



Measure 2: Satisfaction of Employers and Stakeholder Involvement

Satisfaction of Employers and Stakeholder Involvement

The School of Education works to monitor the satisfaction of educational organization within Ohio that employ teachers who completed a Franklin University School of Education licensure program, specifically their satisfaction concerning the teachers' preparation they received while in their licensure program. To do so, the School of Education administers an employer satisfaction survey and compares its results to the most recent state-wide survey results, which the School of Education survey is based upon. Additionally, the School of Education monitors the involvement of various stakeholders. Specifically, it seeks to track the size of its P-12 partnership network, as well as how it can utilize the feedback and insight provided by its advisory board for continuous improvement. By analyzing this data and insights, the School of Education is able to gain valuable feedback about areas of strength and improvement within its licensure programs.

Satisfaction of Employers: Employer Perceptions of the School of Education's Educator Preparation Survey

To gather information on employers' perceived quality of preparation provided by their educator preparation providers, the Ohio Department of Higher Education distributed an annual survey to employers of Ohio educators. Questions on the survey were aligned with Ohio's Learning Standards, Ohio licensure requirements, and elements of national accreditation.

Due to a low number of responses, the Ohio Department of Higher Education stopped administering the survey after the 2018 reporting year. Still seeing value in this survey and the insight it provides, the School of Education distributed its own survey using the same questions and rating scale to the school administrators of Ohio Educational Organizations where at least one School of Education trained educator was working under a 204, 208, 212, 225, or 230 [position code](#) during the 2021-2022 academic year.

Since the Ohio Department of Higher Education stopped administering the survey after the 2018 reporting year, the School of Education is comparing its results to the 2018 state average, which is the last data provided by the Ohio Department of Higher Education.

The 2023 Employer Perceptions of the School of Education's Educator Preparation Survey was distributed to a total of 23 Ohio Educational Organization school administrators. A total of 2 respondents completed the survey for a response rate of 8.70%.

A total of 141 respondents completed the survey statewide in 2018.

Note: Scale: 1=Strongly Disagree; 2=Disagree; 3=Agree; 4=Strongly Agree.

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Employer Perceptions of the School of Education's Educator Preparation Survey Results

Item #	Question	Institution Average (2023)	State Average (2018)
1	The institution prepares its graduates to understand student learning and development.	3.00	3.39
2	The institution prepares its graduates to respect the diversity of the students they teach.	2.00	3.43
3	The institution prepares its graduates to know and understand the content area for which they have instructional responsibility.	3.00	3.45
4	The institution prepares its graduates to understand and use content-specific instructional strategies to effectively teach the central concepts and skills of the discipline.	2.00	3.35
5	The institution prepares its graduates to be knowledgeable about assessment types, their purposes, and the data they generate.	2.50	3.22
6	The institution prepares its graduates to analyze data to monitor student progress and learning.	2.50	3.12
7	The institution prepares its graduates to use data to plan, differentiate, and modify instruction.	2.00	3.13
8	The institution prepares its graduates to align their instructional goals and activities with school and district priorities.	2.50	3.23
9	The institution prepares its graduates to differentiate instruction to support the learning needs of all students.	1.50	3.20
10	The institution prepares its graduates to treat students fairly and establish an environment that is respectful, supportive, and caring.	2.50	3.47
11	The institution prepares its graduates to maintain an environment that is conducive to learning for all students.	2.00	3.42
12	The institution prepares its graduates to communicate clearly and effectively.	2.50	3.38
13	The institution prepares its graduates to collaborate effectively with other teachers, administrators, and district staff.	2.00	3.38
14	The institution prepares its graduates to understand, uphold, and follow professional ethics, policies, and legal codes of professional conduct.	2.50	3.45
15	The institution prepares its graduates to assume responsibility for professional growth.	3.00	3.34

Source: 2022 School of Education Employer Satisfaction Survey results

Source: [2018 ODHE State-Wide Employer Satisfaction Survey Results](#)

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Stakeholder Involvement: Partnership Network

