

SATISFACTION OF COMPLETERS

The data for this measure comes from the Preservice Teacher Survey (PTS) of candidates in their final year, the Resident Educator Survey (RES) of first year employed CSU teachers, and the Principal Intern Survey (PIS) of principal candidates in their internship. The surveys are conducted by the Ohio Department of Higher Education and published annually in the Ohio Educator Preparation Program Reports. The 2024 reports were released online after the 2025 CAEP Annual Measures were posted. The 2025 reports have been released as drafts for review by individual institutions but have not yet been published on the Ohio Department of Higher Education website at this time. The charts that follow reflect three years of data for each survey. For the PTS and the PIS, a comparison with the 2024 statewide averages is made.

Overall, the survey data for teachers indicates that preservice candidates and program completers are satisfied with their preparation. In the PTS, 42 of the 49 item means were 3.0 or above on a 4 point scale, two fewer than last year. In the RES, 30 of the 49 item means were above 3.0, 12 fewer than last year.

In the PTS, consistent high scores were given once again for PTS 6, PTS 20, and PTS 29, which received the top averages in 2024 and were still in our top 10. 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 33 (student teaching supported development), PTS 34 (supportive cooperating teachers), and PTS 35 (supportive supervisors), all in our top 10 scores, which we believe is a testament to continued candidate satisfaction with our clinically-based programs. PTS 31 (field experiences supported development) declined, which may be an indication that candidates hope to get more from early field experiences.

Also in our top 10 scores were PTS questions 43, 44, and 46. These questions indicate that candidates feel the faculty act professionally and do an especially good job preparing them to work with diverse student populations and providing them with diversity-related subject matter. These are points of pride at CSU and we are happy that candidates recognize this emphasis of our program.

This year we saw increases from 2024 in PTS questions 24, 25, 26, 30 and 32, which are items with perennially low averages 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). We believe this increase reflects the results of our longstanding efforts to emphasize this content more throughout the program.

Items of concern were PTS 13 (classroom management), PTS 32 (field experiences in a variety of urban, rural and suburban settings), PTS 47 (clearly articulated policies), PTS 48 (opportunities to voice concerns about the program) and PTS 49 (advising to facilitate progression to program completion). One strategy to address these concerns was to continue an orientation session for newly admitted candidates and have visits from OFS staff and advisors regularly into our classes. We are hopeful that these efforts will eventually contribute to increases in the ratings for PTS 47 and PTS 48. The low mean score for PTS 32 may be explained by the fact that CSU is an urban university and most of the placements are in urban districts.

The data set for the Resident Educator Survey (RES) reflected a increase in 13 items from the 2024 data, although results should be interpreted with caution due to continued low response rates. Positive trends over the 3 years were shown for items 23, 24, 25, 26, and 27. These items relate

to the Ohio-specific requirements and standards for licensure. This positive trend is encouraging as it parallels the increase in the same items for the PTS.

The 5 highest mean scores were in RES 6 (aligning instructional goals and activities), 16 (professional ethics), 19 (treating students fairly), 32 (positive student teaching experience), and 48 (faculty were knowledgeable in their field). These high scores reflect the fact that program completers felt well-prepared by qualified faculty to be ethical educators who treat students fairly.

The lowest mean scores were for RES 11 (strategies to increase student motivation), 21 (collaborate with colleagues and community), 36 (opportunity to understand students of different cultures), 3 (academic content knowledge), and 13 (classroom management). None of these were at the bottom of last year's list, so we are planning to conduct additional review to determine the possible cause for these low scores.

Scores from the Principal Intern Survey (PIS) showed that candidates in their final internship continued to be highly satisfied with their preparation program. All item means were above 3.5 on a 4 point scale indicating overall satisfaction. Mean scores increased from 2024 to 2025 in 20 out of 23 items. The lowest rated item, with a mean of 3.5, was PIS 20 (connect the school with the community through print and digital media). PIS 4 (leading instruction) has been a lower scoring item for several years. Both of these items indicate potential areas for strengthening the program.

