

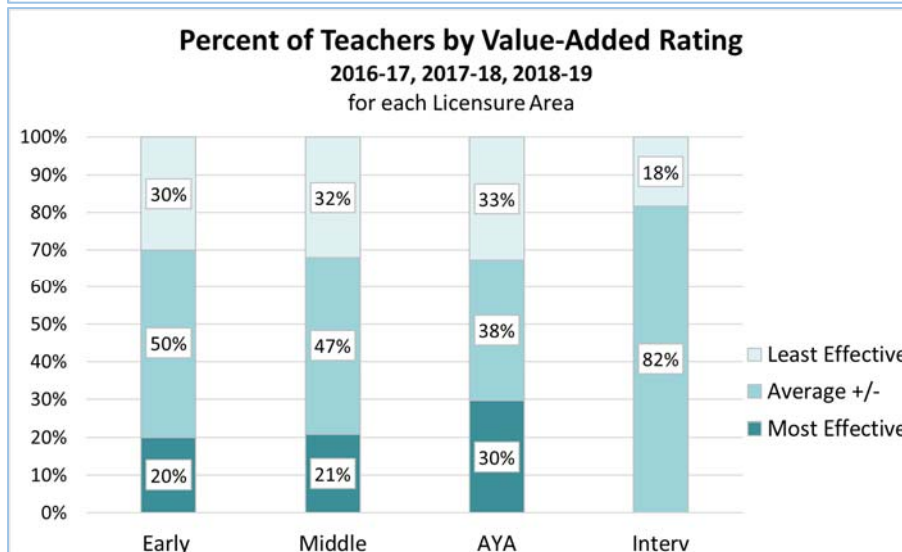
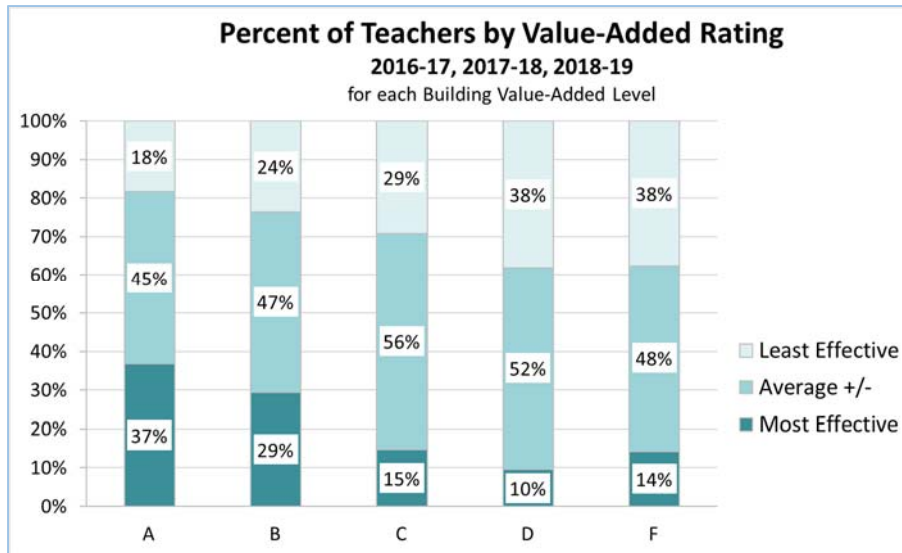
Annual Reporting Measures

1. Impact on P-12 learning and development

Value-added Data (Ohio Department of Education)

Value-added assessments are provided for Ohio public-school classroom teachers based on Elementary and Middle School Tests (Grades 4-8) and high school End-of-Course Tests. EPP results are reported each academic year for program completers matched to teachers in the first four years of their license.

