

OSU Alumni & Employer Survey Results 2018

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

Forty-one OSU Graduates (Alumni) from 2015 (1), 2016 (10), and 2017 (29) 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?”

Employers (supervisors and mentors) were asked to reflect on beginning teachers’ experiences and rate how well prepared they were to perform on the same 23 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.

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

OSU Alumni & Employer Survey Results 2018	OSU Alumni	<i>State Alumni</i>	OSU Employer	<i>State Employer</i>
	N=41	N=529	N=71	N=537
Learners and Learning Preparation	6.50	6.28	6.80	6.85
1. Deliver developmentally appropriate, challenging learning experiences	6.93	6.58	7.15	7.03
2. Incorporate language development strategies to make content accessible to English Language Learners	6.38	6.22	6.43	6.50
3. Provide students equitable opportunities to learn by treating them differently	7.02	6.86	7.00	7.04
4. Maintain effective classroom discipline	5.73	5.81	6.51	6.64
5. Set up a classroom that motivates learners with diverse needs	6.35	6.41	7.07	6.96
6. Use time outside of class to develop relationships with students and learn their perspectives	6.58	5.81	6.64	6.95
Content Knowledge Preparation	6.81	6.39	6.70	6.82
7. Ensure learners apply concepts and methods of the discipline to real-world contexts	6.78	6.67	6.22	6.78
8. Create experiences that require learners to use the correct academic terminology	6.80	6.37	7.06	6.97
9. Assist students in analyzing subject-specific concepts from multiple perspectives	6.58	6.28	6.59	6.64
10. Design activities that require students to gather information and generate new ideas	6.85	6.37	6.81	6.79
11. Develop activities in which learners work together to solve problems	7.03	6.88	6.81	6.84

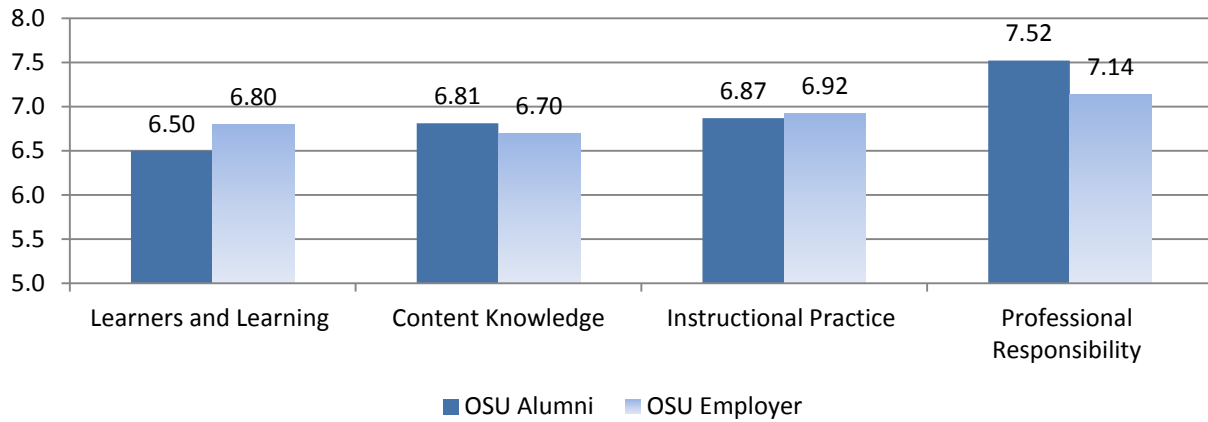
Measures 3 & 4 Employers & Completers (Alumni) Satisfaction

