

**2002-2003**  
**GRADUATE SATISFACTION SURVEY**  
**ALL UNIVERSITIES**

**INTRODUCTION**

To assist the State in collecting data from first year teachers about their preparation for teaching, the Louisiana Department of Education sent surveys to the 807 regular program completers of the 2001-2002 academic year who began teaching during fall 2002. One thousand seven hundred and seventy-six individuals completed regular teacher preparation programs in public and private universities in Louisiana between July 1, 2001 and June 30, 2002. Of those 1,776 individuals, it was determined that 592 were not teaching in public schools in Louisiana, 377 began teaching in Louisiana's public schools during spring 2002 or spring 2003, and 807 began teaching in Louisiana's public schools during fall 2002. The survey instrument was sent to all of these 807 teachers. Ninety-two percent ( $n = 741$ ) of the 807 teachers responded to the survey. Additional follow-up is currently in progress to obtain responses from the remaining 8% ( $n = 66$ ).

The survey was developed by a committee composed of university, district, Louisiana Department of Education, and Board of Regents personnel. It was the committee's decision to align all survey questions with state standards for teachers (e.g., Louisiana's Components of Effective Teaching). Teachers were required to respond to 35 statements using a 4-point scale (i.e., Strongly Disagree = 1, Disagree = 2, Agree = 3, and Strongly Agree = 4). Each item is scored on this 1 to 4 scale, and the scores for the 35 items are added together for a total survey score. If a respondent answers each question, the minimum possible score is 35, and the maximum possible score is 140. A deadline for responding was provided to teachers. A second survey was sent to teachers who did not respond by the deadline.

The Board of Regents approved a policy during March 2003 to use survey scores during a given year as part of the Teacher Preparation Accountability System only if 10 or more individuals from a university or college responded to the survey. For institutions with fewer than 10 survey responses, data from consecutive years will be combined until a total of 10 or more surveys are available.

**GRADUATE SATISFACTION GRADES**

Grades were assigned to institutions for the Teacher Preparation Accountability System based upon overall mean scores. The following scale was used to assign grades:

A+	128 and above
A	117.0-127.9
B	107.0- 116.9
C	93.0 – 106.9
Below C	Below 93.0

**OVERALL SURVEY RESULTS**

The overall results for the survey, responses combined from all universities, were the following:

<b>N</b>	<b>Mean</b>	<b>Minimum</b>	<b>Maximum</b>	<b>Standard Deviation</b>
741	115.8	38	140	16.2

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<i>Questions</i>	<i>Mean By Item</i>	<i>SD</i>	<i>Number of Responses</i>			
			<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>
<b>PLANNING</b>						
1. Specify learning objectives in terms of clear, concise student outcomes.	3.51	.57	5	12	324	399
2. Plan a series of activities that help my students achieve those objectives.	3.44	.60	4	30	345	361
3. Successfully identify individual student differences in the context of a whole class.	3.08	.69	13	109	425	194
4. Implement accommodations for individual student differences.	2.99	.74	19	150	393	177
<b>INSTRUCTION</b>						
5. Consistently stimulate and encourage higher order thinking at the appropriate developmental levels.	3.32	.63	4	56	378	302
6. Identify a variety of lesson materials, in addition to traditional classroom materials.	3.49	.60	4	29	305	403
7. Integrate a variety of materials to achieve lesson objectives.	3.48	.62	5	34	305	397
8. Change or adjust a lesson to respond to my students' outcomes.	3.33	.66	5	64	356	316
9. Use both short-term and long-term evaluation methods to measure my student outcomes.	3.26	.66	7	67	394	272
10. Implement teacher-directed or student-centered activities that result in student learning.	3.40	.60	6	25	376	332
11. Successfully plan for individual student differences in the context of a whole class.	2.99	.72	14	153	395	177
12. Open, develop, and close a lesson effectively.	3.47	.62	7	31	312	391
13. Integrate technology into my lessons.	3.22	.70	10	87	372	271
14. Successfully present content at a developmentally appropriate level.	3.35	.58	4	29	407	296
15. Effectively use appropriate formal and informal assessment techniques.	3.34	.59	3	38	405	291
16. Provide timely feedback to my students.	3.40	.60	3	34	365	337
17. Produce evidence of student academic growth.	3.23	.64	5	70	411	249
18. Employ effective teaching practices as modeled by faculty.	3.33	.62	6	38	377	279
19. Relate examples, real-life situations, or current events to the content being taught.	3.46	.61	4	35	320	379
20. Teach in one or more subject areas.	3.40	.70	9	67	279	383
21. Communicate effectively with students.	3.49	.58	3	23	321	392
22. Encourage participation from all students.	3.53	.55	2	14	317	406
23. Monitor the ongoing performance of students.	3.42	.60	4	30	356	348

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			<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>
<b>MANAGEMENT</b>						
24. Facilitate learning by organizing available space, materials, and equipment.	3.31	.69	9	72	341	317
25. Maintain a positive learning environment.	3.51	.58	6	14	314	406
26. Create a routine and manage transitions in a way that maximizes the time available for learning.	3.31	.69	11	66	344	318
27. Manage and adjust my time to ensure that learning objectives are met.	3.28	.68	8	71	368	291
28. Clearly communicate my expectations for appropriate behavior to my students.	3.37	.66	8	49	345	336
29. Monitor and respond to appropriate student behavior in an effective way.	3.35	.65	11	40	371	317
30. Monitor and respond to inappropriate student behavior in an effective way.	3.21	.73	15	92	355	278
<b>SCHOOL IMPROVEMENT</b>						
31. Encourage parents/caregivers to become active partners in their children's education and become involved in school/classroom activities.	3.02	.74	16	147	381	196
32. Provide clear and timely information to parents/caregivers regarding classroom expectations, student progress, and ways they can assist learning.	3.12	.69	11	103	415	210
33. Collaboratively and effectively work with colleagues.	3.34	.64	4	55	366	314
34. Understand the importance of and plan for professional development.	3.25	.72	14	81	347	296
<b>OVERALL</b>			<i>poor</i>		<i>excellent</i>	
Overall, how would you rate the effectiveness of your teacher preparation program in preparing you to improve student learning?	3.35	.63	8	37	379	313
<b>TOTAL</b>	<i>Mean Items 1 to 34</i>	<i>SD</i>	<i>Number of Responses</i>			
			<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>
Sum of items 1 to 34						
The last question (overall, see above) was answered using a different scale from the rest of the items; consequently, this 35 <sup>th</sup> item was included in the overall survey score results above, but not in the totals in this row.	112.51	15.68	259	2015	12185	10631