

Component 4.3/A.4.1

Satisfaction of employers and employment milestones

Standard 4.3 The provider demonstrates, using measures that result in valid and reliable data and including employment milestones such as promotion and retention, that employers are satisfied with the completers' preparation for their assigned responsibilities in working with P-12 students.

California Completer Survey Data

One measure we utilize is California Completer Survey data. The California Commission on Teacher Credentialing (CTC) started collecting data through a statewide surveys ([Multiple Subject](#), [Single Subject](#), [Education Specialist](#)) of program completers¹ in 2016. Survey descriptions, target respondents, and types of data collected may be found on in [Appendix A](#). These data collection process was updated in 2018 see [program update](#) to improve use in the accreditation process. One issue, is that if the program's completer response is below 10 the state does not report out that data. Due to the fact that our programs are small in the past we have not always had enough completers even if 100% of those respondents completed the survey to successfully capture these data. As a result, we gather additional data to demonstrate our candidates' successful impact on student achievement.

[California's Program Completer Survey Attallah College Multiple Subject Data 2016-17](#)

[California's Program Completer Survey Attallah College Single Subject Data 2016-17](#)

[California's Program Completer Survey Attallah College Education Specialist Data 2016-17](#)

[California's Program Completer Survey Attallah College Multiple Subject Data 2017-18](#)

[California's Program Completer Survey Attallah College Single Subject Data 2017-18](#)

[California's Program Completer Survey Attallah College Education Specialist Data 2017-18](#)

[California's Program Completer Survey Attallah College Multiple Subject Data 2018-19](#)

[California's Program Completer Survey Attallah College Single Subject Data 2018-19](#)

[California's Program Completer Survey Attallah College Education Specialist Data 2018-19](#)

Traditionally, each year upon release of these data the Director of Program Assessment and Improvement as well as the Assessment Coordinator meet with the TE Director and Program Coordinators to review, analyze and discuss cross program as well as individual program improvements that may be made as a result of these data. To date our graduates have surpassed the state average in a significant majority of areas yet, such as meet the learning needs of all students (Q 13) where we found in the 2017-18 survey for MS we were basically meeting the state average and that we needed to focus and attend to those areas throughout the program. As a result, we have updated our curriculum in our program to reinforce throughout the curriculum candidate's ability to address the needs of all learners. See program

¹ CTC defines a Program Completer as: An individual who has completed a credential program¹. Specifically, a person who has met all the requirements of a state-accredited teacher preparation program, whether or not the individual has been recommended for the credential at the time of program completion. Program completers include all those who are documented as having met such requirements².

matrix ([MAT MS](#), [MAT SS](#), [MACI MS](#), [MACI SS](#), [SPed MM](#), [SPed MS](#) for syllabi demonstrating programmatic focus on addressing the needs of all learners.

We also gather candidate data through student contact, surveys, social media and employers sharing success, milestones, promotions, and satisfaction with our preparation programs.

Graduate Outcome Data

[School Counseling Graduate Outcome Survey results](#)

[MS/SS Graduate Outcome Survey results](#)

[Special Education Graduate Outcome Survey results](#)

Analysis and description of the reliability and validity of instruments can be found below:

Graduate Outcome Survey - Reliability and Validity Analysis of Instruments

[School Counseling Survey](#)

[Teacher Education Surveys](#)

Qualitative Attallah College Alumni Data

These [Attallah College alumni data](#) illustrate a long line of individual successful graduates from our EPP.

Employer Satisfaction Survey

The Employer Surveys were developed in the Fall 2019 - Spring 2020. The questions were designed by an expert in program assessment and evaluation, in consultation with faculty across the graduate programs in Attallah College. Some items were developed to assess overall satisfaction with Attallah College program graduates, and others were developed based upon CTC standards for professional preparation. The content validity for all Surveys was established by conducting a series of cognitive interviews with experts in the field, including Pk-12 teachers and principals. These experts were given the Surveys, and asked for their comments and feedback about the Survey and items. Based upon their feedback, items are currently being revised. The Cognitive Interview Protocols are available via the links below:

[Teacher Education Cognitive Interview Protocol \(MACI & MAT\)](#)

[School Counseling Cognitive Interview Protocol](#)

[Special Education Cognitive Interview Protocol](#)

The final survey format consists of rating as well as open-ended questions, requesting for suggestions for improvement of the curriculum content and methods of teaching required to prepare the Attallah College graduates for the workplace. The Surveys begin with the items asking about overall graduate preparation and quality. Employers will rate overall preparation of graduates on a 5-point scale: 5-Very Well Prepared, 4-Well Prepared, 3-Adequately Prepared, 2-Little Prepared, 1-Not at all prepared. These items are designed to assess skills and abilities

outlined by CCTC for the professional in question. There will be three parallel surveys, with tailored CTC standards for general education teachers, special education teachers, and school counselors. Drafts of these surveys are provided below:

[General Education Employer Survey \(MACI & MAT\)](#)

[School Counseling Employer Survey](#)

[Special Education Employer Survey](#)