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

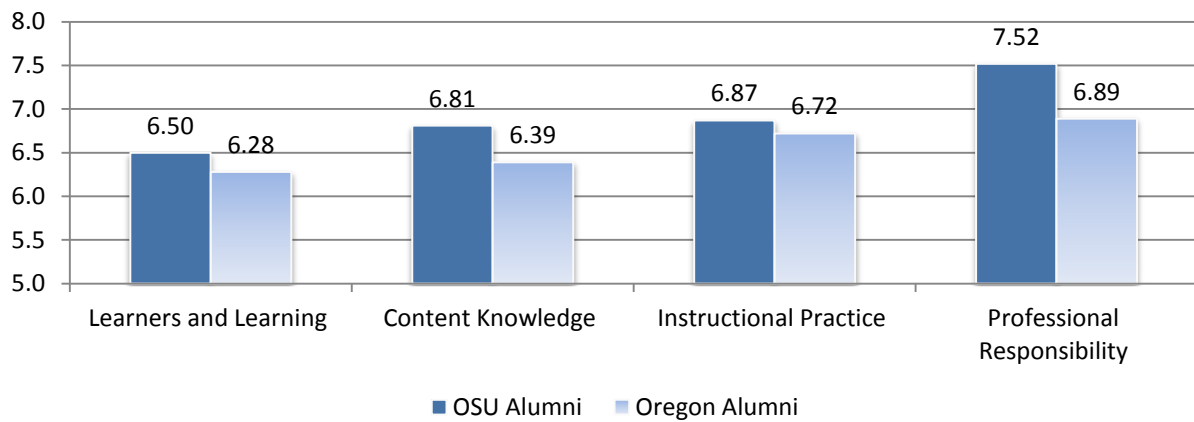
OSU Alumni & Employer Survey Results 2018	OSU Alumni	State Alumni	OSU Employer	State Employer
	N=41	N=529	N=71	N=537
Instructional Practice Preparation	6.87	6.72	6.92	6.80
12. Conduct a variety of standards-based formative and summative assessments	6.97	6.88	6.84	6.68
13. Use assessments to engage learners in monitoring their own progress / achievement	6.64	6.43	6.68	6.45
14. Deliver research-based, interdisciplinary instruction	6.87	6.52	6.84	6.65
15. Work with learners to design lessons that build on prior experiences and strengths	6.67	6.73	6.87	6.76
16. Plan instruction using specific Common Core Standards	7.05	7.24	7.25	7.16
17. Use technology to enhance instruction	7.00	6.49	7.05	7.00
Professional Responsibility Preparation	7.52	6.89	7.14	7.16
18. Reflect on and self-evaluate teaching to improve practice	8.08	7.69	7.53	7.37
19. Engage in professional learning to build skill and acquire new discipline-specific knowledge	7.82	7.11	7.41	7.35
20. Demonstrate respect for learners, even when they are not in your presence	8.21	7.75	7.42	7.57
21. Communicate with families from diverse backgrounds to improve learner development	6.67	6.33	6.83	6.88
22. Work with colleagues to improve learner development	7.56	6.87	7.45	7.40
23. Develop connections to community resources	6.79	5.92	6.20	6.37

Survey Categories 2018	OSU Alumni	State Alumni	OSU Employer	State Employer
Learners and Learning (6 items)	6.50	6.28	6.80	6.85
Content Knowledge (5 items)	6.81	6.39	6.70	6.82
Instructional Practice (6 items)	6.87	6.72	6.92	6.80
Professional Responsibility (6 items)	7.52	6.89	7.14	7.16

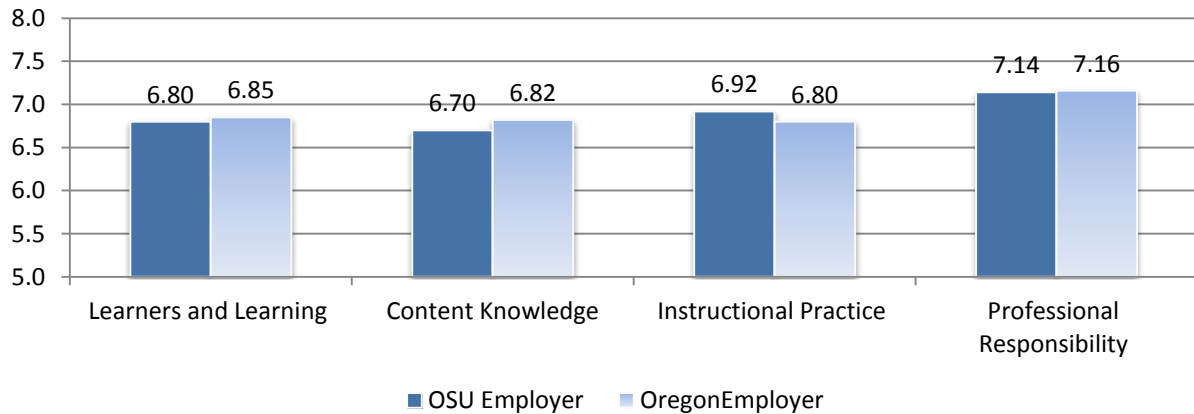
OSU Alumni vs. OSU Employers 2018



OSU Alumni vs. Oregon Alumni 2018



OSU Employer vs. Oregon Employer 2018



Measures 3 & 4 Employers & Completers (Alumni) Satisfaction

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

Alumni: How well did your teacher preparation program prepare you to adapt to your new role as a practicing teacher?											
	1	2	3	4	5	6	7	8	9	10	Scale Score
OSU Alumni	2.6%	0.0%	0.0%	5.3%	7.9%	15.8%	29.0%	15.8%	15.8%	7.9%	7.08
<i>State Alumni</i>	1.8%	1.8%	2.9%	5.7%	7.2%	13.5%	25.0%	24.5%	11.7%	5.9%	6.89

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

Employer: Overall, how well prepared was the teacher graduate to perform his or her job effectively?											
	1	2	3	4	5	6	7	8	9	10	Scale Score
OSU Employer	0.0%	0.0%	0.0%	4.2%	8.5%	15.5%	25.4%	25.4%	16.9%	4.2%	7.27
<i>State Employer</i>	1.0%	1.7%	2.9%	5.2%	7.5%	11.1%	20.8%	27.3%	18.6%	4.0%	7.09

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	1.4%	4.2%	28.2%	66.2%
	<i>State Employer</i>	3.1%	6.0%	26.7%	64.3%

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	5.6%	84.5%	9.9%
	<i>State Employer</i>	6.9%	86.2%	6.9%