

## SATISFACTION OF COMPLETERS

The following data was published in the 2020 Ohio Educator Preparation Performance Report and includes data gathered from Preservice Teacher Survey (PTS) completing a program in 2019-2020 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 to those in our comparison group of urban public universities (Akron, Youngstown, and Toledo), although they fall, in general, below statewide averages. Mean scores for all but 10 PTS items increased in 2020. Our highest score, which also boasted one of the largest increases over 2019, was related to the quality of the field experience (PTS 31). We attribute some of this to the fact that our 2020 graduates were the second cohort to experience fully our redesigned clinical program. Other items about the quality of field experiences and supervision (PTS 33 and 34, 35) and learning how to treat students fairly and establish a respectful learning environment (PTS 20) have consistently rated in our top 10 scores and continued to do so in 2020. The increases we saw in PTS 29 (knowledge of Ohio Content Standards) and PTS 6 (alignment of goals and activities) in 2019 were maintained as these two items remained in our top 10 scores. A new item in the top 10 scores was PTS 43 (faculty modeled respect for diverse populations), which also saw one of the largest increases.

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. Candidates also gave low scores on items about “clearly articulated policies” and “opportunities to voice concerns about the program” (PTS 13, 47, 48). Although these items also have low statewide averages, the college is continuing to explore to raise these scores through orientation sessions, advising materials, and online resources.

The data set for the Resident Educator Survey (RES) was skewed in 2020 due to low response rates as a result of the COVID pandemic. However, using the data available, Resident Educators gave high ratings to items related to learning how to treat all students fairly and establish an environment that is respectful, supportive, and caring (RES 19), being prepared to align goals and activities with Ohio’s learning standards (RES 6), 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) 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.

The Principal Intern Survey (PIS) reflects that candidates feel they were well prepared in establishing and maintaining a nurturing school environment (PIS 12), allocating resources to support student and staff learning (PIS 13), upholding and modeling professional ethics (PIS 14), and utilizing good communication skills with all stakeholders (PIS 19). Lower scores included learning how to lead continuous improvement efforts (PIS 1), ensuring that instructional practices meet the needs of learners (PIS 6), encouraging and facilitating effective use of data (PIS 7), and leading instruction (PIS 4). Mean scores were consistently below the state means, although candidate response rates for both groups were low due to the COVID pandemic. Comparisons with comparable public universities are not possible since none of our comparison universities received enough survey results to be reported (N<10).

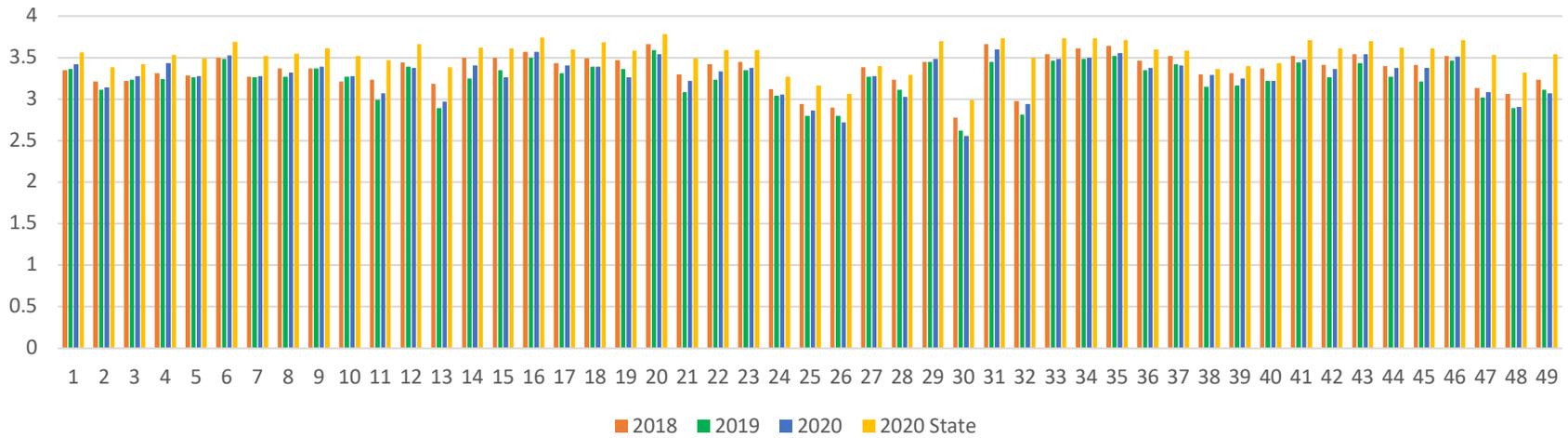
The following data tables and charts are included below:

