Component 4.4/A.4.2
Satisfaction of Completers

Currently, Attallah College at Chapman University relies on two instruments to collect completers' satisfaction data: Attallah College Graduate Outcome Survey and California Commission on Teacher Credentialing Credential Program Completer Survey. Both instruments serve to streamline and strengthen the Attallah College's process of continuous improvement.

Attallah College initial teaching certification and advanced program completer Graduate Outcome Survey

The Graduate Outcome Survey is a survey aimed at assessing program completers' satisfaction and identifying areas for program improvement. A link to the Qualtrics online questionnaire is sent to program completers who have been in their professional field between two and five years.

The Attallah College Office of Program Assessment and Improvement (OPAI) administers the survey annually. The survey of 2011, 2013, and 2015 graduates was conducted in fall 2016. This spring we will be gathering information from 2012, 2014, and 2016 graduates. The purpose is that our graduates do not receive the same survey every year.

Graduates are asked to focus on overall level of professional preparation at the Attallah College as well as on importance/relevance of their preparation to completing their work responsibilities. Questions are tied to specific domain areas of the program (i.e., learning outcomes).

Program completers rate their overall preparation on a 5-point scale as 5-Very Well Prepared; 4-Well Prepared, 3-Adequately Prepared, 2-Little Prepared, 1-Not at all prepared. They similarly rate relevance/importance of their preparation to completing their job responsibilities: 5-Extremely Relevant/Important, 4-Very Relevant/Important, 3-Moderately Relevant/Important, 2-Slightly Relevant/Important, 1-Not At All Relevant/Important.

The survey data are collected, organized, and summarized by the OPAI and provided to the Programs as part of their annual data packages. Programs use data to identify programmatic strengths and weaknesses and to make program improvement decisions that are systematically documented in a Program Annual Report.

Table below provides program specific response rate for the fall 2016 survey.

Table 1. Graduate Outcome Survey Response Rate by Program – Fall 2016.

Program	Number of Surveys Sent	Number of Responses	Response Rate
Master of Arts in Teaching	58	14	24%
Master of Arts in School Counseling	53	26	49%
Master of Arts in Special Education	67	17	25%

The data below reflects responses to rating questions from Master of Arts in Teaching, Special Education, and School Counseling graduates of the Attallah College.

Table 2. Data from the MAT Graduates – Descriptive Statistics (*N* = 14)

Question:	Mean:	Median:	Min:	Max:	Range:	SD:
Q7. How well did the MAT program prepare you in engaging and supporting all students in learning (e.g., Universal Design of Learning, SDAIE, etc.)?	3.50	4	1	5	4	1.052
Q9. How relevant is engaging and supporting all students in learning (e.g., Universal Design of Learning, SDAIE, etc.) to completing your current work responsibilities?	3.86	4	1	5	4	1.125
Q11. How well did the MAT program prepare you in creating and maintaining effective environments (e.g., promoting diverse learning styles and positive behaviors) for student learning?	3.50	3.5	2	5	3	0.906
Q13. How relevant is creating and maintaining effective environments for student learning (e.g., promoting diverse learning styles and positive behaviors) to completing your current work responsibilities?	4.21	4.5	1	5	4	1.081
Q17. How relevant is understanding and organizing subject matter for student learning (e.g., adapting curriculum, subject-specific knowledge, digital literacy, etc.) to completing your current work responsibilities?	4.21	4	1	5	4	1.013
Q19. How well did the MAT program prepare you in planning instruction and designing learning experiences for all students (e.g., applying student knowledge and learning needs, IEP or 504 plans, etc.)?	3.23	3	1	5	4	1.120
Q21. How relevant is planning instruction and designing learning experiences for all students (e.g., applying student knowledge and learning needs, IEP or 504 plans, etc.) to completing your current work responsibilities?	3.69	4	1	5	4	1.323
Q23. How well did the MAT program prepare you to engage in culturally relevant pedagogies when planning and designing learning experiences for your students?	3.69	4	2	5	3	0.910
Q25. How relevant is integrating culturally relevant pedagogies when planning and designing learning experiences to completing your current work responsibilities?	4.00	4	1	5	4	1.109
Q27. How well did the MAT program prepare you in assessing student learning (e.g., formative and summative, assessment technologies, etc.)?	3.54	4	2	5	3	0.929
Q29. How relevant is assessing student learning (e.g., formative and summative, assessment technologies, etc.) to completing your current work responsibilities?	4.23	5	2	5	3	0.973
Q31. How well did the MAT program prepare you in developing as a professional educator (e.g., reflecting on teaching practices, professional development, etc.)?	3.85	4	2	5	3	1.026

