**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/:x:/g/personal/liang_uakron_edu/ESojaYrzfN1GiB1uUz-beo0BAgbrqHSFitgQucFyW1-sYg?e=q0TAVv))

The EPP started to distribute the survey via the UA Qualtrics data collection system on its own to collect both quantitative and qualitative responses. A total of 20 employers completed the survey in 2024.

**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 marked with \* and \*\*:**

\*Technology – Items 5, 6

\*\*Diversity – Items 2, 7, 9, 10, 11,14

**Data analysis:**

Three years of data indicated positive feedback on completer’s effectiveness, professionalism, content knowledge and preparation for the profession. The employer’s overall responses were 3.38, 3.50, and 3.42 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, # 7 “The institution prepares its graduates to use data to plan, differentiate, and modify instruction” was just 3.00. 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 3.58, 3.60 and 3.63 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 “The institution prepares its graduates to be knowledgeable about assessment types, their purposes, and the data they generate.” Their ratings were 3.33, 3.36 and 3.38 respectively across 3 years. Technology can be interpreted as a strength rated by the employers.

**Table 1. Employer Satisfaction Survey Results (2022-2024)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | | | **2022** | **2023** | **2024** |
| **Number of Respondents Completing the Survey:** | | | N=33 | N=70 | N=20 |
| **CAEP** | **InTasc** | **Survey Item** |  |  |  |
| R1.1 | 1, 2 | 1 The institution prepares its graduates to understand student learning and development. | 3.44 | 3.52 | 3.50 |
| 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. | 3.58 | 3.60 | 3.63 |
| 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. | 3.50 | 3.43 | 3.50 |
| 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. | 3.36 | 3.45 | 3.38 |
| 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. | 3.33 | 3.36 | 3.38 |
| R1.3 | 6, 7, 8, 9 | \*\*6 The institution prepares its graduates to analyze data to monitor student progress and learning. | 3.31 | 3.33 | 3.25 |
| R1.2, R1.3 | 6, 7, 8 | \*7 The institution prepares its graduates to use data to plan, differentiate, and modify instruction. | 3.31 | 3.34 | 3.00 |
| 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. | 3.50 | 3.51 | 3.50 |
| 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. | 3.44 | 3.45 | 3.25 |
| 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. | 3.81 | 3.68 | 3.50 |
| 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 | 3.58 | 3.50 |
| R1.4 | 9 | 12 The institution prepares its graduates to communicate clearly and effectively. | 3.49 | 3.51 | 3.50 |
| R1.4 | 9, 10 | 13 The institution prepares its graduates to collaborate effectively with other teachers, administrators, and district staff. | 3.56 | 3.46 | 3.25 |
| R1.4 | 9,10 | \*14. The institution prepares its graduates to understand, uphold, and follow professional ethics, policies, and legal codes of professional conduct. | 3.67 | 3.60 | 3.50 |
| R1.4 | 9, 10 | 15. The institution prepares its graduates to assume responsibility for professional growth. | 3.50 | 3.54 | 3.63 |
| **Total** | |  | **3.38** | **3.50** | **3.42** |

