

R4.3 Completer Satisfaction

IDOE Completer Satisfaction Survey 3-Year Analysis 2022-2025

Description:

Each year, the Indiana Department of Education (IDOE) surveys completers to determine their satisfaction with the preparation received from their EPPs. This survey is administered with no interaction from the EPPs. It includes 22 questions covering three main areas of teacher preparation (knowledge, pedagogy, and professional disposition) and one question simply asking completers for general satisfaction with the preparation provided by the EPP. In addition, the table includes the total percentage of “Agree” and “Strongly Agree” in response to each statement, for both the EPP and State.

Knowledge Preparation of Teacher																
Aggregated Completer Percentage of "Strongly Agree" and "Agree" Responses	2024-2025			2023-2024			2022-2023			(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	49	97.96%	94.6%	1866	47	100.00%	95.6%	2119	<10	#VALUE!	98.0%	148	96	99.0%	0.0%	4133
2. ...meeting the content preparation and knowledge level expected of a beginning teacher.	49	97.96%	92.5%	1866	47	97.87%	91.7%	2119	<10	#VALUE!	90.5%	148	96	97.9%	0.0%	4133
3. ...adhering to the ethical requirements of the teaching profession.	49	97.96%	94.9%	1866	47	97.87%	95.4%	2119	<10	#VALUE!	96.6%	148	96	97.9%	0.0%	4133
4. ...adhering to the legal requirements of the teaching profession.	49	95.92%	93.6%	1866	47	97.87%	93.5%	2119	<10	#VALUE!	94.6%	148	96	96.9%	0.0%	4133
5. ...recognizing the importance of continued professional development.	49	93.88%	93.4%	1866	47	91.49%	93.8%	2119	<10	#VALUE!	93.9%	148	96	92.7%	0.0%	4133

Note: The state return rate for the 2022-2023 year did not result in Marian receiving at least 10 surveys. Therefore, no data was available.

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Pedagogical Preparation of Teacher																
6. ...providing appropriate and challenging learning experiences.	49	97.96%	93.4%	1866	47	93.62%	93.3%	2119	<10	#VALUE!	95.3%	148	96	95.8%	0.0%	4133
7. ...providing an inclusive learning environment.	49	97.96%	95.0%	1866	47	100.00%	96.1%	2119	<10	#VALUE!	95.9%	148	96	99.0%	0.0%	4133
8. ...providing a rigorous learning environment.	49	95.92%	92.4%	1866	47	91.49%	93.4%	2119	<10	#VALUE!	94.6%	148	96	93.8%	0.0%	4133
9. ...working collaboratively with school leaders and/or colleagues to promote safe and positive learning environments.	49	97.96%	93.7%	1866	47	93.62%	93.6%	2119	<10	#VALUE!	93.2%	148	96	95.8%	0.0%	4133
10. ...differentiating instruction to meet all students' learning needs	49	95.92%	92.6%	1866	47	97.87%	93.3%	2119	<10	#VALUE!	91.2%	148	96	96.9%	0.0%	4133
11. ...working effectively with students with all exceptionalities.	49	95.92%	91.2%	1866	47	91.49%	92.3%	2119	<10	#VALUE!	91.9%	148	96	93.8%	0.0%	4133
12. ...developing quality assessments to test for student understanding of lessons.	49	89.80%	90.9%	1866	47	100.00%	92.5%	2119	<10	#VALUE!	91.9%	148	96	94.8%	0.0%	4133
13. ...analyzing student assessment data to improve classroom instruction.	49	91.84%	89.0%	1866	47	93.62%	91.2%	2119	<10	#VALUE!	91.2%	148	96	92.7%	0.0%	4133
14. ...using appropriate strategies to effectively manage learning environments.	49	93.88%	87.6%	1866	47	97.87%	89.9%	2119	<10	#VALUE!	87.8%	148	96	95.8%	0.0%	4133
15. ...integrating technological tools as appropriate to advance student learning.	49	95.92%	92.7%	1866	47	97.87%	93.5%	2119	<10	#VALUE!	93.9%	148	96	96.9%	0.0%	4133

