

SATISFACTION OF COMPLETERS

The following data was published in the 2022 Ohio Educator Preparation Performance Report and includes data gathered from Preservice Teacher Survey (PTS) completing a program in 2021-2022, a Resident Educator Survey (RES) asking first year employed CSU teachers their attitudes about the program, and the Principal Intern Survey (PIS) for candidates preparing to become principals. This data is prepared annually by the Ohio Department of Higher Education for all teacher preparation programs in the state.

Overall, the survey data for teachers indicates that preservice candidates and program completers are satisfied with their preparation. In the PTS, 39 of the 49 item means were above 3.0 on a 4 point scale. In the RES, 48 of the 49 item means were above 3.0. Mean scores still tend to fall below the statewide mean, but CSU survey responses are comparable to those in our comparison group of urban public universities (Akron, Youngstown, and Toledo).

In the PTS, consistent strong positive trends and high scores were seen in the averages of PTS 6, PTS 20, and PTS 29. PTS 6 is about preparation to align goals and activities with Ohio's content standards. PTS 20 is preparation for treating students fairly and establishing a respectful, supportive, caring environment. PTS 29 is preparation for understanding the Ohio Academic Content standards. These results indicate satisfaction with content knowledge preparation and treating students fairly.

Items related to the quality of field experiences continued to be high, with PTS 31 (field experiences supported development), PTS 33 (student teaching supported development), PTS 34 (supportive cooperating teachers), and PTS 35 (supportive supervisors), all in our top 15 scores, which we believe is a testament to continued candidate satisfaction with our clinically-based programs.

The lowest averages of the PTS were in questions 24, 25, 26, 30 and 32. These questions have been consistently low at CSU and across the state. They are related to providing candidates with knowledge of Ohio-specific requirements for licensure, including Ohio Licensure Program standards (24), Ohio School Operating Standards (25), requirements for the Resident Educator license (26), and information about the Value-added Growth Measure (30). Question 32 is "My teacher licensure program provided field experiences in a variety of settings (urban, rural and suburban)." The low response in this question may be explained by the fact that CSU is an urban university and most of the placements are in urban districts.

After a year of increase, PTS 13 (classroom management) saw a decrease. Candidates still gave low scores on items about "clearly articulated policies" and "opportunities to voice concerns about the program" (PTS 47, 48), although both scores saw an increase. For the past two years, candidates starting the program went through an orientation session, so we are hopeful that these efforts have contributed to the increase and that we will continue to see increases over the coming years.

The data set for the Resident Educator Survey (RES) continued to be skewed in 2022 due to continued low response rates. The available data reflected an increase in all items from the 2021 data. Mean scores showed positive trends for RES 6, 19, and 45. Those items are RES 6 "my teacher licensure program prepared me to align instructional goals and activities with Ohio's academic content standards, including Ohio's Learning Standards," RES 19 "my teacher licensure program prepared me to treat all students fairly and establish an environment that is respectful, supportive and caring" and RES 45 "Overall, the professors in my teacher licensure program conducted themselves in a professional manner."

The lowest mean scores were for RES 24, RES 29, and RES 47. RES 24 is "my teacher licensure program provided me with knowledge of the Ohio Licensure Program standards for my discipline." RES 29 is "my teacher licensure program provided my with knowledge of the Value-

added Growth Measure as defined by the Ohio State Board of Education.” RES 47 is “my teacher licensure program provided opportunities to voice concerns about the program.” These low scores are consistent with low scores on the PTS.

Resident Educators continued to give high ratings to several items related to respect for students and working with diverse populations, a strong component of our urban mission. These include items related to learning how to treat all students fairly and establish an environment that is respectful, supportive, and caring (RES 19), faculty modeling of respect for diverse populations (RES 42), and understanding students’ diverse cultures, language and backgrounds (RES 18). After making it into the top 10 items, this year RES 39 (opportunities to work and study with diverse peers) was once again in the top 10.