- PTS survey results from 2018-2020 compared with 2020 statewide averages
- PTS survey results from 2020 compared with data from comparable urban public universities
- RES survey results from 2020 compared with 2020 statewide averages
- RES survey results from 2020 compared with data from comparable urban public universities
- PIS survey results from 2020 compared with statewide results
- CSU data for the PTS for 2019-2020 academic year as published in the 2020 Ohio EPP Performance Report
- CSU data for the RES for 2019-2020 academic year as published in the 2020 Ohio EPP Performance Report
- CSU data for the PIS for 2019-2020 academic year as published in the 2020 Ohio EPP Performance Report

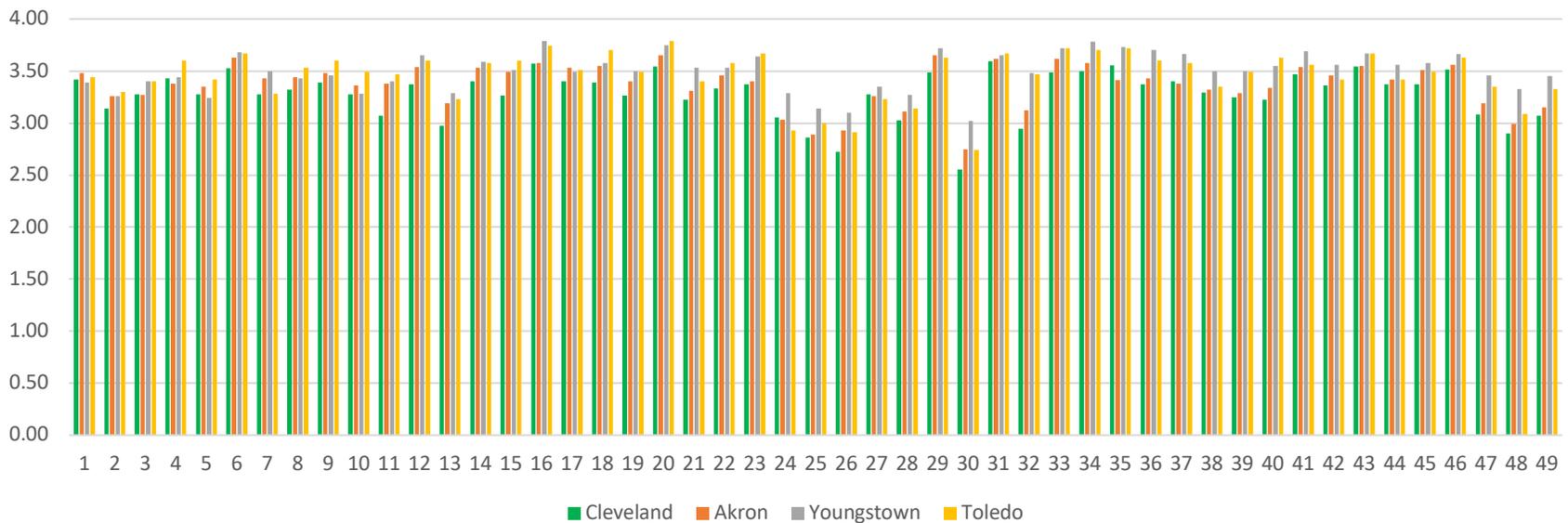
The full link to the 2020 statewide, institutional, and program-specific reports is found below:

<https://www.ohiohighered.org/educator-accountability/2020-performance-reports>.

