SATISFACTION OF COMPLETERS

The following data was published in the 2019 Ohio Educator Preparation Performance Report and includes data gathered from Preservice Teacher Survey (PTS) completing a program in 2018-2019 as well as a Resident Educator Survey (RES) asking first year employed CSU teachers their attitudes about the program. This data is prepared annually by the Ohio Department of Higher Education for all teacher preparation programs in the state.

Cleveland State 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. Survey items about the quality of field experiences and supervision (PST 31, 33, 34, and 35) and learning how to treat students fairly and establish a respectful learning environment (PST 20) have consistently rated in our top 10 scores. Resident Educators also give high ratings to items related to learning how to communicate effectively (RES 8, 14) and understanding students' diverse cultures, language and backgrounds (RES 19), and the quality of cooperating teachers and supervisors (RES 34, 35).

In addition, we are proud of increases in items about learning about the Ohio Content Standards (PST 29) and the alignment of instructional goals and objectives (PST 6) which are now both in our top 10 scores. We attribute some of this increase to the emphasis we have placed on this content in our newly established seminars that run concurrently with the final year clinical experiences.

Scores in four items (PST 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." (PST 47, 48). Although these items also have low statewide averages, the college is exploring options to raise these scores through orientation sessions, advising materials, and online resources.

The following data tables and charts are included below:
- PTS survey results from 2017-2019 compared with 2019 statewide averages
- PTS survey results from 2019 compared with data from comparable urban public universities
- RES survey results from 2019 compared with 2019 statewide averages
- RES survey results from 2019 compared with data from comparable urban public universities
- CSU data for the PTS for 2018-2019 academic year as published in the 2019 Ohio EPP Performance Report
- CSU data for the RES for 2018-2019 academic year as published in the 2019 Ohio EPP Performance Report

The full link to the 2019 statewide, institutional, and program-specific reports is found below:
https://www.ohiohighered.org/educator-accountability/2019-performance-reports.

CSU Preservice Teacher Survey (PTS) Results
CSU 2017-2019 and 2019 Statewide
2019 Ohio EPP Performance Reports

■ 2017 ■ 2018 ■ 2019 ■ 2019 State
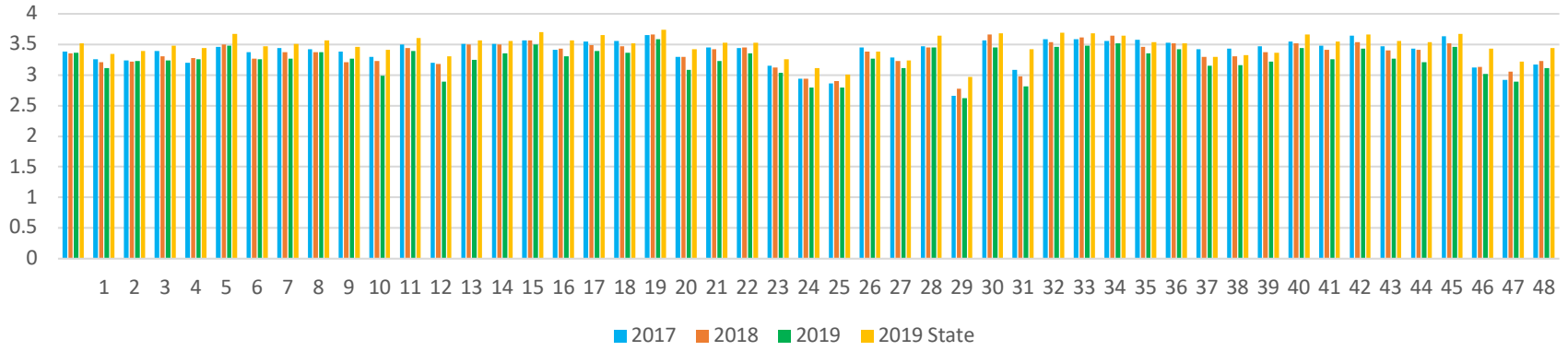
CSU Preservice Teacher Survey Results
Compared with Similar Public Institutions
2019 Ohio EPP Performance Reports