- The survey for general education teachers contains a total of fifteen items, including the questions about overall graduate preparation and quality, and items addressing the CTC California Standards for the Teaching Profession (CSTP; <https://www.ctc.ca.gov/educator-prep/program-standards>).
- The survey for special education teachers contains a total of fifteen items, including the questions about overall graduate preparation and quality, and items addressing the CTC Specialty Standards teaching students with Mild/Moderate Disabilities and Moderate/Severe Disabilities (<https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/special-education-standards-2013.pdf?sfvrsn=0>)
- The survey for school counselors contains a total of thirteen items, including the questions about overall graduate preparation and quality, and items addressing the CTC Specialization Standards for School Counseling (https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/pps-pdf.pdf?sfvrsn=5b1ecdd6_2)

Administration Plan for Employer Feedback Survey

After the final validity evidence is collected and the Surveys are revised, administration will begin in April 2020. Most employers have been identified through social media and school websites. In order to allow flexibility for data collection, identified employers will be contacted via phone and provided the option for a phone-based administration of the survey or to be provided with a survey link for web-based completion.

Reliability Analysis Plan for Employer Feedback Survey

A reliability analysis will be conducted upon the completion of data collection in spring 2020. Cronbach's alpha will be utilized to examine the internal consistency reliability of the survey items. One Cronbach's alpha will be run for the three items common across all surveys that address overall graduate preparation and quality, and separate analyses will be run for the CTC specialization standard sections on each of the three surveys.

Additional Planned Data Collection Methods

We have additionally planned more measurements to address Component 4.3/A4.1, a three-phase study has been designed to examine employer satisfaction of Attallah College teacher education and school counseling graduates and their employment milestones. Additionally, the study aimed at collecting data regarding program completer professional qualities, strengths

and weaknesses. The results of the study would inform our teacher education and school counseling program design teams where curriculum may need reviewing as well as serve to provide indicators for program improvement.

Methods

In this study, we utilize mixed, direct, and indirect, program completer data collection methods and triangulation techniques to facilitate validation of data through cross verification from multiple sources. This mixed methods study consists of three phases of data collection described below.

Data Collection

Phase one of the study involved collecting data from focus group discussions that took place in fall 2016. It included the Attallah College hosting a Community Engagement Summit, which was designed to:

- Establish and renew relationships with our community partners
- Collect their feedback on our programs and graduates (particularly on those who were working for and/or affiliated with partners)
- Develop stronger partnerships with local organizations

The event was designed and organized by the Attallah College Office of Program Assessment and Improvement (OPAI) in collaboration with programs. Program coordinators provided a list of invitees, - community leaders and partners, and their contact information. OPAI distributed a formal invitation with a link to a brief RSVP survey and followed up by phone with each individual invitee who did not respond to the survey. For purposes of this report, we will include only information relevant to the teacher education and school counseling programs.

Overall, ninety-nine community partners of teacher education and school counseling programs had been identified and invited (MAT – 55; SC – 24; SPED – 20). They represented local schools, districts, and various community organizations. Eighteen of them RSVP'd (MAT – 11; SPED – 4; SC – 3), fourteen attended (MAT – 9; SC -3; SPED – 2).

The Summit was led by the College's leadership team, including the deans and program coordinators. It consisted of welcome reception, opening remarks, and breakout sessions organized by program.

Program coordinators facilitated focus group discussions where participating partners shared their insights on quality of our graduates, current hiring practices and trends, and proposed ways to develop and strengthen partnerships between their organizations and Chapman University in general and Attallah College in particular.

The following questions guided breakout session discussions:
Graduates:

- What are our graduates doing well in their professional capacity?
- What can they improve in on in their professional capacity?
- What can our program do to (focus on, strengthen) improve our graduates as professionals?

Hiring Practices and Trends:

- What hiring trends do you see in [your field] in the next 3-5 years?
- Could you describe an ideal applicant in [your field]?
- If you had a hand in training our students, what would be the top two training objectives?

Developing stronger partnerships with organizations:

- How do we develop and strengthen sustainable, mutually beneficial partnerships?
- What role can you play/do you want to play in the development of our professionals, shaping of the field, of the profession?
- What projects, programs, etc. can we build together?
- How can Attallah College and Chapman University better serve your organization?

Phase two of the study has been conducted in spring 2018 and Spring 2020 and consisted of a social media complete employment data collection. In this phase, OPAI searched social media sites including but not limited to Facebook, LinkedIn, Google Plus and Instagram to identify Attallah College program completers from Program years 2016-17, 2015-16 and 2018-2019. In addition, we used California Commission on Teacher Credentialing database to locate our credential graduate's employment information. Once identified, researchers logged in each of the data components presented in Figure 1.

