

2022-23

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# 2022-2023 Annual Report



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# Table of Contents

Division of Education .....	3
Mission.....	3
Our Story.....	3
Licensures and Endorsements.....	4
Measure 1 Completer Effectiveness and Impact on P-12 Learning and Development .....	5
Initial Ohio Teacher Evaluation System (OTES) Results for Ohio Teachers Prepared by an Ohio Educator Preparation Provider at Walsh University .....	5
Initial Value-Added Data for Students Taught by Teachers Prepared by Ohio Educator Preparation Providers at Walsh University .....	6
Advance Ohio Principal Evaluation System (OPES) Results for Individuals.....	7
Completing Principal Preparation Programs at Walsh University .....	7
Measure 2. (Initial and/or Advanced). Satisfaction of employers and stakeholder involvement.....	8
Employers Survey.....	8
Satisfaction of Employment Survey (Initial) .....	10
Graduate and Endorsement Satisfaction Survey (Advance).....	15
Focus group from Employment Survey (Initial & Advance) .....	17
Satisfaction of Initial Completers .....	18
Satisfaction of Advance Completers.....	21
Measure 3 (Initial and/or Advanced). Candidate competency at program completion .....	22
Degrees Conferred by Majors .....	22
Ability of Completers to Meet Licensing and Additional State Requirements .....	23

Measure 4 (Initial and/or Advanced). Ability of completers to be hired in education

positions .....	24
Division of Education Career Outcomes Rate .....	24
Destinations: .....	24

## Division of Education

### Mission

Guided by the vision of the Brothers of Christian Instruction, the Division of Education develops educators who serve all learners with a willing spirit in a global society.

### Our Story

In the early 1960's, standing in what was once an alfalfa field, the Brothers of Christian Instruction envisioned a college that would serve the community with faith-based instruction. By 1963, Walsh University's teacher preparation program gained accreditation from the Ohio Department of Education. Following the accreditation of the college in 1970 by the North Central Association of Colleges and Secondary Schools, the Division of Education expanded their majors and concentrations to include Elementary, Secondary, and Special Education.

In response to the growing need of qualified educators, Walsh University launched a Master of Arts in Education in 1989. A year later, in 1990, the Division of Education celebrated the first graduating class from the master's program, while breaking ground to construct a new building to house the education programs. By 1995, the Division of Education had demonstrated its commitment to youth enrichment by earning the Ameritech Partnership for their summer enrichment program.

Seeing a need to expand the current programs, in 2003, the Division of Education worked to create the Licensure in Education for Adults with Degrees (LEAD) Program. By 2018, 29 years after the initial launch of the Master of Art's program, the graduate program added six endorsement tracks: Computer Technology, 4-5 Endorsement, Middle Childhood Generalist, Reading Literacy, Teacher Leader, and Teaching English to Speakers of Other Languages (TESOL). In 2021, the Division of Education made the announcement that Master of Dyslexia Therapy would be added.

The Division of Education sought National Accreditation renewal from the National Council for Accreditation of Teacher Education (NCATE) in 2014 and was accredited in all areas. May 2021 the Division of Education was granted CAEP accreditation through the spring of 2027. Today, the Walsh University Division of Education continues to cultivate, educate, and inspire the teachers of tomorrow.

**Please note that as of the posting of this report, the Ohio Department of Higher Education has not yet released the 2023 data on Completer Effectiveness and Impact on P-12 Learning and Development. For the most up-to-date information, please consult the latest data available.**

<https://highered.ohio.gov/educators/academic-programs-policies/academic-program-approval/educator-preparation/ed-prep-transparency-accountability/educator-performance-reports>

## Licensures and Endorsements

### Licensures

AYA Integrated Language Arts

AYA Integrated Mathematics

AYA Integrated Science

AYA Integrated Social Studies

P-5 Elementary Licensure

Dual P-5 Elementary/P-5 Intervention

Intervention Specialist: Mild/Moderate K-12

Intervention Specialist: Moderate/Intensive K-12

Master of Arts in Education – Dyslexia Therapy

Master of Arts in Education – Traditional

Master of Arts in Education – Leadership with Principal License

Master of Arts in Education – Learning Design/Technologies

Master of Arts in Education – Reading Literacy

Master of Arts in Education – TESOL

Middle Childhood Education

### Endorsements

Computer Technology

Grade 4-5 Endorsement

Reading Endorsement

Teaching English to Speakers of Other Languages (TESOL)