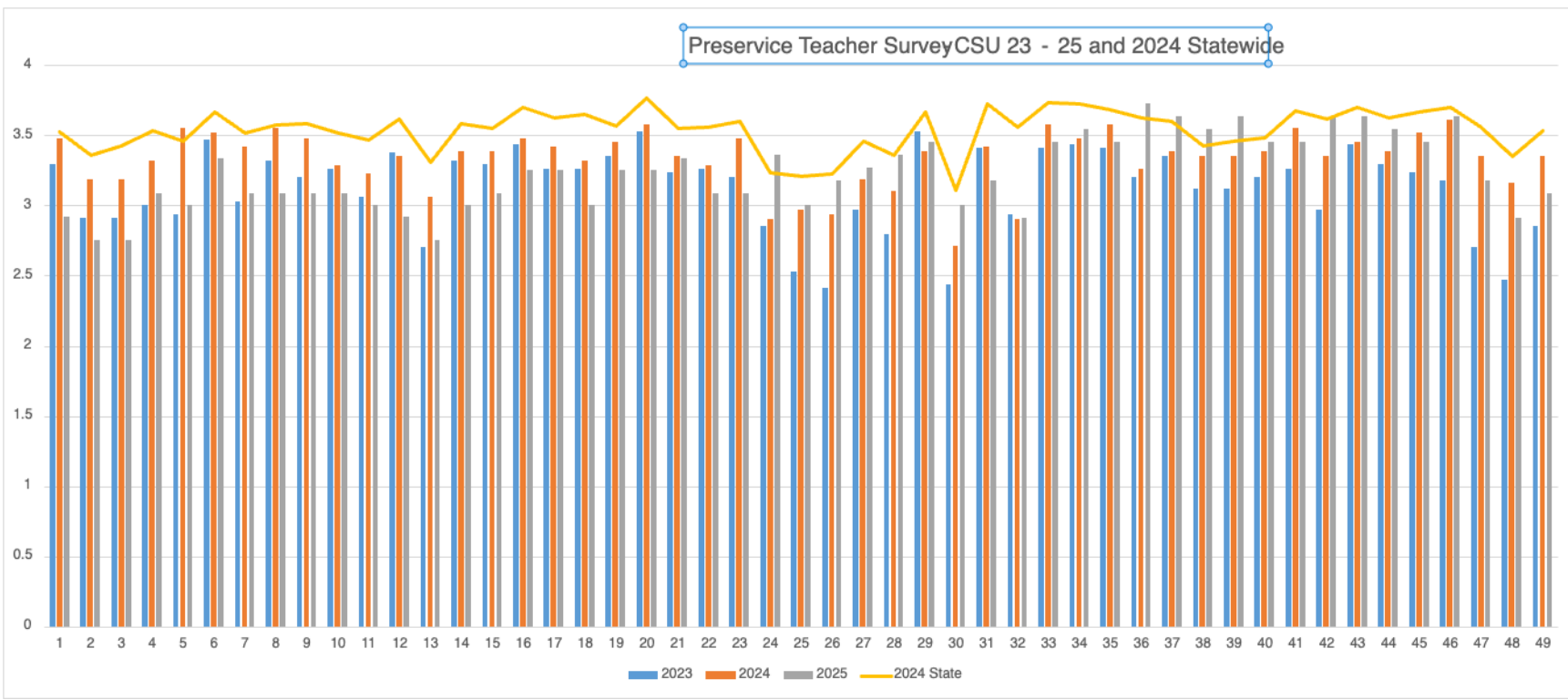
The following data tables and charts are included below:

- PTS survey results from 2023-2025 compared with 2024 statewide averages
- RES survey results for 2023-2025
- CSU data for the PIS for 2023-2025 academic years compared with 2024 statewide averages

