

Completer Satisfaction Survey 2018-2021

Each year the Indiana Department of Education (IDOE) surveys first year completers regarding their satisfaction with the preparation they received by their EPPs. This survey is administered with no interaction from the EPPs and includes 21 questions covering three main areas of teacher preparation (knowledge, pedagogy, and professional disposition) and one question simply asking for the completers' general satisfaction with the preparation provided by the EPP. In addition, the table includes the aggregated state averages for the three cycles. The final two columns show the total percent of "Agree" and "Strongly Agree" for both the EPP and the state.

Aggregated Principal Percentage of "Strongly Agree" and "Agree" Responses	2020-2021			2019-2020			2018-2019			(3 yrs.) Aggregated						
	Marian		State	Marian		State	Marian		State	Marian		State				
	N	% Agree or Strongly Agree	N	N	% Agree or Strongly Agree	N	N	% Agree or Strongly Agree	N	N	% Agree or Strongly Agree	N				
Knowledge Preparation of Teacher																
1. ...understand how learners/students develop and grow	32	100.00%	98.50%	1640	18	94.74%	97.10%	1241	40	95.24%	96.77%	2066	90	96.77%	97.42%	4947
2. ...meeting the content preparation and knowledge level expected of a beginning teacher.	29	90.63%	95.26%	1586	16	84.21%	94.21%	1204	37	88.10%	94.33%	2014	82	88.17%	94.60%	4804
3. ...adhering to the ethical requirements of the teaching profession.	31	96.88%	98.74%	1644	18	94.74%	97.34%	1244	40	95.24%	97.52%	2082	89	95.70%	97.87%	4970
4. ...adhering to the legal requirements of the teaching profession.	31	96.88%	97.00%	1615	18	94.74%	96.64%	1235	40	95.24%	95.83%	2046	89	95.70%	96.42%	4896
5. ...recognizing the importance of continued professional development.	31	96.88%	97.36%	1621	17	89.47%	96.09%	1228	40	95.24%	95.55%	2040	88	94.62%	96.28%	4889
Pedagogical Preparation of Teacher																
6. ...providing appropriate and challenging learning experiences.	31	96.88%	96.52%	1607	18	94.74%	95.38%	1219	40	95.24%	94.94%	2027	89	95.70%	95.57%	4853
7. ...providing an inclusive learning environment.	32	100.00%	98.62%	1642	18	94.74%	96.49%	1233	40	95.24%	96.53%	2061	90	96.77%	97.20%	4936
8. ...providing a rigorous learning environment.	31	96.88%	96.46%	1606	17	89.47%	95.23%	1217	40	95.24%	94.89%	2026	88	94.62%	95.49%	4849
9. ...working collaboratively with school leaders and/or colleagues to promote safe and positive learning environments.	32	100.00%	96.94%	1614	17	89.47%	96.32%	1231	41	97.62%	95.32%	2035	90	96.77%	96.10%	4880
10. ...differentiating instruction to meet all students' learning needs	31	96.88%	95.62%	1592	17	89.47%	93.97%	1201	40	95.24%	94.57%	2019	88	94.62%	94.76%	4812
11. ...working effectively with students with all exceptionalities.	29	90.63%	94.17%	1568	16	84.21%	93.51%	1195	40	95.24%	93.82%	2003	85	91.40%	93.86%	4766
12. ...developing quality assessments to test for student understanding of lessons.	29	90.63%	93.69%	1560	17	89.47%	93.04%	1189	38	90.48%	92.79%	1981	84	90.32%	93.15%	4730
13. ...analyzing student assessment data to improve classroom instruction.	28	87.50%	92.49%	1540	17	89.47%	91.24%	1166	37	88.10%	90.59%	1934	82	88.17%	91.37%	4640
14. ...using appropriate strategies to effectively manage learning environments.	30	93.75%	94.05%	1566	16	84.21%	91.08%	1164	38	90.48%	92.27%	1970	84	90.32%	92.56%	4700
15. ...integrating technological tools as appropriate to advance student learning.	28	87.50%	94.95%	1581	16	84.21%	93.90%	1200	38	90.48%	93.44%	1995	82	88.17%	94.05%	4776
Professional Disposition of Teacher																
16. ...openly accepting suggestions/constructive feedback.	30	93.75%	98.68%	1643	17	89.47%	97.57%	1247	41	97.62%	97.00%	2071	88	94.62%	97.70%	4961
17. ...exhibiting ethical practice.	32	100.00%	99.52%	1657	18	94.74%	97.89%	1251	41	97.62%	97.94%	2091	91	97.85%	98.44%	4999
18. ...working effectively with other professionals.	32	100.00%	98.98%	1648	18	94.74%	97.81%	1250	41	97.62%	97.14%	2074	91	97.85%	97.91%	4972
19. ...working effectively with parents/guardians.	27	84.38%	90.99%	1515	15	78.95%	91.39%	1168	38	90.48%	90.59%	1934	80	86.02%	90.92%	4617
20. ...working effectively with school leaders.	31	96.88%	96.34%	1604	16	84.21%	96.32%	1231	41	97.62%	95.27%	2034	88	94.62%	95.88%	4869
21. ...working effectively within the school culture.	30	93.75%	97.06%	1616	18	94.74%	95.56%	1234	41	97.62%	96.53%	2061	89	95.70%	96.71%	4911
Overall																
22. Indicate your overall assessment of how well you were prepared to teach by Marian University:	28	87.50%	93.33%	1554	19	100.00%	94.05%	1202	39	92.86%	94.75%	2023	86	92.47%	94.11%	4779

Analysis:

- The sample size for 2019-2020 was much smaller than the sample size in the previous or subsequent year.
- On all five indicators within the **Knowledge Preparation of Teacher** domain, 2020-2021 completers showed higher levels of agreement than each of the previous two cycles.
- In the domain **Pedagogical Preparation of Teacher**, 2020-2021 completers reported higher levels of agreement than past years on seven of the ten indicators, with the exception of:
 - Statement 11, “working effectively with students with all exceptionalities”
 - Statement 13, “analyzing student assessment data to improve classroom instruction”
 - Statement 15, “integrating technological tools as appropriate to advance student learning”
- In the **Professional Disposition of Teacher** domain, completers responded with less agreement than previous cycles in the following areas:
 - Statement 19, “working effectively with parents/guardians”
 - Statement 21, “working effectively within the school culture”
- 2020-21 completers’ overall satisfaction is 87.5%, lower than the previous two cycles.

Interpretation:

The results of the completer satisfaction surveys administered by the state DOE indicate that completers rated their Knowledge Preparation and Pedagogical Preparation positively. 2020-2021 completers had high ratings in these areas, but their overall satisfaction rated lower than the previous two cycles. These completers entered the profession at the height of the COVID-19 pandemic and it is unclear how those unprecedented circumstances may have affected their perceptions of being adequately prepared.

Areas of relative strength, in which EPP completers rated higher than state averages include: understanding learner development and growth, providing appropriate and challenging learning experiences, providing an inclusive learning environment, providing a rigorous learning environment, working collaboratively to promote safe and positive learning environments, differentiating instruction, ethical practices, working effectively with other professionals, working effectively with school leaders.

Opportunities for future improvement include: working effectively with students with all exceptionalities, analyzing student assessment data to improve classroom instruction, integrating technological tools as appropriate to advance student learning, working effectively with parents/guardians, and working effectively within the school culture.