Teacher Leader Endorsement

School Treasurer

# Measure 1 Completer Effectiveness and Impact on P-12 Learning and Development

CAEP Component R4.1

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

Reporting Period from Sept 1, 2021 to Aug 31, 2022 (Data Source: Ohio Department of Education) **For the most up-to-date information, please consult the latest data available.**

<https://highered.ohio.gov/educators/academic-programs-policies/academic-program-approval/educator-preparation/ed-prep-transparency-accountability/educator-performance-reports>

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

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

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

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

Associated Teacher Evaluation Classifications				
Initial Licensure Effective Year	# Accomplished	# Skilled	# Developing	# Ineffective
2018	N<10	N<10	N<10	N<10
2019	N<10	N<10	N<10	N<10
2020	N<10	N<10	N<10	N<10
2021	N<10	N<10	N<10	N<10

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

Reporting Period from Sept 1, 2020 to Aug 31, 2021 **For the most up-to-date information, please consult the latest data available.**

<https://highered.ohio.gov/educators/academic-programs-policies/academic-program-approval/educator-preparation/ed-prep-transparency-accountability/educator-performance-reports>

Description of Data: Ohio's value-added data system provides information on student academic gains. As a vital component of Ohio's accountability system, districts and educators have access to an extensive array of diagnostic data through the Education Value-Added Assessment System (EVAAS). Schools can demonstrate through value-added data that many of their students are achieving significant progress. Student growth measures also provide students and parents with evidence of the impact of their efforts. Educators and schools further use value-added data to inform instructional practices.

Limitations of the Value-Added Data:

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

**Value-Added Data for Walsh University-Prepared Teachers**

Initial Licensure Effective Years 2018, 2019, 2020, 2021		Associated Value-Added Classifications		
Employed as Teachers	Teachers with Value-Added Data	Yellow	Green	Light Blue
76	27	N=5 19%	N=20 74%	N=2 7%

## Advance Ohio Principal Evaluation System (OPES) Results for Individuals Completing Principal Preparation Programs at Walsh University

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

**For the most up-to-date information, please consult the latest data available.**

<https://highered.ohio.gov/educators/academic-programs-policies/academic-program-approval/educator-preparation/ed-prep-transparency-accountability/educator-performance-reports>

(Data Source: Ohio Department of Education)

### **Description of Data:**

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

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

An apparent dip in evaluations for the most recent "Initial License Effective Year" cohort comes from the perception that any given year's evaluation results are actually a chronological view of evaluations.

Rather, it's a view of the evaluations from that school year, showing four different cohorts of licensed educators. The most recently licensed cohort will eventually have more evaluation results in its second year as more educators find employment as teachers or principals.

Associated Principal Evaluation Classifications				
Initial Licensure Effective Year	# Accomplished	# Skilled	# Developing	# Ineffective
2020	N<10	N<10	N<10	N<10
2021	N<10	N<10	N<10	N<10



## Measure 2. (Initial and/or Advanced). Satisfaction of employers and stakeholder involvement

CAEP Components R4.2|R5.3|RA.4.1

### Employers Survey

The Division of Education developed a survey to send to employers for the 2021-2022 academic year but received less than 10 responses from employers for the survey. The survey can be found below. The Division of Education is looking to identify ways to increase the yield for surveys and involvement for employers to send improvements.

License Area		
Response(s)	Count	Percent
AYA Integrated Language Arts	Low N	-
AYA Integrated Mathematics	Low N	-
AYA Integrated Science	Low N	-
AYA Integrated Social Studies	Low N	-
Early Childhood Education/ P-5 Elementary	Low N	-
Early Childhood Intervention Specialist/Dual P-5 Elementary	Low N	-
Intervention Specialist: Mild/Moderate K-12	Low N	-
Intervention Specialist: Moderate/Intensive K-12	Low N	-
Middle Childhood Education	Low N	-
Master of Arts In Education	Low N	-
School Treasurer	Low N	-
Total Response Count (n)	N	

Teacher Endorsements		
Response(s)	Count	Percent
Computer Technology	Low N	-
Grade 4-5 Endorsement	Low N	-
Middle Childhood Generalist	Low N	-
Teaching English to Speakers of Other Languages (TESOL)	Low N	-
Teacher Leader Endorsement	Low N	-
Total Response Count (n)	N	

### Please indicate the degree to which you agree with each statement.

While more than one Walsh Alumni may work at your school, please, indicate general perceptions of our students. There is an area to comment at the end of the survey for additional feedback.

