



Measure 2: Satisfaction of Employers and Stakeholder Involvement

Satisfaction of Employers and Stakeholder Involvement

The College of Education works to monitor the satisfaction of educational organization within Ohio that employ teachers who completed a Franklin University College of Education licensure program, specifically their satisfaction concerning the teachers' preparation they received while in their licensure program. To do so, the College of Education administers an employer satisfaction survey and compares its results to the most recent state-wide survey results, which the College of Education survey is based upon. Additionally, the College 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 College 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 College 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 Ohio Association of Private Colleges for Teacher Education (OPACTE) continues to distribute the survey, using the same questions and rating scale. As a member of OPACTE, the School of Education participates with this survey.

The College of Education distributed the 2025 Ohio Educator Preparation Survey to the school administrators of Ohio Educational Organizations where at least one College of Education trained educator was working under a 204, 208, 212, 225, or 230 [position code](#) (See Chapter 3.9 of EMIS Manual for details) during the 2023-2024 academic year. The survey was sent to a total of 35 Ohio Educational Organization school administrators. One respondent completed the survey for a response rate of 2.85%.

A total of 705 respondents across all participating OPACTE members completed the survey in 2025.

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

Ohio Educator Preparation Survey Results

Item #	Question	Institution Average (2025)	OPACTE Average (2025)
1	The institution prepares its graduates to understand student learning and development.	4	3.37
2	The institution prepares its graduates to respect the diversity of the students they teach.	4	3.51
3	The institution prepares its graduates to know and understand the content area for which they have instructional responsibility.	4	3.34

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Item #	Question	Institution Average (2025)	OPACTE Average (2025)
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.	4	3.28
5	The institution prepares its graduates to be knowledgeable about assessment types, their purposes, and the data they generate.	4	3.17
6	The institution prepares its graduates to analyze data to monitor student progress and learning.	4	3.07
7	The institution prepares its graduates to use data to plan, differentiate, and modify instruction.	4	3.05
8	The institution prepares its graduates to align their instructional goals and activities with school and district priorities.	4	3.27
9	The institution prepares its graduates to differentiate instruction to support the learning needs of all students.	4	3.14
10	The institution prepares its graduates to treat students fairly and establish an environment that is respectful, supportive, and caring.	4	3.56
11	The institution prepares its graduates to maintain an environment that is conducive to learning for all students.	4	3.42
12	The institution prepares its graduates to communicate clearly and effectively.	4	3.14
13	The institution prepares its graduates to collaborate effectively with other teachers, administrators, and district staff.	4	3.42
14	The institution prepares its graduates to understand, uphold, and follow professional ethics, policies, and legal codes of professional conduct.	4	3.54
15	The institution prepares its graduates to assume responsibility for professional growth.	4	3.38

Source: 2025 OPACTE Employer Satisfaction Survey results

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Stakeholder Involvement: Partnership Network