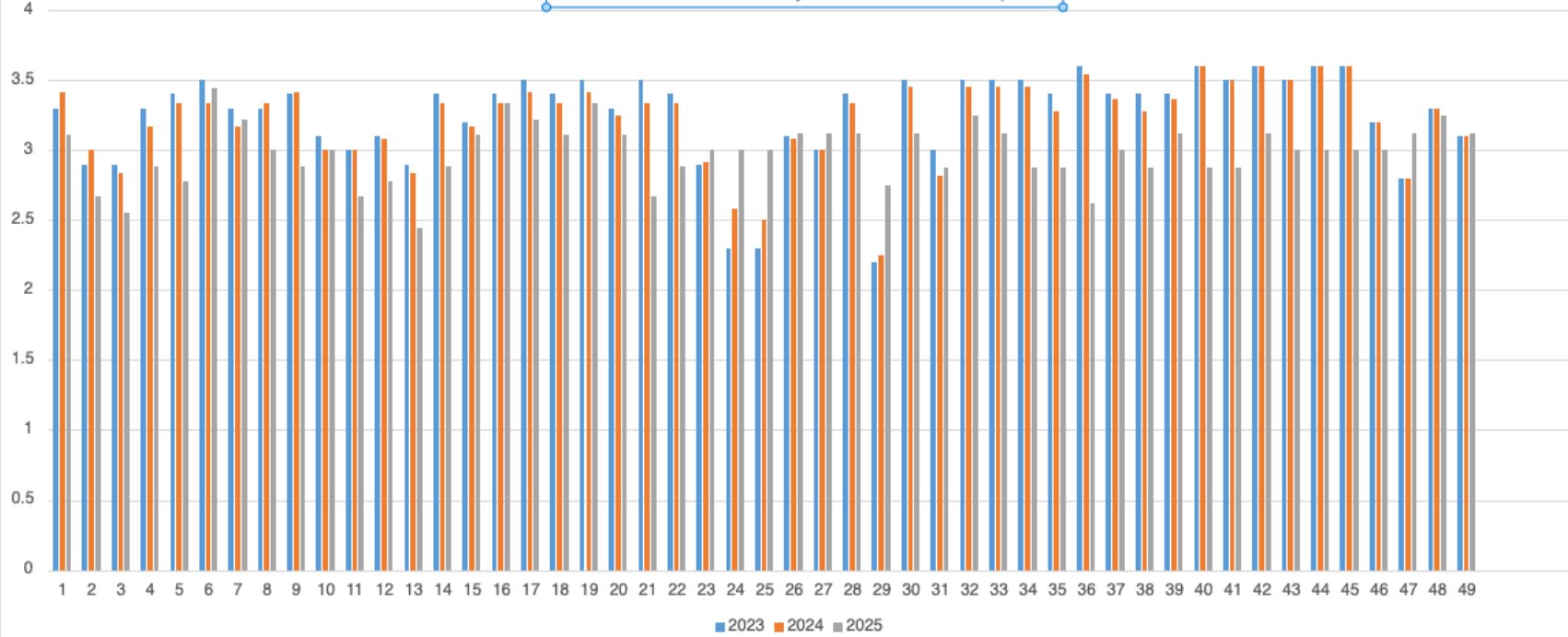
The link to the full statewide, institutional, and program-specific reports is found below:

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

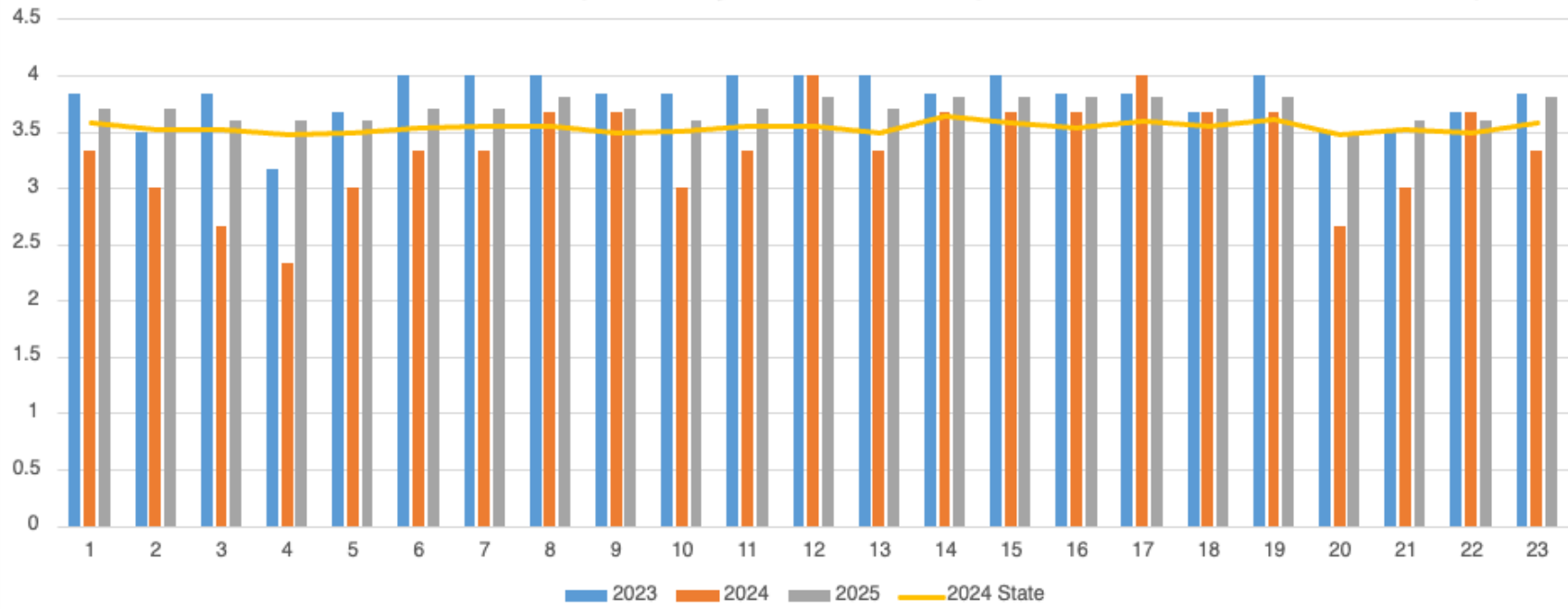
Preservice Teacher Survey CSU 23 - 25 and 2024 Statewide