Walsh University prepares its graduates to...				
Related Item	Strongly Agree	Agree	Disagree	Strongly Disagree

1. ...Understand student learning and development.	-	-	-	-
2. ...Respect the diversity of the students they teach.	-	-	-	-
3. ...Understand and use content-specific instructional strategies to effectively teach the central concepts and skills of the discipline.	-	-	-	-
4. ...Understand and use content-specific instructional strategies to effectively teach the central concepts and skills of the discipline.	-	-	-	-
5. ...Be knowledgeable about assessment types, their purposes, and the data they generate.	-	-	-	-
6. ...Analyze data to monitor student progress and learning.	-	-	-	-
7. ...Use data to plan, differentiate, and modify instruction.	-	-	-	-
8. ...Align their instructional goals and activities with school and district priorities.	-	-	-	-
9. ...Differentiate instruction to support the learning needs of all students.	-	-	-	-
10. ...Treat students fairly and establish an environment that is respectful, supportive, and caring.	-	-	-	-
11. ...Maintain an environment that is conducive to learning for all students.	-	-	-	-
12. ...Communicate clearly and effectively.	-	-	-	-
13. ...Collaborate effectively with other teachers, administrators, and district staff.	-	-	-	-
14. ...Understand, uphold, and follow professional ethics, policies, and legal codes of professional conduct.	-	-	-	-
15. ...Assume responsibility for professional growth.	-	-	-	-

## Satisfaction of Employment Survey (Initial)

The purpose of the survey is to collect additional information from our graduates to compare with the state's Ohio Department of Higher Education (ODHE) survey that is sent to resident educators for accreditation but more importantly for continuous improvement of our program and program offerings at Walsh University.

<b>License Area</b>				
<b>Response(s)</b>	<b>Count</b>	<b>Percent</b>		
AYA Integrated Language Arts	3	8%		
AYA Integrated Mathematics	2	5%		
AYA Integrated Science	2	5%		
AYA Integrated Social Studies	5	14%		
Early Childhood Education	9	24%		
Early Childhood Intervention Specialist	12	32%		
Intervention Specialist: Mild/Moderate K-12	4	11%		
Intervention Specialist: Moderate/Intensive K-12	1	3%		
Middle Childhood Education	5	14%		
Total Response Count (n)	37			
<b>Employment in the Field</b>				
<b>Response(s)</b>	<b>Count</b>	<b>Percent</b>		
Yes, employed full time	21	57%		
Yes, employed part time	5	14%		
No, but I am looking for employment at this time	5	14%		
No, and I am not looking for employment at this time	0	0%		
Place of Employment (Write-in Response)	6	16%		
<b>Education Since Graduation</b>				
<b>Response(s)</b>	<b>Count</b>	<b>Percent</b>		
I am still investigating my options for post-baccalaureate	10	27%		
Yes, I have considered enrolling in a graduate or professional degree program	15	41%		
Yes, I am a part time student	4	11%		
Yes, I am a full time student	3	8%		
No, I am not interested in pursuing a higher degree/endorsement at this time	5	14%		
<b>My teacher licensure program prepared me...</b>				
<b>Related Item</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
1. ...with knowledge of research on how students learn.	43%	54%	3%	0%
2. ...to recognize characteristics of gifted students, students with disabilities, and at-risk students in order to plan and deliver appropriate instruction. (Required Element)	41%	54%	3%	3%