University of Dayton	N	Most Effective	Average +/-	Least Effective	% high/med. high		% Building Level F
					poverty	minority	
2016-17	123	20%	55%	26%	65%	54%	41%
2017-18	98	19%	47%	34%	48%	65%	43%
2018-19	88	24%	46%	31%	42%	61%	42%
Statewide	N	Most Effective	Average +/-	Least Effective	% high/med. high		% Building Level F
2016-17	4,259	20%	56%	25%	49%	52%	42%
2017-18	4,371	18%	59%	23%	54%	50%	43%
2018-19	3,480	18%	54%	29%	49%	55%	42%



Annual Reporting Measures

2. Indicators of teaching effectiveness

- Ohio Teacher Evaluation System (OTES)

Ohio's system for evaluating teachers (OTES) provides educators with a detailed view of their performance, with a focus on specific strengths and opportunities for improvement. Ratings incorporate teaching observations and performance based on state value-added measures. Data are reported each academic year for teachers by the year their license was effective. Results below are aggregated for each academic year from teachers having the initial 4-year Resident Educator license.

Academic Year UD	Accomplished	Skilled	Developing	INEFFECTIVE	% of EFFECTIVE Teachers Rated		
					Accomplished	Skilled	Developing
2016-17	120	135	19	n/a*	44%	49%	7%
2017-18	112	96	27	n/a*	48%	41%	11%
2018-19	86	95	20	n/a*	43%	47%	10%
Ohio							
2016-17	4,515	5,814	828	n/a*	40%	52%	7%
2017-18	3,762	4,981	1,034	n/a*	38%	51%	11%
2018-19	3,226	4,626	992	n/a*	36%	52%	11%

** Ohio Educator Performance Reports show counts by the teacher effective license year, and counts < 3 are masked for confidentiality. The estimated percent values are calculated for the known number of 'effective' teachers rated as Accomplished, Skilled, or Developing.*

Annual Reporting Measures

3. Satisfaction of employers and employment milestones

Employer feedback and the persistence of our completers in the profession are studied each year for specific areas to devote effort to continuous improvement. Preparing our graduates to use data and assessment for student learning, and planning instruction has been a recent focus in our teacher and principal programs.

- Employer Survey Results

The Ohio Department of Higher Education (ODHE) distributed a survey to employers of Ohio educators to rate the preparation teachers from specified EPPs. The School of Education and Health Science (SEHS), distributes a survey at the Education Interview Day (EID) asking previous employers attending to rate their satisfaction.

ODHE Employer Survey <i>*discontinued by ODHE. Plans to continue in 2020 through an EPP consortium.</i>	Mean Response % of Scale (1 to 4)			SEHS Employer Survey	Mean Response % of Scale (1 to 5)		
	2016	2017	2018		2018	2019	2020
The University of Dayton prepares its graduates to:				How satisfied are you with University of Dayton graduates' ...			
Understand student learning and development	87%	73%	86%	Understanding of the learning and development of the students/clients they teach/serve or the learning community in which they lead?	89%	91%	
Respect the diversity of the students they teach	83%	75%	88%	Respect for the diversity of the students/clients they serve or the learning community in which they lead?	92%	91%	
Know and understand the content area for which they have instructional responsibility	87%	75%	88%	Ability to create learning/professional communities that promote high levels of achievement for all students/clients?	88%	84%	
Understand and use content-specific instructional strategies to effectively teach the central concepts and skills of the discipline	83%	73%	81%	Commitment to reflection on professional practices related to professional goals?	90%	88%	
Be knowledgeable about assessment types, their purposes, and the data they generate	75%	63%	84%	Thinking of the UD graduates you have worked with, ...			
Analyze data to monitor student progress and learning	76%	58%	81%	How likely would you be to recommend them for retention?	98%	99%	
Use data to plan, differentiate, and modify instruction	78%	60%	79%	How likely would you be to recommend them for promotion?	92%	96%	
Align instructional goals and activities with school and district priorities	81%	67%	77%				
Differentiate instruction to support the learning needs of all students	73%	65%	81%				
Treat students fairly and establish an environment that is respectful, supportive, and caring	83%	77%	88%				
Maintain an environment that is conducive to learning for all students	83%	77%	84%				
Communicate clearly and effectively	83%	75%	84%				
Collaborate effectively with other teachers, administrators, and district staff	81%	71%	84%				
Understand, uphold, and follow professional ethics, policies, and legal codes of professional conduct	87%	79%	84%				
Assume responsibility for professional growth	83%	75%	81%				