Scores from the Principal Intern Survey (PIS) showed that candidates continued to be highly satisfied with their preparation program. Mean scores increased from 2021 to 2022 in 20 out of 23 items. The highest items on the survey were PIS 17 (fostering positive professional relationships among staff), PIS 19 (utilizing good communication skills with all stakeholders), and PIS 8 (advocating for high levels of learning for all students). PIS 10 (supporting staff in planning and implementing research-based professional development), was one of the low scores in previous years but was ranked 4th highest on this year’s survey.

All item means were above 3.0 on a 4 point scale indicating overall satisfaction. Across all items, the lowest rated were PIS 2 (leading the process of setting, monitoring, achieving specific and challenging goals for all students and staff), PIS 6 (ensuring effective practices meet the needs of all students), PIS 3 (anticipating, monitoring, and responding to educational developments), and PIS 4 (leading instruction). Of those items, only PIS 4 was on the list of low items last year. These are items to watch for subsequent years to determine if any patterns develop.

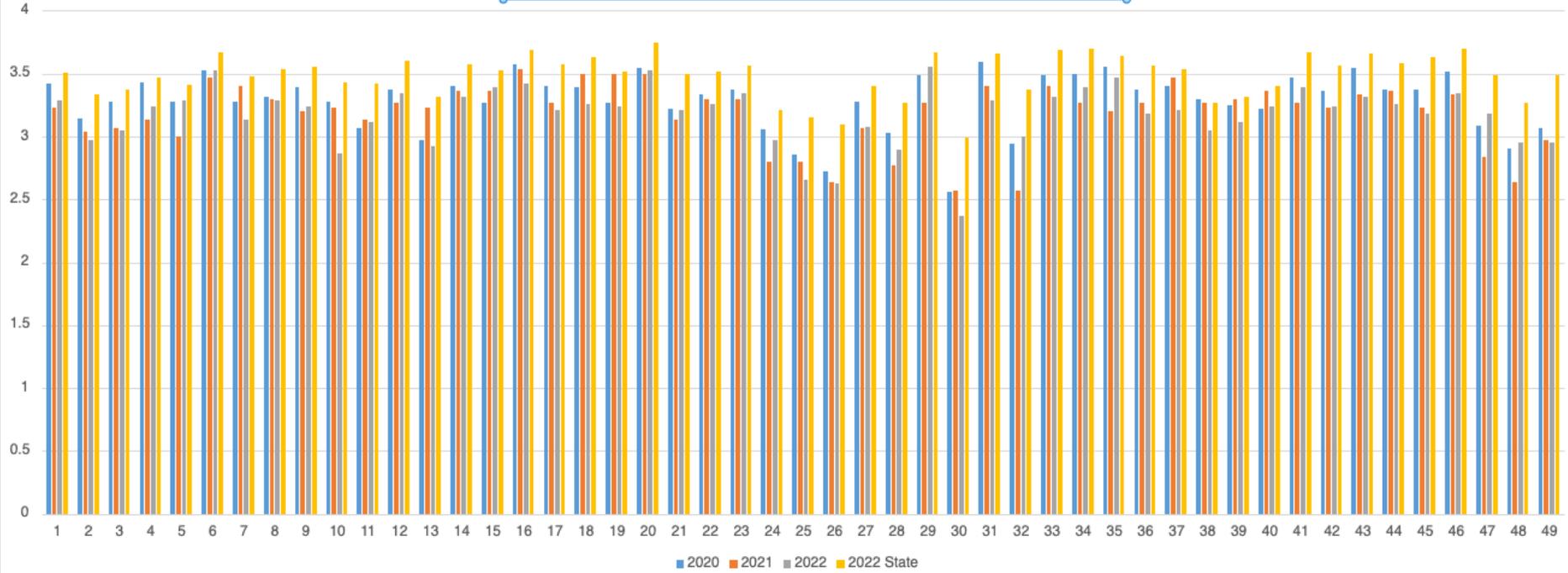
The following data tables and charts are included below:

- PTS survey results from 2019-2022 compared with 2022 statewide averages
- PTS survey results for 2021-2022 with data from comparable Ohio public universities
- RES survey results for 2020-2021 compared with 2022 CSU averages
- RES survey results for 2021-2022 with data from comparable Ohio public universities
- CSU data for the PIS for 2020-2022 academic years compared with 2022 statewide averages

