Ohio Perceptions of Educator Preparation Survey
BW Department of Education
CAEP Components: R1, R4.2, R4.3, R5.2p.

BW Context
The Ohio Department of Education (ODHE) previously distributed and collected an annual employer survey and provided institutional and statewide responses with EPPs. Effective in academic year 2017-18, the ODHE discontinued the survey due to low response rates. In order to fill this informational gap, the Ohio Accreditation Coordinators Group developed and approved the **Perceptions of Educator Preparation Survey** as a replacement survey. This survey may be completed by employers, alumni, Cooperating Teachers, and University Supervisors. Participating EPPs may opt to share their data collection securely through Qualtrics with Ohio University to receive institutional and statewide benchmarks.

Appendix A: Ohio Perceptions Survey

Administration & Purpose
BW works to secure the completer groups' contact information and employment information and contacts during the fall semester and sends the *Perceptions* survey in the spring via email to the appropriate employer and completer contacts. Respondents are not asked to provide their name but are asked to provide their role and associated program(s). BW typically uses a one-month window to collect responses and reminder emails are sent every 2-weeks within that period to encourage completion. Within the email, employers and completers receive a welcome message to explain the purpose of the survey and instructions are provided. The EPP has established a goal to achieve 20% or higher response rates for initial and advanced level employer survey responses, and for completer response rates.

Alignment to CAEP Standards
The OH Perceptions Survey is aligned with the Ohio Standards for the Teaching Profession (OSTP). **Table 1** provides the alignments between the survey items and the OSTP and InTASC standards.

Data Reliability & Validity
The ODHE has provided documentation on reliability and predictive validity on the full survey instrument. See **Ev. Measuring Reliability and Predictive Validity – OH Surveys.**

Survey Content & Scoring
The Perceptions Survey was created as an abbreviated version of the 49-question survey that was previously provided by the Ohio Department of Higher Education (ODHE). The revised form, which was

approved by the OH Accreditation Coordinators Group, includes a 15-question response using the following scale:

> Strongly Agree
> Agree
> Disagree
> Strongly Disagree

The survey questions that require a rating are all directly from the former ODHE Survey and are aligned with the Ohio Standards for the Teaching Profession (OSTP), which is aligned to the CAEP R1 and InTASC standards. Beyond the rating responses, the survey also allows employers and completers to provide additional, specific feedback. These items ask for the individual's role, programs with which they have had the most experience, strengths, weaknesses, and if the individual would recommend this university to future candidates (yes/no) with the option to provide a rationale for their response.

Table 1. Survey Questions & Ohio Standards for the Teaching Profession (OSTP)/InTASC Alignments

Survey Question	OSTP Alignment	InTASC Alignment
Baldwin Wallace University prepares its graduates to:		
a. Understand student learning and development.	1.1	1
b. Respect the diversity of the students they teach.	1.4	2
c. Know and understand the content area for which they have instructional responsibility.	2	
d. Understand and use content-specific instructional strategies to effectively teach the central concepts and skills of the discipline.	2.2	3
e. Be knowledgeable about assessment types, their purposes, and the data they generate.	3.1	4
f. Analyze data to monitor student progress and learning.	3.3	5, 6
g. Use data to plan, differentiate, and modify instruction.	3.3	7
h. Align their instructional goals and activities with school and district priorities.	4.1	
i. Differentiate instruction to support the learning needs of all students.	4.5	8
j. Treat students fairly and establish an environment that is respectful, supportive, and caring.	5.1	3
k. Maintain an environment that is conducive to learning for all students.	5.5	3
l. Communicate clearly and effectively.	6.1	3
m. Collaborate effectively with other teachers, administrators, and district staff.	6.3	10
n. Understand, uphold, and follow professional ethics, policies, and legal codes of professional conduct.	7.1	9
o. Assume responsibility for professional growth.	7.2	9

R4.2 Employer Satisfaction

3-Cycles of Data
Data Collected in Academic Years: 2021-22, 2022-23, and 2023-24.

Data Summary
Table 2 provides the response rates received by the EPP and state for the last three years. **Table 3** provides an aggregate comparison of survey results from employers of BW completers compared to the statewide employer response rates. **Tables 4-5** provide the disaggregated data by program.

Areas of Strength
- In 2022SP, employers of EPP completers provided the highest ratings in items:
  BW prepares its graduates to:
    - b. respect the diversity of the students teach (OSTP 1.4);
    - j. treat students fairly and establish an environment that is respectful, supportive, and caring (OSTP 5.1); and
    - k. maintain an environment that is conducive to learning for all students (5.5).
- In 2023SP, employers of EPP completers provided the highest ratings in items:
  BW prepares its graduates to:
    - c. know and understand the content area for which they have instructional responsibility (OSTP 2); and
    - n. understand, uphold, and follow professional ethics, policies, and legal codes of professional conduct (OSTP 7.1).
- There are no trends to report at this time due to limited responses.