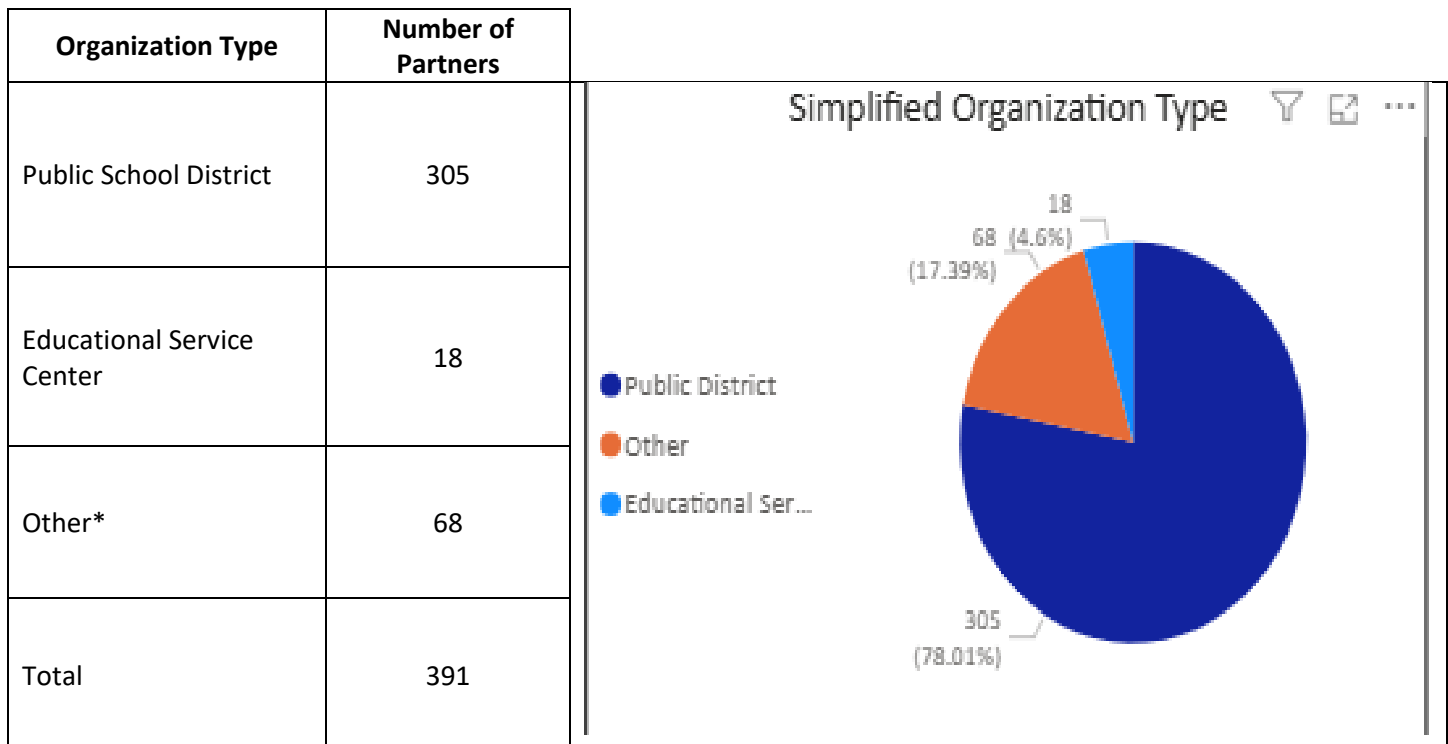
In order to gain insight into the needs of Ohio's P-12 Schools, increase the recognition of its programs, provide educational opportunities, as well as to facilitate candidate clinical field work, the College of Education has worked to develop a partnership network, which is made up of Ohio Department of Education (ODE) recognized educational organizations. Through this network, the College 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 College of Education candidates for their clinical field work (clinical field experience and the clinical student teaching experience).

The College of Education began developing its partnership network during the 2011-2012 reporting year. Since the fall of 2019, the College 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 College 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 current as of the 12th of March 2026

Overall Partnership Organization Type Summary



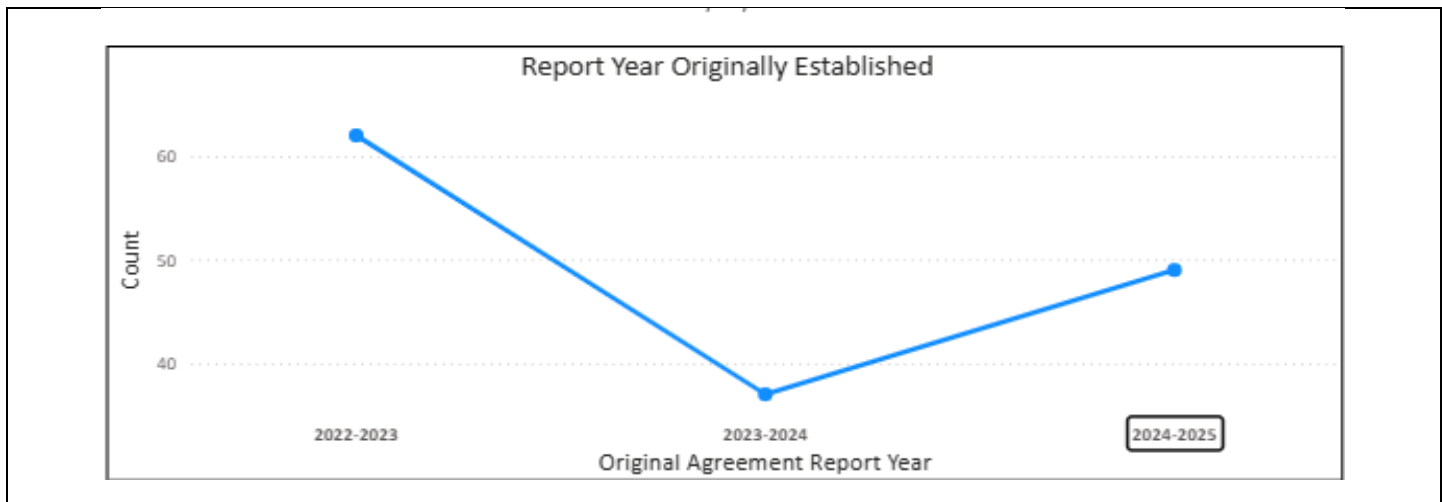
Source: Internal College of Education Partnership Database

