Educator Quality Data

On this page:

National Accreditation

Shawnee State University is fully accredited by the National Council for Accreditation of Teacher Education (NCATE), which transitioned to the Council for the Accreditation of Educator Preparation (CAEP) effective July 1, 2013. For additional information on the quality standards to which Shawnee State University's educator preparation programs adhere, see the CAEP Unit Standards. Shawnee State's next accreditation visit by CAEP is in the spring of 2022.

- Notice from CAEP

Teacher Effectiveness after Graduation

Completers' Impact on P-12 Student Learning and Development

Value-Added: Ohio's value-added data system provides information on student academic gains. The value-added data included 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. Value-added classifications are calculated for teachers of math and reading. On average, approximately 40% of the employed teachers who earn licenses in the three preceding years receive value-added classifications.

Analysis of Results	Comparisons with Benchmarks and Trends
There were no data reported for value added in 2019-20 due to COVID.	
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. Shawnee State-prepared teachers are effective with regard to student learning and development. In the reporting year 2018-19, for the graduates with the initial licensure dates effective for the academic years 2015-2018, 39% of Shawnee State University-prepared teachers earned value-added classifications for the three highest levels:	Most effective (9%), above average (7%), or average (23%). In two of the last four years, 117 SSU graduates have been employed as teachers in Ohio. Of those, 44 have Value-Added data. Due to the grades, subjects and selection process, these data are not representative of the entire population of SSU graduates who are in their entry years. In 2018-2019, the percentage of teachers earning the three highest value-added classifications for Shawnee State was 39% compared to 57% across the state.
A review of the value-added data by licensure area reveals a significant variation in the number of teachers with value-added data.	Due to the small numbers of SSU graduates, comparisons annually by licensure area are of little to no value.

Data Sources

Value-Added Classifications for Shawnee State University-Prepared Teachers Compared to Teachers Prepared by all Ohio Educator Preparation Providers

- 2019-2020 – There were no value added data report for 2019-2020
- 2018-2019
- 2017-2018

- 2016-2017
- 2015-2016

Ohio Teacher Evaluation System (OTES) Results

OTES Classifications: Ohio's system for evaluating teachers, Ohio's Teacher Evaluation System (OTES), provides educators with a detailed view of their performance, with a focus on specific strengths and opportunities for improvement. Each teacher is evaluated using the OTES evaluation framework that is aligned to the Ohio Standards for the Teaching Profession. Teachers receive an evaluation classification based on their performance.

Analysis of Results	Comparisons with Benchmarks and Trends
No OTES Data were reported for 2019-2020 due to COVID.	
In 2017-18, 11 teachers prepared at Shawnee State University were rated as "Accomplished" and 12 were rated as "Skilled" in their first year of teaching. The effectiveness ratings of teachers prepared by Shawnee State are not reported in the other cells due to the low numbers of completers.	It is difficult to compare the data of completers with OTES data because of the low numbers of completers from SSU. As the numbers of graduates increase, these comparisons will be more meaningful. However, these data denote improvement in ratings as in 2017 the number of "Accomplished" was less than 10.

Data Source - Ohio Teacher Evaluation System (OTES) Results for Shawnee State University-Prepared Teachers

- 2019-2020 - No OTES Data were reported for 2019-2020 due to COVID.
- 2018-2019
- 2017-2018
- 2016-2017
- 2015-2016

Employer Satisfaction and Completer Persistence in Profession

Employer Satisfaction

To gather information on the quality of preparation provided by their educator preparation providers, the Ohio Department of Higher Education distributes a survey annually to employers of Ohio educators. Questions from the 15-item survey were aligned with Ohio's Learning Standards, Ohio licensure requirements, and elements of national accreditation.