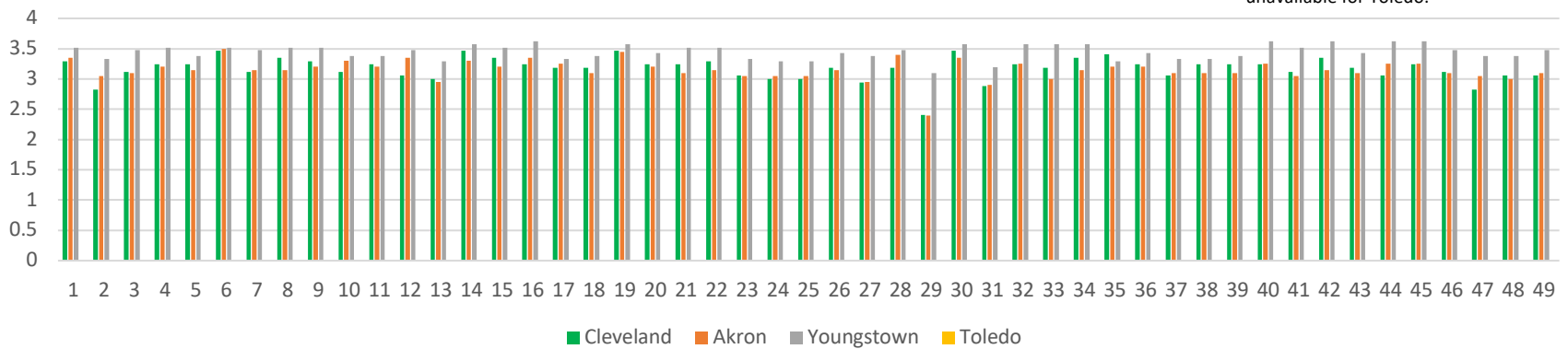■ Cleveland ■ Akron ■ Youngstown ■ Toledo
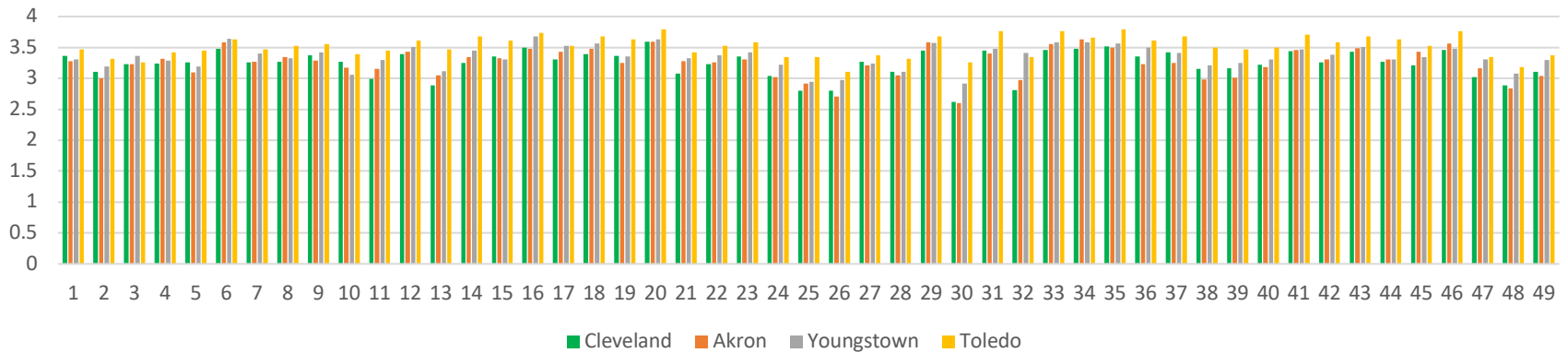
CSU Resident Educator Survey Results
CSU/State Comparison
2019 Ohio EPP Performance Report

