



CAEP Annual Accreditation Report Measures

Programs approved in the last accreditation review 2017:

- Elementary Education K-6
- Multi-categorical Special Education with Autism Spectrum Disorders K-6 and 5-12
- Secondary English Education 5-12
- Secondary Math Education 5-12
- Secondary Social Studies Education 5-12
- Wellness Education P-Adult

Measure 1: Impact on P-12 Learning and Development

Measure of Completer Impact	Completers in their first three years of teaching K-12 provided student growth data from evaluations and testing results.
Analysis of Trends	<p>The WV Evaluation Rubrics for Teachers requires documentation of teacher impact on K-12 student learning for two of its goals- Items 6.1 and 6.2. Completers in their first, second, and third years of teaching in 2017, 2018, and 2019 submitted their ratings on the two items. On a four-point scale, all graduates achieved a rating of “Accomplished” (2) except one who received “Emerging” (1) in 2019 and two who received “Distinguished” (3) in each of the first three years of teaching.</p> <p>Every graduate is demonstrating growth and having a positive impact on student achievement as measured by district-required tools.</p>
Comparison with Benchmark	<p>The WV Department of Education has not provided data on K-12 student achievement. We understand that during the spring of 2020 and the school year 2020-2021, COVID has impacted and prevented administration of standardized tests.</p> <p>The EPP’s graduates in previous years have provided a consistent opportunity for comparison. The results have been very similar, with most graduates evaluated by their building administrators given the Accomplished rating and a minimal number receiving Distinguished. Although a few receive Emerging in the first year of teaching, that number decreased in the second year and again in the third year. The mode consistently has been Accomplished across the first three years of teaching.</p> <p>Data from graduates showed that their students achieved or exceeded the growth goals for the year 2018-19.</p>

Source	<p>Data from assessments in 2018-19 (the last year available) demonstrate that the students of all graduates except one (in physical education) met the growth goals for the year using measures appropriate to the age group, including iReady reading and math, Star, and STAR. One graduate who provided her students' report showed that every student demonstrated positive changes in growth expectations. Her STAR report stated that the students' data showed "above expected growth."</p> <p>Another graduate's report showed that "growth expectation goals were well met with positive changes in achievement."</p>
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Completers' sample of P-12 Learning Pre- and Post-Test results from teaching a Unit					
Graduates N=2	Subject	Pre-test		Post-test	
2019	Elementary N=17 students	>89%	1	>89%	7
		80-89%	3	80-89%	5
		70-79%	2	70-79%	2
		>70%	11	>70%	3
2020	English N=19 students	>89%	0	>89%	7
		80-89%	0	80-89%	8
		70-79%	0	70-79%	3
		>70%	19	>70%	1

Measure 2: Indicators of Teaching Effectiveness

Analysis of Trends: OVU Education graduates are engaging nearly all their students in learning. Despite the uneven number of responses over three years, it is clear that our graduates are effective teachers.

Comparison with Benchmark: Until data is provided the benchmark of continuous improvement will serve as a comparison point in the future.

Source: Survey in graduates' classrooms

Survey of Student Engagement grades 4-12 In classrooms of OVU graduates completing 2017-2020			
2019 N=105	2020 N=20	2021 N=52	Looking over the past week or so, which of the following statements most closely reflects the way you have approached this class and the work the teacher has assigned? Choose one response below that best fits the way you feel in the class. Thank you for participating!
61	8	11	I really have been engaged in the work and this class. I usually do what I am asked because I see the relevance of it in my life and future

29	6	22	I always pay attention in class and do the work I am assigned because I want to get good grades, but I really don't see much value in what I am asked to do and wouldn't do it if I did not feel I had to.
12	4	15	I do what I need to do to get by. I really don't put in any more effort than I feel I have to if I am to stay out of trouble.
1	2	4	I am bored. I have done very little work for this class, but I have not caused trouble for my teacher.
2	0	0	I have been in some trouble because I have not done what the teacher wants me to do, but that is just the way it goes. I don't plan to change what I am doing.

Please explain what specific things that happen in this class that help you to feel engaged.