Resident Educator Survey CSU 23 -- 25 Comparison



Principal Survey- CSU/State Comparison 2024 EPP Performance Report



2025 Ohio Educator Preparation Provider Performance Report Cleveland State University

Pre-Service Teacher Survey Results

Reporting period from September 1, 2024 to August 31, 2025.

Description of Data:

To gather information on student satisfaction with the quality of preparation provided by their educator preparation programs, the Ohio Department of Higher Education administers a survey aligned with the Ohio Standards for the Teaching Profession (OSTP), Ohio licensure requirements, and elements of national accreditation. All Ohio candidates receive an invitation to complete the survey during their professional internship (student teaching). The results of this survey are reflected here.

1=Strongly Disagree 2=Disagree 3=Agree 4=Strongly Agree

No.	Question	Institution Average	State Average
1	My teacher licensure program prepared me with knowledge of research on how students learn.	2.91	3.53
2	My teacher licensure program prepared me to recognize characteristics of gifted students, students with disabilities, and at-risk students in order to plan and deliver appropriate instruction.	2.73	3.36
3	My teacher licensure program prepared me with high levels of knowledge and the academic content I plan to teach.	2.82	3.43
4	My teacher licensure program prepared me to identify instructional strategies appropriate to my content area.	3.09	3.54
5	My teacher licensure program prepared me to understand the importance of linking interdisciplinary experiences.	3.09	3.46
6	My teacher licensure program prepared me to align instructional goals and activities with Ohio's academic content standards, including Ohio's Learning Standards.	3.27	3.67
7	My teacher licensure program prepared me to use assessment data to inform instruction.	3.09	3.52
8	My teacher licensure program prepared me to clearly communicate learning goals to students.	3.00	3.58
9	My teacher licensure program prepared me to apply knowledge of how students learn, to inform instruction.	3.09	3.59
10	My teacher licensure program prepared me to differentiate instruction to support the learning needs of all students, including students identified as gifted, students with disabilities, and at-risk students.	3.09	3.52
11	My teacher licensure program prepared me to identify strategies to increase student motivation and interest in topics of study.	3.00	3.47
12	My teacher licensure program prepared me to create learning situations in which students work independently, collaboratively, and/or a whole class.	2.91	3.62
13	My teacher licensure program prepared me to use strategies for effective classroom management.	2.82	3.31
14	My teacher licensure program prepared me to communicate clearly and effectively.	3.00	3.59