3. ...with high levels of knowledge and the academic content I plan to teach. (Required Element)	38%	51%	8%	3%
4. ...to identify instructional strategies appropriate to my content area. (Required Element)	43%	41%	16%	0%
5. ...to understand the importance of linking interdisciplinary experiences. (Required Element)	38%	51%	11%	0%
6. ...to align instructional goals and activities with Ohio's Learning Standards. (Required Element)	49%	49%	3%	0%
7. ...to use assessment data to inform instruction. (Required Element)	35%	51%	11%	3%
8. ...to clearly communicate learning goals to students. (Required Element)	49%	43%	8%	0%
9. ...to apply knowledge of how students learn, to inform instruction (Required Element)	43%	51%	5%	0%
10. ...to differentiate instruction to support the learning needs of all students, including students identified as gifted, students with disabilities, and at-risk students. (Required Element)	41%	43%	16%	0%
11. ...to identify strategies to increase student motivation and interest in topics of study. (Required Element)	38%	49%	14%	0%
12. ...to create learning situations in which students work independently, collaboratively, and/or a whole class (Required Element)	43%	51%	5%	0%
13. ...to use strategies for effective classroom management. (Required Element)	32%	54%	5%	8%
14. ...to communicate clearly and effectively. (Required Element)	49%	49%	3%	0%
15. ...to understand the importance of communication with families and caregivers. (Required Element)	51%	46%	3%	0%
16. ...to understand, uphold, and follow professional ethics, policies, and legal codes of professional conduct. (Required Element)	49%	46%	3%	3%
17. ...to use a variety of diagnostic, formative, and summative assessments (Required Element)	41%	49%	11%	0%
18. ...to communicate high expectations for all students. (Required Element)	49%	46%	5%	0%
19. ...prepared me to understand students' diverse cultures, language skills, and experiences. (Required Element)	35%	57%	8%	0%

20. ...prepared me to treat all students fairly and establish an environment that is respectful, supportive, and caring. (Required Element)	65%	32%	3%	0%
21. ...prepared me to use technology to enhance teaching and student learning. (Required Element)	49%	38%	14%	0%
22. ...prepared me to collaborate with colleagues and members of the community when and where appropriate. (Required Element)	57%	38%	5%	0%
23. ...collected evidence of my performance on multiple measures to monitor my progress. (Required Element)	38%	49%	11%	3%
<b>My teacher licensure program provided me with knowledge of...</b>				
<b>Related Item</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
24. ... the Ohio Licensure Program standards for my discipline (e.g. NAEYC, CEC, NCTM). (Required Element)	24%	62%	8%	5%
25. ... the operation of Ohio schools as delineated in the Ohio Department of Education School Operating Standards. (Required Element)	24%	51%	22%	3%
26. ... the requirements for the Resident Educator License. (Required Element)	22%	57%	14%	8%
27. ...the Ohio Standards for the Teaching Profession. (Required Element)	38%	57%	5%	0%
28. ...the Ohio Standards for Professional Development. (Required Element)	32%	43%	24%	0%
29. ...Ohio's Learning Standards. (Required Element)	51%	46%	3%	0%
30. ...the Value-added Growth Measure as defined by the Ohio State Board of Education. (Required Element)	11%	59%	22%	8%
<b>My teacher licensure program provided me with knowledge of...</b>				
31. ...field experiences that supported my development as an effective educator focused on student learning. (Required Element)	49%	43%	8%	0%
32. ... field experiences in a variety of settings (urban, suburban, and rural). (Required Element)	51%	35%	11%	3%
33. ...student teaching experience(s) that supported my development as an effective educator focused on student learning. (Required Element)	59%	38%	3%	0%
34. ...cooperating teachers who supported me through observation and conferences	57%	32%	11%	0%

(face-to-face or via electronic media). (Required Element)				
35. ...university supervisors who supported me through observation and conferences (face-to-face or via electronic media). (Required Element)	57%	41%	3%	0%
<b>"My teacher licensure program provided opportunities to..."</b>				
36. ...work with diverse students (including gifted students, students with disabilities, and at-risk students). (Required Element)	38%	49%	14%	0%
37. ...understand students' diverse cultures, languages, and experiences. (Required Element)	32%	57%	11%	0%
38. ...work with diverse teachers. (Required Element)	32%	49%	19%	0%
39. ...interact with diverse faculty. (Required Element)	19%	68%	14%	0%
40. ...work and study with diverse peers (Required Element)	22%	70%	8%	0%
<b>"Overall, the faculty in my teacher licensure program..."</b>				
41. ...demonstrated in-depth knowledge of their field. (Required Element)	57%	41%	3%	0%
42. ...used effective teaching methods that helped promote learning. (Required Element)	57%	35%	8%	0%
43. ...modeled respect for diverse populations. (Required Element)	62%	35%	3%	0%
44. ...integrated diversity-related subject matter within coursework. (Required Element)	49%	49%	3%	0%
45. ...used technology to facilitate teaching and learning. (Required Element)	51%	41%	8%	0%
46. ...conducted themselves in a professional manner. (Required Element)	65%	32%	3%	0%
<b>"My teacher licensure program provided..."</b>				
47. ...provided clearly articulated policies published to facilitate progression to program completion. (Required Element)	43%	51%	5%	0%
48. ...provided opportunities to voice concerns about the program. (Required Element)	38%	46%	14%	3%
49. ...provided advising to facilitate progression to program completion. (Required Element)	41%	54%	5%	0%
50. ...prepared me with the knowledge and skills necessary to enter the classroom as a Resident Educator. (Required Element)	49%	49%	3%	0%