- Taking notes, doing fun things like maps and group activities, watching movies and videos about what we are learning.
- She asks us what we would like to do and tries to make it fun
- This is one of the most exciting and interactive classes of the day and i always look forward to it.
- Some things in class that makes me feel engaged in class are when we do it with partners, because I'm able to focus more.
- I feel engaged there is story's for us to read and when we annotate poems.
- Many of the assignments are fun topics that we get to be creative. This makes me pay attention and enjoy the class.
- Something that helps me stay engaged in this class is that my teacher is organized.
- When we take notes from google slides and everyone is engaged in the conversation.
- The poems we've read, the song lyrics we've read, stuff that I've never heard before that is included in the assignments I think makes them more engaging.
- My classmates really make me feel engaged and they are willing to help if i need help.
- I feel engaged because there is a list of everything I need to do.
- Some things that help me feel engaged are watching videos and listening to story's about a topic, one other thing is listening to audio poems.
- The things that help me feel engaged in class is partner activities.
- We take a mask break which is nice to get oxygen to my brain.
- When we play games that help us to learn the lessons i think i learn more from that than reading a lesson out of the book.
- My teacher tries to make everyone feel involved and engages in conversation with her students and always makes an effort to help us learn the material.
- I enjoy all of the different methods of teaching that are used. kahoot!, quizlet live, gim kit, and notes are all different ways of teaching that are all very good!!
- Nothing this class is boring and the teacher picks on the same group of 5 students for every question and doesn't involve everyone else
- For this class, history about wars peak my interest and that is it. The tactics of war and battles make me excited to learn because there's always a sense of urgency.
- I enjoyed some of the projects we have done but I hate taking notes all the time as it's very repetitive. When we do fun projects like slides or posters that's when I feel most engaged to participate.
- We use interactive notebooks and I get to be creative.

Measure 3: Satisfaction of employers and Employment Milestones

Analysis of Trends: Improvement has been noted in the majority of indicators over the past three years.

Comparison with Benchmark: The desired goal is a rating of 3/Agree for all items, and all averaged ratings exceeded that goal.

Source: WV Professional Teaching Standards (WVPTS)

Survey of Employers of OVU Graduates in The First Three Years --Spring 2021	2017- 2018 N=8	2018- 2019 N=9	2019- 2020 N=9
Rating Scale: 4=Strongly Agree, 3=Agree, 2=Disagree, 1=Strongly Disagree (Range)			
The Ohio Valley University graduate is prepared to design lessons that demonstrate interdisciplinary, content knowledge and skill in aligning content the appropriate learning objectives, and sensitivity to diverse learners (WVPTS 1 Curriculum and Planning)	3.38	3.38 (3-4)	3.33 (3-4)
The Ohio Valley University graduate is prepared to facilitate learning experiences that advance creativity, innovation, and problem-solving. (WVPTS 1 Curriculum and Planning)	3.50	3.38 (3-4)	3.56 (3-4)
The Ohio Valley University graduate is prepared to design instruction that engages students in meaningful instructional activities that support the student objectives and result in intentional student learning. (WVPTS 1 Curriculum and Planning)	3.50	3.50 (3-4)	3.56 (3-4)
The Ohio Valley University graduate is prepared to balance assessment to provide teacher and students with information to guide learning. (WVPTS 1 Curriculum and Planning)	3.50	3.38 (3-4)	3.33 (3-4)
The Ohio Valley University graduate is prepared to design learning activities that are developmentally appropriate and differentiated to all students in the learning process (WVPTS 2 The Learner and the Learning Environment)	3.38	3.63 (3-4)	3.44 (3-4)
The Ohio Valley University graduate is prepared to create an effective classroom environment with high expectations, clearly defined roles and procedures, respectful communication, and student collaboration. (WVPTS 2 The Learner and the Learning Environment)	3.50	3.13 (2-4)	3.44 (3-4)
The Ohio Valley University graduate is prepared to manage time, pacing, resourcing, and classroom culture to emphasize the importance of learning. (WVPTS 2 The Learner and the Learning Environment)	3.50	3.50 (3-4)	3.56 (3-4)
The Ohio Valley University graduate is prepared to ensure a safe learning environment, flexibility in use of the physical space, and responsiveness to student needs and interests. (WVPTS 2 The Learning Environment)	3.60	3.25 (2-4)	3.67 (3-4)
The Ohio Valley University graduate is prepared to differentiate instruction to maximize individual growth and achievement in literacy and content (WVPTS 3 Teaching)	3.50	3.13 (2-4)	3.33 (3-4)
The Ohio Valley University graduate is prepared to communicate with students in multiple ways, using technology and assessing for clarity in instruction, expectations, and supports. (WVPTS 3 Teaching)	3.38	3.50 (3-4)	3.44 (3-4)
The Ohio Valley University graduate is prepared to practice quality questioning techniques and engage students in discussion and reflection. (WVPTS 3 Teaching)	3.50	3.00 (2-4)	3.44 (3-4)
The Ohio Valley University graduate is prepared to design a learning environment to motivate and engage students in deep learning and application of the content. (WVPTS 3 Teaching)	3.50	3.25 (2-4)	3.33 (3-4)
The Ohio Valley University graduate is prepared to use formative and summative assessment in balanced decision-making. (WVPTS 3 Teaching)	3.60	3.25 (3-4)	3.22 (3-4)