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Professional Disposition of Teacher																
16. ...openly accepting suggestions/constructive feedback.	49	97.96%	94.7%	1866	47	95.74%	95.9%	2119	<10	#VALUE!	95.9%	148	96	96.9%	0.0%	4133
17. ...exhibiting ethical practice.	49	95.92%	95.4%	1866	47	97.87%	96.6%	2119	<10	#VALUE!	97.3%	148	96	96.9%	0.0%	4133
18. ...working effectively with other professionals.	49	93.88%	94.5%	1866	47	97.87%	95.8%	2119	<10	#VALUE!	96.6%	148	96	95.8%	0.0%	4133
19. ...working effectively with parents/guardians.	49	91.84%	87.2%	1866	47	95.74%	88.2%	2119	<10	#VALUE!	84.5%	148	96	93.8%	0.0%	4133
20. ...working effectively with school leaders.	49	91.84%	92.7%	1866	47	93.62%	94.3%	2119	<10	#VALUE!	89.2%	148	96	92.7%	0.0%	4133
21. ...working effectively within the school culture.	49	93.88%	93.4%	1866	47	97.87%	95.0%	2119	<10	#VALUE!	93.2%	148	96	95.8%	0.0%	4133
Overall																
22. Indicate your overall assessment of how well you were prepared to teach by Marian University:	49	95.92%	90.8%	1866	47	87.23%	90.9%	2119	<10	#VALUE!	91.2%	148	96	91.7%	0.0%	4133

Analysis:

Notable Completer Satisfaction Responses that FELL BELOW State Averages:

- Working with other professionals (24-25: Marian 93.88% - State 94.5%)
- Working effectively with school leaders (24-25: Marian 91.84% - State 92.7%, 23-24: Marian 93.62% - State 94.3%)
- Overall (23-24: Marian 87.23% - State 90.9%)
- Working with exceptional students (23-24 Marian 91.49% - State 92.3%)

Notable Complete Satisfaction Responses that EXCEEDED State Averages:

The number of responses of either Strongly Agree or Agree exceeded state averages on the majority of the items measured; however, a few seemed worthy of inclusion due to the gap in the percentages.

- Strategies for Managing Learning Environments (24-25: Marian 93.88% - State 87.6%, 23-24: 97.87% - State 89.9%)
- Content Preparation and Knowledge of a Beginning Teacher (24-25: Marian 97.96% - State 92.5%; 23-24: Marian 97.87% - State 91.7%)
- Understanding how Learners Grow and Develop (24-25: Marian 97.96% – State 94.6%; 23-24: Marian 100% – State 95.6%)

Interpretation:

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The overall satisfaction rating for the 23-24 Marian group, which fell below the state average is interesting (23-24: Marian 87.23% - State 90.9%). The responses of strongly agree or agree were above the state average on the majority of items so it is interesting to see overall sense of preparedness being a potential area of growth. One possible interpretation is that there is something not represented among the items measured that the students feel was missing, or it may also suggest that the Marian completers simply feel there was more they could have learned. The following year, completer responses of strongly agree and agree increased and exceeded the state average (24-25: Marian 95.92% - State 90.8%), so without the 22-23 data due to low response rates, it is best to be cautious about drawing conclusions.

One opportunity for deeper investigation relates to responses to feelings of preparedness in working with school leaders. For both 23-24 (Marian 93.62% - State 94.3%) and 24-25 (91.84% - State 92.7%) responses of strongly agree and agree fell below state averages. This will be something to review closely when the 3rd cycle of data becomes available to see if it is a trend, but with the presence of a MA in Educational Leadership and principal licensure program, there are opportunities perhaps to expose pre-service teachers to school leaders early in the program. Additionally, this data does not include completers from the residency program who have more time to acclimate to working in a school system. It would be interesting to see if there are differences in perceptions compared along that line.

Finally, in 23-23 Marian completers fell below the state average in their responses to “working with students of all exceptionalities” (Marian 91.49% - State 92.3%). Those numbers improved in 24-25, but this still presents an opportunity. Marian students take coursework on exceptional students, but the teacher preparation program is working with the university to remove requirements that students complete a minor outside of their department, which would allow pre-service teaching students to complete a minor in special education. Such a policy change would most impact elementary education students who don't have a content area requirement that meets this expectation like secondary education.