

## Completer Satisfaction Survey

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	2017-2018				2018-2019				2019-2020				Aggregated			
	Marian		State		Marian		State		Marian		State		Marian		State	
	N	% Agree or Strongly Agree	N	% Agree or Strongly Agree	N	% Agree or Strongly Agree	N	% Agree or Strongly Agree	N	% Agree or Strongly Agree	N	% Agree or Strongly Agree	N	% Agree or Strongly Agree	N	
<b>Knowledge Preparation of Teacher</b>																
1. ...understand how learners/students develop and grow	7	100.00%	95.10%	272	40	95.24%	96.77%	2066	18	94.74%	97.10%	1241	65	95.59%	96.73%	3579
2. ...meeting the content preparation and knowledge level expected of a beginning teacher.	4	57.14%	89.16%	255	37	88.10%	94.33%	2014	16	84.21%	94.21%	1204	57	83.82%	93.86%	3473
3. ...adhering to the ethical requirements of the teaching profession.	7	100.00%	97.55%	279	40	95.24%	97.52%	2082	18	94.74%	97.34%	1244	65	95.59%	97.43%	3605
4. ...adhering to the legal requirements of the teaching profession.	7	100.00%	94.06%	269	40	95.24%	95.83%	2046	18	94.74%	96.64%	1235	65	95.59%	90.54%	3550
5. ...recognizing the importance of continued professional development.	7	100.00%	93.71%	268	40	95.24%	95.55%	2040	17	89.47%	96.09%	1228	64	94.12%	95.57%	3536
<b>Pedagogical Preparation of Teacher</b>																
6. ...providing appropriate and challenging learning experiences.	5	71.43%	91.26%	261	40	95.24%	94.94%	2027	18	94.74%	95.38%	1219	63	92.65%	94.78%	3507
7. ...providing an inclusive learning environment.	7	100.00%	91.61%	262	40	95.24%	96.53%	2061	18	94.74%	96.49%	1233	65	95.59%	96.11%	3556
8. ...providing a rigorous learning environment.	6	85.71%	91.96%	263	40	95.24%	94.89%	2026	17	89.47%	95.23%	1217	63	92.65%	94.76%	3506
9. ...working collaboratively with school leaders and/or colleagues to promote safe and positive learning environments.	7	100.00%	93.01%	266	41	97.62%	95.32%	2035	17	89.47%	96.32%	1231	65	95.59%	95.50%	3532
10. ...differentiating instruction to meet all students' learning needs	7	100.00%	91.61%	262	40	95.24%	94.57%	2019	17	89.47%	93.97%	1201	64	94.12%	94.11%	3482
11. ...working effectively with students with all exceptionalities.	7	100.00%	91.96%	263	40	95.24%	93.82%	2003	16	84.21%	93.51%	1195	63	92.65%	93.54%	3461
12. ...developing quality assessments to test for student understanding of lessons.	7	100.00%	89.86%	257	38	90.48%	92.79%	1981	17	89.47%	93.04%	1189	62	91.18%	92.62%	3427
13. ...analyzing student assessment data to improve classroom instruction.	6	85.71%	85.31%	244	37	88.10%	90.59%	1934	17	89.47%	91.24%	1166	60	88.24%	90.38%	3344
14. ...using appropriate strategies to effectively manage learning environments.	6	85.71%	88.81%	254	38	90.48%	92.27%	1970	16	84.21%	91.08%	1164	60	88.24%	91.57%	3388
15. ...integrating technological tools as appropriate to advance student learning.	6	85.71%	89.51%	256	38	90.48%	93.44%	1995	16	84.21%	93.90%	1200	60	88.24%	93.27%	3451
<b>Professional Disposition of Teacher</b>																
16. ...openly accepting suggestions/constructive feedback.	7	100.00%	95.80%	274	41	97.62%	97.00%	2071	17	89.47%	97.57%	1247	65	95.59%	97.08%	3592
17. ...exhibiting ethical practice.	7	100.00%	97.55%	279	41	97.62%	97.94%	2091	18	94.74%	97.89%	1251	66	97.09%	97.86%	3621
18. ...working effectively with other professionals.	7	100.00%	96.15%	275	41	97.62%	97.14%	2074	18	94.74%	97.81%	1250	66	97.09%	97.27%	3599
19. ...working effectively with parents/guardians.	6	85.71%	90.21%	258	38	90.48%	90.59%	1934	15	78.95%	91.39%	1168	59	86.76%	90.81%	3360
20. ...working effectively with school leaders.	7	100.00%	94.41%	270	41	97.62%	95.27%	2034	16	84.21%	96.32%	1231	64	94.12%	95.54%	3535
21. ...working effectively within the school culture.	7	100.00%	96.50%	276	41	97.62%	96.53%	2061	18	94.74%	95.56%	1234	66	97.09%	96.51%	3571
<b>Overall</b>																
22. Indicate your overall assessment of how well you were prepared to teach by Marian University:	7	100.00%	90.21%	258	39	92.86%	94.75%	2023	19	100.00%	94.05%	1202	65	95.59%	94.14%	3483

**Analysis:**

- The sample size for the 2017-2018 was extremely small in comparison to other years.
- ***Knowledge Preparation of Teacher***, across the three cycles of data, completers indicated they felt that they were well prepared to adhere to ethical and legal requirements choosing (95.59% aggregate)
- ***Pedagogical Preparation of Teacher***, over the three years of data, completers chose “Agree” or “Strongly Agree” 95.59% of the time for:
  - Statement 7, “providing an inclusive learning environment”
  - Statement 9, “working collaboratively with school leaders”
- ***Professional Disposition of Teacher***, the highest percentage (97.09% aggregate) of responses for “Agree” or “Strongly Agree” were associated with the following statements:
  - Statement 17, “exhibiting ethical practice”
  - Statement 18, “working effectively with other professionals”
  - Statement 21, “working effectively within the school culture”
- The percentage of EPP completers who chose “Agree” or “Strongly Agree” exceeded the state averages for 5 of the 21 statements. Statement 22, “overall assessment of how well you were prepared to teach” exceeded the state percentage by 1.5%
- A downward trend was noticed in the percentage that responded “Agree” or “Strongly Agree” to the following statements:
  - *Knowledge Preparation of Teacher*, statement 5, “recognizing the importance of continued professional development”
  - *Pedagogical Preparation of Teacher*, statement 11, “working effectively with students with all exceptionalities”
  - *Professional Disposition of Teacher*, statement 19, “working effectively with parents/guardians”

**Interpretation:**

Overall the results of the completer satisfaction surveys administered by the state DOE were positive. Looking at responses on a yearly basis and aggregated the trend is that completers feel well prepared to enter into the field. Specifically, they indicated high satisfaction with their preparation to act ethically and work effectively in the school culture, with school leaders, and with other professionals. While a small percentage, the areas for possible improvement on the part of the EPP center on working effectively with parents/guardians, developing quality assessments and meeting content knowledge necessary for their role.

**Action:**

This data has been and is being addressed in a number of ways. For one the EPP is working more closely with content area departments to ensure candidates are getting the content preparation they need both to pass the licensure tests, but also to feel confident to step into practice. The introduction of the residency program will also assist with this process by pairing

them with a master teacher in their content area from whom they can learn the nuances of teaching their subject. Additionally, Mursion is being used in multiple courses to simulate parent/teacher interactions and provide candidates a greater opportunity to develop more comfort and confidence in that aspect of their teaching practice.