The Ohio Valley University graduate is prepared to engage in professional learning, critically examining professional practice and engaging in a continuous cycle of self-improvement focused on how to learn, teach, and work in a global and digital society (WVPTS 4 Professional Responsibilities for Self-renewal)	3.33	3.25 (3-4)	3.44 (3-4)
The Ohio Valley University graduate is prepared to engage actively with colleagues in collaborative practices that improve practice and address questions and issues surrounding the school and student achievement. (WVPTS 4 Professional Responsibilities for Self-renewal)	3.50	3.50 (3-4)	3.78 (3-4)
The Ohio Valley University graduate is prepared to analyze data and use the results to adjust practice and to contribute effectiveness of the teaching profession through investigation of new ideas that improve teaching practices and student achievement. (WVPTS 4 Professional Responsibilities for Self-renewal)	3.38	3.25 (2-4)	3.33 (3-4)
The Ohio Valley University graduate is prepared to collaborate with families, students, principal, colleagues, and school community to develop and sustain management systems that support and extend learning (i.e. planning curriculum, instruction, and assessment; designing structures to address learning and family needs and communication). (WVPTS 5 Professional Responsibilities for School and Community)	3.38	3.50 (3-4)	3.44 (3-4)
The Ohio Valley University graduate is prepared to demonstrate leadership and participate in the development and implementation of the school's strategic planning and continuous improvement process. (WVPTS 5 Professional Responsibilities for School and Community)	3.33	3.25 (3-4)	3.11 (3-4)
The Ohio Valley University graduate is prepared to model and apply professional dispositions (ethics and behaviors) expected and needed for the profession in the learning environment and community. (WVPTS 5 Professional Responsibilities for School and Community)	3.60	3.25 (3-4)	3.67 (3-4)

Comments from Employers --What key strengths do you see in the work of the Ohio Valley University graduate?

- Strong work ethic- good organization- prepared for students and detailed lesson plans.
- Hard working, willingness to participate in school activities and leadership opportunities.
- She continues to want to grow in her profession. She takes suggestions well and makes changes accordingly. She works well with students and staff. She works with students at their level.
- Prepared for classroom management
- Knowledgeable in his field.
- Willingness to take on difficult situations. Able to try again if something doesn't go as planned the first time.
- Prepared and calm manner
- Organization, hard work, and professionalism

Comments from Employers -- Based on the OVU graduate's work, what could you recommend to us for program improvement?

- Working with students on differentiation within the classroom. For example, if the student is SPED, but spending time in the general education classroom, they need to know how to include them in the activities rather than setting them off to the side on a secondary activity.
- I believe she would have benefitted from more reading instruction, especially phonics and phonemic awareness.
- Use of data to inform instruction
- Multiple ways of presenting materials. Looking for more ways to use data to guide instruction.

Employers of OVU graduates who responded to the survey are in eight public schools, and one school classified as other. Five schools are located in suburban areas, two in urban/inner cities, and two rural.

Employment Milestones

Job changes and presentations for professional development:

- In 2019 an OVU graduate (2001) was named WV Technology Instruction Specialist for West Virginia.
- Two graduates who are Ohio Intervention Specialists presented to colleagues and the Board of Education an overview of their summer program for students with special needs.

