

# 2024

## Ohio Educator Preparation Provider Performance Report

### University of Dayton

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#### Institution Profile

(Data Source: University of Dayton)

The University of Dayton (UD) is a private institution founded by the Society of Mary (the Marianists), a Roman Catholic teaching order.

The University of Dayton is a research intensive doctoral degree granting university, listed in the top 100 research universities in the United States. It is a Catholic university located in an urban setting.

The University is also a community that looks beyond itself by rendering public service, a community of servant leaders from the President to the candidates, able to connect scholarship and learning with leadership and service.

#### School of Education and Health Sciences

The School of Education and Health Sciences (SEHS) consists of the Teacher Education Department, Health and Sports Science, Educational Leadership, Counselor Education, Doctor of Physical Therapy, and Physician Assistant's Program. As appropriate, each of these programs/departments are recognized by the proper accrediting body.

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#### 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 University of Dayton**

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                                          | 12             | 33        | N<10         | N<10          |
| 2021                                          | N<10           | 39        | N<10         | N<10          |
| 2022                                          | N<10           | 27        | N<10         | N<10          |
| 2023                                          | N<10           | 31        | N<10         | N<10          |

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**Ohio Principal Evaluation System (OPES) Results for Individuals  
Completing Principal Preparation Programs at University of Dayton**

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                                            | 17             | 18        | N<10         | N<10          |
| 2021                                            | 20             | 23        | N<10         | N<10          |
| 2022                                            | 11             | 14        | N<10         | N<10          |
| 2023                                            | 22             | 11        | N<10         | N<10          |

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**Field and Clinical Experiences for Candidates at University of Dayton**

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

(Data Source: University of Dayton)

**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 | 150          |
| Maximum number of field/clinical hours required of candidates in teacher preparation programs at the institution | 170          |
| Average number of weeks required to teach full-time within the student teaching experience at the institution    | 15           |
| Percentage of teacher candidates who satisfactorily completed student teaching                                   | 98.6%        |

| Principal Preparation Programs                                                      |              |
|-------------------------------------------------------------------------------------|--------------|
| Field/Clinical Experience Element                                                   | Requirements |
| Total number of field/clinical weeks required of principal candidates in internship | 30           |
| Number of candidates who started internship                                         | 31           |
| Number of candidates who completed internship                                       | 22           |
| Percentage of principal candidates who satisfactorily completed internship          | 70.97%       |

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**Description of Data:**

| Teacher Licensure Tests   |           |
|---------------------------|-----------|
| Summary Rating: EFFECTIVE |           |
| Completers Tested         | Pass Rate |
| 132                       | 86%       |

**Ohio Principal Licensure Examination Pass Rates at University of Dayton**

Reporting period from September 1, 2023 to August 31, 2024.  
(Data Source: University of Dayton)

**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 |
| 35                        | 60%       |

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

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 University of Dayton-Prepared Teachers**

| Initial Licensure Effective<br>Years 2020, 2021, 2022, 2023 |                                   | Associated Value-Added Classifications |             |             |
|-------------------------------------------------------------|-----------------------------------|----------------------------------------|-------------|-------------|
| Employed<br>as Teachers                                     | Teachers with<br>Value-Added Data | Yellow                                 | Green       | Light Blue  |
| 212                                                         | 74                                | N=9<br>12%                             | N=47<br>64% | N=18<br>24% |

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#### Demographic Information for Schools where University of Dayton-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=29                             | N=19          | N=5                | N=21        | N/A             |
| 39%                              | 26%           | 7%                 | 28%         | N/A             |

| Teachers Serving by School Type |               |             |                            |             |                |
|---------------------------------|---------------|-------------|----------------------------|-------------|----------------|
| Community School                | Public School | STEM School | Educational Service Center | Career-Tech | No School Type |
| N/A                             | N=74          | N/A         | N/A                        | N/A         | N/A            |
| N/A                             | 100%          | 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=74 |
| N/A                                                              | N/A | N/A | N/A | N/A | 100% |