## Graduate and Endorsement Satisfaction Survey (Advance)

The purpose of the survey is to collect additional information from graduate candidates who have completed and received a master's or endorsement from our graduate program to continue to improve our program and for accreditation.

<b>Completed Academic Program</b>				
<b>Response(s)</b>	<b>Count</b>	<b>Percent</b>		
Education (Traditional)	10	36%		
Education Leadership	12	43%		
Reading Literacy	3	11%		
TESOL	0	0%		
Computer and Technology	2	7%		
School Treasurer Licensure	0	0%		
Total Response Count (n)	28			
<b>What endorsement(s) have you completed?</b>				
<b>Response(s)</b>	<b>Count</b>	<b>Percent</b>		
Grades 4/5	5	28%		
Computer Technology	1	6%		
Middle Childhood Education	1	6%		
Reading	12	67%		
Teacher Leader	2	11%		
Teaching English to Speakers of Other Languages (TESOL)	0	0%		
Total Response Count (n)	18			
<b>Employment in the Field</b>				
<b>Response(s)</b>	<b>Count</b>	<b>Percent</b>		
No, and I am not looking for employment at this time.	1	4%		
No, but I am looking for employment at this time	2	7%		
Yes, employed part time.	2	7%		
Yes, employed full time.	22	79%		
Place of Employment (Write-in Response)	10	36%		
Total Response Count (n)	28			
<b>My academic program prepared me to...</b>				
<b>Related Item</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
1. ...lead, facilitate, and/or participate in continuous improvement efforts within a school building setting. (Required Element)	57%	36%	4%	4%
2. ...lead the processes of setting, monitoring, and achieving specific and challenging goals for all students and/or staff. (Required Element)	50%	43%	4%	4%
3. ...anticipate, monitor, and respond to educational developments affecting the school and its environment. (Required Element)	54%	36%	7%	4%



4. ...lead instruction. (Required Element)	79%	18%	0%	4%
5. ...ensure the instructional content being taught is aligned with the academic standards (e.g. national, Ohio Learning Standards, state) and curriculum priorities of the school and district. (Required Element)	68%	29%	0%	4%
6. ...ensure effective instructional practices meet the needs of all students at high levels of learning. (Required Element)	61%	36%	0%	4%
7. ...encourage and facilitate effective use of data by self and/or staff. (Required Element)	39%	50%	7%	4%
8. ...advocate for high levels of learning for all students, including students identified as gifted, students with disabilities, and at-risk students. (Required Element)	57%	36%	4%	4%
9. ...encourage and facilitate effective use of research by self and/or staff (Required Element)	50%	39%	4%	7%
10. ...engage in planning and implementing research-based professional development and instructional practices. (Required Element)	57%	39%	0%	4%
11. ...establish and maintain procedures and practices supporting staff and/or students with a safe environment conducive to learning. (Required Element)	57%	32%	7%	4%
12. ...establish and maintain a nurturing school environment addressing the physical and mental health needs of all. (Required Element)	57%	36%	4%	4%
13. ...allocate resources, including technology, to support student and/or staff learning. (Required Element)	46%	43%	7%	4%
14. ...uphold and model professional ethics; local, state, and national policies; and, legal codes of conduct (Required Element)	57%	36%	4%	4%
15. ...collaborate with staff, students, parents, and community members. (Required Element)	71%	21%	4%	4%
16. ...establish effective working relationship and developing structures for collaboration between teachers and educational support personnel. (Required Element)	75%	14%	7%	4%
17. ...foster positive professional relationships among colleagues & staff. (Required Element)	68%	25%	4%	4%
18. ...support and advance the leadership (Instructional) capacity of educators. (Required Element)	64%	29%	4%	4%

19. ...utilize good communication skills, both verbal and written, with all stakeholder audiences. (Required Element)	68%	25%	4%	4%
20. ...connect the school with the community through print and electronic media. (Required Element)	54%	39%	0%	7%
21. ...involve parents and communities in improving student learning. (Required Element)	50%	39%	7%	4%
22. ...use community resources to improve student learning. (Required Element)	46%	39%	11%	4%
23. ...establish expectations for using culturally responsive practices that acknowledge and value diversity. (Required Element)	39%	54%	4%	4%

**Focus group from Employment Survey (Initial & Advance)**

The purpose of the annual focus group held in February with education alumni is to further dive into the themes that are identified from the alumni survey that was sent out the previous fall in October. Emerging themes coded from the focus group are below.