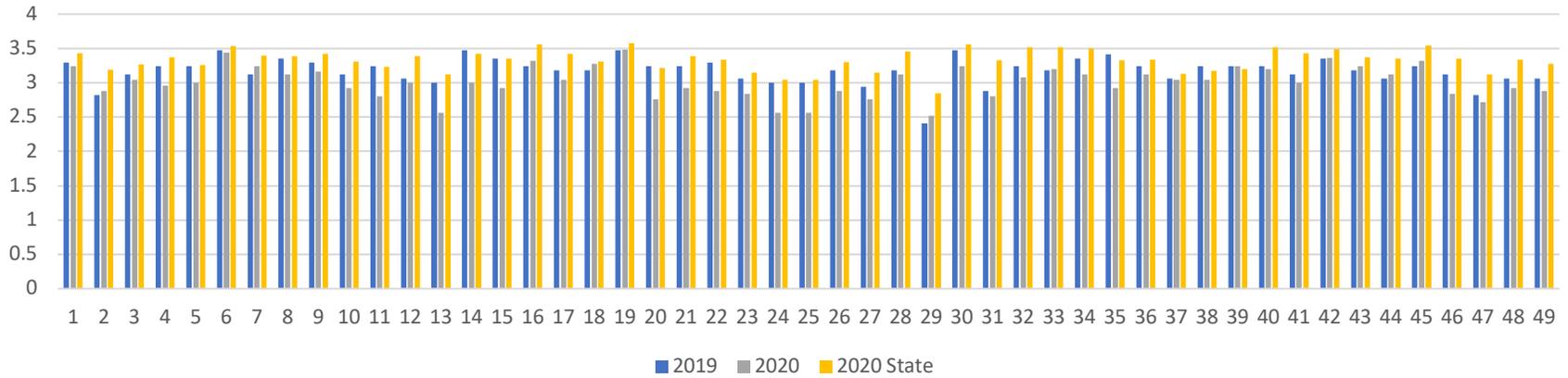
### Preservice Teacher Survey (PTS) CSU 2018-2020 and 2020 Statewide 2020 Ohio EPP Performance Reports



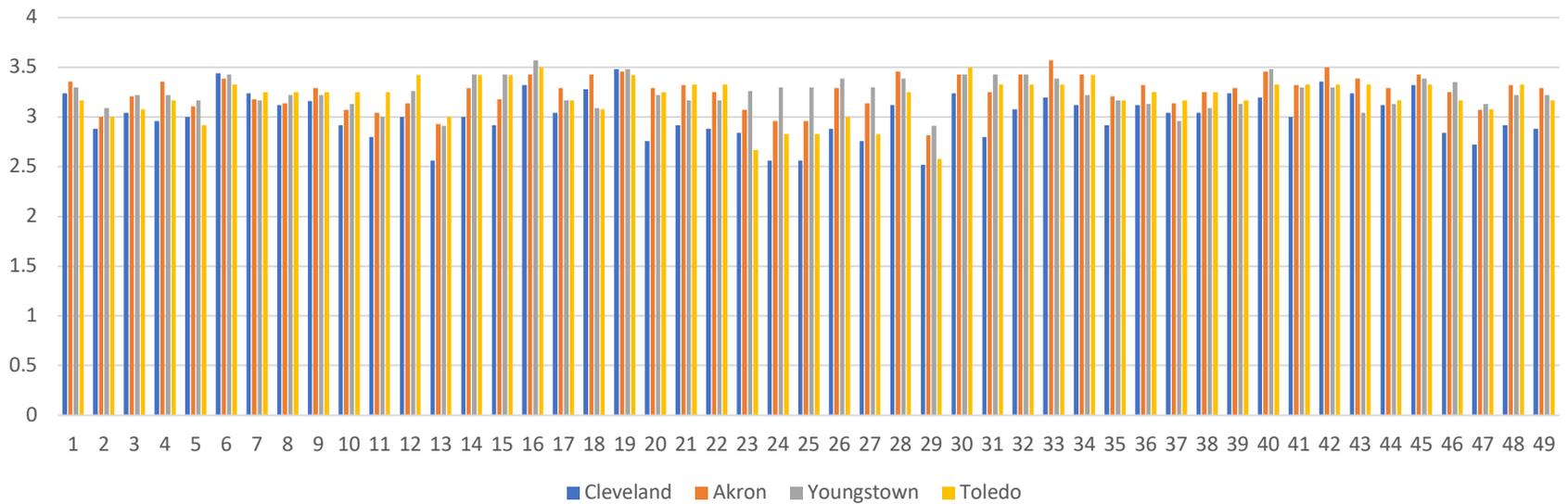
### 2020 Preservice Teacher Survey Results of Comparable Public Institutions