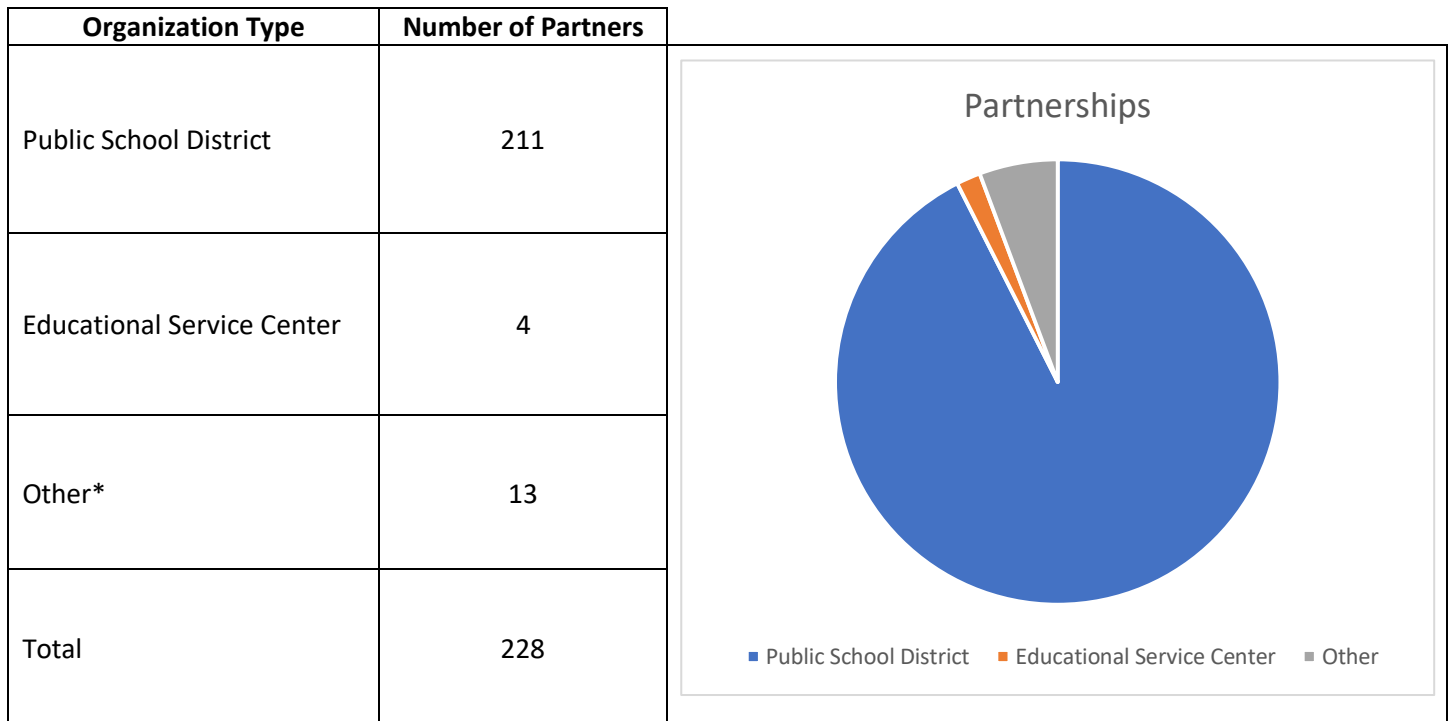
In order to gain insight into the needs of Ohio's P-12 Schools, increase the recognition of its programs, provide educational opportunities, as well as to facilitate candidate clinical field work, the School of Education has worked to develop a partnership network, which is made up of Ohio Department of Education (ODE) recognized educational organizations. Through this network, the School of Education is able to foster relationships within the P-12 community by working to provide educational opportunities in the form of tuition discounts, as well as by providing assistance with partner's educational related needs (when appropriate). In return, partners agree to host School of Education candidates for their clinical field work (clinical field experience and the clinical student teaching experience).