| Teachers Serving by Minority Enrollment by Quartiles |                      |                     |              |                      |
|------------------------------------------------------|----------------------|---------------------|--------------|----------------------|
| High Minority                                        | Medium-High Minority | Medium-Low Minority | Low Minority | No Minority Quartile |
| N=13                                                 | N=30                 | N=21                | N=10         | N/A                  |
| 18%                                                  | 41%                  | 28%                 | 14%          | N/A                  |

| Teachers Serving by Poverty Level by Quartiles |                     |                    |             |                     |
|------------------------------------------------|---------------------|--------------------|-------------|---------------------|
| High Poverty                                   | Medium-High Poverty | Medium-Low Poverty | Low Poverty | No Poverty Quartile |
| N=7                                            | N=16                | N=22               | N=29        | N/A                 |
| 9%                                             | 22%                 | 30%                | 39%         | 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 University of Dayton-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   |
| 15                                                       | 47                               | 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 University of Dayton-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=24                               | N=7           | N=2                | N=15        | N/A             |
| 51%                                | 15%           | 4%                 | 32%         | N/A             |

| Principals Serving by School Type |               |             |                            |             |                |
|-----------------------------------|---------------|-------------|----------------------------|-------------|----------------|
| Community School                  | Public School | STEM School | Educational Service Center | Career-Tech | No School Type |
| N=3                               | N=45          | N/A         | N/A                        | N/A         | N/A            |
| 6%                                | 96%           | 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=15                                                   | N=10                 | N=13                | N=10         | N/A                  |