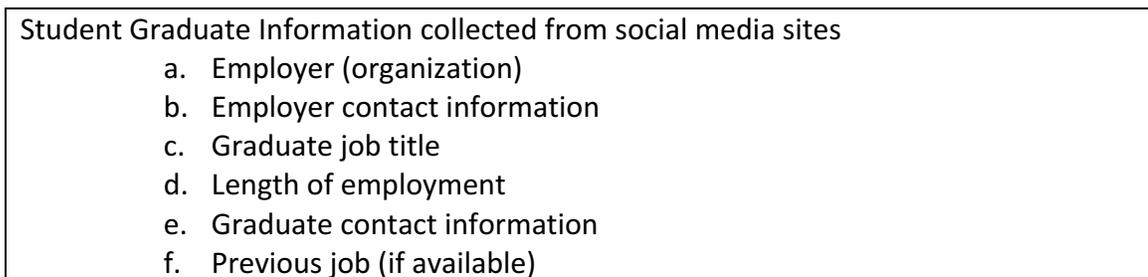


Figure 1 Social Media data collection variables

Data from phases one and two were used in Phase three of the study that took place in Spring 2020. It will consist of the execution of an Employer Survey designed to assess employer satisfaction with the preparation of our graduates and follow up interviews with high impact employers who hired a significant number of program completers. The data will also inform

semi-structured interview protocols designed to deepen our understanding of high impact employer satisfaction of program completers as well as areas for program improvement.

Building on the survey data, the objective of the interviews will be to obtain in-depth qualitative information from high-impact employers regarding their views on the required skills and dispositions of our graduates, as well as strengths and shortcomings of their preparation.

Findings/Data Analysis Plans

Community Engagement Summit. Although the Summit provided a good venue for strengthening our relationships with school and community partners, the restricted participants and data provided limited insight into the questions we were hoping to address. To improve employer satisfaction data collection and make it more cost efficient, Phases 2 and 3 of this study has been designed.

Social Media. As a result of this data collection process, we identified an average of 73 percent of program completer employment data for 2015-2016 and 2016-2017 graduates. On average for both graduation years, 90% of our graduates were employed in the field they had been trained. It should be noted, however, that we were not able to locate employment information for approximately 20 – 30 percent of graduates. These missing data will be addressed via the upcoming Graduate Outcome Survey. Table 1 below provides program specific and total percentage of the graduates whose employment information we have been able to locate.

Table 1. Completer Current Employment Data

Graduation Year	Program	Number of Graduates	Percent of Graduates Found	Percent Employed in the Field They Are Trained (Of Found)	Percent Employed (Of Found)	Percent - Unavailable Data
2015-2016	MAT	47	66%	87%	100%	34%
	SC	12	92%	91%	100%	8%
	SPED	17	65%	91%	100%	35%
	TOTAL	76	74%	90%	100%	26%
2016-2017	MAT	38	76%	90%	100%	24%
	SC	7	71%	100%	100%	29%
	SPED	24	79%	79%	100%	21%
	TOTAL	69	76%	90%	100%	24%

Once program completers were identified, their contact information (email address) was logged into Attallah College program completer database. Additionally, a database of program completers’ employer information was created. As previously discussed, this database will be used to identify three specific variables to support collection of impact and outcome measures.

First, these data will be used to identify active program completer employers to participate in program completer survey. Second, these data will be used to identify high impact employers or those employers. The employers to fall into the significant hiring category will be targeted to participate in quality of graduate interview process. Further, these sources will be used to triangulate data. Finally, these data will be used as one method to identify CAEP outcome measure 7, the ability² of completers to be hired in the positions for which they have been prepared.

Employer Survey. Survey data analysis will be performed using SPSS. Descriptive statistics for satisfaction and expectation ratings will be ranked according to the mean importance score. We will be able to see with what aspects employers expressed the highest/lowest level of satisfaction in terms of the skills/competencies possessed by Attallah College graduates. A factor analysis will be performed to see if the data can be reduced to fewer components of factors specific to special skills, core professional skills, and dispositions expected by the employers. Qualitative responses will be analyzed using open coding technique.

Employer Interviews. Once qualitative data from interviews have been collected and transcribed, a thematic content analysis will be performed using both semantic and latent themes to find common patterns that are important to developing an understanding of the compatibility of our graduates’ professional skills and employer expectations and satisfaction.

Braun and Clarke’s (2006) six-phase guide will be used as a framework for conducting this kind of analysis (see Table 1).

Table 1. Braun & Clarke’s Six-Phase Framework for Doing a Thematic Analysis

Step 1: Become familiar with the data	Step 4: Review themes
Step 2: Generate initial codes	Step 5: Define themes
Step 3: Search for themes	Step 3: Write-up

Findings from the analysis will be communicated to the program design teams and will inform program improvement decision-making processes.

Below is a proposed timeline for conducting the Employer Survey and interviews.

Timeline

Date	Activity
Spring 2020	Administer Employer Survey
Spring 2020	Conduct Employer Interviews

² We interpret the term ability to mean likelihood of being hired in the position for which program completers have been trained as we perceive a recommendation for a credential with the California Commission on Teacher Credentials to indicate the ability of completer to be hired.

Summer 2020	Conclude data collection and analyze data
Fall 2020	Present findings to programs and utilize them for Program Improvement

References

Braun, V. & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3, 77-101.