*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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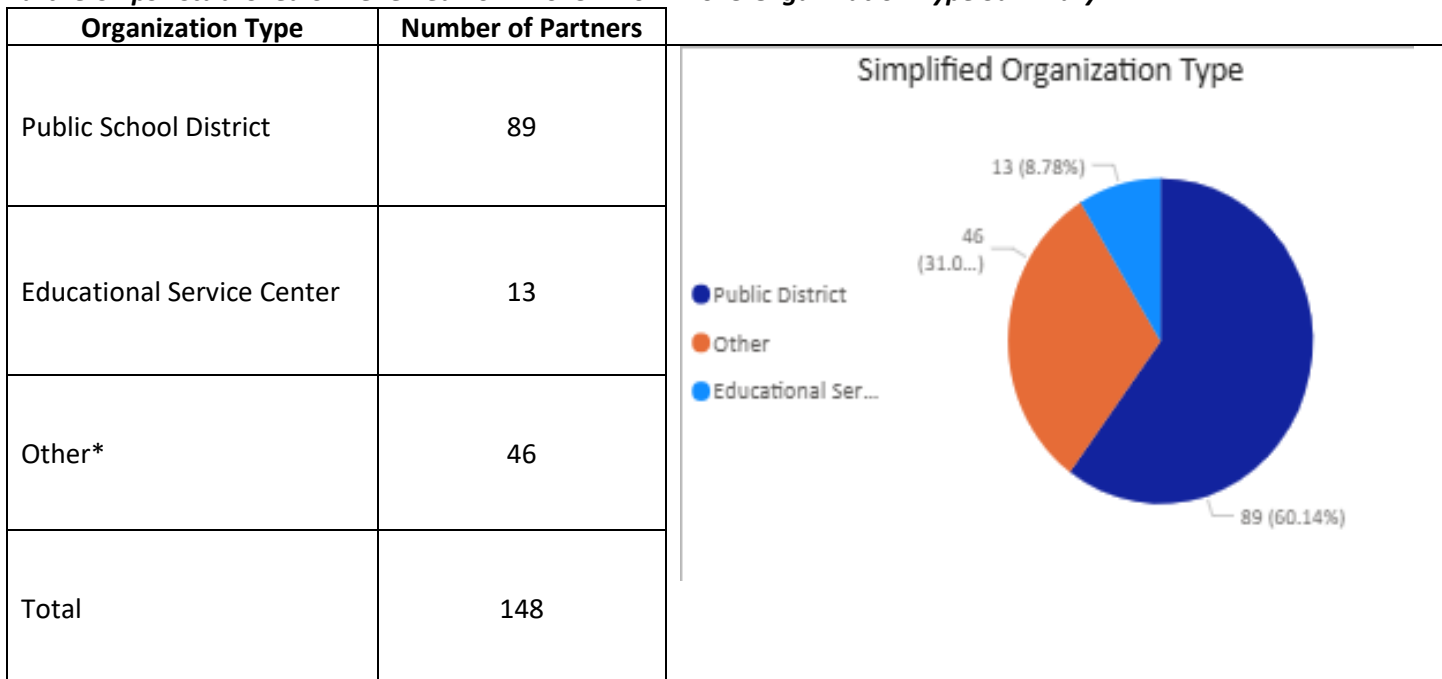
Focused Partnership Growth

Report Year Partnership Initially Developed or Renewed	Number of Partnerships
2022 - 2023	62
2023 - 2024	37
2024 - 2025	49
Total	148



Source: Internal College of Education Partnership Database

Partnerships Established or Renewed 2022-2023 – 2024-2025 Organization Type Summary

