

**2013**  
**Educator Preparation Performance Report**  
**University of Mount Union**

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**Institution Profile**

(Data Source: University of Mount Union)

The University of Mount Union, located in Alliance, Ohio, is an independent institution affiliated with the United Methodist Church. The institution offers baccalaureate and master's degrees and currently enrolls over 2,200 students. The University is regionally accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools and possesses specialized accreditation for several of its professional programs. In addition, the University has been authorized by the Chancellor since January 1970.

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**Licensure Test Scores for Individuals Completing Educator Preparation Programs**  
**at**  
**University of Mount Union**

Reporting period for 9/1/2011 through 8/31/2012

(Data Source: University of Mount Union)

**Description of Data:**

For the period reflected on this report, Ohio required that teacher candidates pass Praxis II® examinations by scoring at or above the state's established required score to be recommended for licensure and receive endorsements in specific fields. The reporting for Teacher Licensure Test Scores is based on Federal Title II data and therefore reflects only initial licensure for 2011-2012. Data are not provided for additional licenses that an educator earns after her/his initial license. Individual candidates often take more than one licensure examination; the number of licensure program completers reported reflects the unduplicated number of individuals taking examinations. For institutions with fewer than 10 linked teachers or principals, only the N is reported.

<b>Summary Rating: Effective</b>		
	<b>Completers Tested</b>	<b>Pass Rate Percentage</b>
<b>All Teacher Licensure Tests</b>	107	100%

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**Licensure Test Scores for Individuals Completing Principal Preparation Programs  
at**

(Data Source: )

**Description of Data:**

	Completers Tested	Pass Rate Percentage
Principal Licensure Data		

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**Value-Added Data for Individuals Completing Educator Preparation Programs at**  
**University of Mount Union**  
Reporting period for 9/1/2012 through 8/31/2013

**Description of Data:**

Ohio's value-added data system provides educators a more complete picture of student growth. 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). From a state perspective, value-added data provide insights into student performance. For example, schools that do not appear to be achieving at high levels as traditionally measured can demonstrate through value-added data that many of their students are achieving significant progress. It is important to recognize these gains, as schools work to support students who have chronically struggled to perform. Student growth measures also provide students and parents with evidence of the impact of their efforts.

Limitations of the Value-Added Data:

1. The information in the report is for those individuals receiving their licenses with effective years of, 2009, 2010, 2011, and 2012.
2. The value-added data in this report are those reported by Ohio's Education Value-Added Assessment System (EVAAS) based on reading and mathematics achievement tests in grades 4-8.
3. The number of teachers and principals (N) with associated value-added data remains small at this point. For institutions with fewer than 10 linked teachers or principals with value-added data, only the N is reported.

**Value-Added Data for University of Mount Union-Prepared Teachers**

Teachers with Effective Licensure Dates 2009, 2010, 2011, 2012		Associated Value-Added Classifications				
Employed as Teachers	Teachers with Value-Added Data	Most Effective	Above Average	Average	Approaching Average	Least Effective
75	10	N = 3 % = 30	N = 1 % = 10	N = 2 % = 20	N = 2 % = 20	N = 2 % = 20

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### Demographic Information for Schools where University of Mount Union-Prepared Teachers with Value-Added Data Serve

<b>Characteristic</b>						
	<b>Elementary School</b>	<b>Middle School</b>	<b>Junior High School</b>	<b>High School</b>	<b>Ungraded</b>	
<b>Teachers Serving by School Level</b>	N = 3 % = 30	N = 7 % = 70	N = 0 % = 0	N = 0 % = 0	N = 0 % = 0	
	<b>Community School</b>	<b>Public School</b>	<b>STEM School</b>	<b>Educational Service Center</b>		
<b>Teachers Serving by School Type</b>	N = 0 % = 0	N = 10 % = 100	N = 0 % = 0	N = 0 % = 0		
	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>F</b>	<b>NR</b>
<b>Teachers Serving by Overall Letter Grade of Building Value-Added</b>	N = 5 % = 50	N = 0 % = 0	N = 3 % = 30	N = 0 % = 0	N = 2 % = 20	N = 0 % = 0
	<b>High Minority</b>		<b>Middle Minority</b>		<b>Low Minority</b>	
<b>Teachers Serving by Minority Enrollment by Tertiles</b>	N = 1 % = 10		N = 5 % = 50		N = 4 % = 40	
	<b>High Poverty</b>	<b>Medium-High Poverty</b>	<b>Medium-Low Poverty</b>	<b>Low Poverty</b>		
<b>Teachers Serving by Poverty Level by Quartiles</b>	N = 2 % = 20	N = 1 % = 10	N = 4 % = 40	N = 3 % = 30		