### Resident Educator Survey - CSU/State Comparison 2020 EPP Performance Report



### Resident Educator Survey Results Compared with Ohio Comparable Universities EPP Performance Reports 2020\*



### Principal Survey - CSU/State Comparison 2020 EPP Performance Report



**2020**  
**Ohio Educator Preparation Provider Performance Report**  
**Cleveland State University**

**Pre-Service Teacher Survey Results**

Reporting Period from Sept 1, 2019 to Aug 31, 2020

**Description of Data:**

Due to the COVID-19 pandemic-related issues, including school closures and staff transitions in Ohio during the 2019-2020 school year, the distributions of some surveys were delayed, contributing to lower response rates.

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. A total of 2,903 respondents completed the survey statewide for a response rate of 68 percent.

**Cleveland State University Survey Response Rate = 38.92%**

**Total Survey Responses = 72**

**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.	3.42	3.56
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.	3.14	3.38
3	My teacher licensure program prepared me with high levels of knowledge and the academic content I plan to teach.	3.28	3.42
4	My teacher licensure program prepared me to identify instructional strategies appropriate to my content area.	3.43	3.53
5	My teacher licensure program prepared me to understand the importance of linking interdisciplinary experiences.	3.28	3.49
6	My teacher licensure program prepared me to align instructional goals and activities with Ohio's academic content standards, including Ohio's Learning Standards.	3.53	3.69
7	My teacher licensure program prepared me to use assessment data to inform instruction.	3.28	3.52
8	My teacher licensure program prepared me to clearly communicate learning goals to students.	3.32	3.55
9	My teacher licensure program prepared me to apply knowledge of how students learn, to inform instruction.	3.39	3.61
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.	3.28	3.52
11	My teacher licensure program prepared me to identify strategies to increase student motivation and interest in topics of study.	3.07	3.47
12	My teacher licensure program prepared me to create learning situations in which students work independently, collaboratively, and/or a whole class.	3.38	3.66