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

**Open-Ended Questions**

|  |
| --- |
| Open Q1. What strengths do you see in this teacher prepared by the University of Akron? |
| * He understands the art and science of teacher. Kid centered and adjusted to meet their needs. |
| * Very supportive to all staff |
| * know their content, willing to learn, asking for feedback |
| * Willingness to do extra for our students. Willing to give as much time as needed to effectively reach students. |
| * The willingness to jump into a class and start teaching and relating to students. Organizational skills are usually very good and an overall preparedness to handle the rigors of the classroom. |
| * It is apparent that UA students have a good understanding of Pedagogy and teaching practices. |
| * General understanding of the importance of data and the need to alter instructional practices to ensure student success. |
| * Communication, Punctuality, Willingness to learn |
| Open Q2. What is your evaluation on the UA graduate's content knowledge and instructional competency? |
| * He is very strong in mathematics. |
| * She has been evaluated as Accomplished in all areas. |
| * Really great |
| * Very strong but willing to learn, change and grow! |
| * Akron does an excellent job relating the content to real world experiences and prepares the teacher for the job. |
| * UA students have had adequate knowledge of their content. Instructional Competency varies, based on the individual. The "art of teaching" is something that teachers develop over time. When they are student teaching, they largely emulate their respective cooperating teacher. |
| * Akron's graduates generally are on par with other graduates in terms of instructional methods and content knowledge. |
| * Above Average |
| Q3. What is your evaluation of the UA graduate's classroom management skills, and professionalism? |
| * + Not one concern has been raised on his ability to manage and structure his classroom. |
| * + She has been evaluated as accomplished in all areas. |
| * + This is an area of growth. Many of our student teachers try to be friends with students and then lost some classroom management. They need to understand the importance of building strong relationships, while also having high expectations for following rules and expectations. However, we understand that some of this comes with experience. |
| * + Excellent for both management skills and professionalism. |
| * + Outstanding on management and professionalism. Every graduate seems prepared and ready to do the job. |
| * + All UA students we have received have upheld a professional demeanor. As with teaching skills, classroom management skills are learned over time. We are lucky enough to have a supportive learning environment and community who value education. Additionally, we encourage our teachers to build relationships with students. UA graduates do not stand out positively or negatively in this area. |
| * + On par with other school's graduate. |
| * + Above Average |
| * + Not one concern has been raised on his ability to manage and structure his classroom. |
| * + She has been evaluated as accomplished in all areas. |
| * + This is an area of growth. Many of our student teachers try to be friends with students and then lost some classroom management. They need to understand the importance of building strong relationships, while also having high expectations for following rules and expectations. However, we understand that some of this comes with experience. |
| * + Excellent for both management skills and professionalism. |
| * + Outstanding on management and professionalism. Every graduate seems prepared and ready to do the job. |
| * + All UA students we have received have upheld a professional demeanor. As with teaching skills, classroom management skills are learned over time. They are still developing. |
| |  | | --- | | Q4. What areas of improvement do you observe the UA graduate employed in your school? | | * None at this time. She has been evaluated as accomplished in all areas. | | * Being more outgoing, introducing themselves to all the staff, being present and positive. They need to understand that this is basically a semester long interview. We always interview our student teachers for full time jobs (and many of them get one in our district), so we are looking closely at everything. | | * None that I can think of. | | * The ability to look at, interpret and implement data information to make changes in teaching methods, assessment methods to meet the needs of the students. | | * Though education programs typically focus on the educational leadership aspect of teaching, teachers need a strong "managerial" understanding as well. Teacher preparatory programs should expose education students to things such as the OTES observation system. This would also help prepare them for what is expected of them in the classroom. Another area of need is the ability to create a good assessment that measures what it is intended to, and promotes critical thought. | | * Principal and evaluator. | | * Engaging instructional practices | | * The ability to look at, interpret and implement data information to make changes in teaching methods, assessment methods to meet the needs of the students. | | * Though education programs typically focus on the educational leadership aspect of teaching, teachers need a strong "managerial" understanding as well. Teacher preparatory programs should expose education students to things such as the OTES observation system. This would also help prepare them for what is expected of them in the classroom. Another area of need is the ability to create a good assessment that measures what it is intended to, and promotes critical thought. | |
| |  | | --- | | Q5. Do you have any suggestions for the improvement of Teacher Education Program at the University of Akron? | | * Longer student teaching experience. A full year would be best. | | * Truly, things really are great and we enjoy the partnership. | | * Deeper understanding of the following concepts: Formative assessment and using feedback. * Deeper learning experiences that require synthesis of information rather than just memorization. | | * Longer student teaching experience. A full year would be best. | | * Deeper understanding of Formative assessment and using feedback. * Deeper learning experiences that require synthesis of information rather than just memorization. | |  | |