\* 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 University of Mount Union-Prepared Principals**

Principals with Effective Licensure Dates 2009, 2010, 2011, 2012		Principals Serving by Letter Grade of Overall Building Value-Added					
Employed as Principals	Principals with Value-Added Data	A	B	C	D	F	NR
0	0	N = 0 % = 0	N = 0 % = 0	N = 0 % = 0	N = 0 % = 0	N = 0 % = 0	N = 0 % = 0

**Demographic Information for Schools where University of Mount Union-Prepared Principals with Value-Added Data Serve**

<b>Characteristic</b>						
	<b>Elementary School</b>	<b>Middle School</b>	<b>Junior High School</b>	<b>High School</b>	<b>Ungraded</b>	
<b>Principals Serving by School Level</b>	N = 0 % = 0	N = 0 % = 0	N = 0 % = 0	N = 0 % = 0	N = 0 % = 0	
	<b>Community School</b>	<b>Public School</b>	<b>STEM School</b>		<b>Educational Service Center</b>	
<b>Principals Serving by School Type</b>	N = 0 % = 0	N = 0 % = 0	N = 0 % = 0		N = 0 % = 0	
	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>F</b>	<b>NR</b>
<b>Principals Serving by Overall Letter Grade of School</b>	<b>NOT AVAILABLE UNTIL 2015</b>					
	<b>High Minority</b>		<b>Middle Minority</b>		<b>Low Minority</b>	
<b>Principals Serving by School Minority Enrollment by Tertiles</b>	N = 0 % = 0		N = 0 % = 0		N = 0 % = 0	
	<b>High Poverty</b>	<b>Medium-High Poverty</b>	<b>Medium-Low Poverty</b>		<b>Low Poverty</b>	
<b>Principals Serving by School Poverty Level by Quartiles</b>	N = 0 % = 0	N = 0 % = 0	N = 0 % = 0		N = 0 % = 0	

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**University of Mount Union Candidate Academic Measures**

Reporting period for 9/1/2012 through 8/31/2013

(Data Source: University of Mount Union)

**Description of Data:**

Educator preparation programs (EPPs) reported academic measures for students completing their teacher and principal preparation programs. Academic measures reported include assessment results for the ACT®, SAT®, Praxis I®, GRE®, and MAT®, as well as high school, undergraduate, graduate, transfer grade point average, and program admission (GPA). The Ohio Board of Regents calculated statewide weighted mean values based on the EPP-reported data. For institutions with fewer than 10 linked teachers or principals, only the N is reported. Academic measures which do not apply to a specific unit or program are represented by NA.

**Teacher Preparation Programs**

Criterion	Required Score	Candidates Admitted		Candidates Enrolled		Candidates Completing	
		Number of Admissions	Average Score of All Admissions	Number Enrolled	Average Score of All Enrollments	Number of Program Completers	Average Score All Program Completers
<b>U=Undergraduate PB=Post-Baccalaureate G=Graduate</b>							
	U/PB/G	U/PB/G	U/PB/G	U/PB/G	U/PB/G	U/PB/G	U/PB/G
Undergraduate GPA	2.5 / NA / NA	96 / NA / NA	3.35 / NA / NA	212 / NA / NA	3.36 / NA / NA	102 / NA / NA	3.42 / NA / NA
SAT Composite Score	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA
Praxis I Reading	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA
GRE Writing Subscore	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA
GRE Quantitative Subscore	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA
SAT Writing Subscore	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA
ACT Composite Score	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA
High School GPA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA
ACT Reading Subscore	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA
ACT Math Subscore	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA
GRE Composite Score	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA

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Criterion	Required Score	Candidates Admitted		Candidates Enrolled		Candidates Completing	
		Number of Admissions	Average Score of All Admissions	Number Enrolled	Average Score of All Enrollments	Number of Program Completers	Average Score All Program Completers
<b>U=Undergraduate PB=Post-Baccalaureate G=Graduate</b>							
	<b>U/PB/G</b>	<b>U/PB/G</b>	<b>U/PB/G</b>	<b>U/PB/G</b>	<b>U/PB/G</b>	<b>U/PB/G</b>	<b>U/PB/G</b>
SAT Verbal Subscore	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA
SAT Quantitative Subscore	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA
Praxis I Math	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA
GRE Verbal Subscore	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA
Transfer GPA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA
Praxis II	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA
Graduate GPA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA
Praxis I Writing	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA
ACT English Subscore	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA
MAT	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA	NA / NA / NA
<b>Other Criteria</b>		<b>Undergraduate</b>		<b>Post-Baccalaureate</b>		<b>Graduate</b>	
Dispositional Assessment		Y		N		N	
EMPATHY/Omaha Interview		N		N		N	
Essay		N		N		N	
High School Class Rank		N		NA		NA	
Interview		Y		N		N	
Letter of Commitment		N		N		N	
Letter of Recommendation		Y		N		N	
Myers-Briggs Type Indicator		NA		N		N	
Portfolio		N		N		N	
Prerequisite Courses		Y		N		N	
SRI Teacher Perceiver		NA		NA		N	
Superintendent Statement of Sponsorship		NA		NA		N	

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Other Criteria	Undergraduate	Post-Baccalaureate	Graduate
Teacher Insight	NA	N	N

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**Principal Preparation Programs**

		Candidates Admitted		Candidates Enrolled		Candidates Completing	
Criterion	Required Score	Number of Admissions	Average Score of All Admissions	Number Enrolled	Average Score of All Enrollments	Number of Program Completers	Average Score All Program Completers
Undergraduate GPA	2.75	N<10	N<10	N<10	N<10	N<10	N<10
GRE Writing Subscore	4	N<10	N<10	N<10	N<10	N<10	N<10
MAT	380	N<10	N<10	N<10	N<10	N<10	N<10
GRE Quantitative Subscore	139	N<10	N<10	N<10	N<10	N<10	N<10
GRE Verbal Subscore	146	N<10	N<10	N<10	N<10	N<10	N<10
SAT Composite Score	NA	NA	NA	NA	NA	NA	NA
Praxis I Reading	NA	NA	NA	NA	NA	NA	NA
SAT Writing Subscore	NA	NA	NA	NA	NA	NA	NA
ACT Composite Score	NA	NA	NA	NA	NA	NA	NA
High School GPA	NA	NA	NA	NA	NA	NA	NA
ACT Reading Subscore	NA	NA	NA	NA	NA	NA	NA
ACT Math Subscore	NA	NA	NA	NA	NA	NA	NA
GRE Composite Score	NA	NA	NA	NA	NA	NA	NA
SAT Verbal Subscore	NA	NA	NA	NA	NA	NA	NA
SAT Quantitative Subscore	NA	NA	NA	NA	NA	NA	NA
Praxis I Math	NA	NA	NA	NA	NA	NA	NA
Praxis II	NA	NA	NA	NA	NA	NA	NA

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		Candidates Admitted		Candidates Enrolled		Candidates Completing	
Criterion	Required Score	Number of Admissions	Average Score of All Admissions	Number Enrolled	Average Score of All Enrollments	Number of Program Completers	Average Score All Program Completers
Graduate GPA	NA	NA	NA	NA	NA	NA	NA
Praxis I Writing	NA	NA	NA	NA	NA	NA	NA
ACT English Subscore	NA	NA	NA	NA	NA	NA	NA
<b>Other Criteria</b>							
<b>Portfolio</b>						N	
<b>Interview</b>						Y	
<b>Letter of Recommendation</b>						Y	
<b>Essay</b>						Y	
<b>Prerequisite Courses</b>						N	
<b>Dispositional Assessment</b>						Y	
<b>Letter of Commitment</b>						N	
<b>Superintendent Statement of Sponsorship</b>						N	
<b>Myers-Briggs Type Indicator</b>						N	
<b>SRI Teacher Perceiver</b>						N	
<b>Teacher Insight</b>						N	
<b>EMPATHY/Omaha Interview</b>						N	

