

## 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 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 School of Education distributed the 2024 Ohio Educator Preparation Survey 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 2022-2023 academic year. The survey was sent 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 594 respondents across all participating OPACTE members completed the survey in 2024.

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

#### Ohio Educator Preparation Survey Results

Item #	Question	Institution Average (2024)	OPACTE Average (2024)
1	The institution prepares its graduates to understand student learning and development.	3.5	3.48
2	The institution prepares its graduates to respect the diversity of the students they teach.	4	3.54
3	The institution prepares its graduates to know and understand the content area for which they have instructional responsibility.	3.5	3.55
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.	3	3.46

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Item #	Question	Institution Average (2024)	OPACTE Average (2024)
5	The institution prepares its graduates to be knowledgeable about assessment types, their purposes, and the data they generate.	3.5	3.39
6	The institution prepares its graduates to analyze data to monitor student progress and learning.	3	3.3
7	The institution prepares its graduates to use data to plan, differentiate, and modify instruction.	3	3.24
8	The institution prepares its graduates to align their instructional goals and activities with school and district priorities.	3.5	3.38
9	The institution prepares its graduates to differentiate instruction to support the learning needs of all students.	3.5	3.34
10	The institution prepares its graduates to treat students fairly and establish an environment that is respectful, supportive, and caring.	3.5	3.65
11	The institution prepares its graduates to maintain an environment that is conducive to learning for all students.	3	3.51
12	The institution prepares its graduates to communicate clearly and effectively.	3	3.48
13	The institution prepares its graduates to collaborate effectively with other teachers, administrators, and district staff.	3	3.52
14	The institution prepares its graduates to understand, uphold, and follow professional ethics, policies, and legal codes of professional conduct.	3.5	3.61
15	The institution prepares its graduates to assume responsibility for professional growth.	3.5	3.49

**Source:** 2024 OPACTE Employer Satisfaction Survey results

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### Stakeholder Involvement: Partnership Network

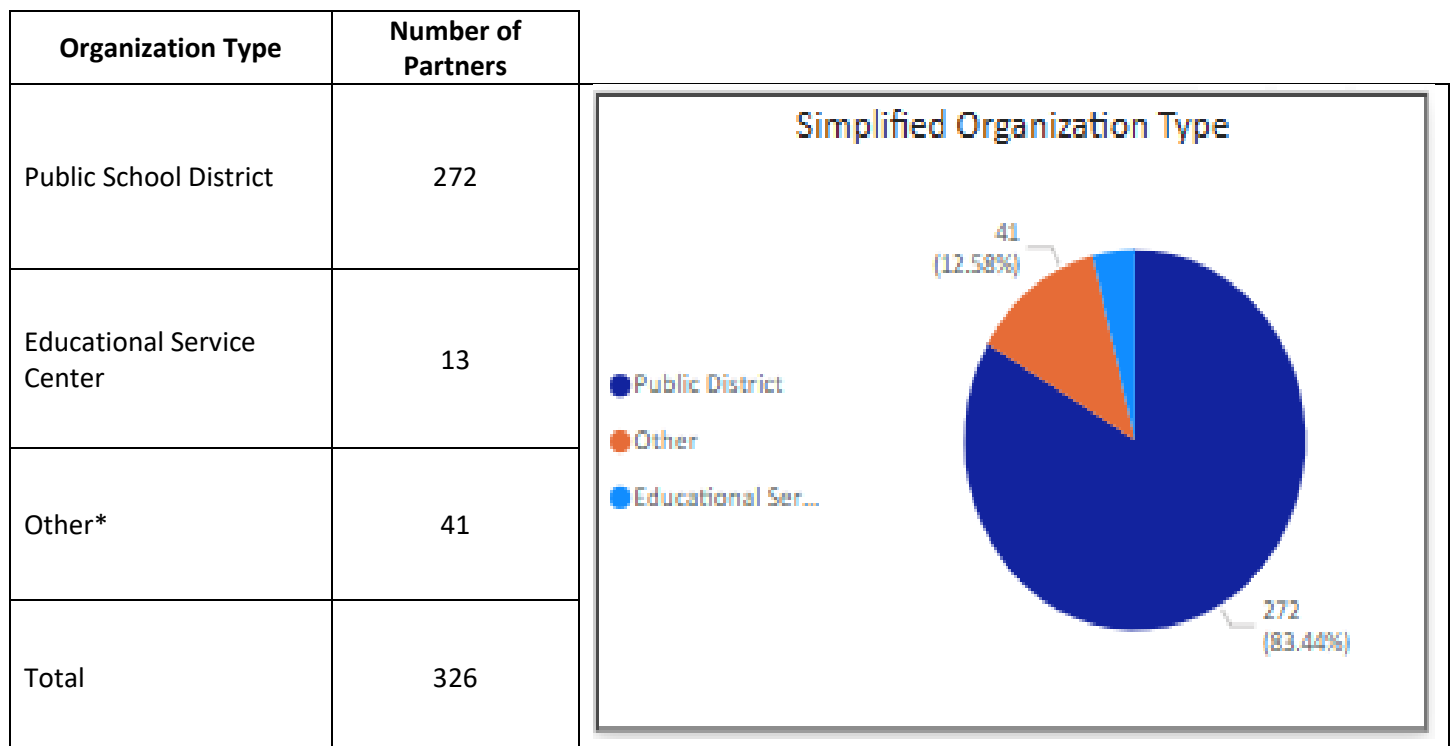
In order to gain insight into the needs of Ohio's P-12 Schools, increase the recognition of its programs, provide educational opportunities, as well as to facilitate candidate clinical field work, the School of Education has worked to develop a partnership network, which is made up of Ohio Department 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 2023-2024 reporting year (9/1/2023 - 8/31/2024)