Annual Reporting Measures

3. Satisfaction of employers and employment milestones

- Resident Educator Persistence in the Field

The Resident Educator Program in Ohio encompasses a robust four-year teacher development system. From the data exports available on UD-prepared teachers, the persistence of each cohort is tracked from licensure through the Resident Educator (RE) program. A statewide summative assessment is required by Year 3.

License Effective Year	# Licenses Issued	# in Ohio RE Program	RE PROGRAM COMPLETION RATE			
			As of 2018-19			
			Yr 1	Yr 2	Yr 3	Yr 4
2015	169	113	98%	89%	79%	64%
Adolescence to Young Adult (7-12)	37	26	100%	92%	85%	62%
Early Childhood (P-3)	57	36	100%	89%	81%	92%
Early Childhood Interv Spec (P-3)	5	4	Low N	Low N	Low N	Low N
Intervention Specialist (K-12)	29	20	95%	80%	65%	50%
Middle Childhood (4-9)	31	21	100%	95%	86%	76%
Multi Age (P-12)	10	6	100%	100%	100%	67%
2016	151	99	99%	86%	62%	
Adolescence to Young Adult (7-12)	37	29	100%	79%	55%	
Early Childhood (P-3)	56	33	97%	85%	73%	
Early Childhood Interv Spec (P-3)	5	4	Low N	Low N	Low N	
Intervention Specialist (K-12)	26	16	100%	94%	56%	
Middle Childhood (4-9)	19	12	100%	83%	50%	
Multi Age (P-12)	8	5	100%	100%	40%	
2017	129	69	99%	81%		
Adolescence to Young Adult (7-12)	24	14	100%	100%		
Early Childhood (P-3)	43	18	94%	67%		
Early Childhood Interv Spec (P-3)	7	4	Low N	Low N		
Intervention Specialist (K-12)	30	18	100%	83%		
Middle Childhood (4-9)	19	12	100%	75%		
Multi Age (P-12)	6	3	100%	67%		
2018	126	65	100%			
Adolescence to Young Adult (7-12)	24	11	100%			
Early Childhood (P-3)	53	27	100%			
Early Childhood Interv Spec (P-3)	17	5	100%			
Intervention Specialist (K-12)	13	9	100%			
Middle Childhood (4-9)	16	12	100%			
Multi Age (P-12)	3	1	Low N			

Annual Reporting Measures

4. Satisfaction of completers

The University of Dayton uses the feedback from our completers to promote the benefits of our program, as well as to address areas that our newest teachers have indicated are areas to continue to improve. Technology needs, classroom management and using value-added measures for K-12 student growth have been addressed.

Initial 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 in Year 2 receive an invitation to complete the survey.

Ohio Dept of Higher Education: Educator Preparation Program Report

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

Average Survey Responses

Preparation Area	Univ of Dayton		
	2017	2018	2019
P - Pedagogy	3.58	3.45	3.53
D - Diversity	3.63	3.46	3.56
S - Standards Knowledge	3.31	3.31	3.31
FE - Field Experience	3.71	3.49	3.65
FD - Field Diversity	3.50	3.23	3.56
F - Faculty	3.73	3.52	3.73
PS - Program Support	3.52	3.36	3.64
Response Rate	10%	17%	14%