The School of Education began developing its partnership network during the 2011-2012 reporting year. Since the fall of 2019, the School of Education has led a focused initiative to spread its partnership network across the State of Ohio. In addition to tracking number of overall partnerships, the School of Education also track the overall number of sites that are affiliated with these partners – a site is affiliated with a partner (e.g. a specific school within a district) that clinical field work can be completed within. Additionally, sites are classified by their [National Center for Educational Statistics](#) locale, in order to monitor the diversity of locations for candidates to complete clinical field work.

Note: Site affiliation is determined based upon the Hierarchy Organization within the Ohio Educational Directory System

Note: All data is as of the end of the 2021-2022 reporting year (9/1/2021 - 8/31/2022)

Overall Partnership Organization Type Summary



Source: Internal School of Education Partnership Database

*Accounts for Ohio Educational Organizations that are not classified as Type Key 1 or 23 as defined by the Ohio Department of Higher Education's [Ohio Educational Directory System \(ODES\)](#)

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Focused Partnership Growth

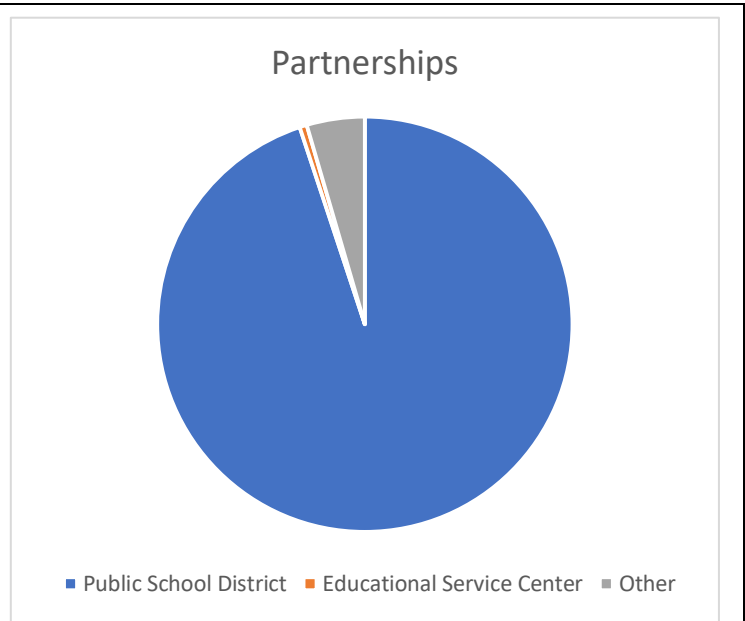
Report Year Partnership Initially Developed	Number of Partnerships
2019 - 2020	10
2020 - 2021	92
2021 - 2022	75
Total	177



Source: Internal School of Education Partnership Database

Partnerships Established 2019-2020 - 2021-2022 Organization Type Summary

Organization Type	Number of Partners
Public School District	168
Educational Service Center	1
Other**	8
Total	177