### Overall Partnership Organization Type Summary



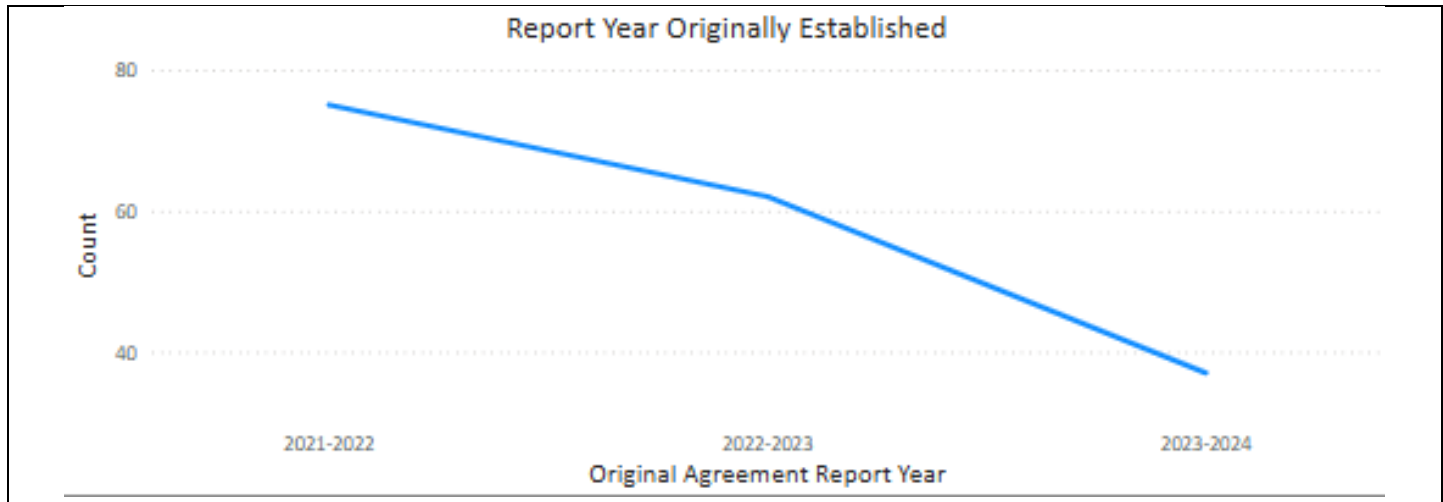
**Source:** Internal School of Education Partnership Database

