APSU Eriksson College of Education

Advanced Programs – Completer Satisfaction Survey

Spring 2025

Survey Overview

13	3.57 / 5.0	63.5%	16	92%
Total Respondents	Avg. Likert Rating	Avg. Total Score	Survey Items	Female Respondents

Key Findings

✓ Highest-Rated Areas

Evaluating data source accuracy (4.50) and deriving meaningful information from data (4.33) received the strongest agreement. Faculty demonstration of technology use (3.80) was also highly rated, reflecting strong practical preparation.

⚠ Lowest-Rated Areas

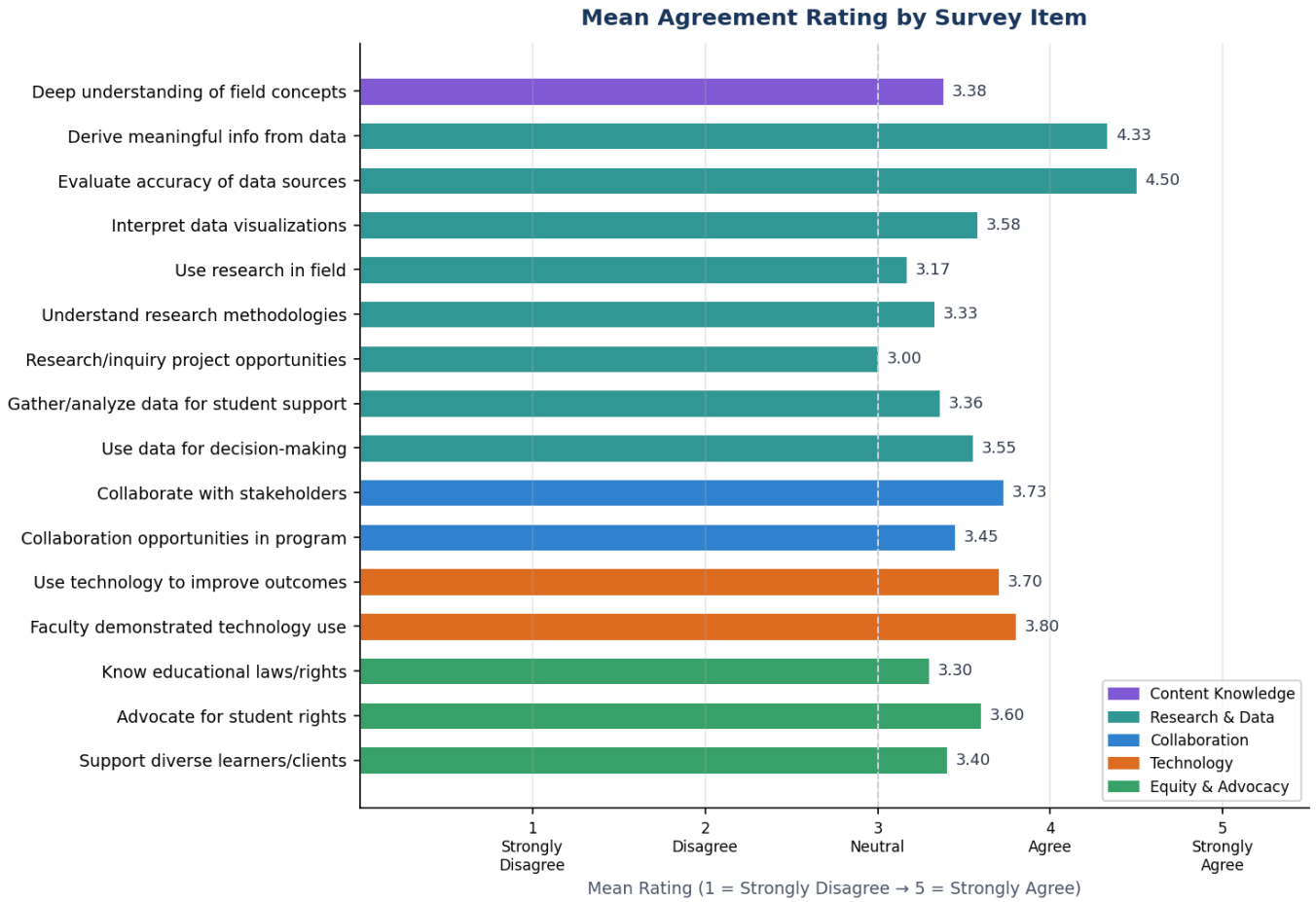
Research/inquiry project opportunities (3.00) and use of research in the field (3.17) received the most neutral responses, suggesting these areas have the greatest room for deepened applied research experiences.