| 32%                                                    | 21%                  | 28%                 | 21%          | 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=7                                              | N=17                | N=12               | N=12        | N/A                 |
| 15%                                              | 36%                 | 26%                | 26%         | 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               |
| GPA - Graduate                | U=N/A<br>P=N/A<br>G=N/A       | U=N/A<br>P=N/A<br>G=N/A   | U=N/A<br>P=N/A<br>G=N/A     | U=N/A<br>P=N/A<br>G=N/A   | U=N/A<br>P=N/A<br>G=N/A     | U=N/A<br>P=N/A<br>G=N/A   | U=N/A<br>P=N/A<br>G=N/A     |
| GPA - High School             | U=N/A<br>P=N/A<br>G=N/A       | U=N/A<br>P=N/A<br>G=N/A   | U=N/A<br>P=N/A<br>G=N/A     | U=N/A<br>P=N/A<br>G=N/A   | U=N/A<br>P=N/A<br>G=N/A     | U=N/A<br>P=N/A<br>G=N/A   | U=N/A<br>P=N/A<br>G=N/A     |
| GPA - Transfer                | U=N/A<br>P=N/A<br>G=N/A       | U=N/A<br>P=N/A<br>G=N/A   | U=N/A<br>P=N/A<br>G=N/A     | U=N/A<br>P=N/A<br>G=N/A   | U=N/A<br>P=N/A<br>G=N/A     | U=N/A<br>P=N/A<br>G=N/A   | U=N/A<br>P=N/A<br>G=N/A     |
| GPA - Undergraduate           | U= 2.75<br>P= 2.75<br>G= 2.75 | U=113<br>P=N<10<br>G=N<10 | U= 3.36<br>P=N<10<br>G=N<10 | U=385<br>P=N<10<br>G=N<10 | U= 3.41<br>P=N<10<br>G=N<10 | U=136<br>P=N<10<br>G=N<10 | U= 3.48<br>P=N<10<br>G=N<10 |
| GRE Composite Score           | U=N/A<br>P=N/A<br>G=N/A       | U=N/A<br>P=N/A<br>G=N/A   | U=N/A<br>P=N/A<br>G=N/A     | U=N/A<br>P=N/A<br>G=N/A   | U=N/A<br>P=N/A<br>G=N/A     | U=N/A<br>P=N/A<br>G=N/A   | U=N/A<br>P=N/A<br>G=N/A     |
| GRE Quantitative Subscore     | U=N/A<br>P=N/A<br>G=N/A       | U=N/A<br>P=N/A<br>G=N/A   | U=N/A<br>P=N/A<br>G=N/A     | U=N/A<br>P=N/A<br>G=N/A   | U=N/A<br>P=N/A<br>G=N/A     | U=N/A<br>P=N/A<br>G=N/A   | U=N/A<br>P=N/A<br>G=N/A     |
| GRE Verbal Subscore           | U=N/A<br>P=N/A<br>G=N/A       | U=N/A<br>P=N/A<br>G=N/A   | U=N/A<br>P=N/A<br>G=N/A     | U=N/A<br>P=N/A<br>G=N/A   | U=N/A<br>P=N/A<br>G=N/A     | U=N/A<br>P=N/A<br>G=N/A   | U=N/A<br>P=N/A<br>G=N/A     |
| GRE Writing Subscore          | U=N/A<br>P=N/A<br>G=N/A       | U=N/A<br>P=N/A<br>G=N/A   | U=N/A<br>P=N/A<br>G=N/A     | U=N/A<br>P=N/A<br>G=N/A   | U=N/A<br>P=N/A<br>G=N/A     | U=N/A<br>P=N/A<br>G=N/A   | U=N/A<br>P=N/A<br>G=N/A     |
| MAT                           | U=N/A<br>P=N/A<br>G=N/A       | U=N/A<br>P=N/A<br>G=N/A   | U=N/A<br>P=N/A<br>G=N/A     | U=N/A<br>P=N/A<br>G=N/A   | U=N/A<br>P=N/A<br>G=N/A     | U=N/A<br>P=N/A<br>G=N/A   | U=N/A<br>P=N/A<br>G=N/A     |
| Praxis CORE Math              | U=N/A<br>P=N/A<br>G=N/A       | U=N/A<br>P=N/A<br>G=N/A   | U=N/A<br>P=N/A<br>G=N/A     | U=N/A<br>P=N/A<br>G=N/A   | U=N/A<br>P=N/A<br>G=N/A     | U=N/A<br>P=N/A<br>G=N/A   | U=N/A<br>P=N/A<br>G=N/A     |
