

2022-2023 Completer Satisfaction Survey

Completer Questions		2022-2023 All	2022-2023 Initial	2022-2023 Advanced
n= / %		N=96	N=63	N=33
Certification Held:		BS-53.09%; ALT A-11.11%; A=25.93%; AA-9.88%	BS-82.69%; Alt-A-17.31%	A-72.41%; AA-27.59%
Your Gender:		M-5.21%; F-94.79%	M-9.62%; F-90.38%	F-100%
Your Ethnicity:		AA=10.42%; W-87.50%; Pacific Islander-1.04% Native American-1.04%	AA-5.77%; W-92.31%; Pacific Islander-1.92%	AA-17.24%; W-79.31%; Native American-3.45%
Are you interested in obtaining an advanced degree?		y-34.41%; maybe-31.18%; n-34.41%	y-42.31%; maybe-36.51%; n-21.15%	y-25.93%; maybe-18.52%; n-55.56%
Program	ECE	1.55%		3.77%
	Elem	63.57%	90.4%	38.62%
	Biology	0.78%		1.89%

	Collaborative K-6	5.43%	7.69	3.77%
	Collaborative 6-12	0.78%		1.89%
	Gifted	13.95%		25.42%
	Music Choral			
	Music Instrumental			
	History			
	English Language Arts	3.10%		5.66%
	Comprehensive General Science	0.78%		1.89%
	Mathematics	1.55%		3.77%
	Social Science	0.78%	1.92%	
	History	0.78%		
	Art	3.10%		1.89%
	Social Science			
	Physical Education			
	Health/Physical Education			
	ILA	6.20%		9.43%
	School Counseling	0.78%		1.89%
	Teacher Leader			

	Theater			
Completer Questions		2019-2020		
	I am employed full-time Teaching	91.67%	92.31%	89.66%
	I am a Substitute Teacher	0.00%		0.00%
	I am employed teaching part-time	0.00%		0.00%
	I am employed outside of the teaching field	3.13%	1.92%	3.45%
	I am attending college, obtaining more education	3.13%	5.77%	0.00%
	am in the military, on active duty	0.00%		0.00%
	I am not employed outside of my home	2.08%		6.90%
	Urban	17.86%	14.29%	25.00%
	Suburban	19.05%	23.81%	17.86%

	Rural	63.10%	61.90%	57.14%
Are you currently teaching in a Title I school?		Y-77.08%; N-14.58%; NA 8.33%	Y-73.08%; N-15.38%; NA 11.54%	Y-79.31%; N-17.86%; NA 57.14%
	P-3	19.15%	22.45%	16.67%
	K-6	70.21%	69.39%	66.67%
	P-12	3.19%	4.08%	3.33%
	6 to 12	7.45%	4.08%	13.33%
CAEP R1.3 InTASC 7 CAEP RA1.1f	Select state long-range goals & short-term objectives? (ACOS/ACCRS)	Extremely to very well-85.27%	Extremely to very well-88.23%	Extremely to very well-82.76%
CAEP R1.3 InTASC 8 CAEP RA1.1c, e, f	Identify various instructional strategies?	Extremely to very well-85.27%	Extremely to very well-86.28%	Extremely to very well-86.21%
CAEP R1.2, 1.3 InTASC 5, 8 CAEP RA1.1c, e	Prepare instructional resources for use?	Extremely to very well-84.21%	Extremely to very well-82.35%	Extremely to very well-86.21%
CAEP R1.2, 3	Orient students to the lesson?	Extremely to very well-82.98%	Extremely to very	Extremely to very well-89.28%

InTASC 4, 5, 7, 8 CAEP RA1.1a, c, e			well- 80.39%	
CAEP R1.3, InTASC 6, 7, 8 CAEP RA1.1	Give clear directions	Extremely to very well- 85.27%	Extremely to very well- 86.27%	Extremely to very well- 89.66%
CAEP R1.2, 1.3 InTASC 4, 5, 6, 7, 8 CAEP RA1.1	Develop an effective lesson	Extremely to very well- 83.16%	Extremely to very well- 82.36%	Extremely to very well- 89.65
CAEP R1.3 InTASC 6, 7, 8 CAEP RA1.1c	Provide practice & summarization for the students?	Extremely to very well- 80%	Extremely to very well- 76.47%	Extremely to very well- 86.21%
CAEP R1.1, 1.2 InTASC 1, 2, 3, 4, 5 CAEP RA1.1a, b, c	Demonstrate knowledge of subject matter and pedagogy?	Extremely to very well- 83.16%	Extremely to very well- 78.43%	Extremely to very well- 86.21%
CAEP R1.3 InTASC 6, 7, 8 CAEP RA1.1a, c	Monitor student performance?	Extremely to very well- 76.84%	Extremely to very well- 76.47%	Extremely to very well- 79.31%