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**Field and Clinical Experiences for University of Mount Union Candidates**

Reporting period for 9/1/2012 through 8/31/2013

(Data Source: University of Mount Union)

**Description of Data:**

Ohio requires that teacher 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 at the unit level.

**Teacher Preparation Programs**

Field/Clinical Experience Element	University of Mount Union Requirements
Minimum number of field/clinical hours required of candidates in teacher preparation programs at the institution	125
Maximum number of field/clinical hours required of candidates in teacher preparation programs at the institution	280
Average number of weeks required to teach full-time within the student teaching experience at the institution	12
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	45
Number of candidates admitted to internship	9
Number of candidates completing internship	0
Percentage of principal candidates who satisfactorily completed internship	0%

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**Teacher Pre-Service Survey Results**

**Description of Data:**

To gather information on student satisfaction with the quality of preparation provided by their educator preparation programs, the Ohio Board of Regents and a committee of representatives from Ohio institutions of higher education collaborated to develop a survey of Ohio's Pre-Service Teachers as a special research project. Questions on the survey are aligned with the Ohio Standards for the Teaching Profession (OSTP), Ohio licensure requirements, and elements of national accreditation. The Ohio Board of Regents distributed the online survey to candidates completing their student teaching experiences and collected the data for the Reporting period for 9/1/2012 through 8/31/2013. A total of 3570 respondents completed the survey statewide for a response rate of 81 percent.

**University of Mount Union Survey Response Rate = 94.52%**

**Total Survey Responses = 69**

No.	Question	Institution Average 1=Strongly Disagree 2=Disagree 3=Agree 4=Strongly Agree	State Average (Mean) 1=Strongly Disagree 2=Disagree 3=Agree 4=Strongly Agree
1	My teacher licensure program prepared me with knowledge of research on how students learn.	3.27	3.49
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.	3.10	3.34
3	My teacher licensure program prepared me with high levels of knowledge and the academic content I plan to teach.	3.24	3.39
4	My teacher licensure program prepared me to identify instructional strategies appropriate to my content area.	3.25	3.46
5	My teacher licensure program prepared me to understand the importance of linking interdisciplinary experiences.	3.13	3.40
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.	3.34	3.53
7	My teacher licensure program prepared me to use assessment data to inform instruction.	3.26	3.44
8	My teacher licensure program prepared me to clearly communicate learning goals to students.	3.26	3.47
9	My teacher licensure program prepared me to apply knowledge of how students learn, to inform instruction.	3.39	3.52
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.	3.30	3.43
11	My teacher licensure program prepared me to identify strategies to increase student motivation and interest in topics of study.	3.26	3.35
12	My teacher licensure program prepared me to create learning situations in which students work independently, collaboratively,	3.36	3.51