- Appreciated having field experiences throughout the program, beginning course to the student teaching.
- Being trained to use latest technology (Google classroom specifically)
- Suggestion to create an educational alumni area on a social media platform exclusive for Walsh education students and alumni to connect

## Satisfaction of Initial Completers

CAEP Standard 4.4|A.4.2

[Ohio Educator Preparation Provider Performance Report](#) of Pre-Service Teacher Survey Results  
Reporting Period from **September 1, 2021** to **August 31, 2022**.

**For the most up-to-date information, please consult the latest data available.**

<https://highered.ohio.gov/educators/academic-programs-policies/academic-program-approval/educator-preparation/ed-prep-transparency-accountability/educator-performance-reports>

### Description of Data:

To gather information on student satisfaction with the quality of preparation provided by their educator preparation programs, the Ohio Department of Higher Education administers a survey aligned with the Ohio Standards for the Teaching Profession (OSTP), Ohio licensure requirements, and elements of national accreditation. All Ohio candidates receive an invitation to complete the survey during their professional internship (student teaching). The results of this survey are reflected here. A total of 2,514 respondents completed the survey statewide for a response rate of 51.6 percent.

Walsh University Survey Response Rate = 115.15%

Total Survey Responses = 38

**1=Strongly Disagree 2=Disagree 3=Agree 4=Strongly Agree**

No.	Question	Difference Institution/State +/-	Institution Average	State Average
1	My teacher licensure program prepared me with knowledge of research on how students learn.	0.08	3.59	3.51
2	My teacher licensure program prepared me to recognize characteristics of gifted students, students with disabilities, and at-risk students in order to plan and deliver appropriate instruction.	0	3.33	3.33
3	My teacher licensure program prepared me with high levels of knowledge and the academic content I plan to teach.	0.04	3.41	3.37
4	My teacher licensure program prepared me to identify instructional strategies appropriate to my content area.	0.01	3.48	3.47
5	My teacher licensure program prepared me to understand the importance of linking interdisciplinary experiences.	0.07	3.48	3.41
6	My teacher licensure program prepared me to align instructional goals and activities with Ohio's academic content standards, including the Common Core State Standards.	0	3.67	3.67
7	My teacher licensure program prepared me to use assessment data to inform instruction.	-0.04	3.44	3.48
8	My teacher licensure program prepared me to clearly communicate learning goals to students.	-0.02	3.52	3.54

9	My teacher licensure program prepared me to apply knowledge of how students learn, to inform instruction.	-0.11	3.44	3.55
10	My teacher licensure program prepared me to differentiate instruction to support the learning needs of all students, including students identified as gifted, students with disabilities, and at-risk students.	0.01	3.44	3.43
11	My teacher licensure program prepared me to identify strategies to increase student motivation and interest in topics of study.	0.02	3.44	3.42
12	My teacher licensure program prepared me to create learning situations in which students work independently, collaboratively, and/or a whole class.	-0.04	3.56	3.6
13	My teacher licensure program prepared me to use strategies for effective classroom management.	0.16	3.48	3.32
14	My teacher licensure program prepared me to communicate clearly and effectively.	0.06	3.63	3.57
15	My teacher licensure program prepared me to understand the importance of communication with families and caregivers.	-0.01	3.52	3.53
16	My teacher licensure program prepared me to understand, uphold, and follow professional ethics, policies, and legal codes of professional conduct.	-0.13	3.56	3.69
17	My teacher licensure program prepared me to use a variety of diagnostic, formative, and summative assessments.	0.06	3.63	3.57
18	My teacher licensure program prepared me to communicate high expectations for all students.	0	3.63	3.63
19	My teacher licensure program prepared me to understand students, diverse cultures, language skills, and experiences.	0.07	3.59	3.52
20	My teacher licensure program prepared me to treat all students fairly and establish an environment that is respectful, supportive, and caring.	-0.01	3.74	3.75
21	My teacher licensure program prepared me to use technology to enhance teaching and student learning.	0.2	3.7	3.5
22	My teacher licensure program prepared me to collaborate with colleagues and members of the community when and where appropriate.	0.11	3.63	3.52
23	My teacher licensure program collected evidence of my performance on multiple measures to monitor my progress.	0.11	3.67	3.56
24	My teacher licensure program provided me with knowledge of the Ohio Licensure Program standards for my discipline (e.g. NAEYC, CEC, NCTM).	0.16	3.37	3.21
25	My teacher licensure program provided me with knowledge of the operation of Ohio schools as delineated in the Ohio Department of Education School Operating Standards.	0.26	3.41	3.15
26	My teacher licensure program provided me with knowledge of the requirements for the Ohio Resident Educator Program.	0.09	3.19	3.1
27	My teacher licensure program provided me with knowledge of the Ohio Standards for the Teaching Profession.	0.27	3.67	3.4
28	My teacher licensure program provided me with knowledge of the Ohio Standards for Professional Development.	0.25	3.52	3.27