Areas for Improvement
- In 2022SP, employers of EPP completers provided the lowest ratings in items:
  BW prepares its graduates to:
    - a. understand student learning and development (OSTP 1.1); and
    - f. Analyze data to monitor student progress and learning (OSTP 3.3).
    - Note: In 2022SP, the state also scored lowest in item f.
- In 2023SP, employers of EPP completers provided the lowest ratings in items:
  BW prepares its graduates to:
    - g. Use data to plan, differentiate, and modify instruction (OSTP 3.3); and
    - k. maintain an environment that is conducive to learning for all students.
    - Note: In 2022SP, the state also scored lowest in item g.
- There are no trends to report at this time due to limited responses.

Stakeholder Involvement
The EPP regularly reviews employer and completer satisfaction measures as part of the CAEP Annual Reporting Measure 2. These results are updated every spring and posted publicly on the official BW website (https://www.bw.edu/academics/accreditations/education/). The EPP also shares employer and

completer survey and focus groups data with internal and external stakeholders including the Program Coordinators, EDU faculty, and the Department of Education Advisory Council (DEAC).

Data-Based Decision Making
- The initial launch of the survey by the EPP during 2021-22 yielded low response rates (below the 20% goal) despite the individual efforts of the EPP. After receiving results from the pilot, the EPP was aware of the need to ensure a more robust data collection with representation of all program areas, so a plan was developed to also pursue focus groups using a rotating cycle to provide additional and specific feedback from employers of all EDU program areas.

- The 2022SP, 2023SP, and 2024SP data collections as stand-alone reviews do not currently provide much insight as there is a low n for each collection (<10) and there are no visible trends or correlations between the reviews.

Table 2. Employer Survey Response Rate (Initial Licensure Programs)

Survey Collected	Completer/ Graduation Year	#Employer Surveys Sent	#Responses Received	Return Rate (%)	Would Recommend BW (Q7)
2022SP (Pilot)	2020-21	47	8	17%	100% (n=8)
2023SP	2021-22	15	7	47%	100% (n=7)
2024SP	2022-23	19	3	16%	100% (N=3)

NOTE: Survey responses are anonymous and may include duplicate counts as participants may have multiple experiences with BW (e.g., graduate, interview/hire/supervise completers from BW, etc.).

Table 3. Aggregate Employer Satisfaction Survey Response Rates (BW and State)

Report Collection Year:	2022SP		2023SP		2024SP*	
Survey Question Baldwin Wallace University prepares its graduates to:	**BW Employer Responses (n=8)**	**State Responses (n=901)**	**BW Employer Responses (n=7)**	**State Responses (n=698)**	**BW Employer Responses (n=3)**	**State Responses (n=594)**
a. Understand student learning and development.	3.13	3.52	3.29	3.53	3.00	3.49
b. Respect the diversity of the students they teach.	3.75	3.60	2.86	3.59	3.00	3.53
c. Know and understand the content area for which they have instructional responsibility.	3.25	3.50	3.43	3.54	3.33	3.49
d. Understand and use content-specific instructional strategies to effectively teach the central concepts and skills of the discipline.	3.38	3.42	3.00	3.44	3.00	3.42
e. Be knowledgeable about assessment types, their purposes, and the data they generate.	3.25	3.36	2.86	3.36	3.00	3.38
f. Analyze data to monitor student progress and learning.	3.13	3.26	2.86	3.28	3.00	3.26
g. Use data to plan, differentiate, and modify instruction.	3.38	3.27	2.57	3.22	2.67	3.24
h. Align their instructional goals and activities with school and district priorities.	3.25	3.41	3.00	3.44	2.67	3.42
i. Differentiate instruction to support the learning needs of all students.	3.25	3.32	2.57	3.41	2.67	3.32
j. Treat students fairly and establish an environment that is respectful, supportive, and caring.	3.75	3.68	3.14	3.63	3.67	3.66
k. Maintain an environment that is conducive to learning for all students.	4.00	3.59	2.57	3.55	3.33	3.55
l. Communicate clearly and effectively.	3.50	3.53	2.86	3.54	3.33	3.52
m. Collaborate effectively with other teachers, administrators, and district staff.	3.50	3.59	3.00	3.58	3.33	3.52
n. Understand, uphold, and follow professional ethics, policies, and legal codes of professional conduct.	3.50	3.64	3.43	3.57	3.33	3.61
o. Assume responsibility for professional growth.	3.50	3.56	2.86	3.53	3.57	3.50

**Statewide data is not disaggregated like EPP data, so state response averages include all those surveyed – completers, mentor teachers and employers.