**2020**  
**Ohio Educator Preparation Provider Performance Report**  
**Cleveland State University**

<b>No.</b>	<b>Question</b>	<b>Institution Average</b>	<b>State Average</b>
13	My teacher licensure program prepared me to use strategies for effective classroom management.	2.97	3.38
14	My teacher licensure program prepared me to communicate clearly and effectively.	3.40	3.62
15	My teacher licensure program prepared me to understand the importance of communication with families and caregivers.	3.26	3.61
16	My teacher licensure program prepared me to understand, uphold, and follow professional ethics, policies, and legal codes of professional conduct.	3.57	3.74
17	My teacher licensure program prepared me to use a variety of diagnostic, formative, and summative assessments.	3.40	3.60
18	My teacher licensure program prepared me to communicate high expectations for all students.	3.39	3.68
19	My teacher licensure program prepared me to understand students' diverse cultures, language skills, and experiences.	3.26	3.58
20	My teacher licensure program prepared me to treat all students fairly and establish an environment that is respectful, supportive, and caring.	3.54	3.78
21	My teacher licensure program prepared me to use technology to enhance teaching and student learning.	3.22	3.49
22	My teacher licensure program prepared me to collaborate with colleagues and members of the community when and where appropriate.	3.33	3.59
23	My teacher licensure program collected evidence of my performance on multiple measures to monitor my progress.	3.38	3.59
24	My teacher licensure program provided me with knowledge of the Ohio Licensure Program standards for my discipline (e.g. NAEYC, CEC, NCTM).	3.06	3.27
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.	2.86	3.16
26	My teacher licensure program provided me with knowledge of the requirements for the Resident Educator License.	2.72	3.06
27	My teacher licensure program provided me with knowledge of the Ohio Standards for the Teaching Profession.	3.28	3.40
28	My teacher licensure program provided me with knowledge of the Ohio Standards for Professional Development.	3.03	3.29
29	My teacher licensure program provided me with knowledge of the Ohio Academic Content Standards, including Ohio's Learning Standards.	3.49	3.70
30	My teacher licensure program provided me with knowledge of the Value-added Growth Measure as defined by the Ohio State Board of Education.	2.56	2.99
31	My teacher licensure program provided field experiences that supported my development as an effective educator focused on student learning.	3.60	3.73
32	My teacher licensure program provided field experiences in a variety of settings (urban, suburban, and rural).	2.94	3.50
33	My teacher licensure program provided student teaching experience(s) that supported my development as an effective educator focused on student learning.	3.49	3.73
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

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**Ohio Educator Preparation Provider Performance Report**  
**Cleveland State University**

<b>No.</b>	<b>Question</b>	<b>Institution Average</b>	<b>State Average</b>
35	My teacher licensure program provided university supervisors who supported me through observation and conferences (face-to-face or via electronic media).	3.56	3.71
36	My teacher licensure program provided opportunities to work with diverse students (including gifted students, students with disabilities, and at-risk students).	3.38	3.60
37	My teacher licensure program provided opportunities to understand students' diverse cultures, languages, and experiences.	3.40	3.58
38	My teacher licensure program provided opportunities to work with diverse teachers.	3.29	3.36
39	My teacher licensure program provided opportunities to interact with diverse faculty.	3.25	3.40
40	My teacher licensure program provided opportunities to work and study with diverse peers.	3.22	3.43
41	Overall, the faculty in my teacher licensure program demonstrated in-depth knowledge of their field.	3.47	3.71
42	Overall, the faculty in my teacher licensure program used effective teaching methods that helped promote learning.	3.36	3.61
43	Overall, the faculty in my teacher licensure program modeled respect for diverse populations.	3.54	3.70
44	Overall, the faculty in my teacher licensure program integrated diversity-related subject matter within coursework.	3.38	3.62
45	Overall, the faculty in my teacher licensure program used technology to facilitate teaching and learning.	3.38	3.61
46	Overall, the faculty in my teacher licensure program conducted themselves in a professional manner.	3.51	3.71
47	My teacher licensure program provided clearly articulated policies published to facilitate progression to program completion.	3.08	3.53
48	My teacher licensure program provided opportunities to voice concerns about the program.	2.90	3.32
49	My teacher licensure program provided advising to facilitate progression to program completion.	3.07	3.54

**2020**  
**Ohio Educator Preparation Provider Performance Report**  
**Cleveland State University**

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

Reporting Period from Sept 1, 2019 to Aug 31, 2020

**Description of Data:**

Due to the COVID-19 pandemic-related issues, including school closures and staff transitions in Ohio during the 2019-2020 school year, the distributions of some surveys were delayed, contributing to lower response rates.

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. A total of 453 respondents completed the survey statewide for a response rate of 12 percent.