\*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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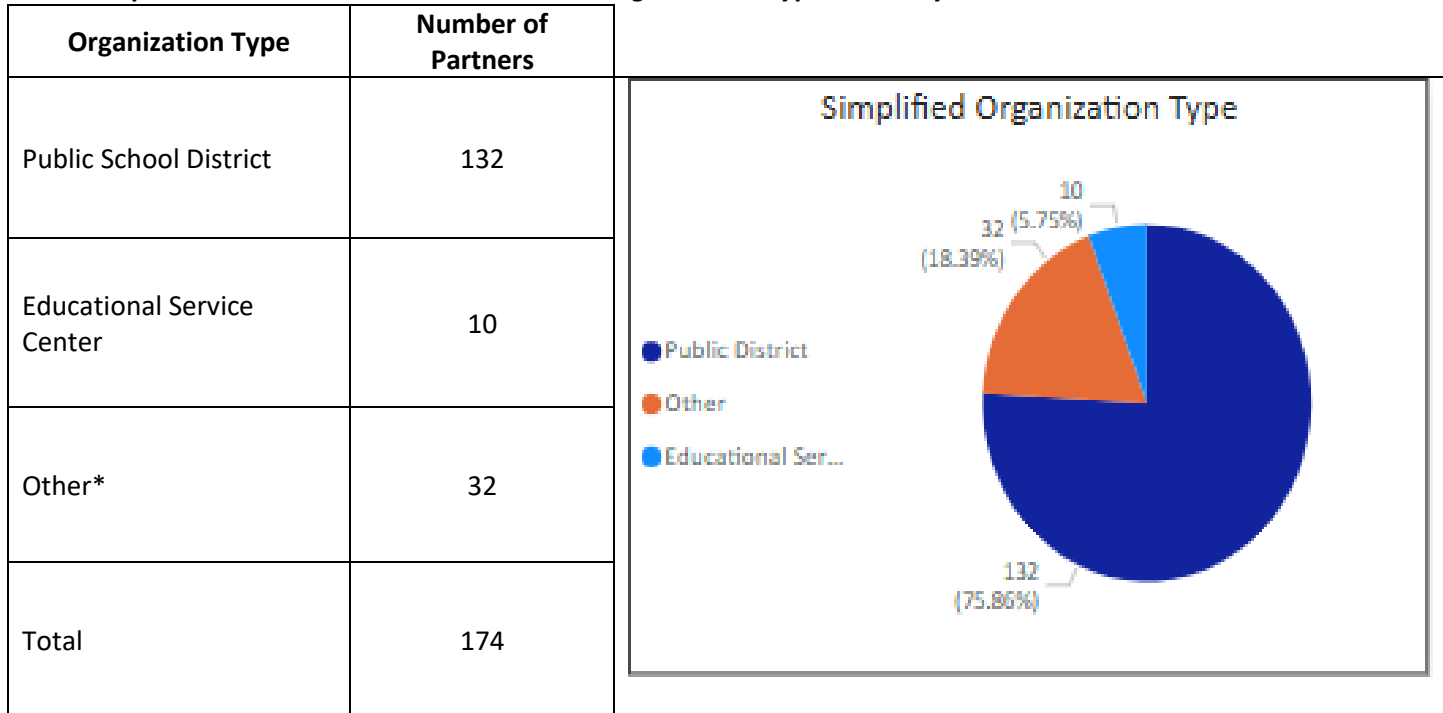
### Focused Partnership Growth

Report Year Partnership Initially Developed	Number of Partnerships
2021 - 2022	75
2022 - 2023	62
2023 - 2024	37
Total	174