| Praxis CORE Reading           | U=N/A<br>P=N/A<br>G=N/A       | U=N/A<br>P=N/A<br>G=N/A   | U=N/A<br>P=N/A<br>G=N/A     | U=N/A<br>P=N/A<br>G=N/A   | U=N/A<br>P=N/A<br>G=N/A     | U=N/A<br>P=N/A<br>G=N/A   | U=N/A<br>P=N/A<br>G=N/A     |
| Praxis CORE Writing           | U=N/A<br>P=N/A<br>G=N/A       | U=N/A<br>P=N/A<br>G=N/A   | U=N/A<br>P=N/A<br>G=N/A     | U=N/A<br>P=N/A<br>G=N/A   | U=N/A<br>P=N/A<br>G=N/A     | U=N/A<br>P=N/A<br>G=N/A   | U=N/A<br>P=N/A<br>G=N/A     |
| Praxis I Math                 | U=N/A<br>P=N/A<br>G=N/A       | U=N/A<br>P=N/A<br>G=N/A   | U=N/A<br>P=N/A<br>G=N/A     | U=N/A<br>P=N/A<br>G=N/A   | U=N/A<br>P=N/A<br>G=N/A     | U=N/A<br>P=N/A<br>G=N/A   | U=N/A<br>P=N/A<br>G=N/A     |
| Praxis I Reading              | U=N/A<br>P=N/A<br>G=N/A       | U=N/A<br>P=N/A<br>G=N/A   | U=N/A<br>P=N/A<br>G=N/A     | U=N/A<br>P=N/A<br>G=N/A   | U=N/A<br>P=N/A<br>G=N/A     | U=N/A<br>P=N/A<br>G=N/A   | U=N/A<br>P=N/A<br>G=N/A     |
| Praxis I Writing              | U=N/A<br>P=N/A<br>G=N/A       | U=N/A<br>P=N/A<br>G=N/A   | U=N/A<br>P=N/A<br>G=N/A     | U=N/A<br>P=N/A<br>G=N/A   | U=N/A<br>P=N/A<br>G=N/A     | U=N/A<br>P=N/A<br>G=N/A   | U=N/A<br>P=N/A<br>G=N/A     |
| Praxis II                     | U=N/A<br>P=N/A<br>G=N/A       | U=N/A<br>P=N/A<br>G=N/A   | U=N/A<br>P=N/A<br>G=N/A     | U=N/A<br>P=N/A<br>G=N/A   | U=N/A<br>P=N/A<br>G=N/A     | U=N/A<br>P=N/A<br>G=N/A   | U=N/A<br>P=N/A<br>G=N/A     |
| SAT Composite Score           | U=N/A<br>P=N/A<br>G=N/A       | U=N/A<br>P=N/A<br>G=N/A   | U=N/A<br>P=N/A<br>G=N/A     | U=N/A<br>P=N/A<br>G=N/A   | U=N/A<br>P=N/A<br>G=N/A     | U=N/A<br>P=N/A<br>G=N/A   | U=N/A<br>P=N/A<br>G=N/A     |
| SAT Essay, Writing (Optional) | U=N/A<br>P=N/A<br>G=N/A       | U=N/A<br>P=N/A<br>G=N/A   | U=N/A<br>P=N/A<br>G=N/A     | U=N/A<br>P=N/A<br>G=N/A   | U=N/A<br>P=N/A<br>G=N/A     | U=N/A<br>P=N/A<br>G=N/A   | U=N/A<br>P=N/A<br>G=N/A     |
| SAT Math Subscore             | U=N/A<br>P=N/A<br>G=N/A       | U=N/A<br>P=N/A<br>G=N/A   | U=N/A<br>P=N/A<br>G=N/A     | U=N/A<br>P=N/A<br>G=N/A   | U=N/A<br>P=N/A<br>G=N/A     | U=N/A<br>P=N/A<br>G=N/A   | U=N/A<br>P=N/A<br>G=N/A     |
| SAT Reading/ Writing Subscore | U=N/A<br>P=N/A<br>G=N/A       | U=N/A<br>P=N/A<br>G=N/A   | U=N/A<br>P=N/A<br>G=N/A     | U=N/A<br>P=N/A<br>G=N/A   | U=N/A<br>P=N/A<br>G=N/A     | U=N/A<br>P=N/A<br>G=N/A   | U=N/A<br>P=N/A<br>G=N/A     |
| Other Criteria                |                               | Undergraduate             |                             | Post-Baccalaureate        |                             | Graduate                  |                             |
| Dispositional Assessment      |                               | N                         |                             | N                         |                             | N                         |                             |