Sample of awards and indicators of impact and excellence for graduates who are in-service teachers:

- 2019-20 Teacher of the Year Awards: Three OVU graduates (two 2007 and one 2010) received these awards in their county school districts.
- 2019 Jan Dils' Golden Apple Award winner: 2011 OVU graduate who teaches physical education, archery, boys track and basketball
- 2020 Jan Dils' Golden Apple Award winner: 2017 OVU graduate who is a special education teacher

Measure 4: Satisfaction of Completers

Analysis of Trends: Improvement was seen in the majority of indicators over the past three years.

Comparison with Benchmark: The desired goal is a rating of 3/Agree for all items, and all averaged ratings exceeded that goal.

Source: WV Professional Teaching Standards (WVPTS)

Survey of OVU Graduates in Education Spring 2021	2017- 2018 N=11	2018- 2019 N=9	2019- 2020 N=7
Rating Scale: 4=Strongly Agree, 3=Agree, 2=Disagree, 1=Strongly Disagree (Range)			
My teacher education program at OVU prepared me to design lessons that demonstrate interdisciplinary, content knowledge and skill in aligning content the appropriate learning objectives, and sensitivity to diverse learners. (WVPTS 1 Curriculum and Planning)	3.52	3.56 (3-4)	3.43 (2-4)
My teacher education program at OVU prepared me to facilitate learning experiences that advance creativity, innovation, and problem-solving. (WVPTS 1 Curriculum and Planning)	3.60	3.44 (3-4)	3.29 (2-4)
My teacher education program at OVU prepared me to design instruction that engages students in meaningful instructional activities that support the student objectives and result in intentional student learning. (WVPTS 1 Curriculum and Planning)	3.35	3.44 (3-4)	3.71 (2-4)
My teacher education program at OVU prepared me to balance assessment to provide teacher and students with information to guide learning. (WVPTS 1 Curriculum and Planning)	3.55	3.44 (2-4)	3.57 (2-4)
My teacher education program at OVU prepared me to design learning activities that are developmentally appropriate and differentiated to all students in the learning process (WVPTS 2 The Learner and the Learning Environment)	3.27	3.44 (3-4)	3.86 (3-4)
My teacher education program at OVU prepared me to create an effective classroom environment with high expectations, clearly defined roles and procedures, respectful communication, and student collaboration. (WVPTS 2 The Learner and the Learning Environment)	3.55	3.11 (2-4)	3.43 (1-4)
My teacher education program at OVU prepared me to manage time, pacing, resourcing, and classroom culture to emphasize the importance of learning. (WVPTS 2 The Learner and the Learning Environment)	3.37	3.22 (3-4)	3.43 (2-4)

My teacher education program at OVU prepared me to ensure a safe learning environment, flexibility in use of the physical space, and responsiveness to student needs and interests. (WVPTS 2 The Learner and the Learning Environment)	3.66	3.33 (3-4)	3.29 (2-4)
My teacher education program at OVU prepared me to differentiate instruction to maximize individual growth and achievement in literacy and content (WVPTS 3 Teaching)	3.00	3.44 (2-4)	3.57 (2-4)
My teacher education program at OVU prepared me to communicate with students in multiple ways, using technology and assessing for clarity in instruction, expectations, and supports. (WVPTS 3 Teaching)	3.40	3.44 (3-4)	3.57 (3-4)
My teacher education program at OVU prepared me to practice quality questioning techniques and engage students in discussion and reflection. (WVPTS 3 Teaching)	3.43	3.22 (3-4)	3.43 (3-4)
My teacher education program at OVU prepared me to design a learning environment to motivate and engage students in deep learning and application of the content. (WVPTS 3 Teaching)	3.36	3.44 (3-4)	3.57 (2-4)
My teacher education program at OVU prepared me to use formative and summative assessment in balanced decision-making. (WVPTS 3 Teaching)	3.51	3.44 (3-4)	3.57 (2-4)
My teacher education program at OVU prepared me to engage in professional learning, critically examining professional practice and engaging in a continuous cycle of self-improvement focused on how to learn, teach, and work in a global and digital society. (WVPTS 4 Professional Responsibilities for Self-renewal)	3.60	3.56 (2-4)	3.29 (2-4)
My teacher education program at OVU prepared me to engage actively with colleagues in collaborative practices that improve practice and address questions and issues surrounding the school and student achievement. (WVPTS 4 Professional Responsibilities for Self-renewal)	3.71	3.22 (3-4)	3.14 (2-4)
My teacher education program at OVU prepared me to analyze data and use the results to adjust practice and to contribute effectiveness of the teaching profession through investigation of new ideas that improve teaching practices and student achievement. (WVPTS 4 Professional Responsibilities for Self-renewal)	3.34	3.33 (2-4)	3.43 (2-4)
My teacher education program at OVU prepared me to collaborate with families, students, principal, colleagues, and school community to develop and sustain management systems that support and extend learning (i.e. planning curriculum, instruction, and assessment; designing structures to address learning and family needs and communication). (WVPTS 5 Professional Responsibilities for School and Community)	3.24	3.22 (2-4)	3.43 (2-4)
My teacher education program at OVU prepared me to demonstrate leadership and participate in the development and implementation of the school's strategic planning and continuous improvement process. (WVPTS 5 Professional Responsibilities for School and Community)	3.18	3.22 (3-4)	3.14 (2-4)
My teacher education program at OVU prepared me to model and apply professional dispositions (ethics and behaviors) expected and needed for the profession in the learning environment and community. (WVPTS 5 Professional Responsibilities for School and Community)	3.66	3.67 (3-4)	3.43 (2-4)