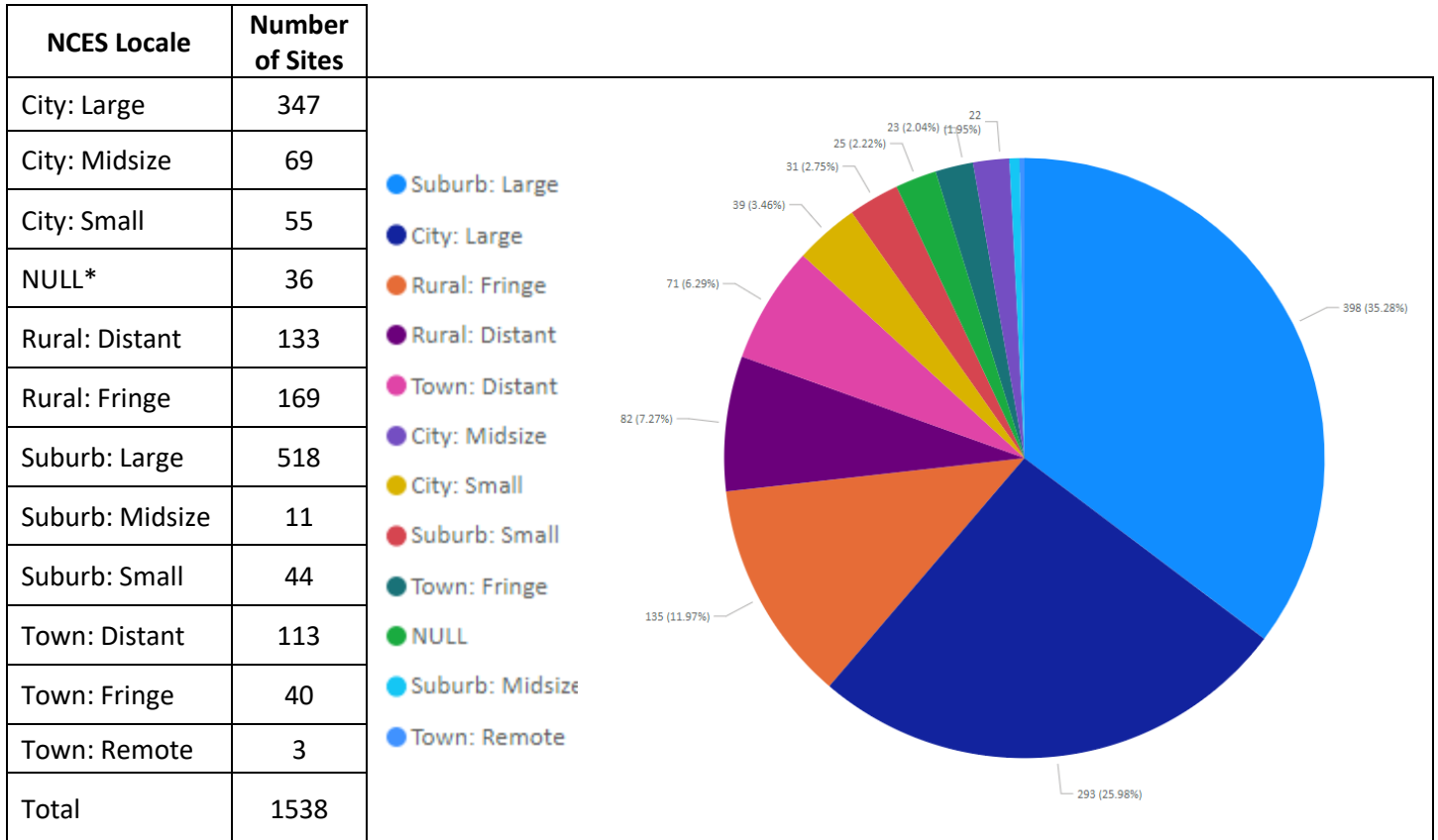


Source: Internal School of Education Partnership Database

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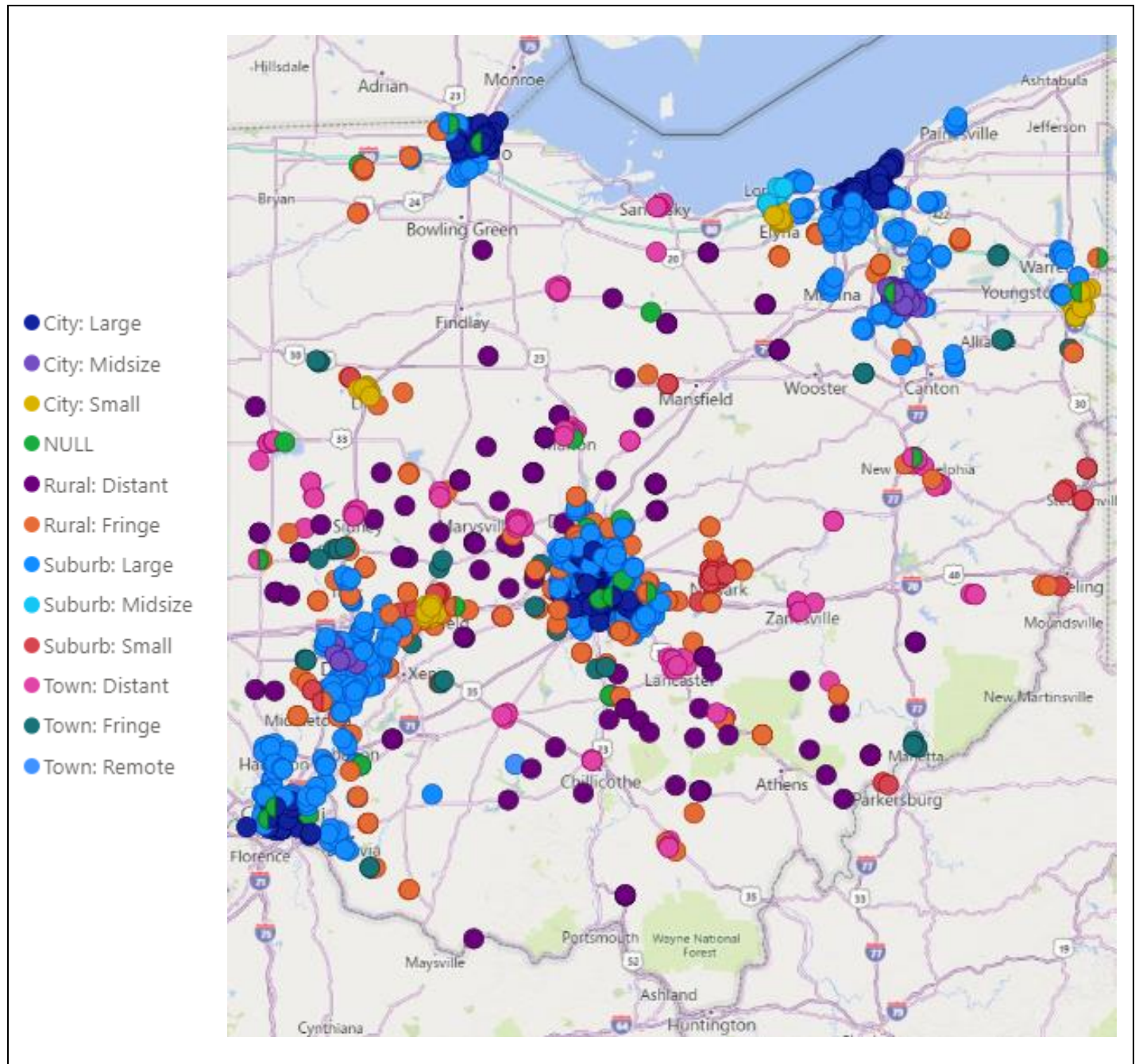
Overall Partnership Site Locale Summary



Source: Internal School of Education Partnership Database

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Overall Partnership Site Distribution Summary

