

# Cedarville University

## Perceptions of Educator Preparation Programs Survey Results 2025

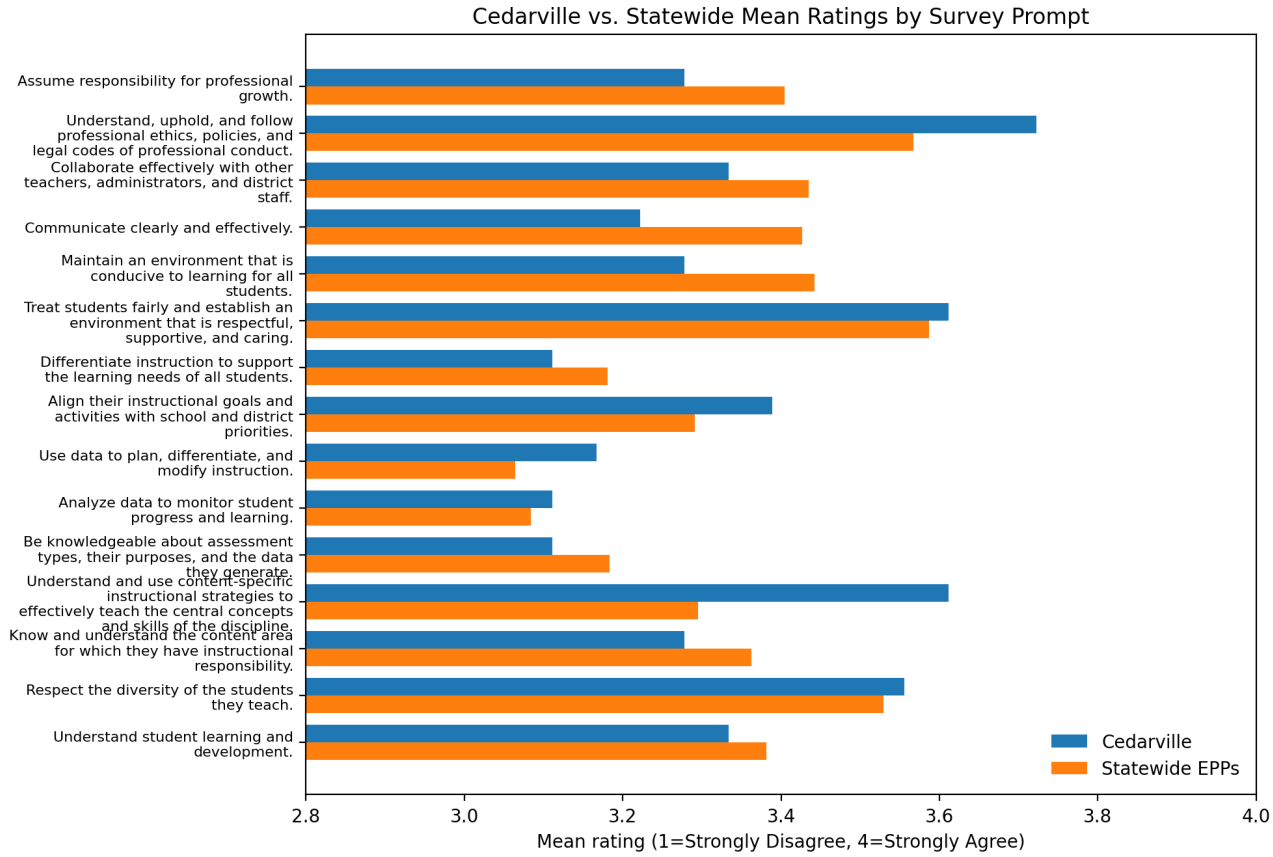
**Key comparison point:** Cedarville’s overall mean across the 15 common survey prompts was 3.34, compared with 3.35 statewide, a difference of -0.01 points on the 4-point agreement scale.