Table 4. 2022SP Employer Satisfaction Survey Response Rates – Disaggregated by Program

2022SP Employer Report (BW)																
	(n=)	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
ECE (P-3)	3	3.00	3.67	3.33	3.67	3.33	3.33	3.6	3.33	3.67	3.67	4.00	3.67	3.67	3.67	3.67
NEW Primary (P-5)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
MCE (4-9)	2	3.50	4.00	3.50	3.50	3.50	3.00	3.50	3.50	3.00	4.00	4.00	3.50	3.50	3.50	3.50
AYA (7-12)	2	3.00	3.50	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.50	4.00	3.50	3.50	3.50	3.50
Intervention Specialist	1	3.00	4.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	4.00	4.00	3.00	3.00	3.00	3.00
Music	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Modern Languages	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Visual Arts	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Principal	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Superintendent	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Total (BW)	**8**	**3.13**	**3.75**	**3.25**	**3.38**	**3.25**	**3.13**	**3.38**	**3.25**	**3.25**	**3.75**	**4.00**	**3.50**	**3.50**	**3.50**	**3.50**
2022SP Employer Report (Ohio)																
	(n=)	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
ECE (P-3)	173	3.45	3.61	3.39	3.33	3.25	3.18	3.19	3.35	3.22	3.66	3.55	3.49	3.55	3.60	3.53
NEW Primary (P-5)	97	3.58	3.66	3.44	3.44	3.39	3.34	3.34	3.45	3.37	3.74	3.65	3.55	3.61	3.62	3.61
MCE (4-9)	154	3.56	3.63	3.53	3.48	3.40	3.31	3.29	3.43	3.34	3.74	3.60	3.55	3.62	3.68	3.60
AYA (7-12)	132	3.49	3.55	3.55	3.45	3.37	3.23	3.22	3.46	3.32	3.62	3.56	3.58	3.59	3.66	3.55
Intervention Specialist	137	3.53	3.60	3.47	3.44	3.35	3.23	3.24	3.39	3.30	3.68	3.57	3.55	3.59	3.66	3.55
Music	37	3.54	3.51	3.57	3.35	3.30	3.22	3.27	3.41	3.38	3.68	3.54	3.51	3.51	3.68	3.57
Modern Languages	4	3.75	3.75	4.00	3.50	3.75	3.50	3.50	3.25	3.50	4.00	4.00	4.00	3.75	4.00	3.75
Visual Arts	22	3.64	3.55	3.68	3.45	3.55	3.36	3.55	3.45	3.59	3.73	3.73	3.64	3.59	3.64	3.68
Principal	38	3.53	3.53	3.47	3.37	3.32	3.16	3.24	3.29	3.18	3.63	3.58	3.39	3.53	3.58	3.47
Superintendent	11	3.64	3.64	3.36	3.45	3.27	3.09	3.09	3.00	3.18	3.64	3.45	3.27	3.45	3.64	3.36
Total (Ohio)	**901**	**3.52**	**3.60**	**3.50**	**3.42**	**3.36**	**3.26**	**3.27**	**3.41**	**3.32**	**3.68**	**3.59**	**3.53**	**3.59**	**3.64**	**3.56**

Table 5. 2023SP Employer Satisfaction Survey Response Rates – Disaggregated by Program

