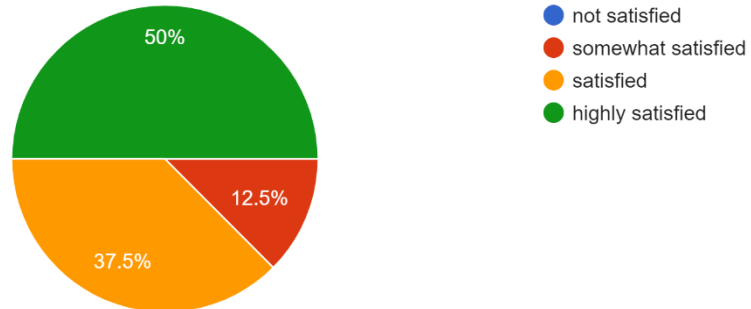
How effectively does the teacher demonstrate a deep understanding of the learner and learning?

8 responses



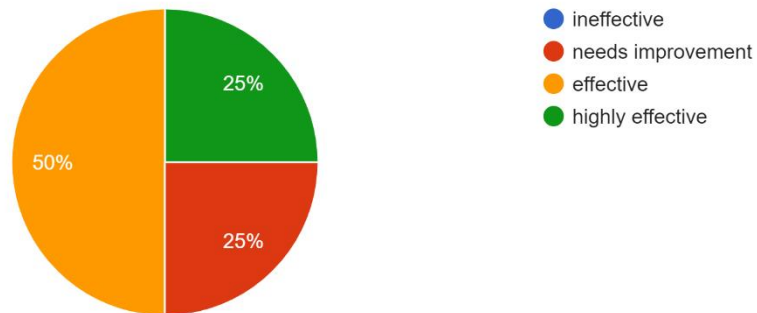
How satisfied are you with the teacher's preparation for their assigned duties in working with P-12 students?

8 responses



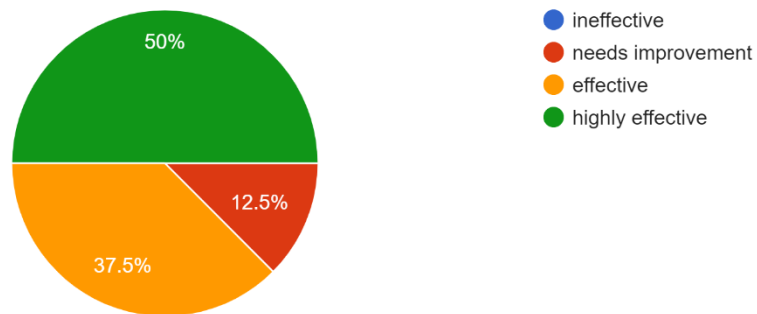
How effectively does the teacher demonstrate instructional practices?

8 responses



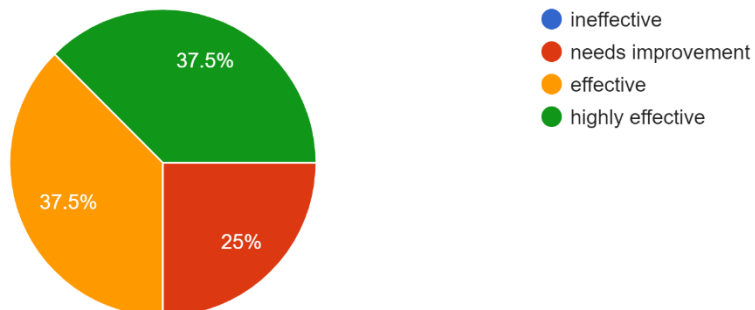
How effectively does the teacher demonstrate professional responsibility and Professional Standards for Ohio Educators?

8 responses



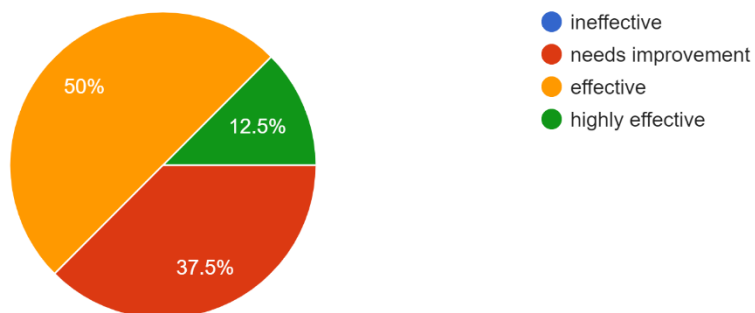
How effectively does the teacher model and apply technology to engage students, improve learning, and enrich professional practice?