Question:	Mean:	Median:	Min:	Max:	Range:	SD:
Q33. How relevant is developing as a professional educator (e.g., reflecting on teaching practices, professional development, etc.) to completing your current work responsibilities?	4.31	4	3	5	2	0.722
Q35. How well did the MAT program prepare you to understand and analyze the broader socio-political contexts that affect your current work?	3.08	3	1	5	4	1.206
Q37. How relevant is understanding and analyzing the broader socio-political contexts to completing your current work responsibilities?	3.69	4	2	5	3	1.136
Q39. Overall, when you compare your knowledge and skills against your peers, do you feel that you had better training than your work peers?	3.85	4	3	5	2	0.662

Table 3. Data from School Counseling Graduates – Descriptive Statistics (N = 25)

Question:	Mean:	Median:	Min:	Max:	Range:	SD:
Q7.1. How well are you prepared in the following standards? - Knowledge of the core areas including history and trends in school counseling; state and national standards; models of comprehensive and developmental school counseling and guidance programs; and the theoretical bases for counseling practices.	4.33	4	3	5	2	0.687
Q7.2. How well are you prepared in the following standards? - Knowledge of ways to develop a professional identity, professional development, and organizational representation; current legal mandates impacting school counselors and pupils; ethical standards of the school counseling profession.	4.16	4	1	5	4	0.967
Q7.3. How well are you prepared in the following standards? - Knowledge of the concepts, strategies, and practices for enabling pupils to experience academic success; implement strategies and activities for producing high-quality work and preparing pupils for a full range of options and opportunities after high school.	4.00	4	1	5	4	0.980
Q9.1. How important are the following standards to completing your work responsibilities?- Knowledge of the core areas including history and trends in school counseling; state and national standards; models of comprehensive and developmental school counseling and guidance programs; and the theoretical bases for counseling practices.	3.42	3	1	5	4	1.037
Q9.2. How important are the following standards to completing your work responsibilities? - Knowledge of ways to develop a professional identity, professional development, and organizational representation; current legal mandates impacting school counselors and pupils; ethical standards of the school counseling profession.	4.04	4	2	5	3	0.841
Q9.3. How important are the following standards to completing your work responsibilities? - Knowledge of the concepts, strategies, and practices for enabling pupils to experience academic success; implement strategies and activities for producing high-quality work and preparing pupils for a full range of options and opportunities after high school.	4.40	4	3	5	2	0.566