29	My teacher licensure program provided me with knowledge of the Ohio Academic Content Standards, including the Common Core State Standards.	0.03	3.7	3.67
30	My teacher licensure program provided me with knowledge of the Value-added Growth Measure as defined by the Ohio State Board of Education.	0.42	3.41	2.99
31	My teacher licensure program provided field experiences that supported my development as an effective educator focused on student learning.	0.08	3.74	3.66
32	My teacher licensure program provided field experiences in a variety of settings (urban, suburban, and rural).	0.3	3.67	3.37
33	My teacher licensure program provided student teaching experience(s) that supported my development as an effective educator focused on student learning.	0.01	3.7	3.69
34	My teacher licensure program provided cooperating teachers who supported me through observation and conferences (face-to-face or via electronic media).	0	3.7	3.7
35	My teacher licensure program provided university supervisors who supported me through observation and conferences (face-to-face or via electronic media).	0.03	3.67	3.64
36	My teacher licensure program provided opportunities to work with diverse students (including gifted students, students with disabilities, and at-risk students).	0	3.56	3.56
37	My teacher licensure program provided opportunities to understand students' diverse cultures, languages, and experiences.	0.09	3.63	3.54
38	My teacher licensure program provided opportunities to work with diverse teachers.	0.29	3.56	3.27
39	My teacher licensure program provided opportunities to interact with diverse faculty.	0.31	3.63	3.32
40	My teacher licensure program provided opportunities to work and study with diverse peers.	0.16	3.56	3.4
41	Overall, the faculty in my teacher licensure program demonstrated in-depth knowledge of their field.	0.07	3.74	3.67
42	Overall, the faculty in my teacher licensure program used effective teaching methods that helped promote learning.	0.07	3.63	3.56
43	Overall, the faculty in my teacher licensure program modeled respect for diverse populations.	-0.03	3.63	3.66
44	Overall, the faculty in my teacher licensure program integrated diversity-related subject matter within coursework.	0.01	3.59	3.58
45	Overall, the faculty in my teacher licensure program used technology to facilitate teaching and learning.	0.11	3.74	3.63
46	Overall, the faculty in my teacher licensure program conducted themselves in a professional manner.	-0.03	3.67	3.7
47	My teacher licensure program provided clearly articulated policies published to facilitate progression to program completion.	0.1	3.59	3.49
48	My teacher licensure program provided opportunities to voice concerns about the program.	0.21	3.48	3.27

49	My teacher licensure program provided advising to facilitate progression to program completion.	0.1	3.59	3.49
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### Satisfaction of Advance Completers

CAEP Standard 4.4/ A.4.2

Survey Results Reporting Period from **September 1, 2022 to August 31, 2023.**

#### Description of Data:

To gather information on student satisfaction with the quality of preparation provided by their educator preparation program at the graduate level upon the completion of the program. Total Survey Responses = 19