■ 2019 ■ 2019 State
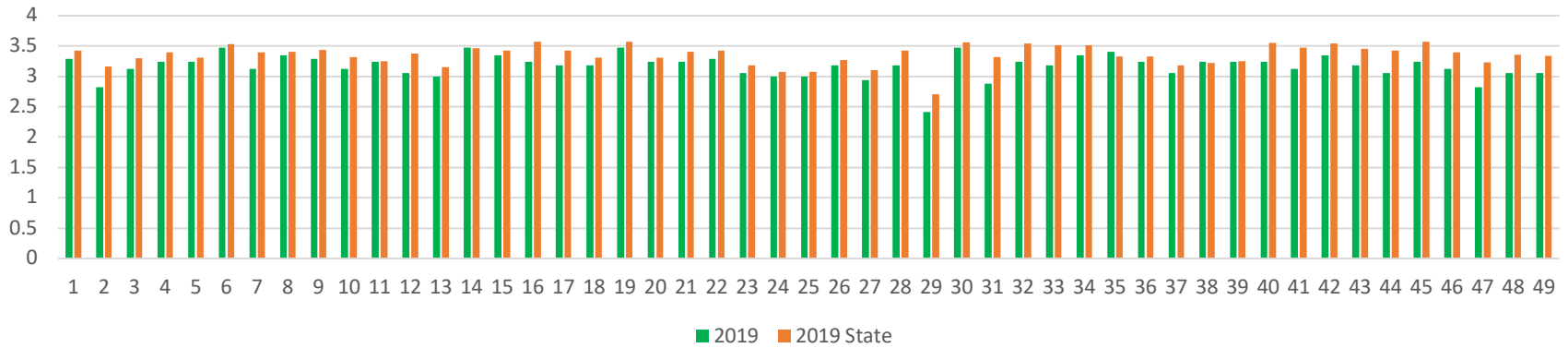
CSU Resident Educator Survey Results
Compared with Similar Public Institutions
2019 EPP Performance Reports*

*With fewer than 10 responses, data is unavailable for Toledo.

■ Cleveland ■ Akron ■ Youngstown ■ Toledo

2019
Ohio Educator Preparation Provider Performance Report
Cleveland State University

Pre-Service Teacher Survey Results

Reporting Period from Sept 1, 2018 to Aug 31, 2019

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. A total of 3,156 respondents completed the survey statewide for a response rate of 70 percent.

Cleveland State University Survey Response Rate = 70.97%

Total Survey Responses = 132

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.	3.36	3.52
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.	3.11	3.34
3	My teacher licensure program prepared me with high levels of knowledge and the academic content I plan to teach.	3.23	3.39
4	My teacher licensure program prepared me to identify instructional strategies appropriate to my content area.	3.24	3.48
5	My teacher licensure program prepared me to understand the importance of linking interdisciplinary experiences.	3.26	3.44
6	My teacher licensure program prepared me to align instructional goals and activities with Ohio's academic content standards, including Ohio's Learning Standards.	3.48	3.67
7	My teacher licensure program prepared me to use assessment data to inform instruction.	3.26	3.47
8	My teacher licensure program prepared me to clearly communicate learning goals to students.	3.27	3.51
9	My teacher licensure program prepared me to apply knowledge of how students learn, to inform instruction.	3.37	3.57
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.	3.27	3.46
11	My teacher licensure program prepared me to identify strategies to increase student motivation and interest in topics of study.	2.99	3.41
12	My teacher licensure program prepared me to create learning situations in which students work independently, collaboratively, and/or a whole class.	3.39	3.60
13	My teacher licensure program prepared me to use strategies for effective classroom management.	2.89	3.31
14	My teacher licensure program prepared me to communicate clearly and effectively.	3.25	3.57