Q11.1. How well are you prepared in the following standards? - Knowledge of the components of career development programs and to develop, implement and evaluate such programs in schools.	3.17	3	2	5	3	0.962
Q11.2. How well are you prepared in the following standards? - Knowledge of the theories, concepts, processes, skills and practices required for successful personal and social development; Ability to plan, organize and implement programs that enable pupils to acquire knowledge, attitudes and skills that help them understand and respect themselves and others, make decisions, set goals and take necessary action to achieve goals.	4.21	4	2	5	3	0.706
Q11.3. How well are you prepared in the following standards? - Knowledge, skills and attitudes of effective leadership by acting as agents of change in planning, organizing, implementing, managing and evaluating the outcomes of school counseling and guidance programs that increase student learning and achievement.	3.88	4	2	5	3	1.013
Q13.1. How important are the following standards to completing your work responsibilities? - Knowledge of the components of career development programs and to develop, implement and evaluate such programs in schools.	3.45	3.5	1	5	4	1.305
Q13.2. How important are the following standards to completing your work responsibilities? - Knowledge of the theories, concepts, processes, skills and practices required for successful personal and social development; Ability to plan, organize and implement programs that enable pupils to acquire knowledge, attitudes and skills that help them understand and respect themselves and others, make decisions, set goals and take necessary action to achieve goals.	4.39	5	3	5	2	0.766
Q13.3. How important are the following standards to completing your work responsibilities? - Knowledge, skills and attitudes of effective leadership by acting as agents of change in planning, organizing, implementing, managing and evaluating the outcomes of school counseling and guidance programs that increase student learning and achievement.	4.48	5	2	5	3	0.773
Q15.1.How well are you prepared in the following standards? - Skills and attitudes essential for advocating for the learning and academic success of all pupils; identify institutional, systemic, interpersonal and intrapersonal barriers to learning, and are able to implement strategies to eliminate those barriers and effectively support positive learning for all pupils.	3.96	4	2	5	3	0.934
Q15.2. How well are you prepared in the following standards? - Knowledge of appropriate classroom management strategies for assisting teachers with classroom organization; understand curriculum design, lesson plan development, and instructional strategies for teaching counseling and guidance related material.	3.58	4	1	5	4	1.077
Q15.3. How well are you prepared in the following standards? - Knowledge of the theories of counseling, the stages of the counseling relationship, and the elements of effective counseling, particularly as they pertain to the three domains of school counseling; demonstrate skills in helping pupils cope with personal and interpersonal problems as well as skills in crisis intervention in response to personal, school, and community crises; design and implement programs of wellness promotion, prevention, treatment and intervention services; and evaluate counseling outcomes, including the impact of	4.13	4	2	5	3	0.927

individual and small group counseling on student learning and achievement.						
Q17.1. How important are the following standards to completing your work responsibilities? - Skills and attitudes essential for advocating for the learning and academic success of all pupils; identify institutional, systemic, interpersonal and intrapersonal barriers to learning, and are able to implement strategies to eliminate those barriers and effectively support positive learning for all pupils.	4.32	4	3	5	2	0.631
Q17.2 How important are the following standards to completing your work responsibilities? - Knowledge of appropriate classroom management strategies for assisting teachers with classroom organization; understand curriculum design, lesson plan development, and instructional strategies for teaching counseling and guidance related material.	3.82	4	2	5	3	0.983
Q17.3. How important are the following standards to completing your work responsibilities? - Knowledge of the theories of counseling, the stages of the counseling relationship, and the elements of effective counseling, as they pertain to the three domains of school counseling; demonstrate skills in helping pupils cope with personal and interpersonal problems as well as skills in crisis intervention in response to personal, school, and community crises; design and implement programs of wellness promotion, prevention, treatment and intervention services; and evaluate counseling outcomes, including the impact of individual and small group counseling on student learning and achievement.	4.41	5	1	5	4	0.887
Q19.1. How well are you prepared in the following standards? - Knowledge of group dynamics and possess skill in group work, including counseling, psycho-educational, task, and peer helping groups; and facilitation of teams to enable pupils to overcome barriers and impediments to learning.	3.92	4	2	5	3	0.812
Q19.2. How well are you prepared in the following standards? - Skills of effective collaboration to meet developmental needs along a continuum of preschool through adult pupils; competence in coordinating the services of community members, agency personnel and parents within a comprehensive school counseling and guidance program; ability to build effective working teams of school staff, parents and community members for increasing student academic achievement and learning success.	3.88	4	2	5	3	0.971
Q19.3. How well are you prepared in the following standards? - Ability to plan, develop, implement and evaluate systemic and comprehensive counseling and guidance programs that are part of an overall school plan.	4.09	4	2	5	3	0.928
Q21.1. How important are the following standards to completing your work responsibilities? - Knowledge of group dynamics and possess skill in group work, including counseling, psycho-educational, task, and peer helping groups; and facilitation of teams to enable pupils to overcome barriers and impediments to learning.	4.79	5	1	6	5	1.471

