

SATISFACTION OF COMPLETERS

The following data was published in the 2021 Ohio Educator Preparation Performance Report and includes data gathered from Preservice Teacher Survey (PTS) completing a program in 2020-2021 as well as a Resident Educator Survey (RES) asking first year employed CSU teachers their attitudes about the program. This year we have also included data from the Principal Intern Survey (PIS) for those 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.

Cleveland State PTS and RES survey responses are comparable, though slightly below, those in our comparison group of urban public universities (Akron, Youngstown, and Toledo), with scores most closely reflecting those of Toledo. All item means fall below statewide averages. In 2021, we saw a decrease in mean scores for 39 out of 49 items, and we attribute those low scores to challenges faced by all candidates completing virtual and hybrid field work during the COVID pandemic. Two items that increased the most in 2021 and were included in the top 10 items were PTS 18 (preparation for communicating high expectations) and PTS 19 (preparation for understanding student diversity). This is consistent with the continued high rating for PTS 20 (learning how to treat students fairly and establish a respectful learning environment). We continued to see item PTS 31 and PTS 33, both related to the quality of field experiences, in our top 10 scores, which we believe is a testament to continued candidate satisfaction with our clinically-based programs, although PTS 34 (supportive cooperating teachers), and PTS 35 (supportive supervisors) decreased substantially and were no longer in the top 10 scores. These changes may be reflective of the difficulties that candidates and clinical faculty faced in maintaining virtual support throughout the pandemic. Another item that remained in the top 10 was PTS 6 (alignment of goals and activities), which has been a focus in helping candidates prepare for the edTPA in the final semester.

Scores in four items (PTS 24, 25, 26, and 30) have remained consistently low for the state and CSU over the administration of this survey. These items are directly related to the Ohio Licensure Requirements: Ohio Licensure Area Standards, School Operating Standards, the Resident Educator Program, and the Value-added Growth Measure. Although it was still rated low, PTS 13 (classroom management) saw an increase and moved out of the bottom 10 items. Candidates still gave low scores on items about “clearly articulated policies” and “opportunities to voice concerns about the program” (PTS 47, 48). For the past two years, candidates starting the program went through an orientation session, so we hope that when those candidates complete, they will feel they have received more information about program policies. The college will continue strategies to raise these scores.

The data set for the Resident Educator Survey (RES) continued to be skewed in 2021 due once again to low response rates as a result of the COVID pandemic. However, using the data available, Resident Educators gave 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). This year RES 39 (opportunities to work and study with diverse peers) and RES 43 (integration of diversity-related subject matter within coursework) also made it into the top 10 scoring items. In relation to our comparison group, CSU earned higher mean scores than all three other universities in RES 6 (aligning goals with standards) and RES 19 (learning to treat all students fairly and establishing an environment that is respectful, supportive and caring). Although these results are drawn from a small number of respondents, we are proud that our longstanding commitment to preparing educators for diverse urban environments continues to be recognized by our program completers working in the field.

Scores from the Principal Intern Survey (PIS) showed that candidates continued to be highly satisfied with preparation in upholding and modeling professional ethics (PIS 14), allocating resources to support student and staff learning (PIS 13), (PIS 15), and utilizing good communication skills with all stakeholders (PIS 19). Although most items are still slightly below state means, survey results showed improvement in 10 of 23 items, and item PIS 21 (involving parents and community) was above the state mean. Items that were previously ranked low and remained low were