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No.	Question	Institution Average 1=Strongly Disagree 2=Disagree 3=Agree 4=Strongly Agree	State Average (Mean) 1=Strongly Disagree 2=Disagree 3=Agree 4=Strongly Agree
	and/or a whole class.		
13	My teacher licensure program prepared me to use strategies for effective classroom management.	3.07	3.33
14	My teacher licensure program prepared me to communicate clearly and effectively.	3.32	3.50
15	My teacher licensure program prepared me to understand the importance of communication with families and caregivers.	3.30	3.44
16	My teacher licensure program prepared me to understand, uphold, and follow professional ethics, policies, and legal codes of professional conduct.	3.35	3.59
17	My teacher licensure program prepared me to use a variety of diagnostic, formative, and summative assessments.	3.20	3.45
18	My teacher licensure program prepared me to communicate high expectations for all students.	3.47	3.57
19	My teacher licensure program prepared me to understand students, diverse cultures, language skills, and experiences.	3.20	3.41
20	My teacher licensure program prepared me to treat all students fairly and establish an environment that is respectful, supportive, and caring.	3.62	3.63
21	My teacher licensure program prepared me to use technology to enhance teaching and student learning.	3.22	3.33
22	My teacher licensure program prepared me to collaborate with colleagues and members of the community when and where appropriate.	3.28	3.42
23	My teacher licensure program collected evidence of my performance on multiple measures to monitor my progress.	3.25	3.43
24	My teacher licensure program provided me with knowledge of the Ohio Licensure Program standards for my discipline (e.g. NAEYC, CEC, NCTM).	2.92	3.15
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.	2.84	3.01
26	My teacher licensure program provided me with knowledge of the requirements for the Ohio Resident Educator Program.	2.81	2.94
27	My teacher licensure program provided me with knowledge of the Ohio Standards for the Teaching Profession.	2.92	3.24
28	My teacher licensure program provided me with knowledge of the Ohio Standards for Professional Development.	2.86	3.12
29	My teacher licensure program provided me with knowledge of the Ohio Academic Content Standards, including the Common Core	3.23	3.43

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No.	Question	Institution Average 1=Strongly Disagree 2=Disagree 3=Agree 4=Strongly Agree	State Average (Mean) 1=Strongly Disagree 2=Disagree 3=Agree 4=Strongly Agree
	State Standards.		
30	My teacher licensure program provided me with knowledge of the Value-added Growth Measure as defined by the Ohio State Board of Education.	2.79	2.97
31	My teacher licensure program provided field experiences that supported my development as an effective educator focused on student learning.	3.41	3.54
32	My teacher licensure program provided field experiences in a variety of settings (urban, suburban, and rural).	3.54	3.30
33	My teacher licensure program provided student teaching experience(s) that supported my development as an effective educator focused on student learning.	3.48	3.59
34	My teacher licensure program provided cooperating teachers who supported me through observation and conferences (face-to-face or via electronic media).	3.55	3.58
35	My teacher licensure program provided university supervisors who supported me through observation and conferences (face-to-face or via electronic media).	3.44	3.56
36	My teacher licensure program provided opportunities to work with diverse students (including gifted students, students with disabilities, and at-risk students).	3.42	3.43
37	My teacher licensure program provided opportunities to understand students' diverse cultures, languages, and experiences.	3.34	3.40
38	My teacher licensure program provided opportunities to work with diverse teachers.	3.16	3.25
39	My teacher licensure program provided opportunities to interact with diverse faculty.	3.15	3.26
40	My teacher licensure program provided opportunities to work and study with diverse peers.	3.22	3.30
41	Overall, the faculty in my teacher licensure program demonstrated in-depth knowledge of their field.	3.37	3.57
42	Overall, the faculty in my teacher licensure program used effective teaching methods that helped promote learning.	3.24	3.46
43	Overall, the faculty in my teacher licensure program modeled respect for diverse populations.	3.38	3.54
44	Overall, the faculty in my teacher licensure program integrated diversity-related subject matter within coursework.	3.13	3.44
45	Overall, the faculty in my teacher licensure program used technology to facilitate teaching and learning.	3.18	3.42
46	Overall, the faculty in my teacher licensure program conducted	3.49	3.60

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<b>No.</b>	<b>Question</b>	<b>Institution Average</b> 1=Strongly Disagree 2=Disagree 3=Agree 4=Strongly Agree	<b>State Average (Mean)</b> 1=Strongly Disagree 2=Disagree 3=Agree 4=Strongly Agree
	themselves in a professional manner.		
47	My teacher licensure program provided provided clearly articulated policies published to facilitate progression to program completion.	3.18	3.32
48	My teacher licensure program provided provided opportunities to voice concerns about the program.	3.08	3.18
49	My teacher licensure program provided provided advising to facilitate progression to program completion.	3.19	3.33

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**Statewide Survey of OHIO Resident Educators' Reflections on their Educator Preparation Program**

