

2024

Ohio Educator Preparation Provider Performance Report

Ursuline College

Institution Profile

(Data Source: Ursuline College)

Ursuline College, a Catholic liberal arts institution, offers holistic education that transforms students for service, leadership, and professional excellence by providing undergraduate and graduate programs that foster lifelong learning and personal wisdom in an environment characterized by:

Catholic and Ursuline heritage
Women-centered learning
Values-based curricula
Inclusive, global perspective.

The College's primary thrust is the education of women and men for roles of responsibility and leadership in society.

Education Unit

The Education Unit's Mission is to prepare educators who will meet the needs of their students and the communities that they serve. The College has built a reputation on its commitment to excellence in responding to the needs of educator preparation for careers and other opportunities in the field of education.

Report Overview

Ohio recognizes that high-quality teachers come from high-quality teacher preparation programs. To help improve the quality of educator preparation programs in Ohio, H.B. 1 of the 128th General Assembly directed the Chancellor of the Ohio Department of Higher Education to develop a system for evaluating Ohio's educator preparation programs (ORC section 3333.048).

The Metrics Report requirements were developed in collaboration with the leaders of both the public and private educator preparation programs. Approved Ohio Educator Preparation programs are required to complete the report between October 1-November 30, annually.
Components of the Educator Preparation Reports

The Ohio Department of Higher Education works with the State Board of Education, the Department of Education and Workforce, and higher education institutions to collect data on the following identified metrics for the annual reports:

- Licensure Test Pass Rates
- Ohio Teacher Evaluation System (OTES) Results of Program Graduates
- Ohio Principal Evaluation System (OPES) Results of Program Graduates
- Value-added Data (EVAAS)
- Candidate Academic Measures Considered for Program Admission
- Field/Clinical Experiences
- Pre-Service Teacher Candidate Survey Results
- Resident Educator Survey Results
- Principal Intern Survey Results
- Principal Mentor Survey Results
- Resident Educator Persistence Data
- Excellence and Innovation Initiatives
- National Accreditation

Limitations of the Report

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- Principal licensure pass rate data are reported by each institution and have not undergone the rigorous verification and matching process required by Title II.

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Ohio Teacher Evaluation System (OTES) Results for Ohio Teachers
Prepared by an Ohio Educator Preparation Provider at Ursuline College

Reporting period from September 1, 2023 to August 31, 2024.
(Data Source: State Board of Education)

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.

Note that the data on this page is not 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 within the previous four effective years.
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
2020	N<10	N<10	N<10	N<10
2021	N<10	N<10	N<10	N<10
2022	N<10	10	N<10	N<10
2023	N<10	N<10	N<10	N<10

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**Ohio Principal Evaluation System (OPES) Results for Individuals
Completing Principal Preparation Programs at Ursuline College**

Reporting period from September 1, 2023 to August 31, 2024.
(Data Source: State Board 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 within the previous four effective years.

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
2022	N<10	N<10	N<10	N<10
2023	N<10	N<10	N<10	N<10

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Field and Clinical Experiences for Candidates at Ursuline College

Reporting period from September 1, 2023 to August 31, 2024.

(Data Source: Ursuline College)

Description of Data:

Ohio requires that educator candidates complete field and clinical experiences in school settings as part of their preparation. These experiences include early and ongoing field-based opportunities and the culminating pre-service clinical experience commonly referred to as "student teaching." The specific requirements beyond the requisite statewide minimums for these placements vary by institution and by program. The information below is calculated based on data reported by Ohio Educator Preparation Providers.

Teacher Preparation Programs

Field/Clinical Experience Element	Requirements
Require edTPA National Scoring from candidates in teacher preparation programs at the institution	Y
Minimum number of field/clinical hours required of candidates in teacher preparation programs at the institution	450
Maximum number of field/clinical hours required of candidates in teacher preparation programs at the institution	450
Average number of weeks required to teach full-time within the student teaching experience at the institution	16
Percentage of teacher candidates who satisfactorily completed student teaching	100%

Principal Preparation Programs

Field/Clinical Experience Element	Requirements
Total number of field/clinical weeks required of principal candidates in internship	9
Number of candidates who started internship	13
Number of candidates who completed internship	12
Percentage of principal candidates who satisfactorily completed internship	92.31%

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Description of Data:

Teacher Licensure Tests	
Summary Rating: AT RISK	
Completers Tested	Pass Rate
13	69%

Ohio Principal Licensure Examination Pass Rates at Ursuline College

Reporting period from September 1, 2023 to August 31, 2024.
(Data Source: Ursuline College)

Description of Data:

Ohio requires that principal candidates pass the requisite state examination to be recommended for licensure. Principal pass rate data is not included in the Title II reporting process, and is submitted by the Educator Preparation Providers

Principal Licensure Tests	
Completers Tested	Pass Rate
12	N/A

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**Value-Added Data for Students Taught by Teachers Prepared
 by Ohio Educator Preparation Providers at Ursuline College**

Reporting period from September 1, 2023 to August 31, 2024.