Source: Internal School of Education Partnership Database

### Partnerships Established 2021-2022 – 2023-2024 Organization Type Summary

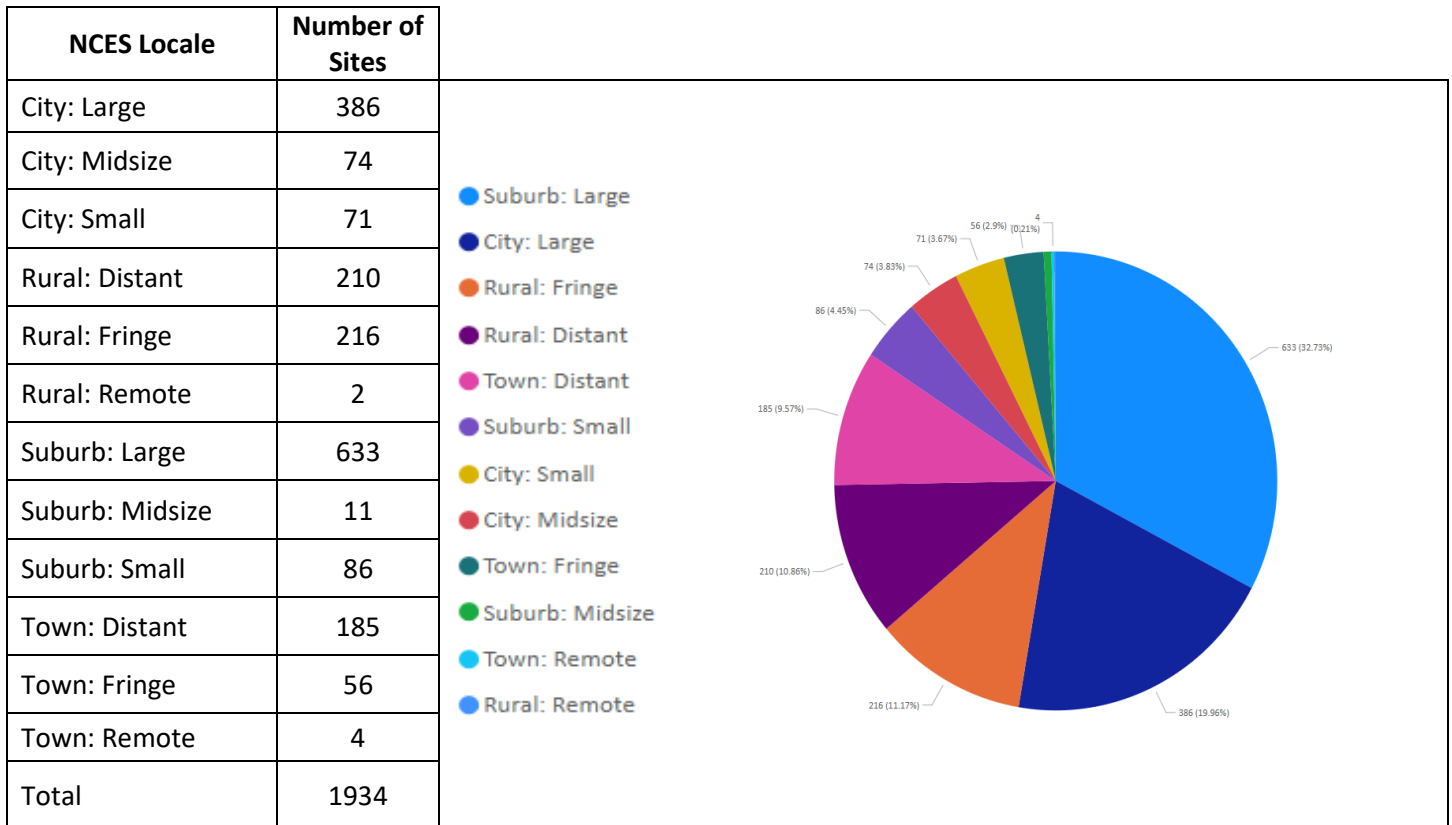


Source: Internal School of Education Partnership Database

\*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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### Overall Partnership Site Locale Summary

