



# Satisfaction of Completers

2023

In spring 2023, completers who graduated in the 21-22 academic year were surveyed to measure their level of satisfaction with their preparation. The table below shows the number of candidates who received the request to complete the survey, those who partially completed it (not included in the data tables, and those who fully completed the survey.

| Year Candidate Completed | Total Completers Contacted | Responses Received | Currently employed in LA in prepared for by LA Tech | Response rate |
|--------------------------|----------------------------|--------------------|---|---------------|
| 2022                     | 63                         | 28                 | 14<br>(12 fully completed surveys)                  | 44%           |

Section 1 of the survey includes items that yield categorical data (program and certification grade range). Section 2 of the survey included 15 scaled-response items aligned with the InTASC standards. Items are rated on a 4-point scale with two negative and two positive ratings and no “not applicable” choices.

|  | 2022           |       |          |                   |
|--|----------------|-------|----------|-------------------|
|  | Strongly Agree | Agree | Disagree | Strongly Disagree |
| Apply principles of learner development to implement developmentally appropriate learning experiences. (InTASC 1)  | 3              | 9     | 0        | 0                 |
| Design inclusive learning experiences aligned to Louisiana standards to accommodate for individual differences. (InTASC 2)                                   | 3              | 5     | 3        | 1                 |
| Collaborate with others to build a positive learning climate marked by respect, rigor, and responsibility. (InTASC 3)  | 5              | 7     | 0        | 0                 |
| Manage the learning environment to engage learners actively. (InTASC 3)  | 3              | 6     | 1        | 2                 |
| Create learning experiences relevant to the concepts of the disciplines to ensure mastery of the content. (InTASC 4)   | 3              | 6     | 2        | 1                 |
| Engage learners in critical thinking, creativity, and collaboration to address interdisciplinary themes and real-world, local, and global issues. (InTASC 5) | 3              | 6     | 3        | 0                 |

|  |   |   |   |   |
|--|---|---|---|---|
| Implement multiple methods of assessment to document, monitor, and support learner progress. (InTASC 6)  | 4 | 5 | 2 | 1 |
| Implement assessments in an ethical manner to engage learners in their own growth. (InTASC 6)  | 5 | 6 | 0 | 1 |
| Use formative and summative assessment data to create rigorous learning experiences within a curriculum of cross-disciplinary skills. (InTASC 7)         | 4 | 6 | 1 | 1 |
| Plan instruction by collaborating with colleagues, specialists, community resources, families and learners to meet individual learning needs. (InTASC 7) | 4 | 6 | 1 | 1 |
| Use a variety of instructional strategies to encourage all learners to develop a deep understanding of the content. (InTASC 8)                           | 4 | 7 | 0 | 1 |
| Engage in continuous professional learning to more effectively meet the needs of each learner. (InTASC 9)  | 4 | 6 | 1 | 1 |
| Use evidence to reflect and adapt regularly on professional practices to better meet learners' needs. (InTASC 9)   | 3 | 7 | 1 | 1 |
| Practice the profession in an ethical manner. (InTASC 9)   | 7 | 5 | 0 | 0 |
| Collaborate with stakeholders including families to ensure learner growth. (InTASC 10)   | 4 | 2 | 5 | 1 |