



Employer & Completer Satisfaction Survey Results
BW Department of Education
BW Data Collection Period: March-April, 2023

Related CAEP Standards

The information below provides evidence of employer satisfaction (CAEP Annual Reporting Measure 2) and CAEP components R4.2, R4.3, RA4.1, and RA4.2.

Context

The Ohio Department of Education (ODHE) previously distributed and collected an annual employer survey and provided institutional and statewide responses with Educator Preparation Providers (EPPs). Effective in academic year 2017-18, the ODHE discontinued the survey due to low response rates. To fill this informational gap, the Ohio Accreditation Coordinators Group worked to create and approve the *Perceptions of Educator Preparation Survey* as a replacement survey, which was approved during academic year 2020-21. Participating EPPs may opt to share their data collection securely with Ohio University to receive statewide benchmarks. Due to limitations presented by Covid-19, BW postponed the initial use of the *Perceptions* survey until spring 2022. During that semester, initial-level employers were identified and the survey was distributed via email.

Employer Satisfaction - Initial Licensure Programs:

BW piloted the state-approved, *Perceptions of Educator Preparation Survey* in academic year 2021-22. It should be noted that each EPP self-selects the completer group(s) for their employer survey distributions. BW selected initial-level completers from the past academic year (2020-21) and their building/district-level employers, if identified, within the state of Ohio. BW's self-established goal was to obtain a response rate of 20% or higher. However, only a 17% response rate was reached during the pilot year. Table 2 shows the average response scores for the institution and the state that were collected in 2021-22.

In academic year 2022-23, BW initiated a more robust set of procedures to contact initial and advanced completers and to determine their current employment information (see ***Ability of Completters to be Hired*** document). After identifying employment for recent initial- and advanced-level completers during the fall 2022 semester, BW then used that information to generate an email distribution list for employers through available school and district contact information. In March 2023, the *Perceptions of Educator Preparation Survey* was distributed to 43 employers (music education and duplicate contacts were removed). Initially, the survey closed on March 17, 2023, but that review only yielded two responses. Therefore, the survey was sent again with an extended deadline of April 21, 2023. **A response summary will be provided after the survey deadline ends.**

Table 1. Employer Survey Response Rate – Initial-Level Programs

Completer/ Graduation Year	#Completer Surveys Sent	#Responses Received	Return Rate (%)	Would Recommend BW (Q7)
2020-21 -PILOT	47	8*	17%	100% (n=6)
2021-22	20	In-Progress	In-Progress	In-Progress

*In 2020-21 a total of 15 surveys were returned (32% return rate) but only 8 employers (17%) had complete responses to the survey items below, which is why a lower return rate is reported.

Table 2. Employer Satisfaction Survey Response Rates (BW and State)

Data Collected in AY 2021-22 (BW initial completers group from AY 2020-21)

Survey Question	(BW) 2021-22 Collection Employer Survey Average Response Rates (N=8)	(State) 2021-22 Collection Employer Survey Average Response Rates (N=901)
Baldwin Wallace University prepares its graduates to:		
a. Understand student learning and development.	3.38	3.43
b. Respect the diversity of the students they teach.	3.75	3.55
c. Know and understand the content area for which they have instructional responsibility.	3.50	3.51
d. Understand and use content-specific instructional strategies to effectively teach the central concepts and skills of the discipline.	3.63	3.44
e. Be knowledgeable about assessment types, their purposes, and the data they generate.	3.38	3.31
f. Analyze data to monitor student progress and learning.	3.25	3.27
g. Use data to plan, differentiate, and modify instruction.	3.50	3.24
h. Align their instructional goals and activities with school and district priorities.	3.50	3.36
i. Differentiate instruction to support the learning needs of all students.	3.50	3.24
j. Treat students fairly and establish an environment that is respectful, supportive, and caring.	3.75	3.64
k. Maintain an environment that is conducive to learning for all students.	3.88	3.5
l. Communicate clearly and effectively.	3.63	3.46
m. Collaborate effectively with other teachers, administrators, and district staff.	3.88	3.51
n. Understand, uphold, and follow professional ethics, policies, and legal codes of professional conduct.	3.88	3.58
o. Assume responsibility for professional growth.	3.88	3.46

Survey Rating Scale:

4 Strongly Agree

3 Agree

2 Disagree

1 Strongly Disagree

Table 3. Employer Survey Response Rate – Advanced-Level Programs

Completer/ Graduation Year	#Completer Surveys Sent	#Responses Received	Return Rate (%)	Would Recommend BW (Q7)
2019-20 2020-21 2021-22	28	In-Progress	In-Progress	In-Progress

Table 4. Employer Satisfaction Survey Response Rates (BW and State)

Data Collected in AY 2022-23 (data to be added when available)

Survey Question	(BW) 2022-23 Collection Employer Survey Average Response Rates (N=)	(State) 2022-23 Collection Employer Survey Average Response Rates (N=)
Baldwin Wallace University prepares its graduates to:		
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.		

Survey Rating Scale:

- 4 Strongly Agree
- 3 Agree
- 2 Disagree
- 1 Strongly Disagree

Completer Satisfaction - Initial & Advanced Programs:

BW received confirmation that the same *Perceptions of Educator Preparation Survey* was created by the Ohio Accreditation Coordinators group with the intention of it being used for both completers and employers. Again, each EPP self-selects the completer group(s) to include in the survey distribution. BW selected initial-level completers from the past academic year (2021-22) and principal and superintendent completers from the past three academic years (2019-20, 2020-21, and 2021-22).