8 responses



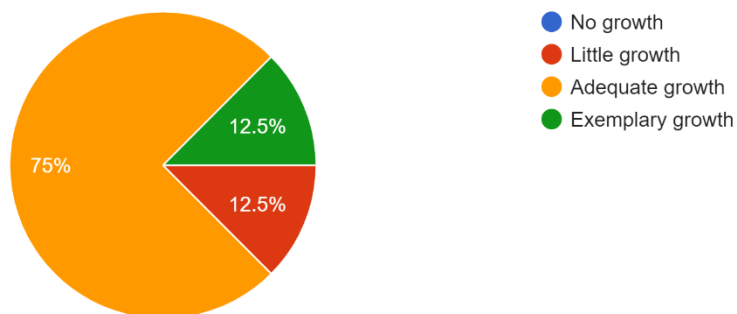
How effectively does the teacher create, implement and use summative and formative assessments to measure students' progress and adjust instruction?

8 responses



To what degree have you seen growth in the teacher during the course of the school year?

8 responses



- 3. Satisfaction of Employers and Employment Milestones-** Ohio’s Resident Educator program covers a vigorous four-year teacher progress. OCU-prepared teachers are followed from licensure through the Resident Educator (RE) program. In year 3, a summative assessment is also given.

Resident Educator Persistence

OCU	Year 1	Year 2	Year 3	Year 4
2019-20	15 (100%)	4 (100%)	2 (40%)	1 (25%)
2018-19	2 (100%)	5 (71%)	4 (100%)	4 (100%)
2017-18	7 (100%)	4 (100%)	4 (100%)	
2016-17	4 (100%)	4 (100%)		

4. Satisfaction of Completers

OCU uses two alumni surveys to make continuous improvements to our programs. The first survey is given to our graduates two years into their Resident Educator program. The second survey is given to our alumni one and three years after graduating. This feedback is used to strengthen weaknesses and bolster strengths of our programs.

Ohio Dept of Higher Education: Educator Preparation Program Report

1 - Strongly disagree; 2 - Disagree; 3 - Agree; 4 - Strongly agree

Average Survey Responses

Ohio Christian University

Preparation Area	2020 3 Respondents	2019 2 Respondents	2018 1 Respondent	2017 3 Respondents
P - Pedagogy	3.63	3.68	3.65	3.08
D - Diversity	3.67	3.9	3.6	3.07
S - Standards Knowledge	3.57	3.71	4	3
FE - Field Experience	3.73	3.7	3.83	3.67
FD - Field Diversity	3.47	3.7	3.25	3.07
F - Faculty	4	3.92	4	3.67
PS - Program Support (after graduating)	4	3.5	4	3.67

OCU Alumni Survey

2020 Results-10 Respondents

	STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE	TOTAL	WEIGHTED AVERAGE
I am able to effectively teach students from diverse populations.	10.00% 1	0.00% 0	0.00% 0	50.00% 5	40.00% 4	10	4.10
I learned leadership and teaching skills essential to performing the functions of a teacher.	0.00% 0	0.00% 0	0.00% 0	70.00% 7	30.00% 3	10	4.30
I have learned content and pedagogical strengths.	0.00% 0	0.00% 0	0.00% 0	80.00% 8	20.00% 2	10	4.20
I can demonstrate the dispositions of a holistic educator as learned through my student teaching experience.	0.00% 0	0.00% 0	10.00% 1	40.00% 4	50.00% 5	10	4.40
I am able to demonstrate knowledge/skills/dispositions that meet the OH teacher standards.	0.00% 0	0.00% 0	0.00% 0	50.00% 5	50.00% 5	10	4.50
My field experience placements provided diverse experiences.	0.00% 0	10.00% 1	10.00% 1	30.00% 3	50.00% 5	10	4.20
During my student teaching assignment, the classroom teachers guided and assessed my progress and provided meaningful feedback.	0.00% 0	0.00% 0	10.00% 1	20.00% 2	70.00% 7	10	4.60
My education have prepared me to effectively use various types of technology in the field.	0.00% 0	0.00% 0	10.00% 1	60.00% 6	30.00% 3	10	4.20
My teacher education preparation was relevant to the responsibilities I confront in the school.	0.00% 0	0.00% 0	10.00% 1	70.00% 7	20.00% 2	10	4.10
My teacher education preparation was effective.	0.00% 0	0.00% 0	0.00% 0	70.00% 7	30.00% 3	10	4.30