Comments from Graduates- What are the key strengths of your educational preparation at OVU?

- Small Class sizes for maximum discussion and involvement
- Preparing me to teach students of ALL levels
- Small class sizes and one-on-one work helped me a lot along with the class content prepared me for the role I am currently serving.

- The student teaching experiences that I had. My placements were amazing and I was able to take all that I had learned throughout my classes and apply it in the classroom.
- Key strengths include an emphasis on differentiation, multiple styles of learning, and encouraging a growth mindset.
- Differentiation and developing relationships with all kinds of students

Comments from Graduates -- What could you recommend for program improvement?

- Dealing with unprofessional people, parents, issues with others etc.
- Organization and communication
- Better advertising.
- More recruiting and more attention to keeping education majors. Providing all of the support needed to be successful so that they do not change majors. Educators are crucial in our world.
- An improvement would be to require more time teaching in the classroom rather than just observing. Student teaching was the first real experience that the program required, and even though I was taught all the right things, I did not feel prepared because I had only taught one lesson.
- When I was at OVU I felt that the program was too directed toward Elementary teachers and I didn't gain enough confidence or strategies with classroom management. I also felt like I gained nothing for content knowledge in Social Studies, many of the History classes at OVU do not relate to what I teach now (World and US History).

Measure 5: Graduation Rates

Analysis of Trends: Graduation rates of Education students have remained fairly consistent during the past five years.

Comparison with Benchmark: According to the National Center for Education Statistics, about 62% of students who began seeking a bachelor's degree at a 4-year institution in fall 2012 completed that degree at the same institution within 6 years. Students admitted to the OVU Educator Preparation Program have an overall graduation rate higher than the average.

Source: OVU Student graduation records

The graduation rates are based on the school year students were admitted to the education program compared to their completion of the undergraduate degree. In 2019-2020 two admitted students graduated, and two students were still enrolled. In general nearly all students admitted to the education program will graduate.

Graduation Rates of Students Admitted to OVU Educator Preparation Program					
Initial Programs	2015-16	2016-17	2017-18	2018-19	2019-20
All Education programs	100% graduated N=7 admitted	100% graduated N=10 admitted	86% graduated N=7 admitted	75% graduated N=8 admitted	100% graduated or enrolled N=4 admitted
Elementary Education	100% N=6	100% N=5	100% N=2	67% (1 transferred) N=3	100% Enrolled N=2
Special Education	100% N=2	100% N=1		100% N=2	

	(also Elem Ed)	(also Elem Ed)			
English Education	100% N=1	100% N=1	100% N=2		
Science Education			incomplete N=1		
Social Studies		100% N=1	100% N=1	Changed major N=1	
Wellness Education		100% N=3	100% N=1	100% N=2	100% N=2

Measure 6: Ability of Completers to meet Licensing and State Requirements for Certification

Analysis of Trends: OVU students in the Educator Preparation Program have consistently passed the required Praxis tests for WV Teacher Certification.

Comparison with Benchmark: OVU students accomplish scores that are well above the required passing scores.

Source: ETS Client Services

Each candidate completes Content Knowledge tests in their subject areas before Residency (student teaching). Students take the Principles of Learning and Teaching test either during Residency or shortly after graduation.