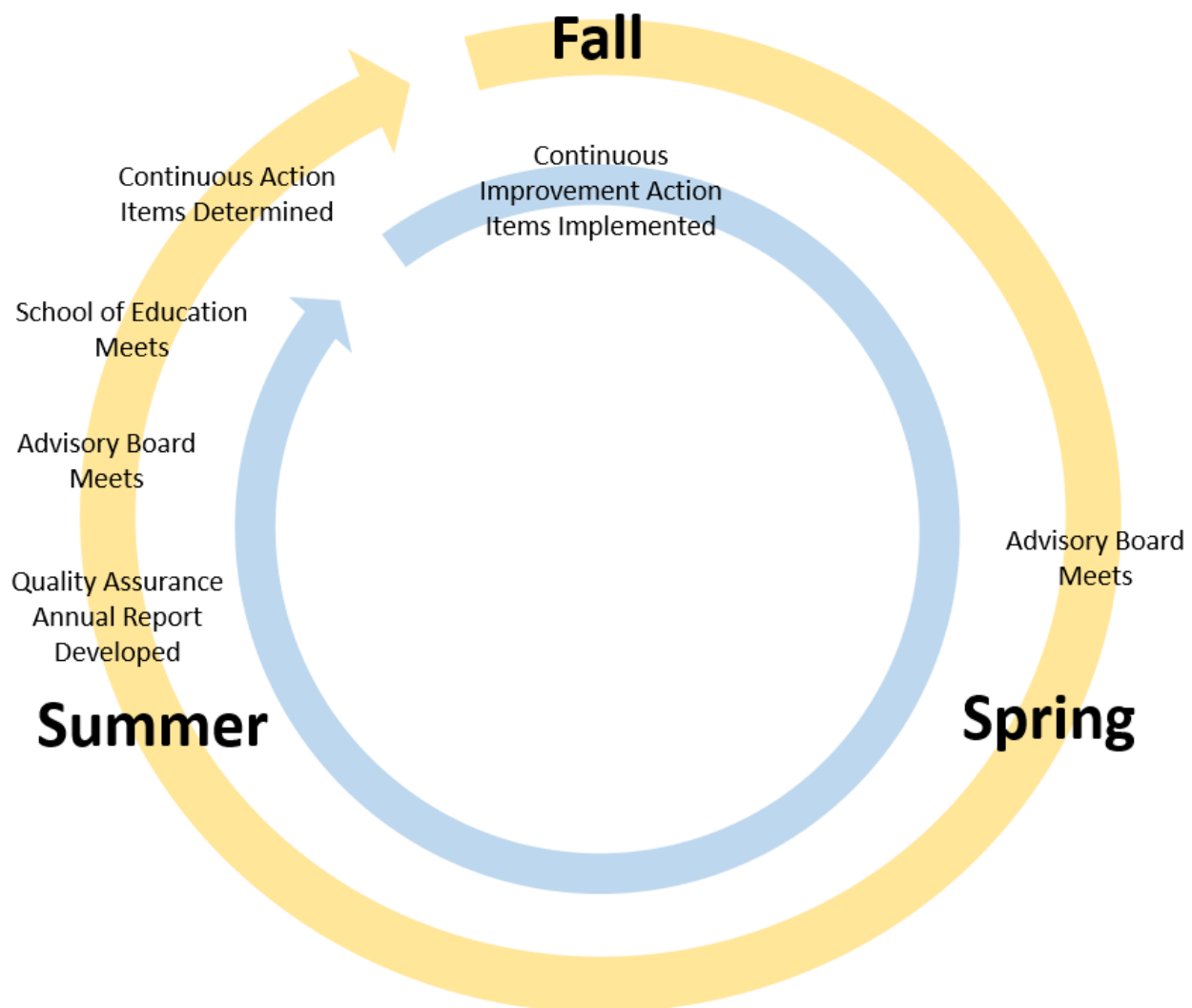


Source: Internal School of Education Partnership Database

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Stakeholder Involvement: Advisory Board, Quality Assurance Review, and Continuous Improvement

To gain additional insight into the needs of P-12 Schools, the evolving P-12 educational landscape, as well as get feedback on its own programs and operations, the School of Education developed an advisory board, consisting of current P-12 teachers, P-12 building-level administrators, P-12 district-level administrators, Educational Service Center representatives, career/vocational educators, and other educational consultants. The advisory board meets biannually where the School of Education provides updates concerning accreditation and continuous improvement, shares pertinent program data, as well as seeks feedback on its programs and insight into the current P-12 environment. During the second of their two annual meetings, the advisory board is presented with a copy of the School of Education Quality Assurance Annual Review Cycle Report for analysis and feedback. This report provides an overview of the School of Education's operations, program health, candidate progression, goal attainment, and accreditation compliance. The School of Education then meets to review the report, as well as the advisory board's feedback, in order to develop a set of continuous improvement actions, which are to be carried out over the course of the upcoming academic year.