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| Other Criteria                          | Undergraduate | Post-Baccalaureate | Graduate |
|-----------------------------------------|---------------|--------------------|----------|
| EMPATHY/Omaha Interview                 | N             | N                  | N        |
| Essay                                   | N             | N                  | N        |
| High School Class Rank                  | N/A           | N/A                | N/A      |
| Interview                               | N             | N                  | N        |
| Letter of Commitment                    | N             | N                  | N        |
| Letter of Recommendation                | N             | N                  | N        |
| Myers-Briggs Type Indicator             | N/A           | N                  | N        |
| OAE Content Assessment                  | N/A           | N/A                | N        |
| Portfolio                               | Y             | Y                  | Y        |
| Prerequisite Courses                    | Y             | Y                  | 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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#### Principal Program Admission Requirements

To be admitted to the Principal license, students are required to have completed the University of Dayton Master of Science in Education and Health Sciences Degree in Educational Leadership, or its approved equivalent; and provide evidence of two years of successful teaching experience under a standard teaching credential on the level for which the administrative license is sought.

#### Principal Preparation Programs

|                               |                | Candidates Admitted |               | Candidates Enrolled |               | Candidates Completing |               |
|-------------------------------|----------------|---------------------|---------------|---------------------|---------------|-----------------------|---------------|
| Academic Measure              | Required Score | Number Admitted     | Average Score | Number Enrolled     | Average Score | Number Completed      | Average Score |
| GPA - Undergraduate           | N/A            | N/A                 | N/A           | N/A                 | N/A           | N/A                   | N/A           |
| GPA - High School             | N/A            | N/A                 | N/A           | N/A                 | N/A           | N/A                   | N/A           |
| GPA - Graduate                | N/A            | N/A                 | N/A           | N/A                 | N/A           | N/A                   | N/A           |
| ACT Composite Score           | N/A            | N/A                 | N/A           | N/A                 | N/A           | N/A                   | N/A           |
| ACT Math Subscore             | N/A            | N/A                 | N/A           | N/A                 | N/A           | N/A                   | N/A           |
| ACT Reading Subscore          | N/A            | N/A                 | N/A           | N/A                 | N/A           | N/A                   | N/A           |
| ACT English Subscore          | N/A            | N/A                 | N/A           | N/A                 | N/A           | N/A                   | N/A           |
| SAT Composite Score           | N/A            | N/A                 | N/A           | N/A                 | N/A           | N/A                   | N/A           |
| SAT Math Subscore             | N/A            | N/A                 | N/A           | N/A                 | N/A           | N/A                   | N/A           |
| SAT Reading/ Writing Subscore | N/A            | N/A                 | N/A           | N/A                 | N/A           | N/A                   | N/A           |
| Praxis I Reading              | N/A            | N/A                 | N/A           | N/A                 | N/A           | N/A                   | N/A           |
| Praxis I Math                 | N/A            | N/A                 | N/A           | N/A                 | N/A           | N/A                   | N/A           |
| Praxis I Writing              | N/A            | N/A                 | N/A           | N/A                 | N/A           | N/A                   | N/A           |
| Praxis II                     | N/A            | N/A                 | N/A           | N/A                 | N/A           | N/A                   | N/A           |
| GRE Composite Score           | N/A            | N/A                 | N/A           | N/A                 | N/A           | N/A                   | N/A           |
| GRE Verbal Subscore           | N/A            | N/A                 | N/A           | N/A                 | N/A           | N/A                   | N/A           |
| GRE Quantitative Subscore     | N/A            | N/A                 | N/A           | N/A                 | N/A           | N/A                   | N/A           |
| GRE Writing Subscore          | N/A            | N/A                 | N/A           | N/A                 | N/A           | N/A                   | N/A           |
| MAT                           | N/A            | N/A                 | N/A           | N/A                 | N/A           | N/A                   | N/A           |
| ACT Science Subscore          | N/A            | N/A                 | N/A           | N/A                 | N/A           | N/A                   | N/A           |
| ACT Essay (Optional)          | N/A            | N/A                 | N/A           | N/A                 | N/A           | N/A                   | N/A           |
| SAT Essay, Writing (Optional) | N/A            | N/A                 | N/A           | N/A                 | N/A           | N/A                   | N/A           |

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| Other Criteria                          |   |
|-----------------------------------------|---|
| Dispositional Assessment                | N |
| EMPATHY/Omaha Interview                 | N |
| Essay                                   | N |
| Interview                               | N |
| Letter of Commitment                    | N |
| Letter of Recommendation                | N |
| Myers-Briggs Type Indicator             | N |
| Portfolio                               | Y |
| Prerequisite Courses                    | Y |
| 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 2024 |
| Accreditation Status | Accredited  |

# 2024

## Ohio Educator Preparation Provider Performance Report

### University of Dayton

#### Teacher Residency Program

Reporting period from September 1, 2023 to August 31, 2024.  
(Data Source: University of Dayton)

#### Description of Data:

The Ohio Resident Educator (RE) Program is a comprehensive, two-year initiative to assist beginning teachers with mentoring and professional development as they start their education careers. Requirements of the program include successful completion of two years of locally determined mentoring activities as well as the Resident Educator Summative Assessment (RESA), and it results in eligibility for professional licensure. The RE Program is designed to improve teacher retention, enhance teacher quality, and result in improved student achievement. Prior to the 2023-2024 school year the RE Program was a four-year initiative.