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No.	Question	Institution Average	State Average
15	My teacher licensure program prepared me to understand the importance of communication with families and caregivers.	3.09	3.55
16	My teacher licensure program prepared me to understand, uphold, and follow professional ethics, policies, and legal codes of professional conduct.	3.18	3.70
17	My teacher licensure program prepared me to use a variety of diagnostic, formative, and summative assessments.	3.18	3.63
18	My teacher licensure program prepared me to communicate high expectations for all students.	3.09	3.65
19	My teacher licensure program prepared me to understand students' diverse cultures, language skills, and experiences.	3.18	3.57
20	My teacher licensure program prepared me to treat all students fairly and establish an environment that is respectful, supportive, and caring.	3.18	3.77
21	My teacher licensure program prepared me to use technology to enhance teaching and student learning.	3.27	3.55
22	My teacher licensure program prepared me to collaborate with colleagues and members of the community when and where appropriate.	3.00	3.56
23	My teacher licensure program collected evidence of my performance on multiple measures to monitor my progress.	3.00	3.60
24	My teacher licensure program provided me with knowledge of the Ohio Licensure Program standards for my discipline (e.g. NAEYC, CEC, NCTM).	3.30	3.24
25	My teacher licensure program provided me with knowledge of the operation of Ohio schools as delineated in the Ohio Department of Education School Operating Standards.	3.00	3.21
26	My teacher licensure program provided me with knowledge of the requirements for the Resident Educator License.	3.10	3.23
27	My teacher licensure program provided me with knowledge of the Ohio Standards for the Teaching Profession.	3.30	3.46
28	My teacher licensure program provided me with knowledge of the Ohio Standards for Professional Development.	3.30	3.36
29	My teacher licensure program provided me with knowledge of the Ohio Academic Content Standards, including Ohio's Learning Standards.	3.40	3.67
30	My teacher licensure program provided me with knowledge of the Value-added Growth Measure as defined by the Ohio State Board of Education.	2.90	3.11
31	My teacher licensure program provided field experiences that supported my development as an effective educator focused on student learning.	3.10	3.73
32	My teacher licensure program provided field experiences in a variety of settings (urban, suburban, and rural).	2.80	3.56
33	My teacher licensure program provided student teaching experience(s) that supported my development as an effective educator focused on student learning.	3.40	3.74
34	My teacher licensure program provided cooperating teachers who supported me through observation and conferences (face-to-face or via electronic media).	3.50	3.73
35	My teacher licensure program provided university supervisors who supported me through observation and conferences (face-to-face or via electronic media).	3.40	3.69
36	My teacher licensure program provided opportunities to work with diverse students (including gifted students, students with disabilities, and at-risk students).	3.70	3.63

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No.	Question	Institution Average	State Average
37	My teacher licensure program provided opportunities to understand students' diverse cultures, languages, and experiences.	3.60	3.60
38	My teacher licensure program provided opportunities to work with diverse teachers.	3.50	3.43
39	My teacher licensure program provided opportunities to interact with diverse faculty.	3.60	3.46
40	My teacher licensure program provided opportunities to work and study with diverse peers.	3.40	3.49
41	Overall, the faculty in my teacher licensure program demonstrated in-depth knowledge of their field.	3.40	3.68
42	Overall, the faculty in my teacher licensure program used effective teaching methods that helped promote learning.	3.60	3.62
43	Overall, the faculty in my teacher licensure program modeled respect for diverse populations.	3.60	3.70
44	Overall, the faculty in my teacher licensure program integrated diversity-related subject matter within coursework.	3.50	3.63
45	Overall, the faculty in my teacher licensure program used technology to facilitate teaching and learning.	3.40	3.67
46	Overall, the faculty in my teacher licensure program conducted themselves in a professional manner.	3.60	3.70
47	My teacher licensure program provided clearly articulated policies published to facilitate progression to program completion.	3.10	3.56
48	My teacher licensure program provided opportunities to voice concerns about the program.	2.80	3.35
49	My teacher licensure program provided advising to facilitate progression to program completion.	3.00	3.54

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Statewide Survey of Ohio Resident Educators'
Reflections on their Educator Preparation Program

Reporting period from September 1, 2024 to August 31, 2025.

Description of Data:

To gather information on alumni satisfaction with the quality of preparation provided by their educator preparation programs, the Ohio Department of Higher Education administers a survey aligned with the Ohio Standards for the Teaching Profession (OSTP), Ohio licensure requirements, and elements of national accreditation. All Ohio Resident Educators who completed their preparation in Ohio receive an invitation to complete the survey in the fall semester as they enter Year 2 of the Resident Educator program.