Meeting, Analysis, and Adoption Cycle*

Implemented 2019-2020 Academic Year

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Academic Year	Advisory Board Meeting Dates	School of Education Meeting Date	Continuous Improvement Actions
2019-2020	10/24/2019	07/28/2020	<p>Remove the Narrative Reflection as a requirement for program completion, in order to reduce the use of program requirements that do not produce reliable, consistent, and actionable data for program improvement.</p> <p>Design a formal communication initiative and data tracking system to increase outreach to SOE completers with the focus on 1) strengthening relationships and 2) increasing the response rate of the Statewide Survey of Ohio Resident Educators' Reflections on their Educator Preparation Program to a minimum of 10 completers across all SOE programs.</p> <p>Review recent demographic data from the United States, state of Ohio, and counties surrounding Columbus to inform recruitment plan updates within the context of the SOE's new location and the mission of the University.</p> <p>Determine an appropriate methodological design that would allow the SOE to conduct pilot data collection and analysis, and/or develop case studies of completers, primarily in Early Childhood Education licensure, that demonstrate the impacts of candidate preparation on P-12 student learning and development and can be linked with teacher data. A committee will be established to develop this plan and will work to ensure that resulting initiatives are designed to collect high-quality data that can be actionable, without compromising the relationships the SOE has established with our partner schools.</p> <p>Expand the data reported and analyzed from the Ohio Assessment for Educators (OAE) Content Licensure Assessments for the Annual Summary Report by tracking OAE content area assessment scores categorically by competency, providing the SOE a more refined insight into specific domains of SOE candidates' strengths and weaknesses.</p> <p>Analyze the diversity of SOE field placements after the change in location from the branch campus in Urbana to the Main Campus in Columbus, in order to determine if a focused action item is still required to ensure more even representation of the four locales found in Ohio.</p> <p>Develop formal training materials for University faculty on how to properly evaluate students using EPP-c related program assessment rubrics.</p>
	Second meeting not conducted due to COVID-19 pandemic, branch campus closure, and realignment of advisory board		

Source: Internal School of Education Advisory Board and Quality Assurance Review Records

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Academic Year	Advisory Board Meeting Dates	School of Education Meeting Date	Continuous Improvement Actions
2020-2021	12/14/2020	08/11/2021	Formally remove Part C from the Intake Interview
	8/09/2021		<p>Redesign Block B of the intake interview to measure interview soft skills.</p> <p>Submit for approval the developed methodology to the Franklin University Institutional Review Board for approval to conduct a pilot study to collect completers data, that demonstrate the impact of candidate preparation on P-12 student learning and development that can be linked to teacher data. Upon approval initiate the study to collect the data.</p> <p>Develop and updated recruitment plan that continues to ensure that diverse teacher candidates have access to the Franklin University School of Education, Educator Preparation Program.</p> <p>Add Academic Course Completion as a formal program requirement.</p> <p>Redesign EDP 472 and move the Micro-Teaching II Assessment from EDP 423 to EDP 472.</p> <p>Align OAE Professional Knowledge Assessment domains with program outcomes.</p>

Source: Internal School of Education Advisory Board and Quality Assurance Review Records

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Academic Year	Advisory Board Meeting Dates	School of Education Meeting Date	Continuous Improvement Actions
2021-2022	12/13/2021	8/10/2022	<p>Redesign Block B of the intake interview to measure interview soft skills.</p> <p>Remove the “Yellow” rating from the end of trimester evaluation for clinical field work and restructure the scoring for the “Red” rating to include scores of 1 or above.</p> <p>Restructure the Program Progress Points to align with the moving of the Micro-Teaching II program requirement from EDP 423 to EDP 472, in an attempt to more accurately reflect the experience, as well as eliminate potential issues with reporting.</p>
	8/8/2022		<p>Develop a dashboard in the School of Education BI folder that displays the data for Standard 4 and its associated components.</p> <p>Develop and administer a completer survey to alumni network each fall semester to maintain updated employment information and gather completer satisfaction results.</p> <p>Improve Faculty training for program assessments by including adjunct faculty who teach the course in assessments with a full-time faculty for evaluation and consensus.</p> <p>Pilot a student evaluation completed by course instructors at the end of each term.</p>

Source: Internal School of Education Advisory Board and Quality Assurance Review Records