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 the previous four reporting effective years.
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 Ursuline College-Prepared Teachers

Initial Licensure Effective Years 2020, 2021, 2022, 2023		Associated Value-Added Classifications		
Employed as Teachers	Teachers with Value-Added Data	Yellow	Green	Light Blue
36	N<10	N<10 N/A	N<10 N/A	N<10 N/A

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**Demographic Information for Schools where Ursuline
College-Prepared Teachers with Value-Added Data Serve**

Teachers Serving by School Level

Elementary School	Middle School	Junior High School	High School	No School Level
N<10	N<10	N/A	N<10	N/A
N/A	N/A	N/A	N/A	N/A

Teachers Serving by School Type

Community School	Public School	STEM School	Educational Service Center	Career-Tech	No School Type
N/A	N<10	N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A	N/A	N/A

Teachers Serving by Overall Letter Grade of Building Value-Added

A	B	C	D	F	NR
N/A	N/A	N/A	N/A	N/A	N<10
N/A	N/A	N/A	N/A	N/A	N/A

Teachers Serving by Minority Enrollment by Quartiles

High Minority	Medium-High Minority	Medium-Low Minority	Low Minority	No Minority Quartile
N<10	N<10	N/A	N<10	N/A
N/A	N/A	N/A	N/A	N/A

Teachers Serving by Poverty Level by Quartiles

High Poverty	Medium-High Poverty	Medium-Low Poverty	Low Poverty	No Poverty Quartile
N<10	N<10	N<10	N<10	N/A
N/A	N/A	N/A	N/A	N/A

* Due to the preliminary nature of the data and staffing at ESC/district level, certain demographic variables have not been reported for some schools.

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Value-Added Data for Ursuline College-Prepared Principals

Initial Licensure Effective Years 2020, 2021, 2022, 2023		Principals Serving by Letter Grade of Overall Building Value-Added				
Employed as Principals	Principals with Value-Added Data	A	B	C	D	F
N<10	N<10	N/A	N/A	N/A	N/A	N/A
		N/A	N/A	N/A	N/A	N/A

Demographic Information for Schools where Ursuline College-Prepared Principals with Value-Added Data Serve

Principals Serving by School Level				
Elementary School	Middle School	Junior High School	High School	No School Level
N<10	N<10	N/A	N<10	N/A
N/A	N/A	N/A	N/A	N/A

Principals Serving by School Type					
Community School	Public School	STEM School	Educational Service Center	Career-Tech	No School Type
N/A	N<10	N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A	N/A	N/A

Principals Serving by Overall Letter Grade of School					
A	B	C	D	F	NR
N/A	N/A	N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A	N/A	N/A

Principals Serving by Minority Enrollment by Quartiles				
High Minority	Medium-High Minority	Medium-Low Minority	Low Minority	No Minority Quartile
N<10	N/A	N<10	N/A	N/A
N/A	N/A	N/A	N/A	N/A

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Principals Serving by Poverty Level by Quartiles

High Poverty	Medium-High Poverty	Medium-Low Poverty	Low Poverty	No Poverty Quartile
N<10	N<10	N<10	N/A	N/A
N/A	N/A	N/A	N/A	N/A

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		Candidates Admitted		Candidates Enrolled		Candidates Completing	
Academic Measure	Required Score	Number Admitted	Average Score	Number Enrolled	Average Score	Number Completed	Average Score
	G= 3.00	G=N<10	G=N<10	G=25	G= 3.94	G=N<10	G=N<10
GRE Composite Score	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A
GRE Quantitative Subscore	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A
GRE Verbal Subscore	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A
GRE Writing Subscore	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A
MAT	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A
Praxis CORE Math	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A
Praxis CORE Reading	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A
Praxis CORE Writing	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A
Praxis I Math	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A
Praxis I Reading	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A
Praxis I Writing	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A
Praxis II	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A
SAT Composite Score	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A
SAT Essay, Writing (Optional)	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A
SAT Math Subscore	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A
SAT Reading/ Writing Subscore	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A
Other Criteria		Undergraduate		Post-Baccalaureate		Graduate	
Dispositional Assessment		N		N		N	
EMPATHY/Omaha Interview		N		N		N	
Essay		N		N		Y	
High School Class Rank		N/A		N/A		N/A	
Interview		N		N		Y	
Letter of Commitment		N		N		N	