1=Strongly Disagree 2=Disagree 3=Agree 4=Strongly Agree

No.	Question	Institution Average	State Average
1	My teacher licensure program prepared me with knowledge of research on how students learn.	N<10	
2	My teacher licensure program prepared me to recognize characteristics of gifted students, students with disabilities, and at-risk students in order to plan and deliver appropriate instruction.	N<10	
3	My teacher licensure program prepared me with high levels of knowledge and the academic content I plan to teach.	N<10	
4	My teacher licensure program prepared me to identify instructional strategies appropriate to my content area.	N<10	
5	My teacher licensure program prepared me to understand the importance of linking interdisciplinary experiences.	N<10	
6	My teacher licensure program prepared me to align instructional goals and activities with Ohio's academic content standards, including Ohio's Learning Standards.	N<10	
7	My teacher licensure program prepared me to use assessment data to inform instruction.	N<10	
8	My teacher licensure program prepared me to clearly communicate learning goals to students.	N<10	
9	My teacher licensure program prepared me to apply knowledge of how students learn, to inform instruction.	N<10	
10	My teacher licensure program prepared me to differentiate instruction to support the learning needs of all students, including students identified as gifted, students with disabilities, and at-risk students.	N<10	
11	My teacher licensure program prepared me to identify strategies to increase student motivation and interest in topics of study.	N<10	
12	My teacher licensure program prepared me to create learning situations in which students work independently, collaboratively, and/or a whole class.	N<10	
13	My teacher licensure program prepared me to use strategies for effective classroom management.	N<10	
14	My teacher licensure program prepared me to communicate clearly and effectively.	N<10	

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No.	Question	Institution Average	State Average
15	My teacher licensure program prepared me to understand the importance of communication with families and caregivers.	N<10	
16	My teacher licensure program prepared me to understand, uphold, and follow professional ethics, policies, and legal codes of professional conduct.	N<10	
17	My teacher licensure program prepared me to use a variety of diagnostic, formative, and summative assessments.	N<10	
18	My teacher licensure program prepared me to understand students' diverse cultures, language skills, and experiences.	N<10	
19	My teacher licensure program prepared me to treat all students fairly and establish an environment that is respectful, supportive, and caring.	N<10	
20	My teacher licensure program prepared me to use technology to enhance teaching and student learning.	N<10	
21	My teacher licensure program prepared me to collaborate with colleagues and members of the community when and where appropriate.	N<10	
22	My teacher licensure program collected evidence of my performance on multiple measures to monitor my progress.	N<10	
23	My teacher licensure program provided me with knowledge of the Ohio Licensure Program standards for my discipline (e.g. NAEYC, CEC, NCTM).	N<10	
24	My teacher licensure program provided me with knowledge of the operation of Ohio schools as delineated in the Ohio Department of Education School Operating Standards.	N<10	
25	My teacher licensure program provided me with knowledge of the requirements for the Resident Educator License.	N<10	
26	My teacher licensure program provided me with knowledge of the Ohio Standards for the Teaching Profession.	N<10	
27	My teacher licensure program provided me with knowledge of the Ohio Standards for Professional Development.	N<10	
28	My teacher licensure program provided me with knowledge of the Ohio Academic Content Standards, including Ohio's Learning Standards.	N<10	
29	My teacher licensure program provided me with knowledge of the Value-added Growth Measure as defined by the Ohio State Board of Education.	N<10	
30	My teacher licensure program provided field experiences that supported my development as an effective educator focused on student learning.	N<10	
31	My teacher licensure program provided field experiences in a variety of settings (urban, suburban, and rural).	N<10	
32	My teacher licensure program provided student teaching experience(s) that supported my development as an effective educator focused on student learning.	N<10	
33	My teacher licensure program provided cooperating teachers who supported me through observation and conferences (face-to-face or via electronic media).	N<10	
34	My teacher licensure program provided university supervisors who supported me through observation and conferences (face-to-face or via electronic media).	N<10	
35	My teacher licensure program provided opportunities to work with diverse students (including gifted students, students with disabilities, and at-risk students).	N<10	
36	My teacher licensure program provided opportunities to understand students' diverse cultures, languages, and experiences.	N<10	