**Description of Data:**

To gather information on student satisfaction with the quality of preparation provided by their educator preparation programs, the Ohio Board of Regents and a committee of representatives from Ohio institutions of higher education collaborated to develop a survey of Ohio's Resident Educators as a special research project. Questions on the survey are aligned with the Ohio Standards for the Teaching Profession (OSTP), Ohio licensure requirements, and elements of national accreditation. The Ohio Board of Regents distributed the online survey to candidates completing their Resident Educator experiences and collected the data for the Reporting period for 9/1/2012 through 8/31/2013

No.	Question	Institution Average 1=Strongly Disagree 2=Disagree 3=Agree 4=Strongly Agree	State Average (Mean) 1=Strongly Disagree 2=Disagree 3=Agree 4=Strongly Agree
1	My teacher licensure program prepared me with knowledge of research on how students learn.	N<10	3.40
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.	N<10	3.21
3	My teacher licensure program prepared me with high levels of knowledge and the academic content I plan to teach.	N<10	3.32
4	My teacher licensure program prepared me to identify instructional strategies appropriate to my content area.	N<10	3.38
5	My teacher licensure program prepared me to understand the importance of linking interdisciplinary experiences.	N<10	3.28
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.	N<10	3.24
7	My teacher licensure program prepared me to use assessment data to inform instruction.	N<10	3.24
8	My teacher licensure program prepared me to clearly communicate learning goals to students.	N<10	3.24
9	My teacher licensure program prepared me to apply knowledge of how students learn, to inform instruction.	N<10	3.24
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.	N<10	3.24
11	My teacher licensure program prepared me to identify strategies to increase student motivation and interest in topics of study.	N<10	3.23
12	My teacher licensure program prepared me to create learning situations in which students work independently, collaboratively, and/or a whole class.	N<10	3.36
13	My teacher licensure program prepared me to use strategies for effective classroom management.	N<10	3.27
14	My teacher licensure program prepared me to communicate clearly and effectively.	N<10	3.40

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No.	Question	Institution Average 1=Strongly Disagree 2=Disagree 3=Agree 4=Strongly Agree	State Average (Mean) 1=Strongly Disagree 2=Disagree 3=Agree 4=Strongly Agree
15	My teacher licensure program prepared me to understand the importance of communication with families and caregivers.	N<10	3.39
16	My teacher licensure program prepared me to understand, uphold, and follow professional ethics, policies, and legal codes of professional conduct.	N<10	3.56
17	My teacher licensure program prepared me to use a variety of diagnostic, formative, and summative assessments.	N<10	3.29
18	My teacher licensure program prepared me to understand students' diverse cultures, language skills, and experiences.	N<10	3.28
19	My teacher licensure program prepared me to treat all students fairly and establish an environment that is respectful, supportive, and caring.	N<10	3.55
20	My teacher licensure program prepared me to use technology to enhance teaching and student learning.	N<10	3.23
21	My teacher licensure program prepared me to collaborate with colleagues and members of the community when and where appropriate.	N<10	3.36
22	My teacher licensure program collected evidence of my performance on multiple measures to monitor my progress.	N<10	3.31
23	My teacher licensure program provided me with knowledge of the Ohio Licensure Program standards for my discipline (e.g. NAEYC, CEC, NCTM).	N<10	2.97
24	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.	N<10	2.40
25	My teacher licensure program provided me with knowledge of the requirements for the Resident Educator License.	N<10	2.40
26	My teacher licensure program provided me with knowledge of the Ohio Standards for the Teaching Profession.	N<10	3.07
27	My teacher licensure program provided me with knowledge of the Ohio Standards for Professional Development.	N<10	2.93
28	My teacher licensure program provided me with knowledge of the Ohio Academic Content Standards, including the Common Core State Standards.	N<10	2.98
29	My teacher licensure program provided me with knowledge of the Value-added Growth Measure as defined by the Ohio State Board of Education.	N<10	2.61
30	My teacher licensure program provided field experiences that supported my development as an effective educator focused on student learning.	N<10	3.58
31	My teacher licensure program provided field experiences in a variety of settings (urban, suburban, and rural).	N<10	3.31
32	My teacher licensure program provided student teaching experience(s) that supported my development as an effective	N<10	3.58