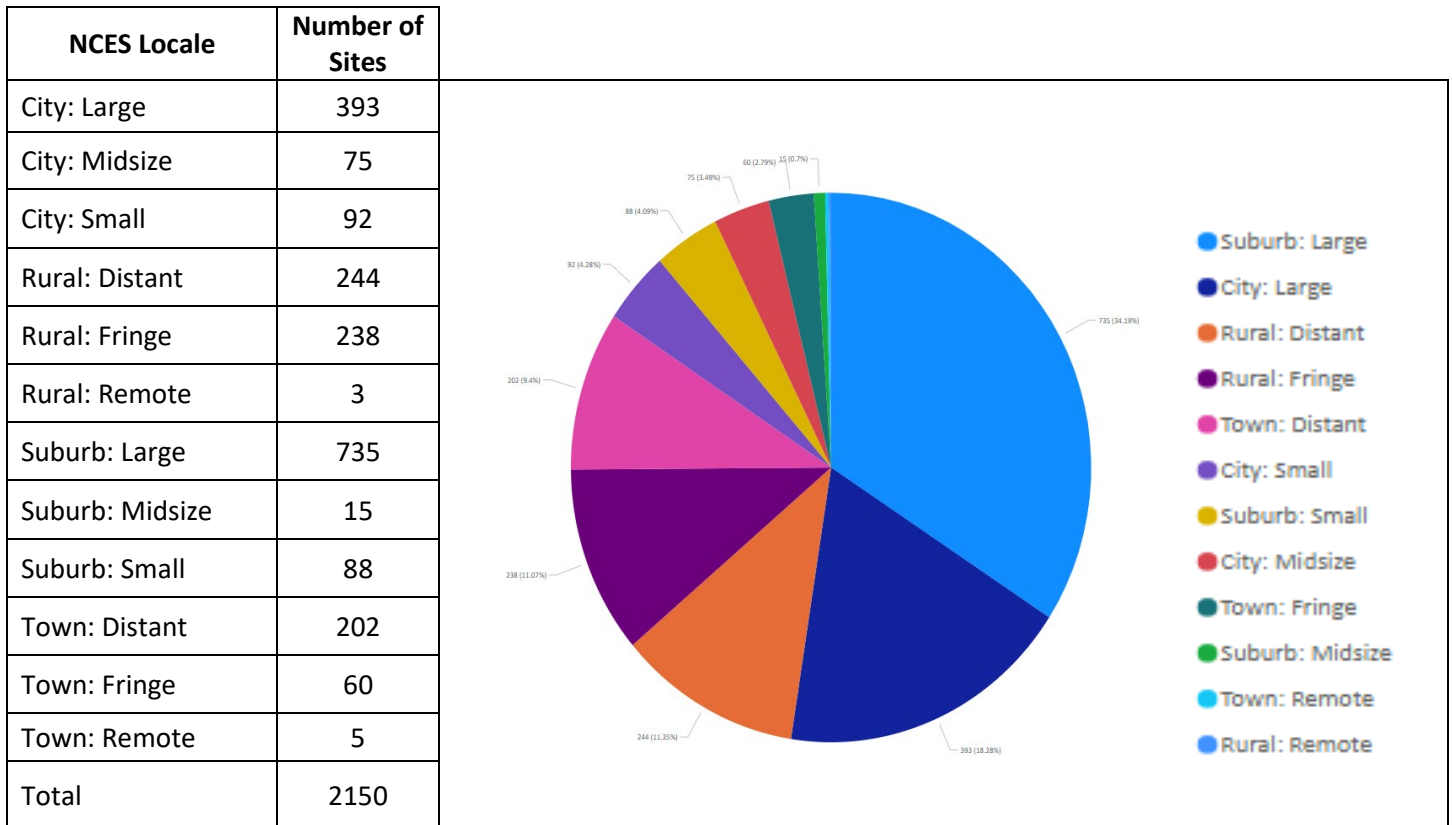


Source: Internal College of Education Partnership Database

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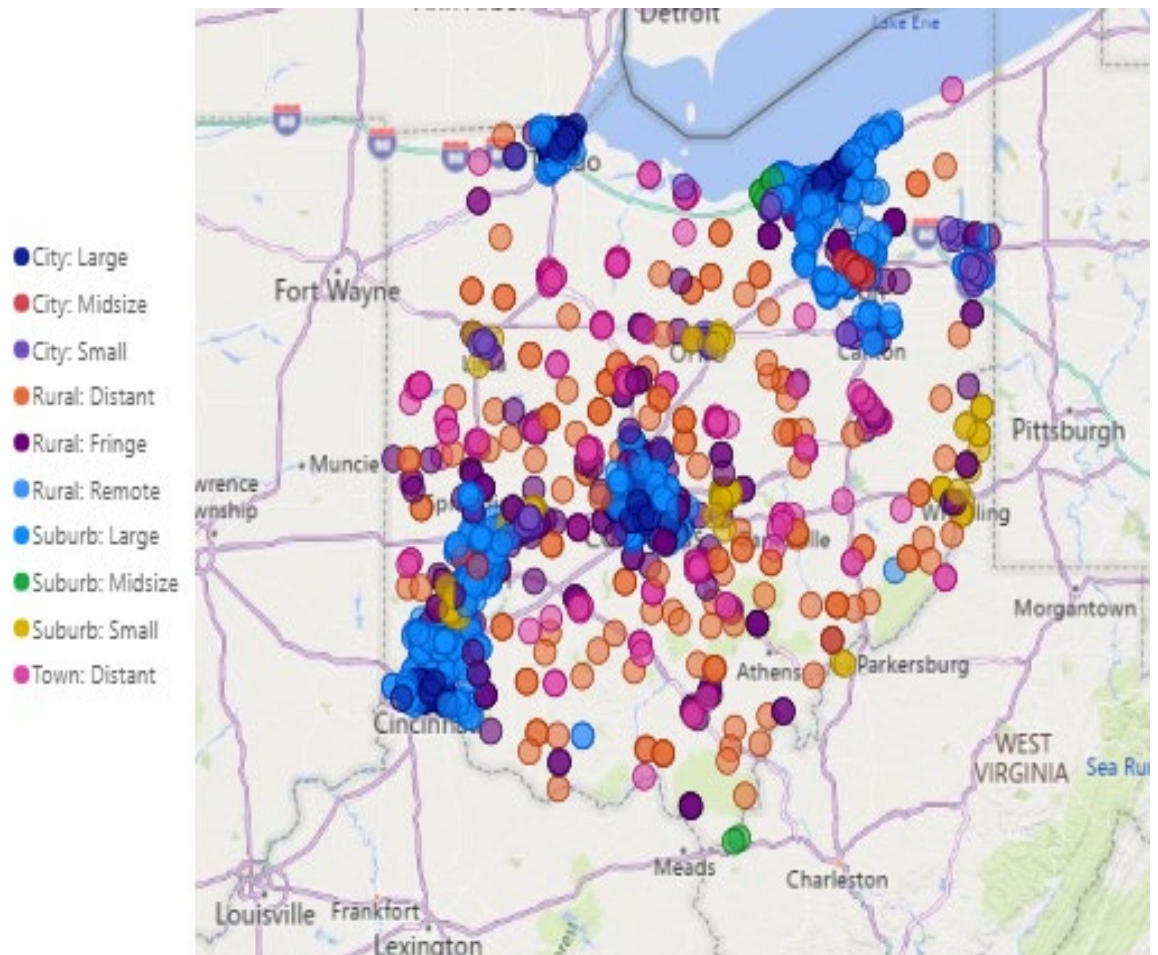
Overall Partnership Site Locale Summary



Source: Internal College of Education Partnership Database

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Overall Partnership Site Distribution Summary

