

2024-2025 EDUCATION STUDENT EMPLOYER SURVEY RESULTS

The Ohio Department of Higher Education (ODHE) distributed and collected an annual Employer Perceptions of Ohio Educator Preparation Programs (EPP) Survey, through the 2017-2018 academic year; the ODHE discontinued the survey due to low response rates. Starting in 2020-2021, the Capital University School of Education in collaboration with other Ohio Educator Preparation Programs began to distribute a Perspectives on our Educator Preparation Programs Survey to employers of all EPP graduates/completers; prompts on this survey mirror the questions asked of employers on the ODHE survey. This is the fifth year (2024-2025) of collecting employer data through this EPP administered survey. Participants were asked three demographic questions (responses not reported), their level of agreement or disagreement to 15 perception statements about the preparation program (see below), two questions about individual candidates (responses not reported) and if the employer would recommend the university’s program to future individuals/candidates (responses not reported). Results of the perception prompts are for the reporting period September 1, 2023, through August 31, 2024, and include the mean value for responses of 594 employers of all EPP prepared educators across the state of Ohio; responses were also disaggregated by EPP. The results show that within the 15 perception statements, Capital University were within .1 to .2 points away from the state mean in 8 areas on the survey, with one area resulting in the same mean. Responses of 47 employers of Capital University prepared educators are included in the table below.

Survey participants (employers) responded to each prompt using the following scale:

1 = Strongly Disagree 2=Disagree 3=Agree 4=Strongly Agree

| Prompt: Capital University prepares its graduates to... | 2023-2024 CU Mean (N=47) | 2023-2024 Ohio Mean (N=594) |
|---|---|--|
| a. Understand student learning and development. | 3.4 | 3.5 |
| b. Respect the diversity of the students they teach. | 3.5 | 3.5 |
| c. Know and understand the content area for which they have instructional responsibility. | 3.3 | 3.5 |
| d. Understand and use content-specific instructional strategies to effectively teach the central concepts and skills of the discipline. | 3.2 | 3.4 |
| e. Be knowledgeable about assessment types, their purposes, and the data they generate. | 3.3 | 3.6 |
| f. Analyze data to monitor student progress and learning. | 3.3 | 3.5 |
| g. Use data to plan, differentiate, and modify instruction. | 3.2 | 3.5 |

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| h. Align their instruction to support the learning needs of all students. | 3.4 | 3.7 |
| i. Differentiate instruction to support the learning needs of all students. | 3.3 | 3.6 |
| j. Treat students fairly and establish an environment that is respectful, supportive, and caring. | 3.8 | 4.0 |
| k. Maintain an environment that is conducive to learning for all students. | 3.6 | 3.8 |
| l. Communicate clearly and effectively. | 3.5 | 3.8 |
| m. Collaborate effectively with other teachers, administrators, and district staff. | 3.5 | 3.8 |
| n. Understand, uphold, and follow professional ethics, policies, and legal codes of professional conduct. | 3.7 | 3.9 |
| o. Assume responsibility for professional growth. | 3.6 | 3.8 |