

OSU Alumni & Employer Survey Results 2022

Comparison of Oregon State University (OSU) and State of Oregon Results

Fifty-eight OSU Graduates (Alumni) from 2019 (33) and 2020 (25) were asked: “On a scale of 1-10, with 1 meaning no preparation and 10 meaning you started your job with expert level skills, how well did your teacher preparation program prepare you to perform each of the following duties required by the core teaching standards focused on each of the InTASC standards?” The OSU Alumni response rate was 23.1%, the State Alumni response rate was 25.3%, and the State Employer response rate was 14.1%.

Employers (supervisors and mentors) were asked to reflect on beginning teachers’ experiences and rate how well prepared they were to perform on the same 28* specific teaching practices, as well as their overall satisfaction with the teachers’ preparation. The purpose of these questions was not to review the job performance of new teachers. These survey items were intended to reflect teachers’ pre-service preparation so that institutional leaders can target areas for program development. (*Five questions were added this survey this year – see below.)

Scale: 1-“Completely unprepared” to 10-“Very well prepared”

| OSU Alumni & Employer Survey Results 2022 | OSU Alumni | <i>State Alumni</i> | OSU Employer | <i>State Employer</i> |
|--|---------------|-------------------------|-----------------|---------------------------|
| | N=58 | N=496 | N/A | N=89 |
| Learners and Learning Preparation | 7.1 | 6.8 | | 7.9 |
| 1. Deliver developmentally appropriate, challenging learning experiences | 7.4 | 7.2 | n/a | 7.9 |
| 2. Incorporate language development strategies to make content accessible to English Language Learners | 6.9 | 6.4 | n/a | 7.8 |
| 3. Provide students equitable opportunities to learn by treating them as individuals | 7.7 | 7.6 | n/a | 8.3 |
| 4. Maintain effective classroom discipline | 6.7 | 6.4 | n/a | 7.8 |
| 5. Set up a classroom that motivates learners with diverse needs | 7.1 | 6.8 | n/a | 7.8 |
| 6. Use time outside of class to develop relationships with students and learn their perspectives | 6.7 | 6.5 | n/a | 7.8 |
| Content Knowledge Preparation | 7.2 | 6.7 | | 7.6 |
| 7. Ensure learners apply concepts and methods of the discipline to real-world contexts | 7.3 | 6.8 | n/a | 7.5 |
| 8. Create experiences that require learners to use the correct academic vocabulary | 7.1 | 6.7 | n/a | 7.8 |
| 9. Assist students in analyzing subject-specific concepts from multiple perspectives | 6.9 | 6.5 | n/a | 7.5 |
| 10. Design activities that require students to gather information and generate new ideas | 7.1 | 6.7 | n/a | 7.4 |
| 11. Develop activities in which learners work together to solve problems | 7.4 | 6.9 | n/a | 7.6 |

Scale: 1-“Completely unprepared” to 10-“Very well prepared”

| OSU Alumni & Employer Survey Results 2022 | OSU Alumni | State Alumni | OSU Employer | State Employer |
|---|---------------|-----------------|-----------------|-------------------|
| | N=58 | N=496 | N/A | N=89 |
| Instructional Practice Preparation | 7.2 | 7.0 | | 7.6 |
| 12. Conduct a variety of standards-based formative and summative assessments | 7.5 | 7.3 | n/a | 7.6 |
| 13. Engage learners in monitoring their own progress /achievement | 6.3 | 6.3 | n/a | 7.1 |
| 14. Deliver research-based, interdisciplinary instruction | 6.8 | 6.7 | n/a | 7.2 |
| 15. Work with learners to design lessons that build on prior experiences and strengths | 7.2 | 7.0 | n/a | 7.4 |
| 16. Plan instruction using specific Common Core Standards | 8.1 | 7.4 | n/a | 7.9 |
| 17. Use technology to enhance instruction | 7.0 | 7.1 | n/a | 8.5 |
| Professional Responsibility Preparation | 6.9 | 6.9 | | 7.7 |
| 18. Reflect on and self-evaluate teaching to improve practice | 8.1 | 7.8 | n/a | 7.7 |
| 19. Engage in professional learning to build skill and acquire new discipline-specific knowledge | 7.4 | 7.3 | n/a | 8.0 |
| 20. Demonstrate respect for learners, even when they are not in your presence | 7.7 | 7.8 | n/a | 8.3 |
| 21. Communicate with families from diverse backgrounds to improve learner development | 6.1 | 6.4 | n/a | 7.8 |
| 22. Work with colleagues to improve learner development | 7.4 | 7.1 | n/a | 8.0 |
| 23. Develop connections to community resources | 6.2 | 5.9 | n/a | 7.2 |
| 24. Engage families about student progress* | 6.2 | 6.3 | n/a | 7.5 |
| 25. Engage local school and cultural communities* | 6.1 | 6.2 | n/a | 7.5 |
| 26. Support students’ growth in global perspectives* | 6.3 | 6.4 | n/a | 7.6 |
| 27. Engage in culturally responsive educational practices with diverse learners* | 7.2 | 7.3 | n/a | 7.6 |
| 28. Facilitate culturally responsive education experiences reflective of the diverse cultural and socioeconomic communities you directly practice in* | 6.8 | 7.1 | n/a | 7.6 |

*These items are new additions to the survey.

| Survey Categories 2022 | OSU Alumni | State Alumni | OSU Employer | State Employer |
|--|------------|--------------|--------------|----------------|
| Learners and Learning (6 items) | 7.1 | 6.8 | n/a | 7.9 |
| Content Knowledge (5 items) | 7.2 | 6.7 | n/a | 7.6 |
| Instructional Practice (6 items) | 7.2 | 7.0 | n/a | 7.6 |
| Professional Responsibility (11 items) | 6.9 | 6.9 | n/a | 7.7 |

Scale:1-“Very Dissatisfied” to 4-“Very Satisfied”

| Employer: How satisfied are you with the overall performance of the Teacher? | | 1 | 2 | 3 | 4 |
|---|----------------|-----|-----|-------|-------|
| | OSU Employer | n/a | n/a | n/a | n/a |
| | State Employer | n/a | n/a | 23.3% | 68.7% |

| Employer: If you had to make a new recommendation for the first time today, would you hire or recommend hiring the Teacher? | | No | Yes | Unsure |
|--|----------------|-----|------|--------|
| | OSU Employer | n/a | n/a | n/a |
| | State Employer | 7.3 | 87.7 | 5.0 |

Scale: 1-“Very Dissatisfied” to 4-“Very Satisfied”

| OSU & State Alumni Survey Results 2022 | OSU Alumni | State Alumni |
|--|------------|--------------|
| | N=58 | N=496 |
| How satisfied were you with each of the following aspects of your teacher preparation program? | 3.3 | 3.3 |
| 1. Support of cooperating classroom teacher during student teaching | 3.4 | 3.4 |
| 2. Responsiveness of university advisors | 3.3 | 3.4 |
| 3. Quality of university supervision during student teaching | 3.4 | 3.3 |
| 4. Depth of coverage in culturally responsive instruction | 3.1 | 3.3 |
| 5. Student support services (e.g., assistance with licensure and testing, special needs accommodations) | 3.3 | 3.3 |
| 6. Effectiveness of instruction | 3.3 | 3.3 |
| 7. Depth of content in teaching methods | 3.3 | 3.2 |
| 8. Assistance in the activities required to obtain a job (e.g., search, resume, interviewing, letters, networking) | 3.2 | 3.1 |
| 9. Usefulness of the curriculum in your current role | 3.1 | 3.3 |