Analysis of Results	Comparisons with Benchmarks and Trends
In academic year 2018-19, the State of Ohio discontinued the employer's survey. While employers in previous years indicated a high level of satisfaction with the quality of the preparation provided by Shawnee State University, the survey return rate was low. Shawnee State began sending the Employers Survey to its partner cooperating teachers in 2019. With the Covid19 pandemic, we expected our return rate on this survey to be very low. However, after only one mailing of the survey, we received 40 of 40 responses, for a return rate of 100%. (We recognize how unusual it is to have such a high response rate; we attribute it to the need of the teachers to be doing something related to work while off for Covid19!) The data from the Employers' Survey (administered to Cooperating Teachers) revealed that the cooperating teachers were very favorable toward our candidates. The teachers rated the SSU graduates which whom they had worked as competent and ready to teach. The lowest rating with 5 of 40 (12.5%) cooperating teachers rating our students as being unprepared was planning and differentiating instruction. Four of forty teachers (10%) rated their graduates as not prepared to differentiate instruction or support the learning of all students.	On the remaining 9 items, 38 or more cooperating teachers (out of 40, 95%) rated our grads as prepared in the following areas: working with their students in content; using content-specific strategies; aligning curricula to standards; treating students fairly and establishing an environment that is respectful, supportive and caring; maintaining and environment conducive to learning for all students; communicating clearly and effectively; collaborating with teachers administrators and staff; demonstrating professional and ethical behavior; assuming responsibility for professional growth. One teacher had an extremely unfavorable opinion of SSU we learned later from her student teacher. The student teacher told us of the unprofessional and disparaging remarks made regularly by this teacher about SSU. We believe this one teacher may have skewed the data by giving the lowest possible rating on every item. In conversations with our principals, superintendents and cooperating teachers, the anecdotal evidence reveals a

Analysis of Results	Comparisons with Benchmarks and Trends
Three of 39 (7%) teachers rated our graduates as not prepared in areas related to assessment and use of assessment data. We will address this relative weakness in our curriculum in the coming semesters. Similarly, 3/39 (7%) teachers rated our graduates as prepared to respect the diversity of the students they teach. We plan to look into these ratings as we hope never to put a student into the field is not prepared to respect diversity, differentiate instruction or support the learning of all students.	high degree of satisfaction with Shawnee's teachers. In fact, last year Portsmouth City Schools requested the opportunity to interview new teachers before our virtual Career Fair in May. The superintendent asked for his own interview date so that he had the first opportunity to hire SSU graduates for each of his open positions. Likewise, another superintendent (New Boston, OH) is so pleased with SSU teachers that she, too, will try to hire an SSUE graduate for each of her open positions.

Data Source - Employer Perceptions of Ohio Educator Preparation Providers Survey Results: Shawnee State University Average and State Average

- 2019-2020 – The only information available this year is anecdotal. We lost our data system unexpectedly and were unable to retrieve the data after the subscription ended. We have requested a renewal to our subscription which would then mean we have the ability to obtain the "lost" data. We have also engaged in a contract with **SKY**factor so that we can obtain this information in the future. Our first **SKY**factor survey will go out this week.
- 2018-2019
- 2017-2018
- 2016-2017
- 2015-2016

Completer Persistence in Profession

Shawnee State University tracks the degree to which program completers remain in the teaching profession. This is measured through the records provided by the state for Shawnee State University-prepared teachers who enter and persist in the Ohio Resident Educator four-year teacher development system.

Analysis of Results	Comparisons with Benchmarks and Trends
The Resident Educator Program in Ohio encompasses a robust four-year teacher development system. The data demonstrate the persistence of graduates through the program. Overall, SSU graduates persist to completion of the Resident Educator Program at a rate commensurate with the state average.	In 2019-20, 100% (36) candidates who graduated from Shawnee State University completed their first year of the Resident Educator Program. In 2018-19, 37 SSU graduates completed year one of the RESA in 2018-19 and 97% (36) of those went on to complete year two. Of the 2017-18 graduates, 100% (35) completed year one of the RESA, 94% (33) of those completed year 2 and 89% (31) finished year three. Of the SSU graduates who began teaching in 2016-17, 100% (29) completed year one of the Resident Educator Program; and 97% (28) of those persisted through years two, three and four.