Data from this table capture a year-to-year snapshot of the persistence of Ohio Educator Preparation Provider graduates through the program. Corrections to prior year reporting may be captured in the current year's reporting. Data used to create this "snapshot" table are sourced not only from the current year's resident educator completion data results, but also prior year results because a Resident Educator may fail to complete all the program year requirements within the same academic year.

Some of the scenarios addressed in the design of the table are as follows:

1. A normal scenario, where a student is reported each year and is listed as completed. In this case, we include them in only the Entering/Persisting counts for the current year.
2. A scenario where a student is reported as entering one year, but not as completed, but then reported the following year as completing the previous year and current year. In this case, we include them in the Persisting count for the previous year, but not the Entering count. We also include them in the Entering and Persisting counts for the current year.
3. A scenario where a student is not reported for one year, but reported with records for the previous year and the current year the following year (both as completed). In this scenario, we include them in both the Entering and Persisting counts for both years.
4. A scenario involving a registration fluke where a student completes Year 1 of the RE program with an issued RE license, but not an effective or valid license until the following school year. For example, a teacher has all the qualifications for a full license, but completed Year 1 under a sub-license (in which the work is counted) and Year 2 under a RE license.

#### Ohio EPP Program Completers Persisting in the State Resident Educator Program who were Prepared at University of Dayton

| Initial Licensure Effective Year | Residency Year 1 |            |   | Residency Year 2 |            |     | Residency Year 3 |            |     | Residency Year 4 |            |     |
|----------------------------------|------------------|------------|---|------------------|------------|-----|------------------|------------|-----|------------------|------------|-----|
|                                  | Entering         | Persisting |   | Entering         | Persisting |     | Entering         | Persisting |     | Entering         | Completing |     |
| 2020                             | 1                | N/A        | % | N/A              | N/A        | N/A | 1                | N/A        | %   | N/A              | N/A        | N/A |
| 2021                             | 2                | N/A        | % | 3                | N/A        | %   | N/A              | N/A        | N/A | 1                | N/A        | %   |

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|      | Entering | Persisting |     | Entering | Persisting |   | Entering | Persisting |     | Entering | Completing |     |
|------|----------|------------|-----|----------|------------|---|----------|------------|-----|----------|------------|-----|
| 2022 | N/A      | N/A        | N/A | 9        | N/A        | % | N/A      | N/A        | N/A | N/A      | N/A        | N/A |
| 2023 | 11       | N/A        | %   | 55       | 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: University of Dayton)