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No.	Question	Institution Average 1=Strongly Disagree 2=Disagree 3=Agree 4=Strongly Agree	State Average (Mean) 1=Strongly Disagree 2=Disagree 3=Agree 4=Strongly Agree
	educator focused on student learning.		
33	My teacher licensure program provided cooperating teachers who supported me through observation and conferences (face-to-face or via electronic media).	N<10	3.53
34	My teacher licensure program provided university supervisors who supported me through observation and conferences (face-to-face or via electronic media).	N<10	3.51
35	My teacher licensure program provided opportunities to work with diverse students (including gifted students, students with disabilities, and at-risk students).	N<10	3.29
36	My teacher licensure program provided opportunities to understand students' diverse cultures, languages, and experiences.	N<10	3.27
37	My teacher licensure program provided opportunities to work with diverse teachers.	N<10	3.17
38	My teacher licensure program provided opportunities to interact with diverse faculty.	N<10	3.16
39	My teacher licensure program provided opportunities to work and study with diverse peers.	N<10	3.24
40	Overall, the faculty in my teacher licensure program demonstrated in-depth knowledge of their field.	N<10	3.49
41	Overall, the faculty in my teacher licensure program used effective teaching methods that helped promote learning.	N<10	3.37
42	Overall, the faculty in my teacher licensure program modeled respect for diverse populations.	N<10	3.47
43	Overall, the faculty in my teacher licensure program integrated diversity-related subject matter within coursework.	N<10	3.31
44	Overall, the faculty in my teacher licensure program used technology to facilitate teaching and learning.	N<10	3.25
45	Overall, the faculty in my teacher licensure program conducted themselves in a professional manner.	N<10	3.56
46	My teacher licensure program provided provided clearly articulated policies published to facilitate progression to program completion.	N<10	3.30
47	My teacher licensure program provided provided opportunities to voice concerns about the program.	N<10	3.12
48	My teacher licensure program provided provided advising to facilitate progression to program completion.	N<10	3.29
49	My teacher licensure program provided prepared me with the knowledge and skills necessary to enter the classroom as a Resident Educator.	N<10	3.17

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**National Accreditation**

(Data Source: Ohio Board of Regents)

**Description of Data:**

Educator preparation programs (EPPs) reported academic measures for students completing their teacher and principal preparation programs. Academic measures reported include assessment results for the ACT®, SAT®, Praxis I®, GRE®, and MAT®, as well as high school, undergraduate, graduate, transfer grade point average, and program admission (GPA). The Ohio Board of Regents calculated statewide weighted mean values based on the EPP-reported data. For institutions with fewer than 10 linked teachers or principals, only the N is reported. Academic measures which do not apply to a specific unit or program are represented by NA.

<b>Accrediting Agency</b>	NCATE
<b>Date of Last Review</b>	October 2009
<b>Accreditation Status</b>	Accredited

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**Teacher Residency Program**

Reporting period for 9/1/2012 through 8/31/2013

(Data Source: Ohio Department of Education)

**Description of Data:**

The Resident Educator Program in Ohio is a broad system of support that encompasses a robust four-year teacher development system designed to improve teacher retention and increase student learning. Data are reported for those entering the Resident Educator Program in SY2011-2012 and SY2012-2013. Non-completion does not imply dismissal, but rather may be due to multiple factors.

**Percent of Newly Hired Teachers Completing the State Residency Program**  
**who were Prepared at University of Mount Union**

Residency Year 1			Residency Year 2			Residency Year 3			Residency Year 4		
Entering	Completing		Entering	Completing		Entering	Completing		Entering	Completing	
74	73	99%	41	40	98%						

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**Excellence and Innovation Initiatives at University of Mount Union**

Reporting period for 9/1/2012 through 8/31/2013

(Data Source: University of Mount Union)

**Description of Data:**

This section provides each program the opportunity to share information on a maximum of three initiatives geared to increase excellence and support innovation in the preparation of Ohio educators.