ℹ Opportunity Identified

Multiple respondents highlighted the need for expanded content in adult/corporate learning contexts, emerging technologies (AI, Storyline, accessibility), and real-world internship or practicum opportunities beyond K–12 settings.

Mean Agreement Rating by Survey Item

Respondents rated their agreement with each program outcome statement on a 5-point Likert scale (1 = Strongly Disagree, 5 = Strongly Agree). Items are color-coded by competency category.



▶ *Respondent counts per item range from 10–13. Items later in the survey had higher dropout rates.*

Category Analysis & Score Distribution

Open-Ended Response Themes

The following themes were identified from qualitative responses to open-ended survey questions on program strengths (Q25) and recommendations for improvement (Q26).

✓ Program Strengths

▶ Relevant, Classroom-Applicable Coursework

Respondents consistently highlighted that coursework was directly applicable to their classroom practice, with many noting they still use tools and strategies learned in the program.

▶ Responsive, Adaptive Faculty

Faculty were praised for listening to evolving student needs, adapting course content accordingly, and demonstrating the very technologies they taught.

▶ Sequential, Cumulative Course Structure

The program's design — where each course built on prior learning — was noted as particularly effective for deep understanding and retention.

▶ Real-World Applications Over Textbook Learning

Respondents appreciated that courses emphasized authentic, real-world application rather than textbook-centered instruction, including a capstone practicum.

▶ Breadth of Instructional Technology Tools

The wide variety of technology tools introduced was highly valued. Multiple respondents noted these resources remain part of their daily professional practice.

▶ Helpful, Supportive Faculty

Several respondents specifically noted the helpfulness of faculty as a standout strength of the overall program experience.

▶ Flexible Online Format

The online, self-paced format was appreciated for convenience and accessibility, particularly for working professionals.

▶ Recommendations for Improvement

▶ Expand Marketing to Educators and Districts

Several respondents recommended proactive outreach to active classroom teachers and school districts to increase enrollment in this high-quality program.

▶ Develop a Doctoral Program in Instructional Technology

Multiple graduates expressed a desire to continue their education and recommended APSU develop a doctoral-level pathway in Instructional Technology.

▶ Broaden Content for Adult and Corporate Learners
Respondents noted that many EdTech roles serve adult/corporate contexts (onboarding, compliance, training) and recommended greater flexibility beyond K–12 focus.

▶ Incorporate Emerging Technologies
Specific tools recommended include AI, Storyline, accessibility standards, and document design/formatting — areas increasingly relevant to the field.

▶ Add Coding, Editing, and Internship Opportunities
Respondents called for more hands-on technical skills (coding, media editing) and real-world internship experiences to better prepare graduates for the workforce.

▶ Build Community and Industry Partnerships
Suggestions included community outreach to technology companies (e.g., Google) and faculty–student pairing for co-designing curriculum or evaluations.

▶ Challenge Students to Support Diverse Learners
One respondent recommended the program encourage candidates to reflect on how instructional strategies can support learners of diverse backgrounds and abilities.

Methodology & Notes

Data were collected via Qualtrics. The Likert scale used: 1 = Strongly Disagree, 2 = Disagree, 3 = Neither Agree nor Disagree, 4 = Agree, 5 = Strongly Agree. Total scores represent the sum of 16 competency items (maximum = 80 points). Two respondents completed fewer than half the items; their data are included in per-question analyses but contribute to lower total scores.