Question:	Mean	Median	Min	Max	Range	SD
Q21.2. How important are the following standards to completing your work responsibilities? - Skills of effective collaboration to meet developmental needs along a continuum of preschool through adult pupils; competence in coordinating the services of community members, agency personnel and parents within a comprehensive school counseling and guidance program; ability to build effective working teams of school staff, parents and community members for increasing student academic achievement and learning success.	5.04	5	1	6	5	1.369
Q21.3. How important are the following standards to completing your work responsibilities? - Ability to plan, develop, implement and evaluate systemic and comprehensive counseling and guidance programs that are part of an overall school plan.	4.63	5	1	6	5	1.467
Q23.1. How well are you prepared in the following standards? - Knowledge and skill in the planning, organizing and implementing educational programs designed to promote pupil learning and high academic achievement; knowledge in preventing problems that pose barriers to learning and achievement; knowledge and skills in working with school staffs, parents, and family members to enable them to eliminate barriers to learning and achievement.	3.78	4	2	5	3	0.976
Q23.2. How well are you prepared in the following standards? - Knowledgeable about basic principles of research design, action research, and program evaluation; ability to differentiate high quality from inadequate research, and understand measurement and statistics in sufficient depth to evaluate published research and conduct evaluations of counseling and guidance and other educational programs in terms of student outcomes; Understand and utilize computer technology and attendant technological applications for conducting program evaluation.	3.61	4	1	5	4	0.872
Q25.1. How important are the following standards to completing your work responsibilities? - Knowledge and skill in the planning, organizing and implementing educational programs designed to promote pupil learning and high academic achievement; knowledge in preventing problems that pose barriers to learning and achievement; knowledge and skills in working with school staffs, parents, and family members to enable them to eliminate barriers to learning and achievement.	4.87	5	1	6	5	1.361
Q25.2. How important are the following standards to completing your work responsibilities? - Knowledgeable about basic principles of research design, action research, and program evaluation; ability to differentiate high quality from inadequate research, and understand measurement and statistics in sufficient depth to evaluate published research and conduct evaluations of counseling and guidance and other educational programs in terms of student outcomes; Understand and utilize computer technology and attendant technological applications for conducting program evaluation.	4.22	5	1	6	5	1.317

Table 4. Data from Special Education Graduates – Descriptive Statistics (*N* = 17)

Question:	Mean:	Median:	Min:	Max:	Range:	SD:

Q7.1. How knowledgeable are you about these learning goals? TPE 1: Pedagogical Skills for Subject Matter **Uses knowledge of the characteristics of students with moderate/severe disabilities and their effects on learning, skill development, and behavior to develop and deliver appropriate instruction.**	3.61	4	2	5	3	1.008
Q7.2. How knowledgeable are you about these learning goals? TPE 2: Monitoring Student Learning During Instruction **Monitors student progress based upon each student's IEP at key points during instruction to determine whether students are progressing adequately toward achieving state-adopted academic content standards.**	4.11	4	3	5	2	0.567
Q7.3. How knowledgeable are you about these learning goals? TPE 3: Interpretation of Assessments **Knows how to assess and identify students whose cultural, ethnic, gender, or linguistic differences may be confused with a disability; Understands and uses a variety of informal and formal formative (e.g., analysis of student work) and summative assessments to determine student's progress and plan or modify instruction.)**	3.72	4	1	5	4	0.870
Q9.1. How much do these learning goals impact your professional life? TPE 1: Pedagogical Skills for Subject Matter **Uses knowledge of the characteristics of students with moderate/severe disabilities and their effects on learning, skill development, and behavior to develop and deliver appropriate instruction.**	3.44	4	1	5	4	1.212
Q9.2. How much do these learning goals impact your professional life? TPE 2: Monitoring Student Learning During Instruction **Monitors student progress based upon each students IEP at key points during instruction to determine whether students are progressing adequately toward achieving state-adopted academic content standards.**	4.12	4	3	5	2	0.582
Q9.3. How much do these learning goals impact your professional life? TPE 3: Interpretation of Assessments **Knows how to assess and identify students whose cultural, ethnic, gender, or linguistic differences may be confused with a disability; Understands and uses a variety of informal and formal formative (e.g., analysis of student work) and summative assessments to determine students' progress and plan or modify instruction.)**	3.83	4	1	5	4	0.957
Q11.1 How knowledgeable are you about these learning goals? TPE 4: Making Content Accessible **Participates in developing and implementing IEP instructional goals aligned with California; Facilitates effective inclusion of students in the general education core curriculum with the use of appropriate instructional materials, supports and classroom procedures.**	4.41	4	3	5	2	0.600
Q11.2. How knowledgeable are you about these learning goals? TPE 5: Student Engagement **Makes instruction relevant by actively and equitably engaging**	4.29	4	3	5	2	0.749

