**Employer Satisfaction Survey**

**(Initial Teacher Preparation Programs)**

**Description of Data**

To gather information on the quality of preparation provided by their educator preparation providers, the Ohio Department of Higher Education created the survey. The validity and reliability studies were published by ODHE ([Measuring Reliability and Predictive Validity\_Ohio\_Educator\_Preparation\_Survey\_Instruments](https://highered.ohio.gov/static/files/uploads/education-prep/documents/Measuring%20Reliability%20and%20Predictive%20Validity_Ohio_Educator_Preparation_Survey_Instruments.pdf)). ODHE also provided standard crosswalk with each survey item ([Ohio Survey Item Crosswalk with Standards](https://uazips-my.sharepoint.com/%3Ax%3A/g/personal/liang_uakron_edu/ESojaYrzfN1GiB1uUz-beo0BAgbrqHSFitgQucFyW1-sYg?e=q0TAVv))

Beginning 2019, ODHE stopped distributing the employer satisfaction survey. The EPP started to distribute the survey via the UA Qualtrics data collection system on its own. Questions on the survey are aligned with Ohio's Learning Standards, Ohio licensure requirements, and elements of national accreditation (InTasc). A total of 35 employers completed the survey in 2021, 33 employers completed the survey in 2022, and 70 employers completed the survey in 2023. The data reporting keeps the format utilized by ODHE previous report. We also input the survey data into Ohio’s MRS system to compare with State employer responses. At this point, such benchmark data is not available.

**The data collection tool is a 4-point Likert scale: 1=Strongly Disagree 2=Disagree 3=Agree 4=Strongly Agree**

**Cross-cutting themes items are color coded:**

 Technology – Items 5, 6 (Yellow)

 Diversity – Items 7, 9, 10, 11 (Green)

**Data analysis:**

Three years of data indicated positive feedback related to completer’s effectiveness, professionalism, content knowledge and preparation for the profession. The employers responded positively to the completers with the average of 3.38, 3.50, and 3.49 respectively across 3 years. This is interpreted as positive ratings on a 1-4 Likert scale with all items above 2.5 mid-point threshold. All the items (100%) are at or above 3.0 which is the range of agree to strongly agree across three years. However, the data also indicated assessment and using data to guide instruction as relative weakness. For example, Item #5 ”The institution prepares its graduates to be knowledgeable about assessment types, their purposes, and the data they generate” and Item # 6 “The institution prepares its graduates to analyze data to monitor student progress and learning” and # 7 “The institution prepares its graduates to use data to plan, differentiate, and modify instruction“ were just 3.00 for two years although the 2023 data indicated some improvement. All the item level responses are presented in Table 1.

**Diversity**

Item 2, 7, 9, 10, 11, and 14 asked the employers to rate the completers preparedness on diversity. The employers rated very positively on diversity items. For example, the employers rated very high on Item #2 “The institution prepares its graduates to respect the diversity of the students they teach.” Their ratings were 3.43, 3.58 and 3.58 respectively across 3 years. Diversity can be interpreted as a strength rated by the employers.

**Technology**

Item 5 and 6 asked the employers to rate the completers preparedness on technology. The employers rated very positively the completer integration of technology in teaching and learning. For example, the employers rated very high on Item #5 “5 The institution prepares its graduates to be knowledgeable about assessment types, their purposes, and the data they generate.” Their ratings were 3.14, 3.33 and 3.36 respectively across 3 years. Technology can be interpreted as a strength rated by the employers.

**Table 1. Employer Satisfaction Survey Results (2021-2023)**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **2021** | **2022** | **2023** |
| **Number of Respondents Completing the Survey:** | N=35 | N=33 | N=70 |
| **CAEP** | **Intasc** | **Survey Item** |  |  |  |
| R1.1 | 1, 2 | 1 The institution prepares its graduates to understand student learning and development. | 3.21 | 3.44 | 3.52 |
| R1.3, R1.4 | 1, 2, 3, 5, 7, 9, 10 | 2 The institution prepares its graduates to respect the diversity of the students they teach. | 3.43 | 3.58 | 3.60 |
| R1.2 | 4, 5, 7, 8 | 3 The institution prepares its graduates to know and understand the content area for which they have instructional responsibility. | 3.43 | 3.50 | 3.43 |
| R1.2, R1.3 | 4, 5, 7, 8 | 4 The institution prepares its graduates to understand and use content-specific instructional strategies to effectively teach the central concepts and skills of the discipline. | 3.14 | 3.36 | 3.45 |
| R1.3 | 1, 2, 6, 7, 8 | 5 The institution prepares its graduates to be knowledgeable about assessment types, their purposes, and the data they generate. | 3.14 | 3.33 | 3.36 |
| R1.3 | 6, 7, 8, 9 | 6 The institution prepares its graduates to analyze data to monitor student progress and learning. | 3.00 | 3.31 | 3.33 |
| R1.2, R1.3 |  6, 7, 8 | 7 The institution prepares its graduates to use data to plan, differentiate, and modify instruction. | 3.00 | 3.31 | 3.34 |
| R1.2, R1.3 | 4, 5, 6 | 8 The institution prepares its graduates to align their instructional goals and activities with school and district priorities. | 3.36 | 3.50 | 3.51 |
| R1.2, R1.3 | 3, 4, 5, 6, 7, 8, 9 | 9 The institution prepares its graduates to differentiate instruction to support the learning needs of all students. | 3.21 | 3.44 | 3.45 |
| R1.1,R1.3 | 1, 2, 6, 7, 8  | 10 The institution prepares its graduates to treat students fairly and establish an environment that is respectful, supportive, and caring. | 3.93 | 3.81 | 3.68 |
| R1.3 | 3, 5, 8, 9, 10 | 11 The institution prepares its graduates to maintain an environment that is conducive to learning for all students. | 3.64 | 3.64 | 3.58 |
| R1.4 | 9 | 12 The institution prepares its graduates to communicate clearly and effectively. | 3.29 | 3.49 | 3.51 |
| R1.4 | 9, 10 | 13 The institution prepares its graduates to collaborate effectively with other teachers, administrators, and district staff. | 3.71 | 3.56 | 3.46 |
| R1.4 | 9,10 | 14. The institution prepares its graduates to understand, uphold, and follow professional ethics, policies, and legal codes of professional conduct. | 3.71 | 3.67 | 3.60 |
| R1.4 | 9, 10 | 15. The institution prepares its graduates to assume responsibility for professional growth. | 3.50 | 3.50 | 3.54 |
| **\*\*Total** |  | **3.38** | **3.50** | **3.49** |

**Scale:** 1=Strongly Disagree 2=Disagree 3=Agree 4=Strongly Agree