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No.	Question	Institution Average	State Average
37	My teacher licensure program provided opportunities to work with diverse teachers.	N<10	
38	My teacher licensure program provided opportunities to interact with diverse faculty.	N<10	
39	My teacher licensure program provided opportunities to work and study with diverse peers.	N<10	
40	Overall, the faculty in my teacher licensure program demonstrated in-depth knowledge of their field.	N<10	
41	Overall, the faculty in my teacher licensure program used effective teaching methods that helped promote learning.	N<10	
42	Overall, the faculty in my teacher licensure program modeled respect for diverse populations.	N<10	
43	Overall, the faculty in my teacher licensure program integrated diversity-related subject matter within coursework.	N<10	
44	Overall, the faculty in my teacher licensure program used technology to facilitate teaching and learning.	N<10	
45	Overall, the faculty in my teacher licensure program conducted themselves in a professional manner.	N<10	
46	My teacher licensure program provided clearly articulated policies published to facilitate progression to program completion.	N<10	
47	My teacher licensure program provided opportunities to voice concerns about the program.	N<10	
48	My teacher licensure program provided advising to facilitate progression to program completion.	N<10	
49	My teacher licensure program prepared me with the knowledge and skills necessary to enter the classroom as a Resident Educator.	N<10	

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Principal Intern Survey Results

Reporting period from September 1, 2024 to August 31, 2025.

Description of Data:

To gather information on the quality of preparation provided by their educator preparation providers, the Ohio Department of Higher Education distributes a survey to Ohio principal interns. Questions on the survey are aligned with the Ohio Standards for Principals, Ohio licensure requirements, and elements of national accreditation.

1=Strongly Disagree 2=Disagree 3=Agree 4=Strongly Agree

No.	Question	Institution Average	State Average
1	My program prepared me to lead and facilitate continuous improvement efforts within a school building setting.	3.70	3.59
2	My program prepared me to lead the processes of setting, monitoring, and achieving specific and challenging goals for all students and staff.	3.70	3.53
3	My program prepared me to anticipate, monitor, and respond to educational developments affecting the school and its environment.	3.60	3.53
4	My program prepared me to lead instruction.	3.60	3.48
5	My program prepared me to ensure the instructional content being taught is aligned with the academic standards (e.g. national, Common Core, state) and curriculum priorities of the school and district.	3.60	3.50
6	My program prepared me to ensure effective instructional practices meet the needs of all students at high levels of learning.	3.70	3.54
7	My program prepared me to encourage and facilitate effective use of data by self and staff.	3.70	3.56
8	My program prepared me to advocate for high levels of learning for all students, including students identified as gifted, students with disabilities, and at-risk students.	3.80	3.56
9	My program prepared me to encourage and facilitate effective use of research by self and staff.	3.70	3.49
10	My program prepared me to support staff in planning and implementing research-based professional development and instructional practices.	3.60	3.51
11	My program prepared me to establish and maintain procedures and practices supporting staff and students with a safe environment conducive to learning.	3.70	3.56
12	My program prepared me to establish and maintain a nurturing school environment addressing the physical and mental health needs of all.	3.80	3.55
13	My program prepared me to allocate resources, including technology, to support student and staff learning.	3.70	3.50
14	My program prepared me to uphold and model professional ethics; local, state, and national policies; and, legal codes of conduct	3.80	3.64
15	My program prepared me to share leadership with staff, students, parents, and community members.	3.80	3.58

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No.	Question	Institution Average	State Average
13	The principal preparation program prepared the school leader candidate to understand upholding and modeling professional ethics; local, state, and national policies; and, legal codes of conduct.	N<10	3.44
14	The principal preparation program prepared the school leader candidate to understand connecting the school with the community through print and electronic media.	N<10	3.34
15	The principal preparation program prepared the school leader candidate to understand involving parents and communities in improving student learning.	N<10	3.30
16	The principal preparation program prepared the school leader candidate to understand using community resources to improve student learning.	N<10	3.32
17	The principal preparation program prepared the school leader candidate to understand establishing expectations for using culturally responsive practices that acknowledge and value diversity.	N<10	3.37
18	The school leader candidate's preparation program provided me with training on how to mentor the school leader candidate.	N<10	2.73
19	I participated in and/or accessed the provided mentor training and/or materials.	N<10	
20	The training by the school leader's preparation program adequately prepared me to mentor the school leader candidate.	N<10	2.18