<b>Graduate Area Master's in Education</b>					
<b>Response(s)</b>	<b>Count</b>	<b>Percent</b>			
MAED Counseling	1	5%			
MAED Dual (Leadership/Learning Design/Technology)	6	32%			
MAED Learning Design/Technology	1	5%			
MAED Reading/Literacy	6	32%			
MAED Traditional	5	26%			
Total Response Count (n)	19				
<b>Four Level Scale: Strongly disagree, Disagree, Agree, Strongly Agree</b>					
<b>Related Item</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	<b>Undecided</b>
1. I anticipate being employed in the field in which my program has prepared me.	12	4	0	0	2
2. Overall, I believe that my program of study has prepared me for successful licensing credentials.	14	3	0	0	1
3. Overall, I believe my program of study has prepared me to be successful in my practice.	14	4	0	0	0
4. Overall, I believe my program has been an important part of my professional development.	16	2	0	0	0

## Measure 3 (Initial and/or Advanced). Candidate competency at program completion

CAEP Component R3.3|RA3.4

### Degrees Conferred by Majors

The Data for degrees conferred is provided by the Walsh University registrar's office and the Division of Educations own data collection on our completers each academic year.

<b>Degrees Conferred by Majors</b>	<b>2023</b>	<b>2022</b>	<b>2021</b>
<b>Bachelor of Arts in Education</b>			
Elementary, Professional, Secondary, Special, Non-Licensure.	4	3	9
<b>Bachelor of Science in Education</b>			
Secondary Education/Adolescence to Young Adult	3	6	6
Elementary P-5/Elementary P-5 Intervention Specialist	14	17	25
Intervention Specialist	6	5	6
Middle Childhood Education	3	4	8
Multi-Age Physical Education, Professional Education, Education Non-Licensure	1	0	3
<b>Master of Arts in Education</b>			
MAED	19	24	21

## Ability of Completers to Meet Licensing and Additional State Requirements

These test scores represent the scores from the Ohio Assessment for Educators (OAE) tests. The scores were collected from edReports, a product of Pearson Education, from **September 1, 2022** to **August 31, 2023**.

Test	# Takers	# Pass	# Not Pass	% Pass	% Not Pass	Mean Scaled Score	Mean Scaled Score State	Mean Difference
APK: AYA (7-12)	Low N						253	
APK: EC (PK-3)	14	12	2	86%	14%	240.3	243.1	-2.8
APK: Mid Childhood (4-9)	Low N						241.6	
APK: Multi-Age (PK-12)	Low N						249.1	
Computer/Tech Subtest I	Low N						263.4	
Computer/Tech Subtest II	Low N						259.2	
Early Childhood Education	Low N						241.2	
Early Childhood Spec Educ	10	5	5	50%	50%	222.5	234.8	-12.3
Educational Leadership	Low N						238.1	
Elem Education Subtest I	64	53	11	83%	17%	240.2	230.9	9.3
Elem Education Subtest II	64	41	23	64%	36%	225.2	221.7	3.5
English Language Arts	Low N						240.5	
ESOL	13	12	1	92%	8%	242.4	249.3	-6.9
Foundations of Reading	41	21	20	51%	49%	223.6	229.8	-6.2
Integrated Science	Low N						246	
Integrated Social Studies	Low N						234	
Mathematics	Low N						226.3	
Mid Grades Eng Lang Arts	Low N						243.3	
Mid Grades Mathematics	Low N						236	
Mid Grades Science	Low N						236.2	
Mid Grades SS	Low N						230.1	
Reading Subtest I	15	15	0	100%	0%	257.6	258.8	-1.2
Reading Subtest II	14	14	0	100%	0%	254.6	257.9	-3.3



School Counselor	Low N						232	
Special Education	15	10	5	67%	33%	223.4	236.1	-12.7

## Measure 4 (Initial and/or Advanced). Ability of completers to be hired in education positions

### Division of Education Career Outcomes Rate

From 2022 to 2023 academic year The Division of Education had a 98 percent response rate from the initial inquiry from graduates. Of those graduates that responded 88 percent are either employed or attending Graduate school within six months of graduation.

### Destinations:

- Applied Behavioral Connections
- Brown Local
- Canton City School District
- Cardington Lincoln Middle School
- Greenlodge Local School District-Elementary School (Massachusetts)
- Louisville City School District
- Marietta Middle School
- Mason City Schools
- North Canton City School District
- Northwest Local School District
- Norton City School District
- Orrville City Schools
- Our Lady of Peace Catholic School
- Plain Local
- Rootstown Local School District
- St. Mary's School (Massillon)
- Stark County ESC
- State Farm Day Camp
- Summit Academy Middle School
- Summit County ESC
- Walsh MAED Program
- Weaver Child Development Ctr.