Data Sources

Ohio Program Completers Persisting in the State Resident Educator Program: Shawnee State University Average

- 2014-2020
- 2014-2020   Aggregated Data is shown in the attachment. Disaggregated Data for persistence is below in employment.

Completer Satisfaction

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.

Analysis of Results	Comparisons with Benchmarks and Trends
Generally, Shawnee State University-prepared teachers have indicated a high level of satisfaction with the quality of their teacher preparation. The results of the 2018, survey however, were below the threshold for reporting (fewer than 10 surveys returned).	Due to the low return rate on this survey, beginning in 2019, the SSU School of Education sent out its own satisfaction survey to all completers from the last year. However, these data have not been reported as Covid19 interfered with their completion. We intend to complete and report the data in a few months.

Data Source - Statewide Survey of Ohio Resident Educators' Reflection on their Educator Preparation Program: Shawnee State University Average and State Average

- 2019-2020
- 2018-2019
- 2017-2018
- 2016-2017
- 2015-2016

Graduation Rates

Graduation Rate after 5 Years - Initial Programs

Shawnee State University tracks the number and percentage of students who earn a bachelor's degree after six years.

Analysis of Results	Comparisons with Benchmarks and Trends
On average, nearly 50% of undergraduate students who entered the Teacher Education Program at SSU graduate in 4 or 5 years. Undergraduate students who entered the university as a major in the College of Professional Studies were more likely to graduate than Shawnee State University students as a whole.	There are a number of students at SSU who transfer into the School of Education after taking courses from another college or university. These students are more likely to graduate in less than 4 years.

- 2016-2020

Ohio Assessments for Educators (OAE) Licensure Test Pass Rates

OAE Pass Rates - Initial Licensure Programs

As part of the process of becoming a licensed educator in particular areas in Ohio's pre-kindergarten through grade 12 system, candidates must pass licensure exams. The tests for initial licensure are the Ohio Assessment for Educators.

Analysis of Results	Comparisons with Benchmarks and Trends
The results indicate that Shawnee State University program completers are successful in passing the state-required licensure examinations. Over the past three years, 97% of Shawnee State University program completers pass the state's licensure examinations. The pass rate for 2019 was 86%.	Shawnee State University program completers perform better than the state as a whole on the required licensure examinations. The average pass rate for Shawnee State University in 2014-2015 and 2015-2016 was 2.5 percentage points higher than the average pass rate for the state as a whole for that same period.

Analysis of Results	Comparisons with Benchmarks and Trends
The results indicate that Shawnee State University program completers perform exceptionally well on the state-required Assessment of Professional Knowledge exams (APK), with 100% pass rate on three of the four exams.	The pass rates for Early Childhood Education and all of the Middle Childhood and Adolescence to Young Adult content areas was 100%. The lowest pass rate of 83% was for Special Education.

Data Sources

Initial Programs: Overall Licensure Test Pass Rates Shawnee State University and State

- 2020
- 2019
- 2018
- 2017
- 2016

Initial Programs: Licensure Test Pass Rates by Test Shawnee State University Completers -- disaggregate

- 2019-2020
- 2018-2019
- 2017-2018
- 2016-2017
- 2015-2016

Employment

Employment in Ohio Public School Districts

The Ohio Department of Higher Education provides universities with employment data annually. The data include Shawnee State University program completers who were employed in an Ohio public school during the academic year and earned licenses in the three preceding

years. The employment data do not include program completers who were employed in private schools or who were employed outside the state of Ohio.