In 2019-2020, 85% of education graduates achieved the requirements for licensure in West Virginia. Due to COVID, an extension of the deadline for taking the PLT test was granted to 2020 graduates, and one of our graduates postponed his/her testing.

WV Requirements for Teacher Certification Praxis Tests					
Program	Test #	Test Name	WV Passing Score	2019-2020 Pass Rate	2019-2020 Mean Score
Elementary Education	5622	Principles of Learning and Teaching: Grades K-6	160	100% N=1	185
	5002	Elementary Education: Reading Language Arts Subtest	157	100% N=2	185
	5003	Elementary Education: Mathematics Subtest	157	100% N=2	198
	5004	Elementary Education: Social Studies Subtest	155	100% N=2	170
	5005	Elementary Education: Science Subtest	159	100% N=2	195
	5203	Teaching Reading: Elementary Education	162	100% N=2	183
Secondary English Education	5624	Principles of Learning and Teaching: Grades 7-12	157	100% N=2	182
	5038	English Language Arts: Content Knowledge	167	100% N=2	180
Secondary Social	5624	Principles of Learning and Teaching: Grades 7-12	157	*	*
	5081	Social Studies: Content Knowledge	148	*	*

Studies Education					
Wellness Education	5624	Principles of Learning and Teaching: Grades 7-12	157	100% N=1	179
	5857	Health & Physical Education Content Knowledge	160	100% N=1	168
Special Education	5622	Principles of Learning and Teaching: Grades K-6	160	100% N=2	180
	5543	Special Ed: Core Knowledge and Mild to Moderate App.	153	100% N=3	179

*= No students took the test

Measure 7: Ability of completers to be hired in education positions for which they have prepared

Analysis of Trends: All qualified Education graduates who sought a teaching position were hired as full-time teachers or as substitute teachers. Some Education graduates did not apply for a teaching license and found employment in related areas.

Comparison with Benchmark: Since the nation is facing a teacher shortage, all OVU Education graduates can be hired if they seek a teaching position.

Source: Personal contact between graduates and faculty.

Ohio Valley University Employment Rate for Graduates in Teaching Positions			
	2017-18	2018-19	2019-20
All Education programs combined	85% N=13	67% N=9	86% N=7
Elementary Education	89% N=9	80% N=4	
Secondary English Education	100% N=1		100% N=3
Secondary Social Studies Education		100% N=2	
Wellness Education	67% N=3	33% N=3	100% N=2
Special Education	100% N=3 (also certified Elementary Ed)		50% N=2

OVU Teacher Education candidates are required to have a 3.0 GPA at admission to the program. Education graduates' average GPA is higher than the average GPA of non-education majors at OVU.

GPA at Admission to Education Program and at Graduation			
	2017-2018	2018-2019	2019-2020
Mean GPA of students at Admission to the Educator Preparation Program	3.68 N=7	3.76 N=8	3.27 N=4
Mean GPA of Education graduates	3.72 N=6	3.69 N=6	3.77 N=2
Mean GPA of non-education graduates	3.32	3.38	3.44

Measure 8: Student Loan Default Rates and Other Consumer Information



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School Default Rates FY 2017, 2016, and 2015

Record 1 of 1

OPE ID	School	Type	Control	PRGMS		FY2017	FY2016	FY2015
003819	OHIO VALLEY UNIVERSITY 1 CAMPUS VIEW DRIVE VIENNA WV 26105-8000	Master's Degree or Doctor's Degree	Private	Both (FFEL/FDL)	Default Rate	14.1	8.3	8.6
					No. in Default	22	13	14
					No. in Repay	155	156	161
					Enrollment figures	515	485	531
					Percentage Calculation	30	32.1	30.3

ENROLLMENT: To provide context for the Cohort Default Rate (CDR) data we include enrollment data (students enrolled at any time during the year) and a corresponding percentage (borrowers entering repayment divided by that enrollment figure). While there is no direct relationship between the timing of when a borrower entered repayment (October 1 through September

30) and any particular enrollment year, for the purpose of these data, we have chosen to use the academic year ending on the June 30 prior to the beginning of the cohort year (e.g., FY 2017 CDR Year will use 2015-2016 enrollment).

Current Date : 03/08/2021

[Ohio Valley University Cost Sheet](#)