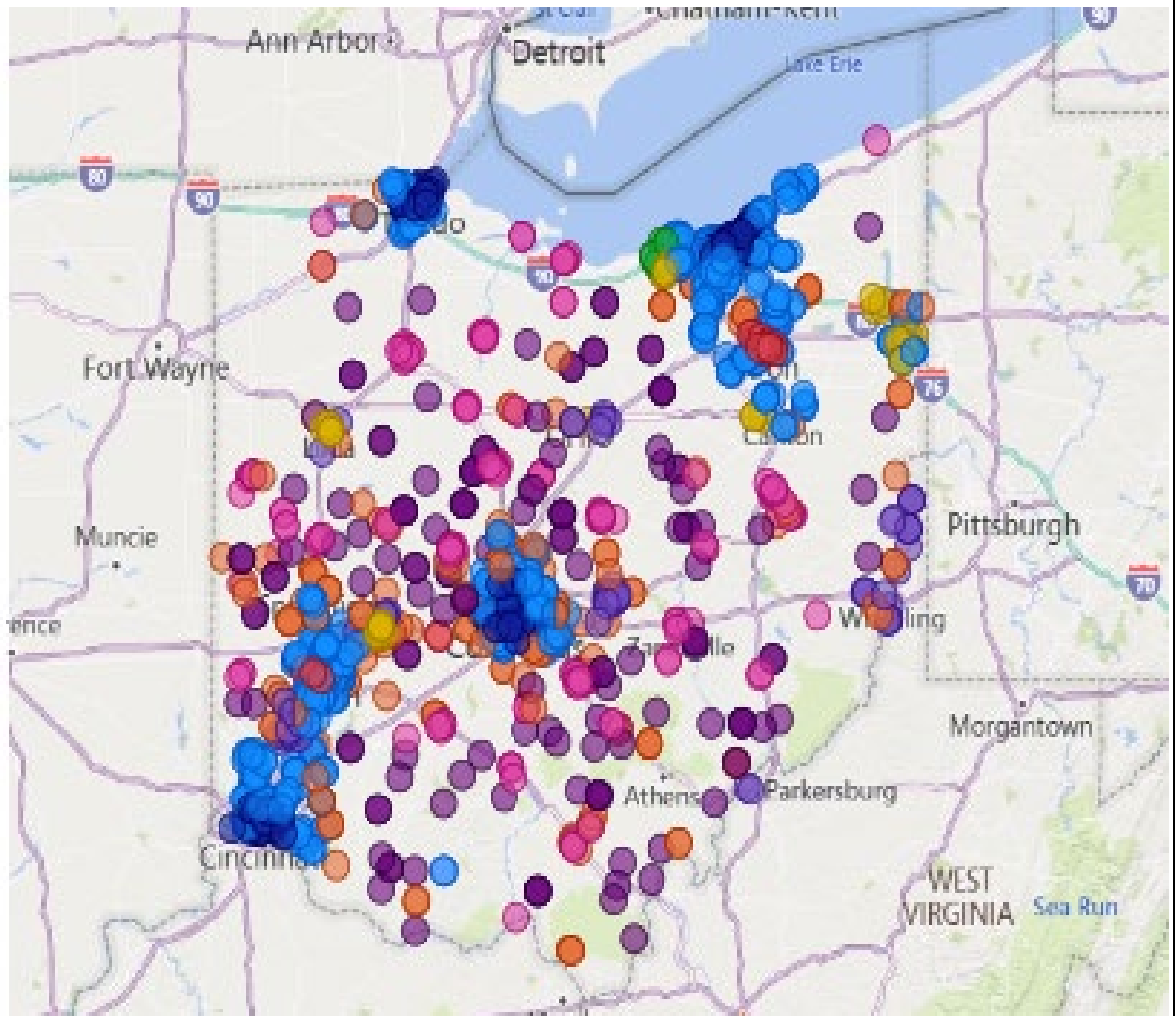


**Source:** Internal School of Education Partnership Database

## Measure 2: Satisfaction of Employers and Stakeholder Involvement

### Overall Partnership Site Distribution Summary

- City: Large
- City: Midsize
- City: Small
- Rural: Distant
- Rural: Fringe
- Rural: Remote
- Suburb: Large
- Suburb: Midsize
- Suburb: Small
- Town: Distant