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Other Criteria	Undergraduate	Post-Baccalaureate	Graduate
Letter of Recommendation	N	N	Y
Myers-Briggs Type Indicator	N/A	N	N
OAE Content Assessment	N/A	N/A	N
Portfolio	N	N	N
Prerequisite Courses	N	N	Y
SRI Teacher Perceiver	N/A	N/A	N
Superintendent Statement of Sponsorship	N/A	N/A	N
Teacher Insight	N	N	N

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		Candidates Admitted		Candidates Enrolled		Candidates Completing	
Academic Measure	Required Score	Number Admitted	Average Score	Number Enrolled	Average Score	Number Completed	Average Score
SAT Essay, Writing (Optional)	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Other Criteria							
Dispositional Assessment				N			
EMPATHY/Omaha Interview				N			
Essay				Y			
Interview				Y			
Letter of Commitment				N			
Letter of Recommendation				Y			
Myers-Briggs Type Indicator				N			
Portfolio				N			
Prerequisite Courses				N			
SRI Teacher Perceiver				N			
Superintendent Statement of Sponsorship				N			
Teacher Insight				N			

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National Accreditation Status

Reporting period from September 1, 2023 to August 31, 2024.
(Data Source: Ohio Department of Higher Education)

Description of Data:

All educator preparation programs (EPPs) in Ohio are required to be accredited by either the Association for Advancing Quality in Educator Preparation (AAQEP) or the Council for Accreditation of Educator Preparation (CAEP). Accreditation is a mechanism to ensure the quality of an institution and its programs. The accreditation of an institution and/or program helps employers evaluate the professional preparation of job applicants.

Accrediting Agency	CAEP
Date of Last Review	Spring 2021
Accreditation Status	Accredited

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	Entering		Persisting		Entering		Persisting		Entering		Completing	
2022	1	N/A	%	2	N/A	%	N/A	N/A	N/A	N/A	N/A	N/A
2023	3	N/A	%	6	N/A	%	N/A	N/A	N/A	N/A	N/A	N/A

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Excellence and Innovation Initiatives

Reporting period from September 1, 2023 to August 31, 2024.
(Data Source: Ursuline College)

Description of Data:

This section reflects self-reported information from Ohio Educator Preparation Providers on a maximum of three initiatives geared to increase excellence and support innovation in the preparation of Ohio educators.

Teacher Preparation Programs

Initiative:	Dean's Compact Incentive Grant
Purpose:	Creation of a blended dual licensure program in primary education and primary intervention specialist to increase enrollment and ensure candidates are able to effectively teach all children.
Goal:	To develop a dual licensure program for Primary and Primary Intervention Specialists
Number of Participants:	2
Strategy:	Ursuline College received a \$200,000 grant over two years to develop a dual licensure program for primary education and primary intervention specialist. During the first year of the grant (2023-2024), the co-PIs, Dr. Brittiani McNeil and Dr. Kathryn Tuohey, reviewed current curriculum and made revisions to a number of courses. Along with stakeholders from the Advisory Board and a new partnership developed with the Educational Services Center of the Western Reserve, coursework and curricular decisions were discussed to ensure alignment with best practices and related standards.
Demonstration of Impact:	Based on the first year evaluation, the co-PIs met the goals for the first year in terms of reviewing curriculum, writing syllabi, and engaging with various stakeholders. The EPP is on track to develop the first one-year dual licensure program in the state.

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Principal Preparation Programs

Initiative: Interview Night

Goal: To prepare our students to be successful in the job search process when they are interviewing for a position and/or hiring potential employees.

Number of Participants: 21

Strategy: To prepare our candidates for successful employment after they graduate, we designed a collaborative simulation experience involving our initial teacher preparation program (M.A.P.) with students in our educational administration program (M.A. Educational Administration). Teaching candidates from the M.A.P. program were paired with an interview team consisting of principal candidates from the M.A. Educational Administration program and participated in an interview simulation experience as part of the course requirements for their respective programs.

Demonstration of Impact: Initial licensure candidates who were interviewed shared feedback forms with the Educational Administration students, with their interview team and completed an evaluation of the experience. Candidates have consistently shared that this is one of the best educational experiences they have had at Ursuline and it has helped them prepare for a successful interview process upon graduation, both at the initial licensure level and the Educational Administration level.