2023SP Employer Report (BW)															
	(n=)	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
ECE (P-3)	1	3.00	3.00	3.00	3.00	3.00	3.00	2.00	3.00	2.00	3.00	3.00	3.00	3.00	3.00	3.00
NEW Primary (P-5)	1	4.00	3.00	4.00	4.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	4.00	3.00
MCE (4-9)	2	3.50	3.00	3.50	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00
AYA (7-12)	2	3.00	2.50	3.50	2.50	2.50	2.50	2.50	3.00	2.50	3.00	2.50	2.50	3.00	3.50	2.50
Intervention Specialist	1	3.00	3.00	3.00	3.00	3.00	3.00	2.00	3.00	2.00	3.50	2.00	3.00	3.00	3.50	3.00
Music	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Modern Languages	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Visual Arts	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Principal	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Superintendent	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Total (BW)	**7**	**3.29**	**2.86**	**3.43**	**3.00**	**2.86**	**2.86**	**2.57**	**3.00**	**2.57**	**3.14**	**2.57**	**2.86**	**3.00**	**3.43**	**2.86**
2023SP Employer Report (Ohio)															
	(n=)	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
ECE (P-3)	123	3.51	3.58	3.46	3.42	3.38	3.28	3.2	3.44	3.40	3.63	3.54	3.53	3.59	3.54	3.53
NEW Primary (P-5)	101	3.60	3.61	3.52	3.51	3.44	3.41	3.37	3.51	3.53	3.68	3.64	3.61	3.65	3.66	3.63
MCE (4-9)	132	3.50	3.59	3.56	3.44	3.35	3.28	3.21	3.42	3.41	3.62	3.51	3.50	3.54	3.53	3.50
AYA (7-12)	102	3.54	3.62	3.62	3.45	3.40	3.27	3.22	3.47	3.41	3.67	3.55	3.59	3.60	3.58	3.52
Intervention Specialist	111	3.42	3.50	3.42	3.32	3.26	3.18	3.10	3.38	3.33	3.56	3.50	3.45	3.46	3.52	3.47
Music	9	3.56	3.56	3.78	3.44	3.56	3.22	3.11	3.56	3.44	3.67	3.67	3.33	3.78	3.67	3.33
Modern Languages	3	4.00	4.00	3.67	3.33	3.67	3.67	3.00	3.33	3.67	4.00	3.67	3.67	4.00	4.00	3.00
Visual Arts	7	3.27	3.43	3.43	3.00	2.86	2.86	2.71	2.71	3.43	3.43	3.57	3.57	3.43	3.43	3.57
Principal	53	3.58	3.64	3.8	3.47	3.42	3.30	3.25	3.53	3.34	3.64	3.55	3.62	3.66	3.64	3.58
Superintendent	3	3.33	3.00	3.33	3.00	2.67	2.67	2.67	2.67	2.67	3.33	3.00	2.67	3.00	3.00	2.67
Total (Ohio)	**698**	**3.53**	**3.59**	**3.54**	**3.44**	**3.36**	**3.28**	**3.22**	**3.44**	**3.41**	**3.63**	**3.55**	**3.54**	**3.58**	**3.57**	**3.53**

**2024SP Data not disaggregated due to low response rate

Appendix A: OH Perceptions Survey

Share your perspective on our Educator Preparation Programs!

How well does this university prepare candidates to be effective teachers, school counselors, or other school professionals? Whether you are a graduate, a cooperating teacher, or a co-worker or employer of teachers who earned their credentials at this university, we want to hear from you!

Please take a few minutes to contribute your voice to our conversations about improving programs and services. The results of this survey will be reviewed by faculty and staff during our annual program/college review and will inform planning and improvement.

1. What experiences have you had with the university's teacher/school preparation programs? Please check all that apply.

Graduate of University's Teacher/ School Preparation Program	Cooperating/Mentor Teacher for University's Candidates	University Supervisor for Candidates	Interview, Hire, and/or Supervise Teachers Who Earned Licensure or Endorsement at this University	Other, please explain:

2. With which programs have you had the most experience? Please check all that apply.

Early Childhood (PK-3)	*NEW* Primary (PK-5)	Middle Childhood (4-9)	Adolescent to Young Adult (7-12)	Intervention Specialist	Early Childhood Intervention Specialist (PK-3)
Multi-Age: Drama/Theater	Multi-Age: Dance	Multi-Age: Health and/or Physical Education	Multi-Age: TESOL	Multi-Age: Visual Arts	Multi-Age: Modern or Classical Languages
Multi-Age: Music	Career-Tech	Principal	Superintendent	Administrative Specialist (CIPD, Pupil Services, School-Community Relations)	School Counselor

School Psychology	Other, please explain:

3. Please identify the typology of the school district in which you work.

Urban	Suburban	Small Town	Rural

4. Please indicate the degree to which you agree with each statement.

Baldwin Wallace University prepares its graduates to:	Strongly Agree	Agree	Disagree	Strongly Disagree
a. Understand student learning and development.				
b. Respect the diversity of the students they teach.				
c. Know and understand the content area for which they have instructional responsibility.				
d. Understand and use content-specific instructional strategies to effectively teach the central concepts and skills of the discipline.				
e. Be knowledgeable about assessment types, their purposes, and the data they generate.				
f. Analyze data to monitor student progress and learning.				
g. Use data to plan, differentiate, and modify instruction.				
h. Align their instructional goals and activities with school and district priorities.				
i. Differentiate instruction to support the learning needs of all students.				
j. Treat students fairly and establish an environment that is respectful, supportive, and caring.				
k. Maintain an environment that is conducive to learning for all students.				
l. Communicate clearly and effectively.				
m. Collaborate effectively with other teachers, administrators, and district staff.				
n. Understand, uphold, and follow professional ethics, policies, and legal codes of professional conduct.				
o. Assume responsibility for professional growth.				

5. What strengths do you see in candidates prepared by this university for the program you are most familiar with?

6. What weaknesses do you see in candidates prepared by this university for the program you are most familiar with?

7. Would you recommend this university to future candidates/students who want to earn a teaching license, endorsement, or other credential?

Yes; would recommend	No; would not recommend

Why/why not?

thank you