**Table 1. Respondent Composition by Stakeholder Category and Setting**

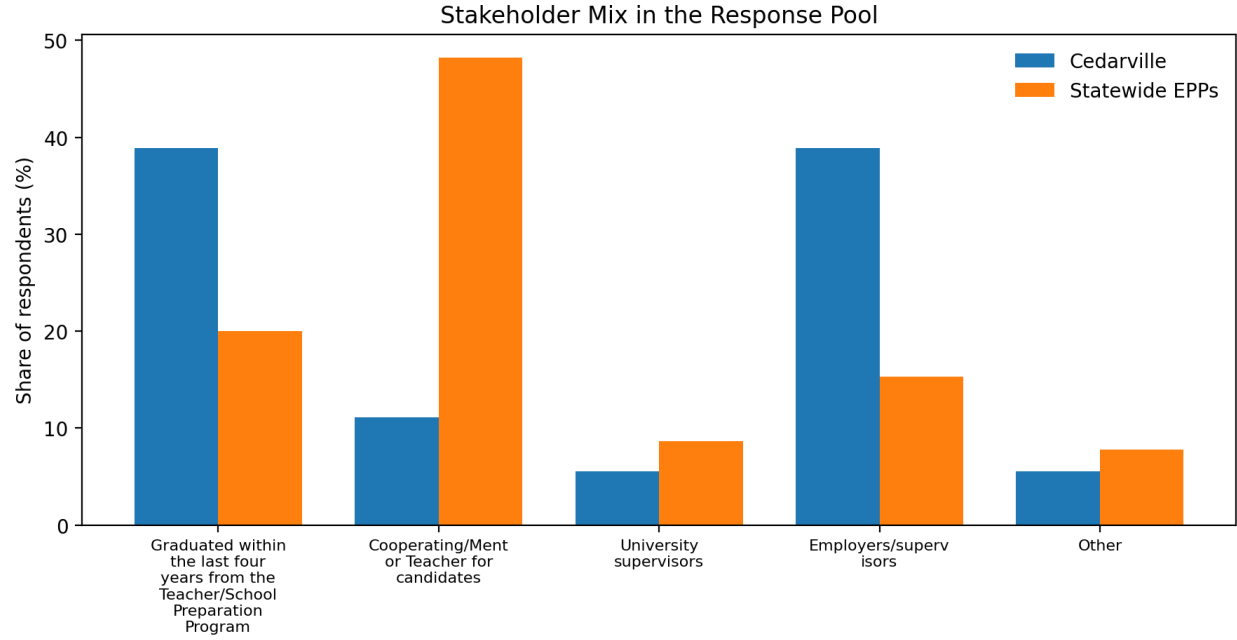
| Stakeholder category   | Respondents | Urban | Suburban | Small Town | Rural |
|--|-------------|-------|----------|------------|-------|
| Graduated within the last four years from the Teacher/School Preparation Program   | 7           | 3     | 4        | 0          | 0     |
| Cooperating/Mentor Teacher for candidates  | 2           | 0     | 2        | 0          | 0     |
| University Supervisor for candidates   | 1           | 0     | 1        | 0          | 0     |
| Interview, Hire, and/or Supervise Teachers Who Earned Licensure or Endorsement at this University within the last four years | 7           | 0     | 5        | 1          | 1     |
| Other, please explain:   | 1           | 0     | 1        | 0          | 0     |

*\*Respondents could select more than one role, so the total role count may exceed the number of unique individuals.*

**Figure 1. Mean Ratings by Prompt: Cedarville vs. Statewide EPPs**



**Figure 2. Stakeholder Mix of Respondents**



This chart shows how Cedarville’s respondent mix compares with the statewide mix. Differences in role mix can influence mean comparisons.

**Table 2. Mean Survey Results by Prompt: Cedarville vs. Statewide EPPs**

| Prompt   | Cedarville Mean | Statewide Mean | Difference |
|--|-----------------|----------------|------------|
| Understand student learning and development.   | 3.33            | 3.38           | -0.05      |
| Respect the diversity of the students they teach.  | 3.56            | 3.53           | +0.03      |
| Know and understand the content area for which they have instructional responsibility.   | 3.28            | 3.36           | -0.08      |
| Understand and use content-specific instructional strategies to effectively teach the central concepts and skills of the discipline. | 3.61            | 3.29           | +0.32      |
| Be knowledgeable about assessment types, their purposes, and the data they generate.   | 3.11            | 3.18           | -0.07      |
| Analyze data to monitor student progress and learning.   | 3.11            | 3.08           | +0.03      |
| Use data to plan, differentiate, and modify instruction.   | 3.17            | 3.06           | +0.10      |
| Align their instructional goals and activities with school and district priorities.  | 3.39            | 3.29           | +0.10      |
| Differentiate instruction to support the learning needs of all students.   | 3.11            | 3.18           | -0.07      |
| Treat students fairly and establish an environment that is respectful, supportive, and caring.                                       | 3.61            | 3.59           | +0.02      |
| Maintain an environment that is conducive to learning for all students.  | 3.28            | 3.44           | -0.16      |
| Communicate clearly and effectively.   | 3.22            | 3.43           | -0.20      |
| Collaborate effectively with other teachers, administrators, and district staff.   | 3.33            | 3.43           | -0.10      |
| Understand, uphold, and follow professional ethics, policies, and legal codes of professional conduct.                               | 3.72            | 3.57           | +0.16      |
| Assume responsibility for professional growth.   | 3.28            | 3.40           | -0.13      |

Scale: 1 = Strongly Disagree, 2 = Disagree, 3 = Agree, 4 = Strongly Agree.