BW again set a goal of reaching a return rate of 20% or higher for both initial- and advanced-level programs. In the 2022-23 academic year, a 14% total return rate was received. Of the initial level survey participants, three completed the AYA program (grades 7-12), four completed early childhood (PK-3) or the new primary grade band (PK-5), and one individual also completed the mild to moderate intervention specialist program (K-12). Of the advanced-level participants, five were principal program completers and one completed the superintendent program.

Tables 6 and 7 show the initial- and advanced-level responses. However, both tables represent a total less than 10, so little can be determined until additional data cycles are complete. The initial-level completers indicate that areas of strength are treating students fairly and creating and maintaining an environment that is respectful, supportive, caring, and conducive of learning for all students. Areas of improvement from the Likert responses and comments indicate that classroom management and content-specific instructional strategies are areas that completers do not feel as prepared to navigate. Advanced program completers also indicate that they are most prepared to understand, uphold, and follow professional ethics, policies, and legal codes of professional conduct. Areas for improvement include differentiated instruction and maintaining an environment that is conducive to learning for all students. However, it should be noted that these questions are more aligned to the Ohio Standards for the Teaching Profession (OSTP) rather than the Ohio Standards for Principals (OSP) or the Ohio Standards for Superintendents (OSS).

Question #7 of the survey asks, *Would you recommend this university to future candidates/students who want to earn a teaching license, endorsement, or other credential?* The overwhelming response from 12 of the 13 completers (92%) was yes, they would recommend others to attend BW for educator preparation.

Table 5. Completer Survey Response Rate – Initial-Level Programs

Program Level	Completer/ Graduation Year	#Completer Surveys Sent	#Responses Received	Return Rate (%)	Would Recommend BW (Q7)
Initial	2021-22	50	7	14%	6 (86%)
Advanced	2019-20 2020-21 2021-22	42	6	14%	6 (100%)

Table 6. Completer Satisfaction Survey Response Rates – Initial-Level Completers
(state data to be added when available)

Survey Question	(BW) 2021-22 Employer Survey Average Response Rates (N=7)	(State) 2022-23 Employer Survey Average Response Rates (N=-)
Baldwin Wallace University prepares its graduates to:		
a. Understand student learning and development.	3.57	
b. Respect the diversity of the students they teach.	3.43	
c. Know and understand the content area for which they have instructional responsibility.	3.00	
d. Understand and use content-specific instructional strategies to effectively teach the central concepts and skills of the discipline.	2.86	
e. Be knowledgeable about assessment types, their purposes, and the data they generate.	3.29	
f. Analyze data to monitor student progress and learning.	3.29	
g. Use data to plan, differentiate, and modify instruction.	3.29	
h. Align their instructional goals and activities with school and district priorities.	3.43	
i. Differentiate instruction to support the learning needs of all students.	3.29	
j. Treat students fairly and establish an environment that is respectful, supportive, and caring.	3.71	
k. Maintain an environment that is conducive to learning for all students.	3.71	
l. Communicate clearly and effectively.	3.57	
m. Collaborate effectively with other teachers, administrators, and district staff.	3.83 (n=6)	
n. Understand, uphold, and follow professional ethics, policies, and legal codes of professional conduct.	3.29	
o. Assume responsibility for professional growth.	3.14	
Q7. Yes, would recommend this university to future candidates/students who want to earn a teaching license, endorsement, or other credential.	86%	

Table 7. Completer Satisfaction Survey Response Rates – Advanced-Level Completers
(state data to be added when available)

Survey Question	(BW) 2019-20, 2020-21, 2021-22 Employer Survey Average Response Rates (N=6)	(State) 2022-23 Employer Survey Average Response Rates (N=-)
Baldwin Wallace University prepares its graduates to:		
a. Understand student learning and development.	3.67	
b. Respect the diversity of the students they teach.	3.50	
c. Know and understand the content area for which they have instructional responsibility.	3.67	
d. Understand and use content-specific instructional strategies to effectively teach the central concepts and skills of the discipline.	3.33	
e. Be knowledgeable about assessment types, their purposes, and the data they generate.	3.50	
f. Analyze data to monitor student progress and learning.	3.33	
g. Use data to plan, differentiate, and modify instruction.	3.33	
h. Align their instructional goals and activities with school and district priorities.	3.50	
i. Differentiate instruction to support the learning needs of all students.	3.17	
j. Treat students fairly and establish an environment that is respectful, supportive, and caring.	3.67	
k. Maintain an environment that is conducive to learning for all students.	3.17	
l. Communicate clearly and effectively.	3.50	
m. Collaborate effectively with other teachers, administrators, and district staff.	3.50	
n. Understand, uphold, and follow professional ethics, policies, and legal codes of professional conduct.	3.67	
o. Assume responsibility for professional growth.	3.50	
Q7. Yes, would recommend this university to future candidates/students who want to earn a teaching license, endorsement, or other credential.	100%	

Focus Groups

Due to the low response rates to the employer and completer surveys, BW is also completing employer and completer focus groups over a three-year cycle to provide qualitative data. The pilot focus group sessions occurred in academic year 2022-23 (see *OACTE Gap Grant Report*).

Stakeholder Involvement

The employer and completer survey results and focus group feedback will be shared with the Department of Education faculty during a 2023 spring or 2023 fall faculty meeting. This feedback collected will be reviewed across programs with the goal to be able to provide disaggregated results by program for unit and program-wide improvement.