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.	3.24	3.43
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.	2.88	3.19
3	My teacher licensure program prepared me with high levels of knowledge and the academic content I plan to teach.	3.04	3.27
4	My teacher licensure program prepared me to identify instructional strategies appropriate to my content area.	2.96	3.37
5	My teacher licensure program prepared me to understand the importance of linking interdisciplinary experiences.	3.00	3.26
6	My teacher licensure program prepared me to align instructional goals and activities with Ohio's academic content standards, including Ohio's Learning Standards.	3.44	3.53
7	My teacher licensure program prepared me to use assessment data to inform instruction.	3.24	3.40
8	My teacher licensure program prepared me to clearly communicate learning goals to students.	3.12	3.39
9	My teacher licensure program prepared me to apply knowledge of how students learn, to inform instruction.	3.16	3.42
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.	2.92	3.31
11	My teacher licensure program prepared me to identify strategies to increase student motivation and interest in topics of study.	2.80	3.23

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<b>No.</b>	<b>Question</b>	<b>Institution Average</b>	<b>State Average</b>
12	My teacher licensure program prepared me to create learning situations in which students work independently, collaboratively, and/or a whole class.	3.00	3.39
13	My teacher licensure program prepared me to use strategies for effective classroom management.	2.56	3.12
14	My teacher licensure program prepared me to communicate clearly and effectively.	3.00	3.42
15	My teacher licensure program prepared me to understand the importance of communication with families and caregivers.	2.92	3.35
16	My teacher licensure program prepared me to understand, uphold, and follow professional ethics, policies, and legal codes of professional conduct.	3.32	3.56
17	My teacher licensure program prepared me to use a variety of diagnostic, formative, and summative assessments.	3.04	3.42
18	My teacher licensure program prepared me to understand students' diverse cultures, language skills, and experiences.	3.28	3.31
19	My teacher licensure program prepared me to treat all students fairly and establish an environment that is respectful, supportive, and caring.	3.48	3.58
20	My teacher licensure program prepared me to use technology to enhance teaching and student learning.	2.76	3.22
21	My teacher licensure program prepared me to collaborate with colleagues and members of the community when and where appropriate.	2.92	3.39
22	My teacher licensure program collected evidence of my performance on multiple measures to monitor my progress.	2.88	3.34
23	My teacher licensure program provided me with knowledge of the Ohio Licensure Program standards for my discipline (e.g. NAEYC, CEC, NCTM).	2.84	3.15
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.	2.56	3.04
25	My teacher licensure program provided me with knowledge of the requirements for the Resident Educator License.	2.56	3.04
26	My teacher licensure program provided me with knowledge of the Ohio Standards for the Teaching Profession.	2.88	3.30
27	My teacher licensure program provided me with knowledge of the Ohio Standards for Professional Development.	2.76	3.15
28	My teacher licensure program provided me with knowledge of the Ohio Academic Content Standards, including Ohio's Learning Standards.	3.12	3.46
29	My teacher licensure program provided me with knowledge of the Value-added Growth Measure as defined by the Ohio State Board of Education.	2.52	2.85
30	My teacher licensure program provided field experiences that supported my development as an effective educator focused on student learning.	3.24	3.56
31	My teacher licensure program provided field experiences in a variety of settings (urban, suburban, and rural).	2.80	3.33
32	My teacher licensure program provided student teaching experience(s) that supported my development as an effective educator focused on student learning.	3.08	3.52
33	My teacher licensure program provided cooperating teachers who supported me through observation and conferences (face-to-face or via electronic media).	3.20	3.52