**Teacher Licensure Programs**

<b>Initiative:</b>	A Better You, A Better Me, A Better Us
<b>Purpose:</b>	Provide service learning in the form of a conference for middle school students
<b>Goal:</b>	Increase communication between teacher candidates and middle school students on our university's campus, provide learning opportunities in non-academic related fields to middle school students
<b>Number of Participants:</b>	26
<b>Strategy:</b>	Candidates, after researching service learning, multiculturalism, gender/race issues, etc., created a daylong conference for middle school students. Fifty area middle school students traveled to our campus and participated in breakout sessions, including African Drums and Tinikling, Stereotypes, Masculinity, Body Image, Media Literacy, Cultural Dance, and Cross the Line. Community experts and Mount Union candidates led the sessions. Students completed an evaluation of the conference at the end of the day.
<b>Demonstration of Impact:</b>	Middle school students' post conference surveys indicate that the conference was a success. Students reported that the content was helpful, information was engaging and relevant, information was largely new to them, and 82% (N=41) of the students reported that they would return to another conference.
<b>External Recognition:</b>	Candidates compiled research from their conference formally presented it at our university's SCHOLAR Day Conference. Additionally, a detailed article with photographs of candidates and students was published in the city's newspaper.
<b>Programs:</b>	Early Childhood, Middle Childhood, Intervention Specialist, Adolescence to Young Adult, and Multiage Education
<b>Initiative:</b>	Pen Pal Mentors
<b>Purpose:</b>	Candidates in a phonics course were matched with 4th graders in Cleveland Public Schools. The pairs were pen pals for the semester.
<b>Goal:</b>	Candidates strive to improve self-confidence and test taking strategies in tests with their 4th grade pen pal; Improve 4th graders' letter writing skills; Increase the 4th graders' reading and math scores on the OAA
<b>Number of Participants:</b>	22
<b>Strategy:</b>	For an entire semester, candidates in a phonics course wrote letters to 4th grade students in an urban setting. The candidates were to help the 4th graders improve their letter writing skills, motivate them to try hard on the OAAs, teach them test taking strategies, etc. Candidates also made games for the 4th graders and made t-shirts with "Good Luck" slogans on them that the 4th graders could wear on test days. After testing, the candidates took a field trip to Cleveland Public Schools and officially met their pen pals.

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<b>Demonstration of Impact:</b>	4th graders' test scores improved 40-60 points compared to their 3rd grade scores.
<b>External Recognition:</b>	The 4th grade teacher and building principal sent thank you notes to the candidates and professor, citing that they believed the improvements were a result of this project.
<b>Programs:</b>	Early Childhood, Middle Childhood, Intervention Specialist: Early and Mild Moderate
<b>Initiative:</b>	Middle School Shadowing Experience
<b>Purpose:</b>	Middle Childhood Licensure candidates shadow area middle school students for a day
<b>Goal:</b>	Increase awareness of the life of a middle school student, provide an experience to candidates that requires deep reflection and analysis, interview the principal and assistant principal to gain an administrative perspective of middle school life
<b>Number of Participants:</b>	43
<b>Strategy:</b>	Candidates in an introduction to the middle school course spent a day at a partner middle school. Each candidate was paired with middle school students, and the candidates shadowed them all day. Candidates interviewed the students about coursework, lunch, extracurricular activities, etc., and they ate lunch with the students, visited their lockers, and more. Candidates also interviewed the principal and assistant principal to gain an administrative perspective on middle school structures and life. Finally, candidates interviewed the guidance counselor and met the school's therapy dog.
<b>Demonstration of Impact:</b>	Candidates wrote extensive reflections after the experience. These reflections were tied to research on adolescents, as well as their own experiences in middle school, and the reflections were positive and documented growth.
<b>External Recognition:</b>	Continued support from Middle School's Administrators to continue this program
<b>Programs:</b>	Middle Childhood, Mild/Moderate Intervention Specialist, and Early Childhood seeking 4-5 Endorsement

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**Principal Licensure Programs**

<b>Initiative:</b>	
<b>Purpose:</b>	
<b>Goal:</b>	
<b>Number of Participants:</b>	
<b>Strategy:</b>	
<b>Demonstration of Impact:</b>	
<b>External Recognition:</b>	
<b>Programs:</b>	