2019 Results- 8 Respondents

	STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE	TOTAL	WEIGHTED AVERAGE
I am able to effectively teach students from diverse populations.	0.00% 0	0.00% 0	12.50% 1	50.00% 4	37.50% 3	8	4.25
I learned leadership and teaching skills essential to performing the functions of a teacher.	0.00% 0	0.00% 0	0.00% 0	37.50% 3	62.50% 5	8	4.63
I have learned content and pedagogical strengths.	0.00% 0	0.00% 0	12.50% 1	25.00% 2	62.50% 5	8	4.50
I can demonstrate the dispositions of a holistic educator as learned through my student teaching experience.	0.00% 0	0.00% 0	25.00% 2	0.00% 0	75.00% 6	8	4.50
I am able to demonstrate knowledge/skills/dispositions that meet the OH teacher standards.	0.00% 0	0.00% 0	25.00% 2	12.50% 1	62.50% 5	8	4.38
My field experience placements provided diverse experiences.	0.00% 0	12.50% 1	12.50% 1	12.50% 1	62.50% 5	8	4.25
During my student teaching assignment, the classroom teachers guided and assessed my progress and provided meaningful feedback.	0.00% 0	0.00% 0	12.50% 1	12.50% 1	75.00% 6	8	4.63
My education have prepared me to effectively use various types of technology in the field.	0.00% 0	12.50% 1	12.50% 1	25.00% 2	50.00% 4	8	4.13
My teacher education preparation was relevant to the responsibilities I confront in the school.	0.00% 0	0.00% 0	12.50% 1	37.50% 3	50.00% 4	8	4.38
My teacher education preparation was effective.	0.00% 0	0.00% 0	12.50% 1	25.00% 2	62.50% 5	8	4.50

2018 Results- 8 Respondents

	STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE	TOTAL	WEIGHTED AVERAGE
I am able to effectively teach students from diverse populations.	12.50% 1	0.00% 0	12.50% 1	37.50% 3	37.50% 3	8	3.88
I learned leadership and teaching skills essential to performing the functions of a teacher.	0.00% 0	0.00% 0	12.50% 1	37.50% 3	50.00% 4	8	4.38
I have learned content and pedagogical strengths.	12.50% 1	12.50% 1	0.00% 0	37.50% 3	37.50% 3	8	3.75
I can demonstrate the dispositions of a holistic educator as learned through my student teaching experience.	12.50% 1	0.00% 0	12.50% 1	12.50% 1	62.50% 5	8	4.13
I am able to demonstrate knowledge/skills/dispositions that meet the OH teacher standards.	12.50% 1	0.00% 0	0.00% 0	37.50% 3	50.00% 4	8	4.13
My field experience placements provided diverse experiences.	12.50% 1	0.00% 0	0.00% 0	25.00% 2	62.50% 5	8	4.25
During my student teaching assignment, the classroom teachers guided and assessed my progress and provided meaningful feedback.	12.50% 1	0.00% 0	0.00% 0	0.00% 0	87.50% 7	8	4.50
My education have prepared me to effectively use various types of technology in the field.	12.50% 1	0.00% 0	0.00% 0	25.00% 2	62.50% 5	8	4.25
My teacher education preparation was relevant to the responsibilities I confront in the school.	12.50% 1	0.00% 0	0.00% 0	50.00% 4	37.50% 3	8	4.00
My teacher education preparation was effective.	12.50% 1	0.00% 0	0.00% 0	50.00% 4	37.50% 3	8	4.00

2017 Results-1 Respondent

	STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE	TOTAL	WEIGHTED AVERAGE
I am able to effectively teach students from diverse populations.	0.00% 0	0.00% 0	0.00% 0	100.00% 1	0.00% 0	1	4.00
I learned leadership and teaching skills essential to performing the functions of a teacher.	0.00% 0	0.00% 0	0.00% 0	100.00% 1	0.00% 0	1	4.00
I have learned content and pedagogical strengths.	0.00% 0	0.00% 0	0.00% 0	100.00% 1	0.00% 0	1	4.00
I can demonstrate the dispositions of a holistic educator as learned through my student teaching experience.	0.00% 0	0.00% 0	0.00% 0	0.00% 0	100.00% 1	1	5.00
I am able to demonstrate knowledge/skills/dispositions that meet the OH teacher standards.	0.00% 0	0.00% 0	100.00% 1	0.00% 0	0.00% 0	1	3.00
My field experience placements provided diverse experiences.	0.00% 0	0.00% 0	0.00% 0	0.00% 0	100.00% 1	1	5.00
During my student teaching assignment, the classroom teachers guided and assessed my progress and provided meaningful feedback.	0.00% 0	0.00% 0	0.00% 0	100.00% 1	0.00% 0	1	4.00
My education have prepared me to effectively use various types of technology in the field.	0.00% 0	100.00% 1	0.00% 0	0.00% 0	0.00% 0	1	2.00
My teacher education preparation was relevant to the responsibilities I confront in the school.	0.00% 0	0.00% 0	0.00% 0	100.00% 1	0.00% 0	1	4.00
My teacher education preparation was effective.	0.00% 0	0.00% 0	0.00% 0	100.00% 1	0.00% 0	1	4.00