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Ohio Educator Preparation Provider Performance Report
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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.	3.35	3.56
16	My teacher licensure program prepared me to understand, uphold, and follow professional ethics, policies, and legal codes of professional conduct.	3.50	3.70
17	My teacher licensure program prepared me to use a variety of diagnostic, formative, and summative assessments.	3.31	3.57
18	My teacher licensure program prepared me to communicate high expectations for all students.	3.39	3.65
19	My teacher licensure program prepared me to understand students' diverse cultures, language skills, and experiences.	3.36	3.52
20	My teacher licensure program prepared me to treat all students fairly and establish an environment that is respectful, supportive, and caring.	3.59	3.74
21	My teacher licensure program prepared me to use technology to enhance teaching and student learning.	3.08	3.42
22	My teacher licensure program prepared me to collaborate with colleagues and members of the community when and where appropriate.	3.23	3.53
23	My teacher licensure program collected evidence of my performance on multiple measures to monitor my progress.	3.35	3.53
24	My teacher licensure program provided me with knowledge of the Ohio Licensure Program standards for my discipline (e.g. NAEYC, CEC, NCTM).	3.04	3.26
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.	2.80	3.11
26	My teacher licensure program provided me with knowledge of the requirements for the Resident Educator License.	2.80	3.01
27	My teacher licensure program provided me with knowledge of the Ohio Standards for the Teaching Profession.	3.27	3.38
28	My teacher licensure program provided me with knowledge of the Ohio Standards for Professional Development.	3.11	3.24
29	My teacher licensure program provided me with knowledge of the Ohio Academic Content Standards, including Ohio's Learning Standards.	3.45	3.64
30	My teacher licensure program provided me with knowledge of the Value-added Growth Measure as defined by the Ohio State Board of Education.	2.62	2.97
31	My teacher licensure program provided field experiences that supported my development as an effective educator focused on student learning.	3.45	3.68
32	My teacher licensure program provided field experiences in a variety of settings (urban, suburban, and rural).	2.81	3.42
33	My teacher licensure program provided student teaching experience(s) that supported my development as an effective educator focused on student learning.	3.46	3.69
34	My teacher licensure program provided cooperating teachers who supported me through observation and conferences (face-to-face or via electronic media).	3.48	3.68
35	My teacher licensure program provided university supervisors who supported me through observation and conferences (face-to-face or via electronic media).	3.52	3.64
36	My teacher licensure program provided opportunities to work with diverse students (including gifted students, students with disabilities, and at-risk students).	3.35	3.54

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Ohio Educator Preparation Provider Performance Report
Cleveland State University

No.	Question	Institution Average	State Average
37	My teacher licensure program provided opportunities to understand students' diverse cultures, languages, and experiences.	3.42	3.52
38	My teacher licensure program provided opportunities to work with diverse teachers.	3.15	3.30
39	My teacher licensure program provided opportunities to interact with diverse faculty.	3.16	3.33
40	My teacher licensure program provided opportunities to work and study with diverse peers.	3.22	3.36
41	Overall, the faculty in my teacher licensure program demonstrated in-depth knowledge of their field.	3.44	3.66
42	Overall, the faculty in my teacher licensure program used effective teaching methods that helped promote learning.	3.26	3.55
43	Overall, the faculty in my teacher licensure program modeled respect for diverse populations.	3.43	3.66
44	Overall, the faculty in my teacher licensure program integrated diversity-related subject matter within coursework.	3.27	3.56
45	Overall, the faculty in my teacher licensure program used technology to facilitate teaching and learning.	3.21	3.54
46	Overall, the faculty in my teacher licensure program conducted themselves in a professional manner.	3.46	3.67
47	My teacher licensure program provided clearly articulated policies published to facilitate progression to program completion.	3.02	3.43
48	My teacher licensure program provided opportunities to voice concerns about the program.	2.89	3.22
49	My teacher licensure program provided advising to facilitate progression to program completion.	3.11	3.44

2019
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, 2018 to Aug 31, 2019

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. A total of 399 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.	3.29	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.	2.82	3.16
3	My teacher licensure program prepared me with high levels of knowledge and the academic content I plan to teach.	3.12	3.30
4	My teacher licensure program prepared me to identify instructional strategies appropriate to my content area.	3.24	3.40
5	My teacher licensure program prepared me to understand the importance of linking interdisciplinary experiences.	3.24	3.31
6	My teacher licensure program prepared me to align instructional goals and activities with Ohio's academic content standards, including Ohio's Learning Standards.	3.47	3.53
7	My teacher licensure program prepared me to use assessment data to inform instruction.	3.12	3.40
8	My teacher licensure program prepared me to clearly communicate learning goals to students.	3.35	3.41
9	My teacher licensure program prepared me to apply knowledge of how students learn, to inform instruction.	3.29	3.44
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.	3.12	3.32
11	My teacher licensure program prepared me to identify strategies to increase student motivation and interest in topics of study.	3.24	3.25
12	My teacher licensure program prepared me to create learning situations in which students work independently, collaboratively, and/or a whole class.	3.06	3.38
13	My teacher licensure program prepared me to use strategies for effective classroom management.	3.00	3.15