students via progress monitoring, meaningful questioning, and reengagement of off task learners.						
Q11.3. How knowledgeable are you about these learning goals? TPE 6: Developing Appropriate Teaching Practices **Develops and implements instructional and behavior support plans and accommodations that promote successful inclusion of students with IEPs in general education.**	4.12	4	3	5	2	0.582
Q13.1. How much do these learning goals impact your professional life? TPE 4: Making Content Accessible **Participates in developing and implementing IEP instructional goals aligned with California; Facilitates effective inclusion of students in the general education core curriculum with the use of appropriate instructional materials, supports and classroom procedures.**	4.29	4	2	5	3	0.824
Q13.2. How much do these learning goals impact your professional life? TPE 5: Student Engagement **Makes instruction relevant by actively and equitably engaging students via progress monitoring, meaningful questioning, and reengagement of off task learners.**	4.47	4	4	5	1	0.499
Q13.3. How much do these learning goals impact your professional life? TPE 6: Developing Appropriate Teaching Practices **Develops and implements instructional and behavior support plans and accommodations that promote successful inclusion of students with IEPs in general education.**	4.59	5	3	5	2	0.600
Q15.1. How knowledgeable are you about these learning goals? TPE 7: Teaching English Learners **Knows and uses a) English Language Development (ELD) principles and instructional practices (e.g., structured English immersion, contextualizing key concepts), b) student' prior learning and background, and c) analysis of student' errors in oral and written language to develop students literacy in English and provide instruction differentiated to students language abilities.**	3.47	3	2	5	3	0.848
Q15.2. How knowledgeable are you about these learning goals? TPE 8: Learning about Students **Gets to know student' skills, knowledge, and academic language abilities, b) personal abilities and interests, c) communication modality, and d) health and other risk factors through interpersonal interactions, formal and informal assessments, and parent communication and involvement; Reflects on above student data (with consultation from others, as needed) to identify and provide needed supports to students in need of specialized instruction or adaptations.**	4.12	4	2	5	3	0.963
Q15.3. How knowledgeable are you about these learning goals? TPE 9: Instructional Planning **Makes instruction comprehensible and meaningful through differentiated lessons based upon student's experiences, interests, linguistic and cultural background and developmental learning needs; Effectively, trains, supervises, and/or uses**	3.88	4	3	5	2	0.582