Analysis of Results	Comparisons with Benchmarks and Trends
Many of Shawnee State's graduates find employment outside of Ohio. Of those who are employed in Ohio Schools, we observe the following patterns. % continue through at least 5 years of employment % continue through 4 years of employment % persist through 3 years of employment % persist through 2 years of employment % persist through the entire first year of employment	An review of the employment data by licensure area reveals that Shawnee State University program completers are employed in Ohio Schools in the following licensure areas: LIST… In Ohio, the shortage areas include Special Education, and Adolescent Young Adult (AYA) Science, Social Studies, Mathematics and Language Arts. Our graduates are filling positions in these shortage areas…

Data Sources

Shawnee State University Program Completers Employed in Ohio Public Schools – One Year After Recommendation for Licensure

- 2016-2020

Analysis of Results	Comparisons with Benchmarks and Trends
In 2016, 39 candidates graduated from SSU's undergraduate teacher education programs and 43 graduates were recommended for licensure. In 2017, 44 teacher candidates graduated from SSU and 52 graduates were recommended for licensure. In 2018, 60 graduated from our teacher education programs and 57 graduates were recommended for licensure. In 2019, 32 graduated and 59 were recommended for licensure. In 2020, 107 candidates completed our programs and 49 were recommended for licensure. The data above reveal that a number of SSU candidates are recommended for licensure at least one year after graduation (accounting for the larger number of recommendations than graduates).	Shawnee State teacher education graduates are in high demand in the Portsmouth, Ohio and surrounding areas. The principals and superintendents report their desire to fill their open positions with as many SSU graduates as possible. (At this time, we do not have benchmarks from other Universities with which to compare these data, but we plan to obtain the data prior to our next Annual Report. Although many students come to SSU from Kentucky and West Virginia, most (90%) obtain Ohio licensure. We will obtain the percentage of students from similar universities who achieve licensure following graduation (within two years) prior to our next CAEP Annual Report.

Consumer Information

Student Loan Cohort Default Rate

A cohort default rate is the percentage of a school's borrowers who enter repayment on certain Federal Family Education Loan (FFEL) Program or William D. Ford Federal Direct Loan (Direct Loan) Program during a particular federal fiscal year (FY). The U.S. Department of Education releases official cohort default rates once per year.

Analysis of Results	Comparisons with Benchmarks and Trends
The student default rate for FY 2015 for Shawnee State University was 17.5%.	Students who attended Shawnee State University were more likely to default on their student loan payments than students who attended other universities. The student loan default rate for Shawnee State University (17.5%) was higher than the Ohio average of 12.2% and the federal average of 10.8%.

Data Source - Official Student Loan Default Rates for Shawnee State University, Ohio, and United States

- FY 2017, 2016, 2015, 2014

Cost of Attendance

Shawnee State University is pleased to provide student aid calculators to assist in early financial planning for college. The Net Price Calculator can provide students and families with an idea of the estimated expenses that could be incurred at Shawnee State University (minus any financial aid awards) based on costs established for the selected academic term. Shawnee State University also provides the Shawnee State Advantage; it promises that the Shawnee cost, tuition and fees, room and board, will not increase for four years.

Ohio Department of Higher Education Educator Preparation Performance Report

To continuously improve the quality of educator preparation programs in Ohio, Ohio Revised Code 3333.048 requires the Chancellor of Higher Education and the Superintendent of Public Instruction to establish and publish metrics for institutions of higher education that prepare educators and other school personnel. Reports are available for all institutions and initial licensure programs in the state.

- 2019-2020
- 2018-2019
- 2017-2018
- 2016-2017
- 2015-2016

- 2014-2015
- 2013-2014
- 2012-2013
- 2011-2012

Federal Title II Report on the Quality of Teacher Preparation

Title II of the federal Higher Education Act requires annual reports on the quality of teacher preparation. The reports provide information on a number of measures including enrollment, clinical experiences, state licensure test pass rates, and other measures.

- 2020 (for AY 2018-19)
- 2019 (for AY 2017-18)
- 2018 (for AY 2016-17)
- 2017 (for AY 2015-16)
- 2016 (for AY 2014-15)