No.	Question	Institution Average	State Average
14	My teacher licensure program prepared me to communicate clearly and effectively.	3.47	3.46
15	My teacher licensure program prepared me to understand the importance of communication with families and caregivers.	3.35	3.43
16	My teacher licensure program prepared me to understand, uphold, and follow professional ethics, policies, and legal codes of professional conduct.	3.24	3.57
17	My teacher licensure program prepared me to use a variety of diagnostic, formative, and summative assessments.	3.18	3.43
18	My teacher licensure program prepared me to understand students' diverse cultures, language skills, and experiences.	3.18	3.31
19	My teacher licensure program prepared me to treat all students fairly and establish an environment that is respectful, supportive, and caring.	3.47	3.57
20	My teacher licensure program prepared me to use technology to enhance teaching and student learning.	3.24	3.31
21	My teacher licensure program prepared me to collaborate with colleagues and members of the community when and where appropriate.	3.24	3.41
22	My teacher licensure program collected evidence of my performance on multiple measures to monitor my progress.	3.29	3.43
23	My teacher licensure program provided me with knowledge of the Ohio Licensure Program standards for my discipline (e.g. NAEYC, CEC, NCTM).	3.06	3.18
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.	3.00	3.08
25	My teacher licensure program provided me with knowledge of the requirements for the Resident Educator License.	3.00	3.08
26	My teacher licensure program provided me with knowledge of the Ohio Standards for the Teaching Profession.	3.18	3.27
27	My teacher licensure program provided me with knowledge of the Ohio Standards for Professional Development.	2.94	3.10
28	My teacher licensure program provided me with knowledge of the Ohio Academic Content Standards, including Ohio's Learning Standards.	3.18	3.43
29	My teacher licensure program provided me with knowledge of the Value-added Growth Measure as defined by the Ohio State Board of Education.	2.41	2.71
30	My teacher licensure program provided field experiences that supported my development as an effective educator focused on student learning.	3.47	3.56
31	My teacher licensure program provided field experiences in a variety of settings (urban, suburban, and rural).	2.88	3.32
32	My teacher licensure program provided student teaching experience(s) that supported my development as an effective educator focused on student learning.	3.24	3.54
33	My teacher licensure program provided cooperating teachers who supported me through observation and conferences (face-to-face or via electronic media).	3.18	3.51
34	My teacher licensure program provided university supervisors who supported me through observation and conferences (face-to-face or via electronic media).	3.35	3.51
35	My teacher licensure program provided opportunities to work with diverse students (including gifted students, students with disabilities, and at-risk students).	3.41	3.33

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Ohio Educator Preparation Provider Performance Report
Cleveland State University

No.	Question	Institution Average	State Average
36	My teacher licensure program provided opportunities to understand students' diverse cultures, languages, and experiences.	3.24	3.33
37	My teacher licensure program provided opportunities to work with diverse teachers.	3.06	3.18
38	My teacher licensure program provided opportunities to interact with diverse faculty.	3.24	3.22
39	My teacher licensure program provided opportunities to work and study with diverse peers.	3.24	3.25
40	Overall, the faculty in my teacher licensure program demonstrated in-depth knowledge of their field.	3.24	3.55
41	Overall, the faculty in my teacher licensure program used effective teaching methods that helped promote learning.	3.12	3.47
42	Overall, the faculty in my teacher licensure program modeled respect for diverse populations.	3.35	3.54
43	Overall, the faculty in my teacher licensure program integrated diversity-related subject matter within coursework.	3.18	3.45
44	Overall, the faculty in my teacher licensure program used technology to facilitate teaching and learning.	3.06	3.43
45	Overall, the faculty in my teacher licensure program conducted themselves in a professional manner.	3.24	3.57
46	My teacher licensure program provided clearly articulated policies published to facilitate progression to program completion.	3.12	3.40
47	My teacher licensure program provided opportunities to voice concerns about the program.	2.82	3.23
48	My teacher licensure program provided advising to facilitate progression to program completion.	3.06	3.36
49	My teacher licensure program prepared me with the knowledge and skills necessary to enter the classroom as a Resident Educator.	3.06	3.34