paraeducators and other personnel (e.g., related service providers, peer tutors) to help students achieve goals.						
Q17.1. How much do these learning goals impact your professional life? TPE 7: Teaching English Learners **Knows and uses a) English Language Development (ELD) principles and instructional practices (e.g., structured English immersion, contextualizing key concepts), b) students prior learning and background, and c) analysis of students errors in oral and written language to develop students literacy in English and provide instruction differentiated to students language abilities.**	3.35	4	1	5	4	1.185
Q17.2. How much do these learning goals impact your professional life? TPE 8: Learning about Students **Gets to know students a) skills, knowledge, and academic language abilities, b) personal abilities and interests, c) communication modality, and d) health and other risk factors through interpersonal interactions, formal and informal assessments, and parent communication and involvement; Reflects on above student data (with consultation from others, as needed) to identify and provide needed supports to students in need of specialized instruction or adaptations.**	4.24	4	3	5	2	0.644
Q17.3. How much do these learning goals impact your professional life? TPE 9: Instructional Planning **Makes instruction comprehensible and meaningful through differentiated lessons based upon student's experiences, interests, linguistic and cultural background and developmental learning needs; Effectively, trains, supervises, and/or uses paraeducators and other personnel to help students achieve goals.**	4.00	4	3	5	2	0.686
Q19.1. How knowledgeable are you about these learning goals? TPE 10: Instructional Time **Coordinates, directs, and communicates effectively with other special education service providers, general educators, paraeducators, and volunteers to ensure useful instructional.**	4.24	4	3	5	2	0.546
Q19.2. How knowledgeable are you about these learning goals? TPE 11: Social Environment **Uses a variety of effective strategies, including methods for promoting positive behavior and social skills for building constructive relationships between all students; Knows how to develop and implement a Positive Behavior Support Plan, an individual student contract, and participate in school-wide PBS processes.**	4.18	4	3	5	2	0.617
Q19.3. How knowledgeable are you about these learning goals? TPE 12: Professional, Legal, and Ethical Obligations **Knows and uses district guidelines to report suspected cases of child abuse, neglect, or sexual harassment; Knows and honors obligations to protect the confidentiality, health, and safety of students, families, and school personnel; Models ethical behavior and honors laws relating to professional misconduct.**	4.29	4	4	5	1	0.456
Q19.4. How knowledgeable are you about these learning goals? TPE 13: Professional Growth	4.24	4	3	5	2	0.546

Sets professional goals for increasing subject matter knowledge and teaching effectiveness; Attends professional development on a regular basis.						
Q21.1. How much do these learning goals impact your professional life? TPE 10: Instructional Time Coordinates, directs, and communicates effectively with other special education service providers, general educators, paraeducators, and volunteers to ensure useful instructional.	4.47	4	4	5	1	0.499
Q21.2. How much do these learning goals impact your professional life? TPE 11: Social Environment Uses a variety of effective strategies, including methods for promoting positive behavior and social skills for building constructive relationships between all students; Knows how to develop and implement a Positive Behavior Support Plan, an individual student contract, and participate in school-wide PBS processes.	4.18	4	3	5	2	0.706
Q21.3. How much do these learning goals impact your professional life? TPE 12: Professional, Legal, and Ethical Obligations Knows and uses district guidelines to report suspected cases of child abuse, neglect, or sexual harassment; Knows and honors obligations to protect the confidentiality, health, and safety of students, families, and school personnel; Models ethical behavior and honors laws relating to professional misconduct.	4.41	4	3	5	2	0.600
Q21.4. How much do these learning goals impact your professional life? TPE 13: Professional Growth Sets professional goals for increasing subject matter knowledge and teaching effectiveness; Attends professional development on a regular basis.	4.24	4	3	5	2	0.546
Q23. OVERALL EXPERIENCE Overall, how well do you think your program prepares graduates to work at schools?	4.18	4	3	5	2	0.706

California Commission on Teacher Credentialing Credential Program Completer Survey

California Commission on Teacher Credentialing (CCTC) asks that Preliminary Multiple, Single, and Education Specialist candidates complete a Program Completer Survey. The completers' feedback is provided back to the Attallah College to help improve preparation programs as well as reported on a statewide basis by the Commission. The survey questions are organized under the six domains of the California Standards for the Teaching Profession (CSTP). The data reported through the survey process represent the self-reported individual perceptions of candidates who have completed our preliminary preparation program. The report provides the counts, percentages, and, where appropriate, the mean, standard deviation for questions.

The reports are available here:

Preliminary Multiple Subject Credential Program Completer Survey – 2017
Preliminary Single Subject Credential Program Completer Survey – 2017
Preliminary Education Specialist Credential Program Completer Survey – 2017