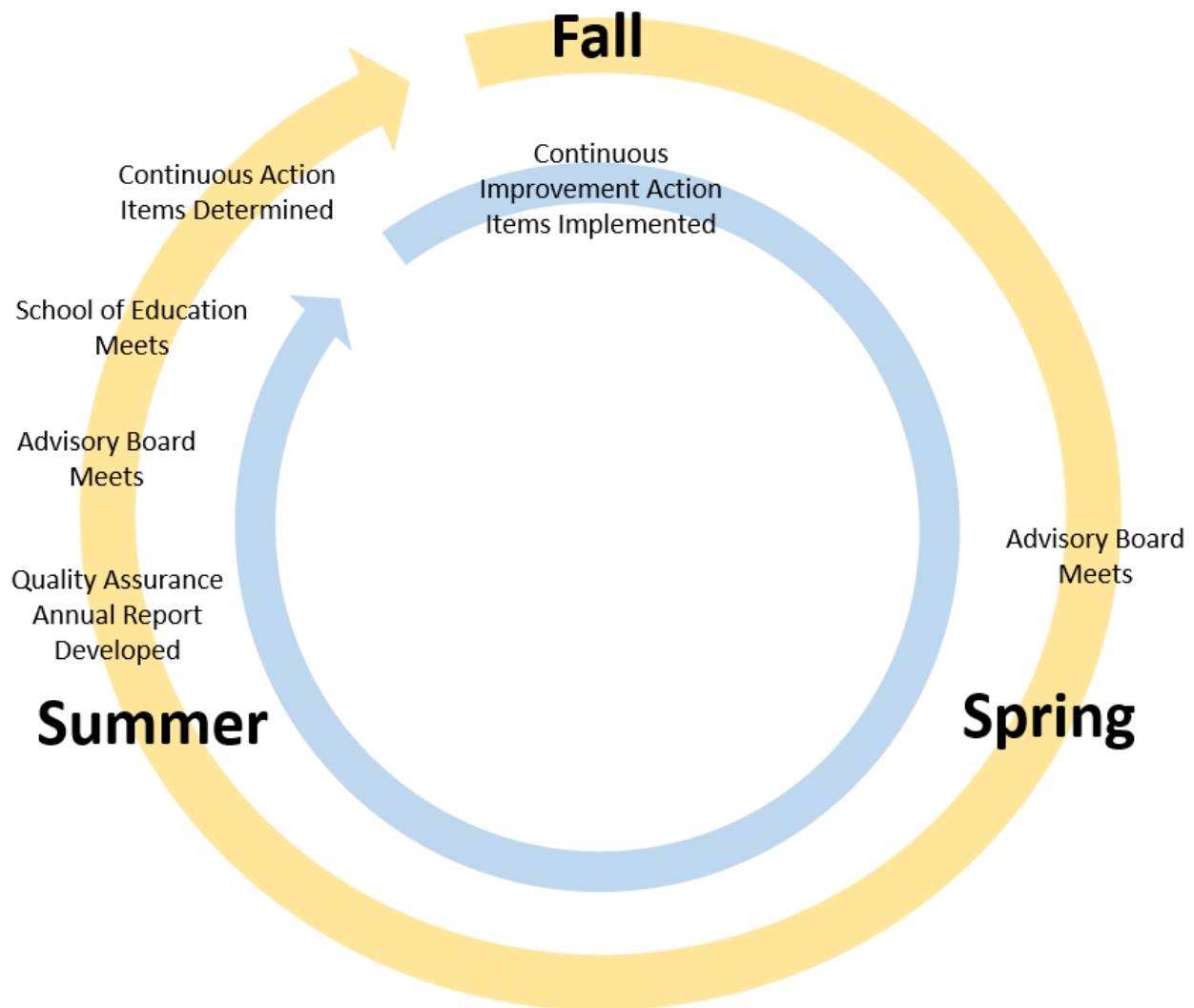


Source: Internal College of Education Partnership Database

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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 College 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 College 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

Academic Year	Advisory Board Meeting Dates	College of Education Meeting Date	Continuous Improvement Actions
2022-2023	2/20/2023	8/9/2023	Implement a student disposition evaluation completed by course instructors at the end of each term. Develop and administer a completer survey to alumni network each fall semester to maintain updated employment information, gather completer satisfaction results, and employer satisfaction results working in collaboration with Ohio Association of Private Colleges for Teacher Education (OAPCTE). Investigate sponsorship opportunities to have FranklinWorks partners provide financial support for the cost of admittance to the licensure program requirements, focusing on the background checks and Praxis Core testing fees. Create a new program progression progress point, Entitled Content Specific Pedagogy to better track candidate progress through the program and update descriptions to current progression points to provide more clarity through the various program assessments. See proposed chart below. Create an appropriate location within OnBase to upload Candidate Summaries where this role is supported by an additional internal staff member or external staff at Franklin University. The Clinical Student Teaching Experience to be reduced to 14-weeks from 16-weeks. Allow CCA students to transfer in EDP400/EDUC 220 for Educational Psychology instead of EDP 405. Improve Instructor Training on program assessments to allow for less intervention and remediation of Program Requirements.
	8/7/2023		