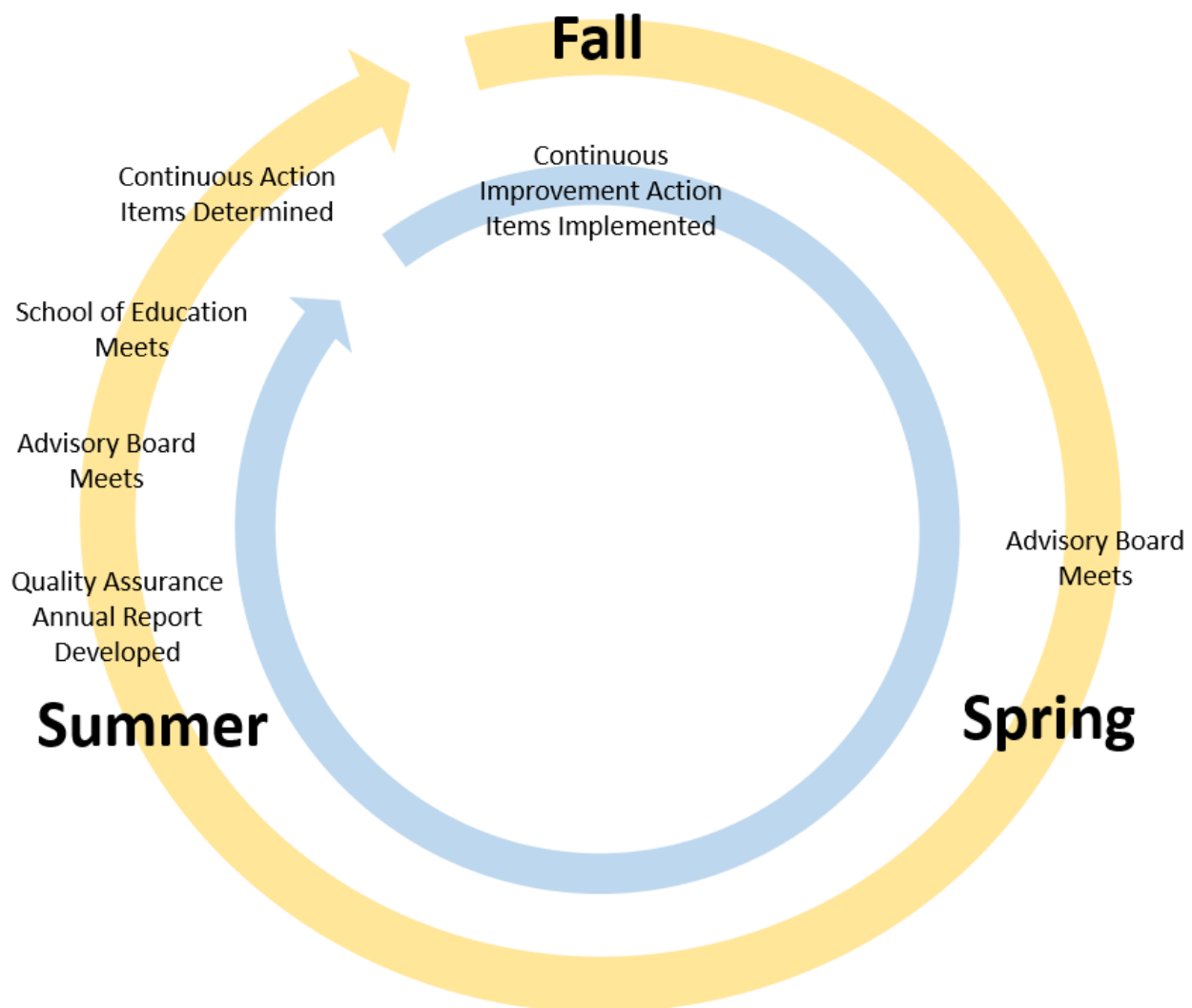


Source: Internal School of Education Partnership Database

## Measure 2: Satisfaction of Employers and Stakeholder Involvement

### 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
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



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Academic Year	Advisory Board Meeting Dates	School of Education Meeting Date	Continuous Improvement Actions
2022-2023	2/20/2023	8/9/2023	<p>Implement a student disposition evaluation completed by course instructors at the end of each term.</p> <p>Develop and administer a complete survey to alumni network each fall semester to maintain updated employment information, gather complete satisfaction results, and employer satisfaction results working in collaboration with Ohio Association of Private Colleges for Teacher Education (OAPCTE).</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>The Clinical Student Teaching Experience to be reduced to 14-weeks from 16-weeks.</p> <p>Allow CCA students to transfer in EDP400/EDUC 220 for Educational Psychology instead of EDP 405.</p> <p>Improve Instructor Training on program assessments to allow for less intervention and remediation of Program Requirements.</p>
	8/7/2023		

**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
2023-2024	02/26/2024	08/14/2024	<p>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, CCAST, Academic Course Completion, Bachelor's Degree Verification, and Program Completion.</p> <p>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.</p> <p>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.</p> <p>Purchase practice assessments for all OAE assessments for full-time faculty to review and use them to create OAE Tutoring/Assistance for students.</p> <p>Update and pilot new Element 2.OSTP.A rubric criteria and additional elements possible evidence to improve clarity of expectations and interrater reliability.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>
	08/12/2024		

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