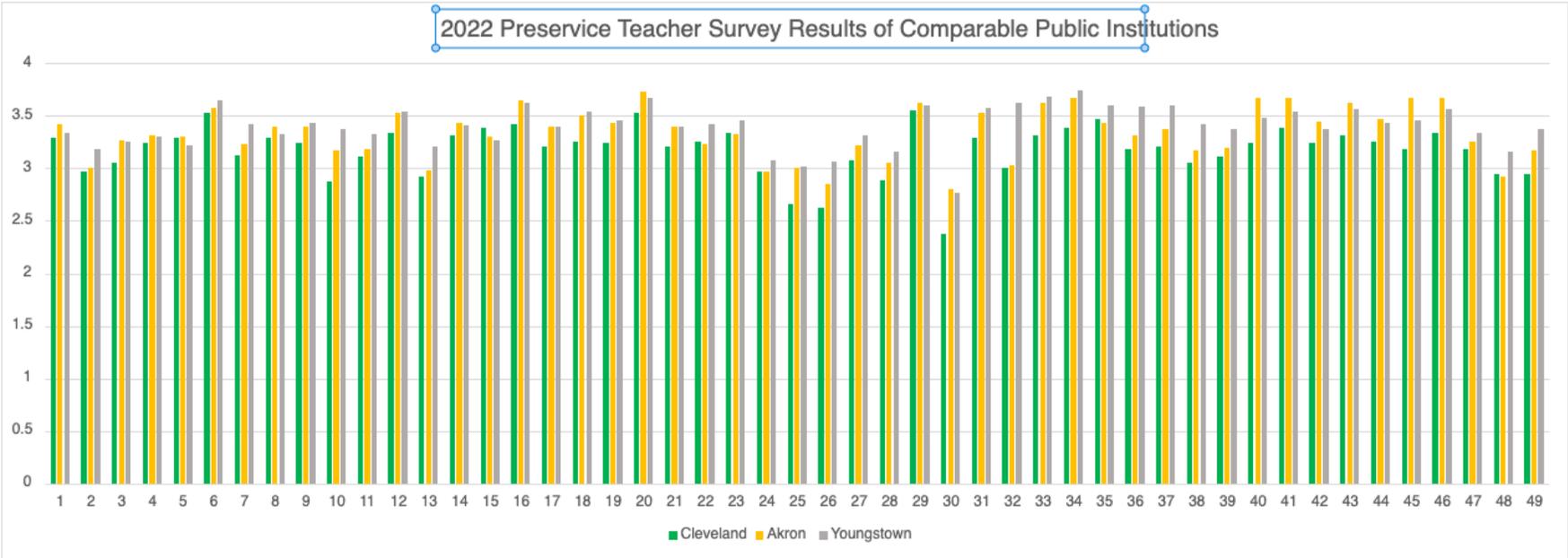
The full link to the 2022 statewide, institutional, and program-specific reports is found below:

<https://highered.ohio.gov/educators/academic-programs-policies/academic-program-approval/educator-preparation/ed-prep-transparency-accountability/educator-performance-reports>.