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

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Academic Year	Advisory Board Meeting Dates	College of Education Meeting Date	Continuous Improvement Actions
2023-2024	02/26/2024	08/14/2024	Remove the separate Canvas programs and utilize the <i>Teacher Licensure Program Requirement Checklist</i> Canvas program to track candidate completion of the following requirements: Clinical Student Teaching Experience Approval, CPAST, Academic Course Completion, Bachelor's Degree Verification, and Program Completion. Increase the minimum GPA requirement for admittance into the School of Education programs at Franklin University from the current threshold to 2.75. Additionally, adjust the progress points to reflect this change, with a proposed "stairstep" increase approach to ensure a smooth transition for both current and prospective students.
	08/12/2024		Accept a passed ParaPro Assessment as an alternative to the Praxis Core as an admittance requirement in lieu of the Praxis Core for Educators Assessment. The SOE will accept a passing score of (456) on the ParaPro Assessment, which is the cut score for the State of Ohio. This change would be applicable to for Ohio licensure only. Purchase practice assessments for all OAE assessments for full-time faculty to review and use them to create OAE Tutoring/Assistance for students. Update and pilot new Element 2.OSTP.A rubric criteria and additional elements possible evidence to improve clarity of expectations and interrater reliability. Audit current SOE courses to understand how many courses have attendance grades included. Where needed, Introduce attendance as a graded component in all courses within the School of Education at Franklin University. For students who are unable to attend, an alternative assignment will be provided to ensure they can still engage with the course material and meet the attendance requirement. The Clinical Field Office will develop a Field Orientation Canvas Course to implement in Fall 2025 for students to complete before a placement can be released to them. Develop a valid and reliable rubric for an IEP Development Program Assessment to replace Unit Plan Assessment for teacher candidates in the Intervention Specialist Program.

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			Reduce the average time to admittance for education students to be accepted into the School of Education Licensure Programs, with a goal of increasing first application semester students.
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Source: Internal College of Education Advisory Board and Quality Assurance Review Records

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Academic Year	Advisory Board Meeting Dates	College of Education Meeting Date	Continuous Improvement Actions
2024-2025	03/18/2025	08/14/2025	The College of Education will create targeted preparation for state-specific teacher licensure exams—such as the Ohio Assessments for Educators (OAE), Praxis Series, and other state-mandated assessments. This approach ensures that all candidates, regardless of the state in which they plan to seek licensure, receive structured, aligned preparation for their respective certification exams throughout their program. The implementation will include earlier notification to students regarding state testing exam expectations and will make preparation materials immediately available to students upon admittance to the College of Education. Develop and implement a process to use outcomes of candidate self-evaluations and cooperating teacher evaluations to be integrated into the disposition remediation process. Implement a revised field evaluation rubric that includes specific numeric score ranges tied to performance levels (e.g., Does Not Meeting Expectations, Emerging, Meets Expectations, Exceeds Expectations). Implement a tiered remediation system for all new attempt of the Micro-teaching I, Micro-teaching II, Micro-teaching III, and Classroom Management Plan that are submitted in the Fall of 2025 and beyond where their tiered level is based upon how far their score was from meeting the required benchmark score. Adjust the required benchmark score of the Classroom Management plan from 18 points to 16 points. Further, any candidates in the remediation process from a previous evaluation that currently have a score of 16 or higher will be considered to have met the required benchmark and will be removed from the remediation process. This proposal recommends the removal of the <i>Unit Plan</i> from the list of formal Program Assessments within the College of Education. The decision is based on assessment redundancy, alignment with accreditation requirements, and the need to streamline evaluation processes while maintaining rigorous standards for candidate performance. Allow <u>All</u> academic course completers to have a program completion deadline and licensure deadline of 5 years as
	09/08/2025		

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			opposed to 3 years starting for completers of the trimester of Fall 2025 and onward. Past Principal Internship Program Completers will have a licensure deadline of 5 years. (est. three students). Assess institutional capacity to support the addition of Teaching English to Speakers of Other Languages, Spanish, and Technology Education licensure programs to address critical teacher shortages and workforce need. Multi-State Teacher Certification Exam Prep Microsite This proposal recommends removing the current <i>Intake Interview</i> requirement for teacher education candidates and replacing it with a structured <i>Educator Disposition Assessment</i> (EDA) process. The EDA would be administered at key points in the program—upon admission, in designated coursework, and during clinical experiences—completed by the teacher candidate, course instructor, and cooperating teacher. This change will create a longitudinal data set on dispositions, ensure multiple perspectives in evaluation, and better align with CAEP Standard 1 (Candidate Knowledge, Skills, and Professional Dispositions).
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Source: Internal College of Education Advisory Board and Quality Assurance Review Records