Graduation Rates

OUC's School of Education advises all our candidates personally to ensure they are successful and complete their degree within 4 years.

Initial licensure candidates enter their specific program by faculty approval after completing EDU 2030 Foundations of Education, and graduate in four years.

	Entered 2013-14	Entered 2014-15	Entered 2015-16	Overall
Number of Candidates Entering	19	17	15	51
4 Year Graduation Rate	89.5%	82.4%	80%	84%
Completed Another Degree Non-license, Education	N/A	6%	20%	13%

Completed Another Degree Non-Education Major	5%	N/A	N/A	5%
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Ability of Completers to Meet Licensing Requirements

OCU programs prepare our candidates to meet licensing requirements in pedagogy, content and professional knowledge. These exams are strategically taken throughout the course of each candidate's progress. Candidates are urged to complete Ohio Assessments for Educators before completing student teaching.

Ohio Assessment for Educators

Year	Number taking tests	Number of passing tests	Pass Rate
2018-19	16	15	98%
2017-18	10	8	80%
2016-17	19	14	74%

Ability of Completers to be Hired

The Ohio Department of Education provides data concerning our graduates who are working in public schools in the state of Ohio. Additionally, many of our graduates work in private schools and schools in their home state as well as go on to graduate school.

We also ask our graduates to provide employment information in our Alumni Survey which is distributed 2 years after graduation.

Year	2018-19	2018-17	2016-17
Percentage hired	62%	80%	77%

Alumni Survey Employment Status

2018 Survey- 8 Respondents

Q5 My employment status is best described as:

Answered: 8 Skipped: 0

ANSWER CHOICES	RESPONSES	
Full-time employment	75.00%	6
Part-time employment	25.00%	2
Full time graduate student	0.00%	0
Retired	0.00%	0
Stay-at-home parent	0.00%	0
Unemployed, looking for employment	0.00%	0
Unemployed, not looking for employment	0.00%	0
TOTAL		8

2017 Survey- 8 Respondents

Q5 My employment status is best described as:

Answered: 8 Skipped: 0

ANSWER CHOICES	RESPONSES	
Full-time employment	50.00%	4
Part-time employment	50.00%	4
Full time graduate student	0.00%	0
Retired	0.00%	0
Stay-at-home parent	0.00%	0
Unemployed, looking for employment	0.00%	0
Unemployed, not looking for employment	0.00%	0
TOTAL		8

2016 Survey- 1 Respondent

Q5 My employment status is best described as:

Answered: 1 Skipped: 0

ANSWER CHOICES	RESPONSES	
Full-time employment	100.00%	1
Part-time employment	0.00%	0
Full time graduate student	0.00%	0
Retired	0.00%	0
Stay-at-home parent	0.00%	0
Unemployed, looking for employment	0.00%	0
Unemployed, not looking for employment	0.00%	0
TOTAL		1

Consumer Information

OCU has one of the lowest costs of tuition for a private school in the state of Ohio. Our university has measures to keep tuition low but standards high.

Cost of Tuition

1. Full time undergrad tuition
 - a. \$21,990 – for the year (\$10,995 per semester)
2. Room and Board
 - a. \$8,568 – for the year (\$4,284 per semester)
3. Scholarships and grants (All data taken from IPEDS – attached below)
 - a. **(\$12,500,911)** All grant aid to undergraduate students in 19/20
 - b. Federal - \$4,285 (average per student)
 - c. State - \$2,870 (Average per student)
 - d. Institutional - \$6,627 (Average per student)
 - e. Total - \$10,145 (Average per student)
4. Percentage of our students who receive Financial Aid
 - a. 98%

Student Default Rate

- b. 2017 – 16.5%
- c. 2016 – 18.9%
- d. 2015 – 19.9%