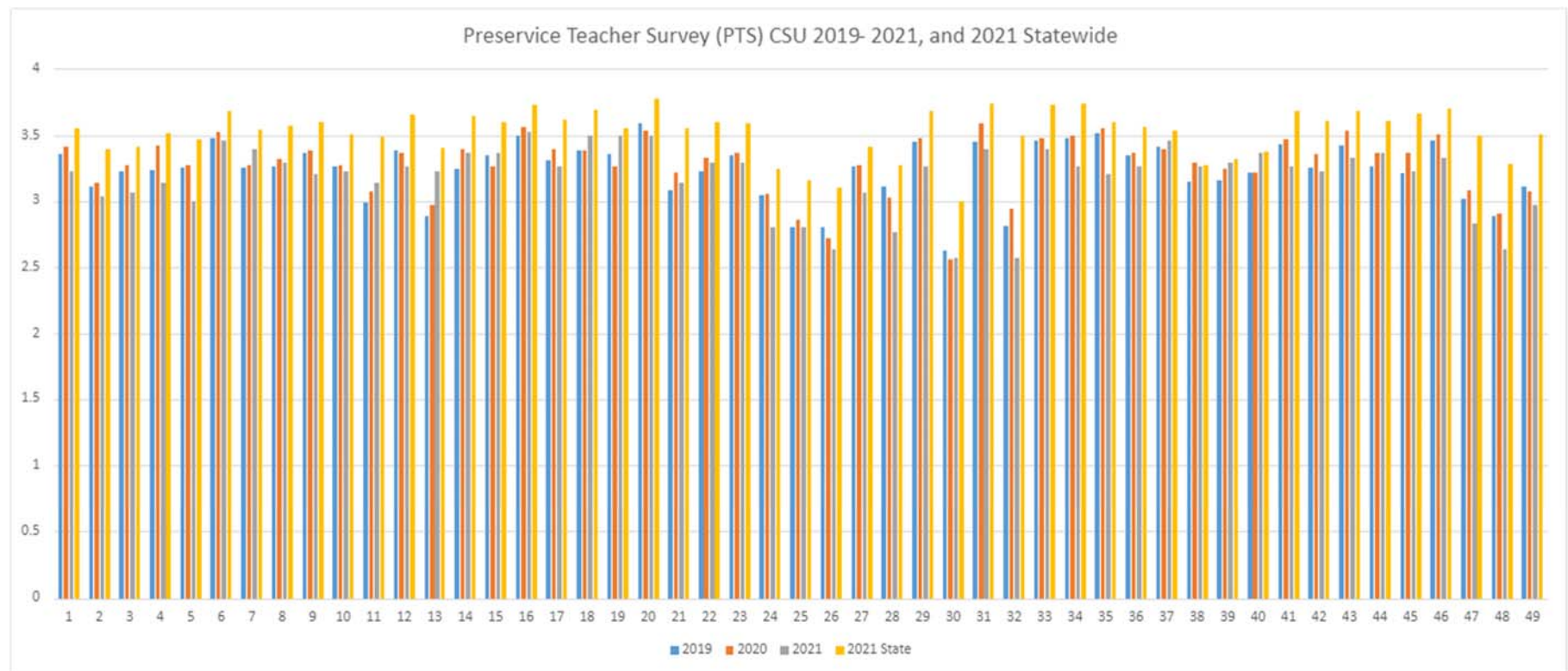
leading instruction (PIS 4), supporting and advancing the leadership capacity of educators (PIS 18), and supporting staff in planning implementing research-based professional development (PIS 10). Comparisons with comparable public universities are not possible since none of our comparison universities received enough survey results to be reported (N<10). We are especially proud of the improvement in Items PIS 7 (encouraging and facilitating effective use of data), PIS 1 (learning how to lead continuous improvement efforts), and PIS 6 (ensuring that instructional practices meet the needs of learners). These three items were previously ranked in the bottom four items, saw significant improvement and were all ranked in the top 50% of items this year.

The following data tables and charts are included below:

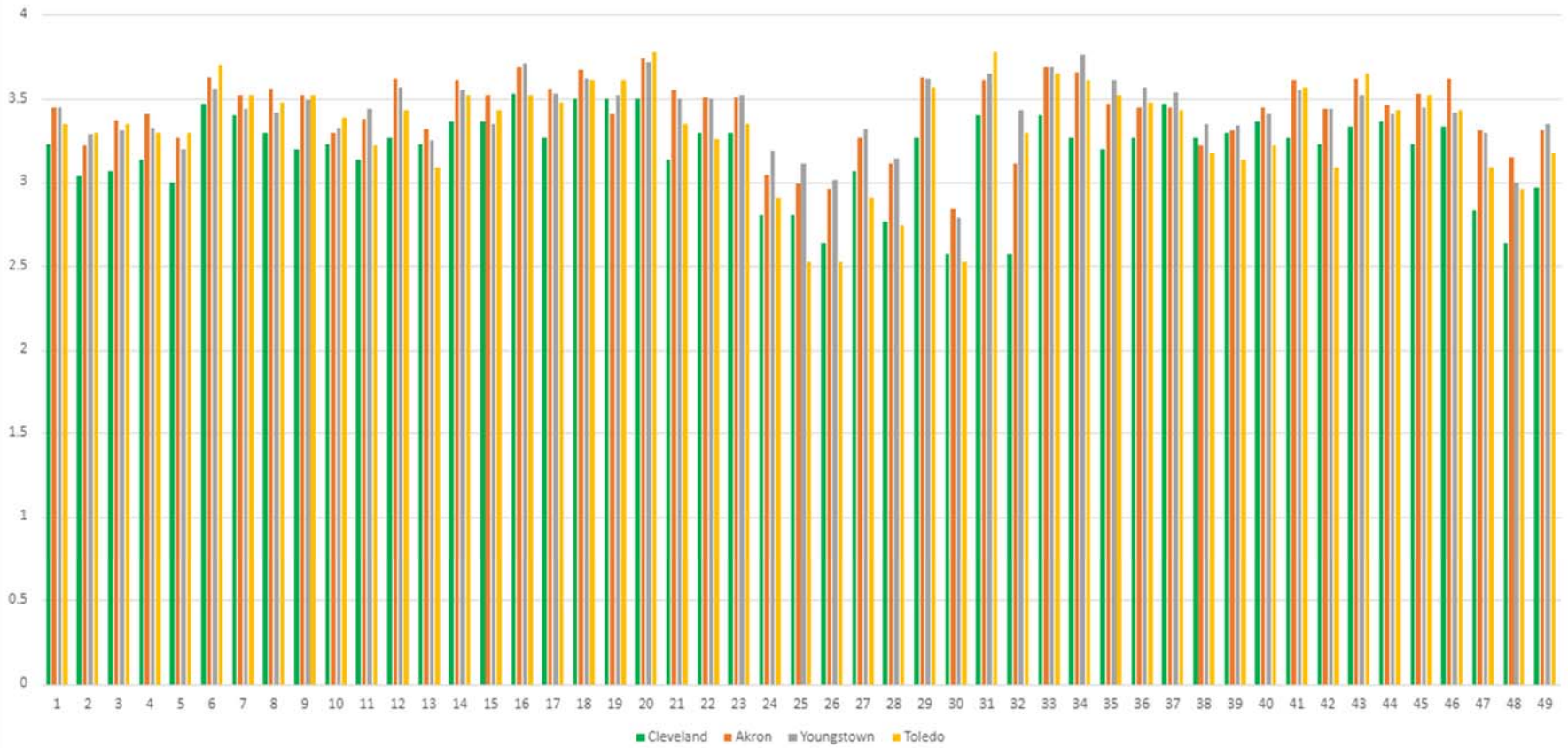
- PTS survey results from 2019-2021 compared with 2021 statewide averages
- PTS survey results for 2020-2021 with data from comparable Ohio public universities
- RES survey results for 2020-2021 compared with 2021 statewide averages
- RES survey results for 2020-2021 with data from comparable Ohio public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

The full link to the 2021 statewide, institutional, and program-specific reports is found below:

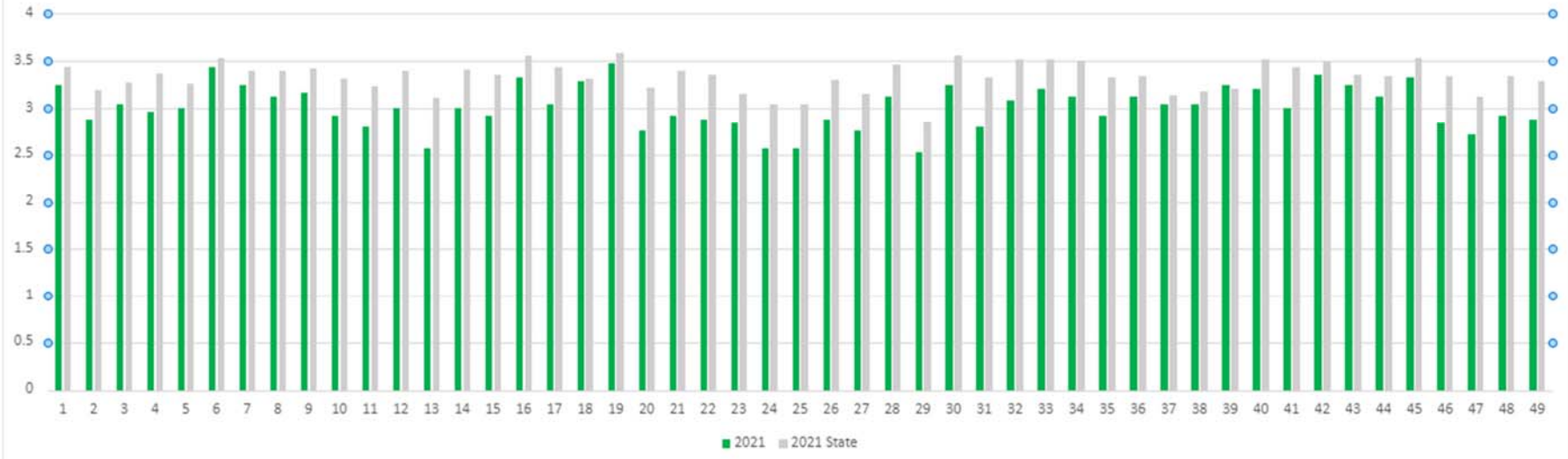
<https://www.ohiohighered.org/educator-accountability/2021-performance-reports>.



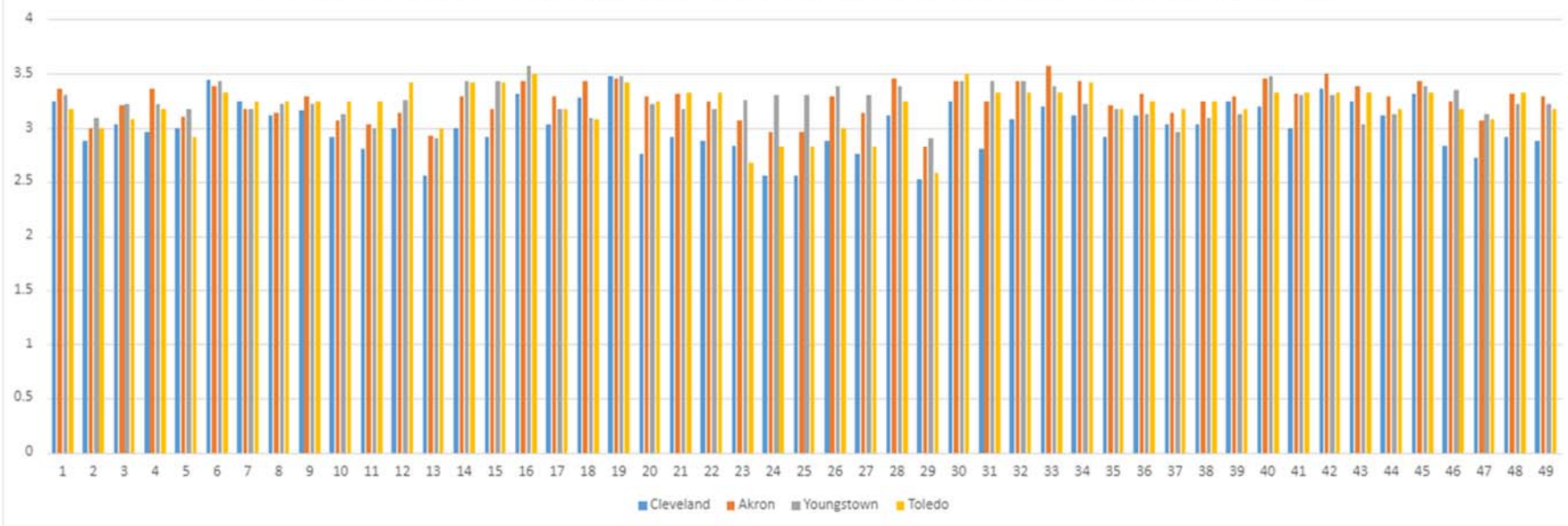
2021 Preservice Teacher Survey Results of Comparable Public Institutions



Resident Educator Survey -CSU/State Comparison 2021 EPP Performance Report



Resident Educator Survey Results Compared with Ohio Comparable Universities EPP Performance Reports 2021



Principal Survey - CSU/State Comparison 2021 EPP Performance Report