CAEP R1.3 InTASC 6 CAEP RA1.1c	Measure student progress systematically?	Extremely to very well-68.42%	Extremely to very well-60.78%	Extremely to very well-79.31%
CAEP R1.4 InTASC 9, 10 CAEP RA1.1c, f	Provide feedback about student performance?	Extremely to very well-83.16%	Extremely to very well-86.28%	Extremely to very well-82.76%
CAEP R1.1, 1.4 InTASC 3, 9, 10 CAEP RA1.1c	Use assessment results?	Extremely to very well-78.73%	Extremely to very well-78.44%	Extremely to very well-82.14%
CAEP R1.3 InTASC 6, 7, 8 CAEP RA1.1c, f	Manage class time?	Extremely to very well-64.21%	Extremely to very well-62.74%	Extremely to very well-65.52%
CAEP R1.1 InTASC 1, 2, 3 CAEP RA1.1c	Manage student behavior?	Extremely to very well-56.84%	Extremely to very well-54.9%	Extremely to very well-65.52%
CAEP R1.1 InTASC 3 CAEP RA1.1c	Maintain physical environment conducive to learning within limitations of	Extremely to very well-81.92%	Extremely to very well-82%	Extremely to very well-86.20%

	facilities provided?			
CAEP R1.3 InTASC 6, 7, 8 CAEP RA1.1c	Involve students in interaction?	Extremely to very well- 84.21%	Extremely to very well- 84.31%	Extremely to very well- 79.31%
CAEP R1.1 InTASC 1, 2, 3 CAEP RA1.1c	Communicate high expectations?	Extremely to very well- 86.32%	Extremely to very well- 84.31%	Extremely to very well- 86.21%
CAEP R1.1 InTASC 1, 2, 3 CAEP RA1.1c	Express positive affect/minimize negative affect?	Extremely to very well- 84.22%	Extremely to very well- 90.02%	Extremely to very well- 75.86%
CAEP R1.4 InTASC 9, 10 CAEP RA1.1f	Speak clearly, correctly, and coherently utilizing standard English?	Extremely to very well- 90.43%	Extremely to very well-88%	Extremely to very well- 93.11%

CAEP R1.4 InTASC 9, 10 CAEP RA1.1f	Write clearly, correctly, and coherently utilizing standard English?	Extremely to very well- 91.49%	Extremely to very well-88%	Extremely to very well- 93.11%
CAEP R1.4 InTASC 9, 10 CAEP RA1.1d	Develop an awareness and understanding of the school and its community?	Extremely to very well- 89.36%	Extremely to very well-86%	Extremely to very well- 89.65%
	Use technology for instructional strategies?	Extremely to very well- 86.17%	Extremely to very well-90%	Extremely to very well- 82.76%
	Use technology for assessment?	Extremely to very well- 81.91%	Extremely to very well-82%	Extremely to very well- 79.31%
	Use technology for classroom management?	Extremely to very well- 69.15%	Extremely to very well-68%	Extremely to very well- 72.42%
CAEP R1.4 InTASC 9, 10 CAEP RA1.1f	For the legal and procedural requirements of your role (i.e., school law, standardized testing regulations, special	Extremely to very well- 69.56%	Extremely to very well-68%	Extremely to very well- 81.48%

	education procedures)?			
CAEP R1 InTASC 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 CAEP RA1a, b, c, d, e, f	Impact P-12 Student Learning	Extremely to somewhat well-86.32%	Extremely to very well- 88.23%	Extremely to very well- 86.21%
CAEP R1 InTASC 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 CAEP RA1a, b, c, d, e, f	Be an Effective Teacher	Extremely to somewhat well-86.67%	Extremely to very well- 87.86%	Extremely to very well- 85.18%
Comments:			I was VERY prepared and feel so confident as a teacher thanks to my time at Troy! I enjoyed my time in Troy University, the teacher education	I would like to add that my mentor/ advisor and professor has gone above and beyond with extending herself. After graduation I have contacted her several times for some information and she has made herself available no

			<p>program. The staff cared about us learning how to be an effective teacher. I learned many strategies that I think prepared me for the classroom. The only thing I can think of is possibly allowing for more time out in the field at times. I think this will really prepare us 100%.</p> <p>Overall, I felt very prepared entering the classroom.</p>	<p>matter what else she has on her plate. For that and for her I am fortunate.</p> <p>Instructors are very knowledgeable in the areas that they have been hired to teach. Also, they are very concerned about the well being of the students that they teach.</p> <p>My experience with my professor at Troy University was top tier instruction, support, guidance and preparation</p>
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			<p>The only thing I wish I had more practice on was collecting and organizing student data.</p> <p>I loved my time at Troy University. The classroom experience in my field placements was the most helpful to me. Troy gave a lot of hands on activities. If I could change something, it would be to add more real life scenarios such as how to respond</p>	<p>I am currently a school principal. I feel that the administration program at Troy did an excellent job preparing me for my current position.</p>
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			to parents, how to document data and progress monitoring and use it in intervention, and how to make curriculum engaging.	
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