

Component 4.4/A.4.1 *Satisfaction of Completers*

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

California Completer Survey Data

The first measure we utilize is California Completer Survey data. The California Commission on Teacher Credentialing (CTC) started collecting data through 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 [this link](#). This data-collection process was updated in 2018 (see [program update](#)) to improve the use of these data 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. Therefore, we do have three cycles of data (2017-18, 2018-19, 2019-20) as part of our analysis of our program completer satisfaction.

[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 Study Attallah College Single Subject Data 2018-19](#)

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

[California's Program Completer Survey Attallah College Education Multiple Subject Data 2019-2020](#)

[California's Program Completer Survey Attallah College Education Single Subject Data 2019-2020](#)

[California's Program Completer Survey Attallah College Education Specialist Data 2019-2020](#)

Attallah College Preliminary Teaching Certification and Advanced Program Completer Exit Survey

The Exit Survey is designed to collect graduating students' feedback regarding perceived program quality and their readiness to enter the professional field. The survey questions are tied to specific areas of teaching or school counseling as articulated by the California Commission on Teacher Credentialing. Students receive the Survey link two weeks prior to their final week of classes. They rate their preparation on a scale from (1) not well at all to (5) extremely well. We ask for some additional questions to gather qualitative feedback for the standards as well as questions regarding program completer's opinions on what the program does well and what could be improved. Validity and reliability of the instrument and most recent results are available via the links below.

[Reliability and Validity of the School Counseling Survey](#)

¹ CTC defines a "program completer" as follows: An individual who has completed a credential program.¹ Specifically, such a person 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 requirements.²

[Reliability and Validity of the Teacher Education Surveys](#)

Survey results for three cycles 2018-19, 2019-20 and 2020-21 are included below

[MACI Exit Survey Results – Summer 2018 – Summer 2019](#)

[MACI Exit Survey Results 2020-2021](#)

[MAT Exit Survey Results – Summer 2018 – Summer 2019](#)

[MAT Exit Survey Results 2020-2021](#)

[School Counseling Exit Survey Results – Spring 2017 – Spring 2019](#)

[School Counseling Exit Survey Results 2020-2021](#)

[Special Education Exit Survey Results – Spring 2018 – Fall 2019](#)

[Special Education Exit Survey Results 2020-2021](#)

Attallah College Preliminary 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 a 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 Accreditation and Assessment administered the survey three times in the last five years. Each time, the survey had been sent to graduates from different years. The reason for administering the survey to alternating completion years is ensure that our graduates do not receive the same survey every year.

Graduates are asked to focus on the overall level of professional preparation at the Attallah College as well as on importance/relevance of their preparation with regard 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, where 5 is very well prepared, 4 well prepared, 3 adequately prepared, 2 little prepared, and 1 not at all prepared. In prior surveys, respondents similarly rated relevance/importance of their preparation with regard to completing their job responsibilities: 5 was extremely relevant/important, 4 very relevant/important, 3 moderately relevant/important, 2 slightly relevant/important, and 1 not at all relevant/important.

The survey data are collected, organized, and summarized by the Office of Accreditation and Assessment, 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.

[Reliability and Validity of the School Counseling Survey](#)

[Reliability and Validity of the Teacher Education Surveys](#)

Table 1 below provides the program-specific response rate for the 2016-2017, 2018-2019, and 2020-2021 surveys.

Table 1. Graduate Outcome Survey Response Rate by Program

Program	Response Rate SP21	Response Rate SP19 ²	Response Rate FA16
MACI	7%	-	-
MAT	18%	11%	29%
SC	27%	10%	49%
SPED	26%	7%	28%

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

[Master of Arts in Curriculum and Instruction 2020-2021](#)

[Master of Arts in Teaching – Multiple Subject 2020-2021](#)

[Master of Arts in Teaching – Single Subject 2020-2021](#)

[Master of Arts in Teaching 2016-2017, 2018-2019](#)

[School Counseling 2020-2021](#)

[School Counseling 2016-2017, 2018-2019](#)

[Special Education 2020-2021](#)

[Special Education 2016-2017, 2018-2019](#)

Analysis

The CTC Completer Survey data are shared annually with programs via their Program Annual Reports. The Attallah College Exit Survey is distributed and collected two times per year (fall and spring). These data are then provided as part of the Program Annual Data packages. Our Graduate Outcome Survey data will continue to be collected and shared as part of the Program Data packages. As a result, each program reviews their results both based on current as well as trends year over year.

Outcome/Program Improvement Goals

Initial

Based on program data analysis Attallah’s Teacher Education program has increased programmatic focus on developing and measuring progress of candidate skill based on Teacher Performance Standards. Teacher Education has standardized Key Assignments with common rubrics and ensured alignment with Teacher Performance Expectations via the Course Matrices. This past year, we conducted reliability and validity analyses of all surveys and Key Assignments, developed a program impact plan, and conducted analyses of all Key Assignments, Clinical Assessment Data. This year, we plan to review our progress, continue to refine our program improvement plan, and collect additional cycles of data (in order to have 3 cycles), as well as implement our program impact plan shared below.

² This survey is currently open.

Advanced

Improving student success in our program and classes is of the highest importance. The School Counseling (SC) program is producing professionals who are working in the field with children. Student success and knowledge is the main focus of our program, and we receive a great deal of positive feedback from community members who want to hire our students because they enter the field so well-prepared. Based on a review of the data, SC students are prepared due to our high expectations, consistent feedback, and requests for them to redo/complete work until they reach a particular level of mastery. In addition to the Exit Survey and CTC Program Completer survey, the School Counseling program strongly relies on supervisor and student self-reflection feedback to give us a sense of how students are doing in practice. We then work with students to set up individual goals to address some of their struggles. These data are not shared in this report, but our program improvement plan includes working to find a way to integrate these data. Given the feedback, it is clear that we must work on a way to articulate this level of rigor and support.

SC key assignments are very robust, include a lot of learning outcomes, and are a great representation of the complex work our students are doing. However, the way we assess them is also complex and not easily mapped onto our program learning outcomes. This will be an area for improvement next year.