**2020**  
**Ohio Educator Preparation Provider Performance Report**  
**Cleveland State University**

<b>No.</b>	<b>Question</b>	<b>Institution Average</b>	<b>State Average</b>
34	My teacher licensure program provided university supervisors who supported me through observation and conferences (face-to-face or via electronic media).	3.12	3.50
35	My teacher licensure program provided opportunities to work with diverse students (including gifted students, students with disabilities, and at-risk students).	2.92	3.33
36	My teacher licensure program provided opportunities to understand students' diverse cultures, languages, and experiences.	3.12	3.34
37	My teacher licensure program provided opportunities to work with diverse teachers.	3.04	3.13
38	My teacher licensure program provided opportunities to interact with diverse faculty.	3.04	3.17
39	My teacher licensure program provided opportunities to work and study with diverse peers.	3.24	3.20
40	Overall, the faculty in my teacher licensure program demonstrated in-depth knowledge of their field.	3.20	3.52
41	Overall, the faculty in my teacher licensure program used effective teaching methods that helped promote learning.	3.00	3.43
42	Overall, the faculty in my teacher licensure program modeled respect for diverse populations.	3.36	3.49
43	Overall, the faculty in my teacher licensure program integrated diversity-related subject matter within coursework.	3.24	3.37
44	Overall, the faculty in my teacher licensure program used technology to facilitate teaching and learning.	3.12	3.35
45	Overall, the faculty in my teacher licensure program conducted themselves in a professional manner.	3.32	3.54
46	My teacher licensure program provided clearly articulated policies published to facilitate progression to program completion.	2.84	3.35
47	My teacher licensure program provided opportunities to voice concerns about the program.	2.72	3.12
48	My teacher licensure program provided advising to facilitate progression to program completion.	2.92	3.34
49	My teacher licensure program prepared me with the knowledge and skills necessary to enter the classroom as a Resident Educator.	2.88	3.28

**2020**  
**Ohio Educator Preparation Provider Performance Report**  
**Cleveland State University**

**Principal Intern Survey Results**

Reporting Period from Sept 1, 2019 to Aug 31, 2020

**Description of Data:**

Due to the COVID-19 pandemic-related issues, including school closures and staff transitions in Ohio during the 2019-2020 school year, the distributions of some surveys were delayed, contributing to lower response rates.

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. A total of 204 respondents completed the survey statewide for a response rate of 26 percent.

**Cleveland State University Survey Response Rate = 19.05%**

**Total Survey Responses = 16**

**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.	3.19	3.60
2	My program prepared me to lead the processes of setting, monitoring, and achieving specific and challenging goals for all students and staff.	3.25	3.59
3	My program prepared me to anticipate, monitor, and respond to educational developments affecting the school and its environment.	3.25	3.60
4	My program prepared me to lead instruction.	3.06	3.60
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.	3.25	3.61
6	My program prepared me to ensure effective instructional practices meet the needs of all students at high levels of learning.	3.19	3.63
7	My program prepared me to encourage and facilitate effective use of data by self and staff.	3.19	3.62
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.	3.44	3.66
9	My program prepared me to encourage and facilitate effective use of research by self and staff.	3.38	3.60
10	My program prepared me to support staff in planning and implementing research-based professional development and instructional practices.	3.25	3.61
11	My program prepared me to establish and maintain procedures and practices supporting staff and students with a safe environment conducive to learning.	3.44	3.73
12	My program prepared me to establish and maintain a nurturing school environment addressing the physical and mental health needs of all.	3.50	3.71
13	My program prepared me to allocate resources, including technology, to support student and staff learning.	3.50	3.58

**2020**  
**Ohio Educator Preparation Provider Performance Report**  
**Cleveland State University**

<b>No.</b>	<b>Question</b>	<b>Institution Average</b>	<b>State Average</b>
14	My program prepared me to uphold and model professional ethics; local, state, and national policies; and, legal codes of conduct	3.50	3.74
15	My program prepared me to share leadership with staff, students, parents, and community members.	3.44	3.73
16	My program prepared me to establish effective working teams and developing structures for collaboration between teachers and educational support personnel.	3.44	3.71
17	My program prepared me to foster positive professional relationships among staff.	3.31	3.73
18	My program prepared me to support and advance the leadership capacity of educators.	3.25	3.68
19	My program prepared me to utilize good communication skills, both verbal and written, with all stakeholder audiences.	3.50	3.72
20	My program prepared me to connect the school with the community through print and electronic media.	3.38	3.58
21	My program prepared me to involve parents and communities in improving student learning.	3.38	3.67
22	My program prepared me to use community resources to improve student learning.	3.38	3.58
23	My program prepared me to establish expectations for using culturally responsive practices that acknowledge and value diversity.	3.38	3.65