**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**

|                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|---------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Initiative:</b>              | ELL Case Study & Culturally Responsive Teaching                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Purpose:</b>                 | Improve the skills of teachers to teach English Language Learners                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Goal:</b>                    | Multicultural Education and ELL Pedagogies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Number of Participants:</b>  | 120                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Strategy:</b>                | The ELL Case Study and Culturally Responsive Teaching Assessment requires candidates to demonstrate their understanding of teaching English Language Learners (ELLs) by integrating content knowledge with culturally responsive instructional strategies. Candidates evaluate and assess the needs of ELL students, design and implement culturally responsive teaching plans, and reflect on the outcomes of their case study. This reflection incorporates principles from social-emotional learning, as well as antiracist and abolitionist teaching practices, to address the holistic needs of learners. Through this assessment, candidates not only analyze and adapt instruction to support diverse linguistic and cultural backgrounds but also critically engage with their own practices to align with equity-focused education. The case study project culminates in a reflection on how their experiences and insights will inform their future advocacy efforts in the profession, fostering inclusive, equitable, and supportive learning environments for all students. |
| <b>Demonstration of Impact:</b> | OVERALL RESULTS are shared below AVERAGE RATING: 1-Unsatisfactory; 2-Basic; 3-Proficient Assessment of EL Students 3.0 Using Culturally Responsive Strategies 2.97 Planning of Instruction 2.97 Student Reflection 2.99 PERCENT PROFICIENT (rating = 3) Assessment of EL Students 100% Using Culturally Responsive Strategies 97% Planning of Instruction 97% Student Reflection 99% Results by PROGRAM are available if requested.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>External Recognition:</b>    | This case study is one of many instructional practices that are part of UD teacher education's holistic approach integrating multicultural education and diversity into all aspects of its curriculum. This particular assessment has been recognized by UD and AACTE as an exemplar assessment.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Programs:</b>                | Early Childhood Education, Middle Childhood Education, Adolescence to Young Adult Education, English and Foreign Language programs                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Initiative:</b>              | High Dosage Tutoring – Reading and Math                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Purpose:</b>                 | implement a structured, research-backed tutoring program that addresses academic gaps in literacy and mathematics, providing students the targeted support needed to achieve proficiency and improve                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Goal:</b>                    | Enhance literacy and academic proficiency for students performing below grade level through personalized, evidence-based high-dosage tutoring, leading to measurable academic growth and sustained success.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Number of Participants:</b>  | 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Strategy:</b>                | The University of Dayton (UD) partnered in this collaborative involving institutions of higher education and the urban districts in the Dayton area to provide high dosage tutoring in reading and math. The High-Dosage Tutoring Grant, which concluded in 2024, addressed literacy and academic proficiency gaps among Dayton Public School students performing below standard in reading and mathematics. The program focused on delivering evidence-based interventions and structured support, targeting students most in need. While the initial emphasis was on reading, the program incorporated mathematics as well, aligning with potential grant preferences for dual-subject focus. Following a research-backed model, the initiative implemented high-dosage tutoring with small tutor-to-student ratios, frequent sessions, and sustained engagement throughout the academic year and summer, yielding measurable improvements in student outcomes. The program utilized evidence-based curricula,                                                                         |

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|---------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Demonstration of Impact:</b> | including "Passport to Literacy" for reading and "focus Math" for mathematics, both of which have strong validation through randomized control or quasi-experimental studies.<br>The grant-funded initiative successfully met its objectives by adhering to high-dosage tutoring standards. These included maintaining low tutor-to-student ratios (1:1 to 1:4), providing consistent tutoring sessions more than once per week, and delivering a minimum of 50 sessions over 36 weeks. Parents actively engaged in the process, granting consent for data sharing and evaluation efforts, which supported continuous quality improvement. The grant outcomes are currently being assessed and reported. The program's integration of strong school-tutor collaboration, evidence-based strategies, and a focus on personalized instruction resulted in significant improvements in both literacy and math proficiency. While the grant has recently concluded, the collaboration has endured. |
| <b>External Recognition:</b>    | Awarded a 2-year grant by the Ohio Dean's Compact for Exceptional Children                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Programs:</b>                | PK-5, IS, Middle Childhood                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