Average Survey Responses by Licensure Area

Combined Survey Years 2017-2019

	Adolescence to Young Adult (7-12)	Early Childhood (P-3)	Intervention Specialist (K-12)	Middle Childhood (4-9)	Multi Age (P-12)
P - Pedagogy	3.46	3.72	3.53	3.34	3.69
D - Diversity	3.53	3.72	3.69	3.35	3.67
S - Standards Knowledge	3.35	3.50	3.36	2.79	3.00
FE - Field Experience	3.74	3.83	3.57	3.15	3.67
FD - Field Diversity	3.49	3.69	3.56	2.50	3.67
F - Faculty	3.66	3.78	3.70	3.38	3.72
PS - Program Support	3.56	3.52	3.43	3.19	4.00
Number of Responses	17	22	14	4	3

Annual Reporting Measures

4. Satisfaction of completers

Advanced Programs

Results of the UD SEHS Alumni Survey are presented. The process is being refined to allow for tracking responses adequately, and improving response rates. Findings indicate advanced program completers are satisfied with their preparation at University of Dayton.

	2015 2009-2014 Alumni		2016 2010-2015 Alumni	
	Building/District Leadership	Counselor/ Psychologist	Building/District Leadership	Counselor/ Psychologist
N	23	36	3	11
Do the job for which I prepared	83%	89%	100%	91%
Study the links between what I do as a professional and students'/clients' results	74%	78%	100%	89%
Use data to support professional decision-making and problem solving	87%	89%	100%	91%
Incorporate technology into my practice	74%	61%	100%	64%
Seriously reflect on my professional choices	87%	97%	100%	100%
Seriously reflect on the values that drive my decisions affecting students/clients	91%	89%	100%	91%
Reflect on how professional knowledge guides my practice	91%	97%	100%	91%
Create a positive learning environment for all students/clients	91%	94%	100%	100%
Function as a team member and promote team work	83%	94%	100%	100%
Establish ethical partnerships with stakeholders that promote individual development	91%	92%	100%	100%
Be aware of my own biases regarding diverse populations	83%	89%	100%	100%
Know that not everyone shares my background and beliefs	87%	92%	100%	70%
Be an advocate for social justice for the students/clients with whom I work	87%	92%	100%	73%
Work effectively with people from diverse populations	74%	89%	100%	80%

Annual Reporting Measures

5. Graduation rates

The University of Dayton offers excellent advising for our education programs, and has led the way in establishing higher standards to ensure academic success that prepares our students for the profession of education.

Initial Level

Initial licensure candidates enter a cohort by faculty recommendation after completing the entry course, and graduate in four years.

Initial Licensure Candidates	Entered 2013-14	Entered 2014-15	Entered 2015-16	Overall
Number of Candidates Entering	172	154	171	497
4-year Graduation Rate	90%	88%	87%	88%
Completed Licensure Program	73%	72%	71%	72%
Completed other degree				
<i>non-license Education major</i>	5%	8%	3%	5%
<i>non-Education major</i>	11%	8%	13%	11%

Advanced Level

Advanced licensure candidates enter a cohort at admission to the program. The data show the number of entering advanced licensure candidates and the % who completed the program.

Licensure programs	<u>Entered 2014-15</u>		<u>Entered 2015-16</u>		<u>Entered 2016-17</u>	
	N	% Completed	N	% Completed	N	% Completed
Principal	41	68%	39	69%	68	60%
Superintendent	34	18%	28	14%	29	45%
Curriculum, Instruction & Prof. Dev	7	0%	4	0%	5	0%
Masters/Specialist programs	<u>Entered 2015-16</u>		<u>Entered 2016-17</u>		<u>Entered 2017-18</u>	
	N	% Completed	N	% Completed	N	% Completed
School Counselor	40	73%	34	85%	29	83%
School Psychologist	11	45%	9	100%	12	75%

Annual Reporting Measures

6. Ability of completers to meet licensing requirements

Programs emphasize the Ohio content and pedagogy assessments in the preparation of our candidates. The edTPA® performance assessment is required for completion of our initial teacher programs, and is a requirement for licensure in some states. Our candidates' performance has improved or maintained high levels.

- Ohio Assessments for Educators (OAE): Overall Pass Rates

Teacher Licensure Completers Pass Rates:

Completed Year	Completers Tested	Pass Rate	Statewide
2015-16	159	97%	95%
2016-17	121	98%	95%
2017-18	112	97%	93%

Advanced Licensure Exam Pass Rates

Test Year	Principal Licensure	School Counselor	School Psychologist	Completed Year	Principal Licensure	School Counselor	School Psychologist
2016-17	87%	94%	100%				
2017-18	89%	90%	100%	2017-18	97%	87%	100%
2018-19				2018-19	90%	93%	100%

Teacher Performance Assessment Scores (edTPA)

Initial teacher candidates prepare an edTPA® teacher portfolio which is submitted and scored at the national level. The passing score is set in our program, as the state of Ohio does not currently require the edTPA for licensure. The assessment gives feedback to program faculty on candidates' performance in planning for instruction and assessment, instructing and engaging students in learning, and assessing student learning.

Test Year	Completers Tested	Mean as % Score (out of 75 points)			Pass Rate: > 36 total score		
		UD	Statewide	National	UD	Statewide	National
2016-17	119	59%	58%	60%	92%	83%	88%
2017-18	110	60%	57%	59%	96%	73%	87%
2018-19	141	59%	57%	58%	96%	83%	87%

Annual Reporting Measures

7. Ability of completers to be hired

- Ohio Department of Education

Employment data of teachers and principals credentialed is provided to EPPs in Ohio, in addition to educator search from the Ohio Dept. of Education. Data show the percent of licensed educators employed in public schools in Ohio. Many of our graduates get jobs teaching in other states, or in private schools.

- Flyer First Destination Survey

The office of Career Services surveys our graduating students after receiving a degree from the University of Dayton. The data show the percent responding they are employed “within my chosen field”.

	<u>Ohio Dept. of Education</u>			<u>Flyer First Destination Survey</u>		
	% of licensed completers employed <i>in Ohio</i>			% of respondents reporting employment <i>in field</i>		
Ohio Licensed Educator	2015	2016	2017	2015-16	2016-17	2017-18
Initial Licensure	52%	34%	33%	89%	95%	91%
Principal Licensure	96%	89%	90%	n/a	n/a	n/a
Superintendent License	100%	100%	93%	n/a	n/a	n/a
Curriculum, Instruction & Prof. Dev	100%	100%	---	100%	---	---
School Counselor	61%	61%	84%	76%	91%	88%
School Psychologist	n/a	n/a	91%	61%	88%	100%

Annual Reporting Measures

8. Consumer Information

At UD, transparency guides our approach to cost: no tuition increases, no fees, and available textbook and study abroad scholarships. Our graduate tuition in the School of Education and Health Science increases the value of our advanced educator preparation among comparable universities and colleges.

- Cost of Education

2019-20 Costs

- Undergraduate Programs – Full-Time Tuition per year: \$44,100; Room and Board: \$14,151
- Graduate Programs – Full-Time Tuition per year: \$11,970 - \$15,960 (\$665 per credit hour)

The University invests in our students each year through generous financial aid awards, and merit scholarships worth up to \$112,000 (over four years) are available, and 98 percent of our students receive financial assistance.

- Student Loan Default Rates

Eighty-five percent of UD students begin to repay their student loans within three years of graduating compared to 46% nationally.



School Default Rates
FY 2016, 2015, and 2014

Record 1 of 1

OPE ID	School	Type	Control	PRGMS		FY2016	FY2015	FY2014
003127	UNIVERSITY OF DAYTON 300 COLLEGE PARK DAYTON OH 45469-1668	Master's Degree or Doctor's Degree	Private	Both (FFEL/FDL)	Default Rate	2.1	1.4	1.9
					No. in Default	39	28	38
					No. in Repay	1,852	1,933	1,980
					Enrollment figures	13,183	13,004	13,763
					Percentage Calculation	14	14.8	14.3