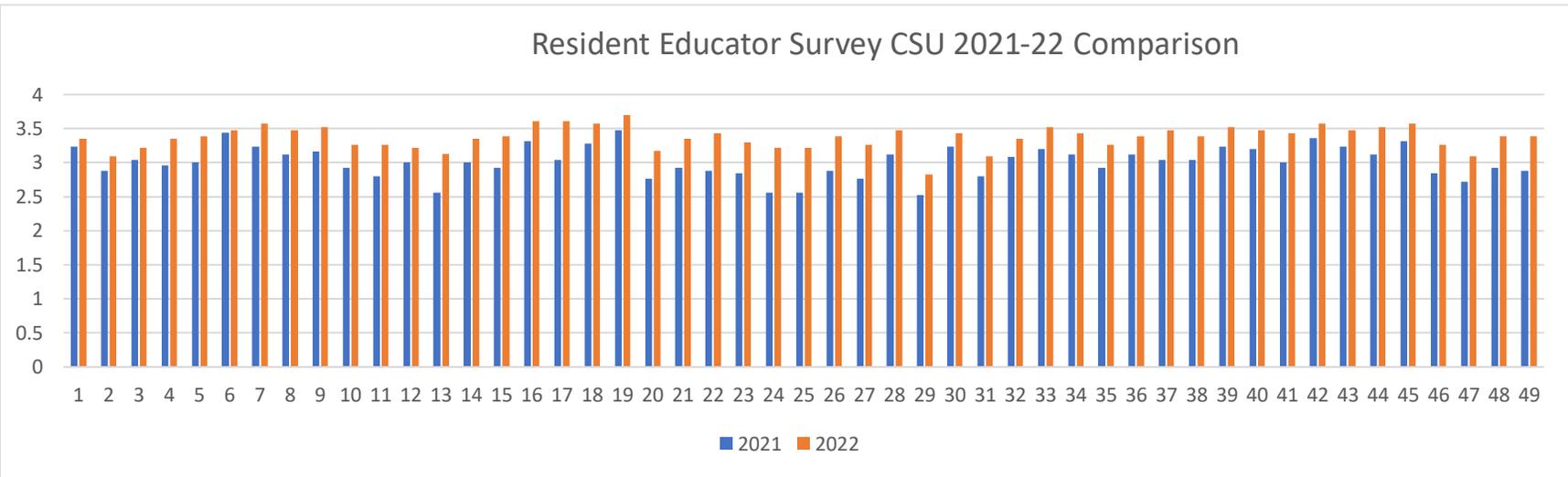
Preservice Teacher Survey CSU 2019 2022 and 2022 Statewide



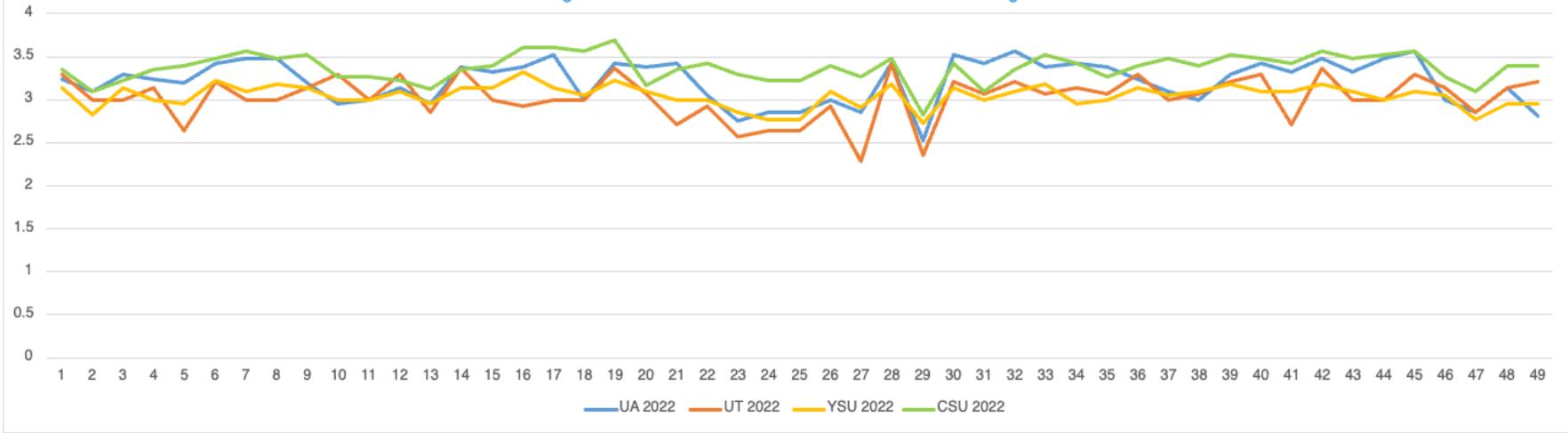
2022 Preservice Teacher Survey Results of Comparable Public Institutions



Resident Educator Survey CSU 2021-22 Comparison



CSU Comparison with Similar Institutions 2022



Principal Survey CSU/State Comparison