|                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|---------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Initiative:</b>              | International Dyslexia Association (IDA) Programs                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Purpose:</b>                 | To prepare teachers to be committed to the education of all children.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Goal:</b>                    | To achieve knowledge and skills needed to work with children with Dyslexia                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Number of Participants:</b>  | 300                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Strategy:</b>                | We have gained International Dyslexia Association (IDA) approval of our initial licensure programs that have a required reading core. The Early Childhood and Primary Education programs, Early Childhood Intervention Specialist and Primary Intervention Specialist programs, Middle Childhood/Middle Childhood-Intervention Specialist programs, and the Intervention Specialist program have integrated the knowledge and practice of the IDA into the programs, providing instruction and systems to candidates based on those standards. Those candidates who are in the Intervention Specialist licensure program receive intensive preparation in intervention strategies and techniques for students with extensive reading difficulties. Candidates in any licensure program can choose to obtain the Dyslexia Certificate as part of their undergraduate program. This has been approved at the state and specialty professional organization levels. The program currently consists of 2 additional classes beyond the 12-hour reading core, with one field experience devoted to working with students identified with dyslexia. Our reading endorsement program also includes IDA knowledge and practices in the program. |
| <b>Demonstration of Impact:</b> | Enrollment in the initial licensure programs requiring the foundations of reading core continues to be strong, as well as in the Dyslexia Certificate program and the reading endorsement, including Masters in Literacy students. UD received a grant of approximately \$32,000 from the Ohio Dean's Compact for Exceptional Children to enhance local school partnerships by providing cooperating teachers professional development in scientifically based reading instruction in dyslexia. These partnerships now provide a shared framework for candidates to implement the training they receive when pursuing the Dyslexia Certificate.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>External Recognition:</b>    | Recognition of the program by the accreditation of the International Dyslexia Association. Awarded an Ohio Dean's Compact grant. A+ Rating by NCTQ in the Science of Reading.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Programs:</b>                | Early Childhood/Primary, Intervention Specialist, Early Childhood IS/Primary IS, and Middle Childhood/ Middle Childhood Intervention Specialist programs, graduate Reading Endorsement program.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |

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**Principal Preparation Programs**

|                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|---------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Initiative:</b>              | Candidate Cohort Enhancement                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Purpose:</b>                 | Increase Candidate/Student Enrollment and Completion of the Excellent Principal Licensure Program at UD                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Goal:</b>                    | Provide convenience, flexibility, and explore restructuring/modifying additional delivery methods for selected courses                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Number of Participants:</b>  | 72                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Strategy:</b>                | The Department of Educational Administration (EDA) at the University of Dayton has a partnership with 2U, a high-quality online provider of digital education. Both master's level and principal license program courses were re-formatted and offered in both asynchronous and synchronous online classes. The program is developed around a cohort model that aligns with previous cohort programs the department has utilized. In essence, the department has taken the high-quality courses historically offered and put content into an enhanced online format that provides students with asynchronous content once a week plus a live session once a week. The combination of both approaches provides students with a rigorous program leading to academic and professional success. In addition to the high quality of the courses, 2U has provided other support efforts for EDA which may lead to higher program enrollment. |
| <b>Demonstration of Impact:</b> | The four courses of the Principal Preparation program were developed for the 2U partnership and initially offered in 2019-20. Fall 2021 brought changes in the wake of the COVID-19 pandemic from which our enrollment numbers have still not totally recovered. However, our online presence continues, and all Principal Prep candidates are now enrolled via the 2U program.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |

  

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|---------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Initiative:</b>              | Data Review for Continuous Improvement                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Purpose:</b>                 | Support continuous improvement that is sustained and evidence-based                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Goal:</b>                    | Faculty engagement with candidate and completer performance data                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Number of Participants:</b>  | 13                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Strategy:</b>                | During University of Dayton (UD) Department of Educational Administration (EDA) staff meetings, data on completer performance and satisfaction, and program operational effectiveness are summarized and presented for discussion. Faculty continue to examine the data and reflect on the impact of their courses on areas of education practice for program improvement. Ongoing review and improvement of our principal licensure program occur at the conclusion of each term. At the conclusion of every term, each principal license course is subject to an iteration cycle when the lead professors review their courses, make modifications, review the student feedback, and make appropriate changes as needed in order to make sure we continue attempting to improve instructional opportunities for our students. It is important to maintain a level of currency regarding the course content that ensures integration of the knowledge and practice of the Resident Educator, Ohio School Operating Standards, Ohio Standards for Professional Development, and Ohio Standards for the Teaching Profession/ Principals throughout the program curriculum. |
| <b>Demonstration of Impact:</b> | As we look at recent OAE (Ohio Assessments for Educators) results, pass rates continue to show strong performance. Both the ODHE Principal Intern and Principal Mentor surveys continue to be monitored for gains in satisfaction with the preparation provided in the program. A video workshop has been developed in response to the data that we have reviewed regarding the OAE passage rates along with survey responses. Program continuous improvement is a key component of our Quality Assurance System.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |