

## **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 4-001](#), [Single Subject 4-002](#), [Education Specialist 4-003](#)) of program completers<sup>1</sup> in 2016. Survey descriptions, target respondents, and types of data collected may be found on [this link](#) 4-004 in Appendix A. This data-collection process was updated in 2018 (see [program update 4-005](#)) 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 (2016-17, 2017-18, 2018-19) as part of our analysis of our program completer satisfaction.

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

### **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 instrument was developed and refined over a period from 2012-2016. 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.

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<sup>1</sup> CTC defines a "program completer" as follows: An individual who has completed a credential program.<sup>1</sup> 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.<sup>2</sup>

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

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

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

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

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

### **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 Program Assessment and Improvement (OPAI) administered the survey twice in past three years. The survey of 2011, 2013, and 2015 graduates was conducted during the 2016-2017 academic year. During the summer of 2020, we will be gathering information from 2012, 2014, and 2016 graduates. 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 the 2016 survey, 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 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.

[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 and Summer 2019 surveys. **Our next survey distribution and data collection cycle will be Spring 2020.**

**Table 1. Graduate Outcome Survey Response Rate by Program**

Program	Number of Graduates	Number of Responses	Response Rate SP19 <sup>2</sup>	Response Rate FA16
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<sup>2</sup> This survey is currently open.

<b>MAT</b>	95	10	11%	29%
<b>SC</b>	40	4	10%	49%
<b>SP</b>	53	9	18%	40%
<b>SPED</b>	46	3	7%	28%

The data in Tables 2 through 4 reflect responses to rating questions from Master of Arts in Teaching, School Counseling, and Special Education graduates of the Attallah College.

**Table 2.1 Master of Arts in Teaching – Graduate Outcome Survey Descriptive Statistics Results – Summer 2019 (N = 10) (Data Collection is in Progress)**

<b>Question:</b>	<b>Mean:</b>	<b>Median:</b>	<b>Min:</b>	<b>Max:</b>	<b>Range:</b>	<b>SD:</b>
<b>Q11.1</b> How well did the MAT Program prepare you in each of the following? - Use a variety of developmentally and ability-appropriate instructional strategies, resources, and assistive technology to support access to the curriculum for a wide range of learners	4.20	4	2	5	3	0.87 2
<b>Q11.2</b> How well did the MAT Program prepare you in each of the following? - Provide a supportive learning environment for students' first and/or second language acquisition by using research-based instructional approaches	4.30	4	3	5	2	0.78 1
<b>Q11.3</b> How well did the MAT Program prepare you in each of the following? - Provide students with opportunities to access the curriculum by incorporating the visual and performing arts, as appropriate to the content and context of learning	3.80	4	2	5	3	0.98 0
<b>Q11.4</b> How well did the MAT Program prepare you in each of the following? - Monitor student learning and adjust instruction while teaching so that students continue to be actively engaged in learning	4.20	4	2	5	3	0.98 0
<b>Q49.1</b> To what extent do you feel the Teacher Education Program has prepared to: - Promote students' social-emotional growth, development, and individual responsibility using positive interventions and supports to foster a caring community	4.00	4	2	5	3	1.00 0
<b>Q49.2</b> To what extent do you feel the Teacher Education Program has prepared to: - Create learning environments that promote productive student learning, encourage positive interactions among students, reflect diversity and multiple perspectives, and are culturally responsive	4.40	4	3	5	2	0.66 3
<b>Q50.1</b> How well did the MAT Program prepare you to: - Plan, design, implement, and monitor instruction consistent with current subject-specific pedagogy in the content area(s) of instruction	4.20	4	3	5	2	0.74 8
<b>Q50.2</b> How well did the MAT Program prepare you to: - Implement disciplinary and cross-disciplinary learning sequences, including integrating the visual and performing arts as applicable to the discipline	3.90	4	1	5	4	1.22 1

Q50.3 How well did the MAT Program prepare you to: - Adapt subject matter curriculum, organization, and planning to support the acquisition and use of academic language within learning activities to promote the subject matter knowledge of all students	4.10	4	3	5	2	0.831
Q51.1 To what extent has the Teacher Education Program prepared you to plan, design, implement - Appropriate use of instructional technology	4.60	5	4	5	1	0.490
51.2 To what extent has the Teacher Education Program prepared you to plan, design, implement - Application of principles of Universal Design for Learning and Multitiered System of Supports	4.00	4	1	5	4	1.183
51.3 To what extent has the Teacher Education Program prepared you to plan, design, implement - Use of developmentally, linguistically, and culturally appropriate learning activities, instructional materials, and resources for all students, including the full range of English learners	4.10	4	2	5	3	0.943
51.4 To what extent has the Teacher Education Program prepared you to plan, design, implement - Appropriate modifications for students with disabilities in the general education classroom	3.80	4	2	5	3	1.166
51.5 To what extent has the Teacher Education Program prepared you to plan, design, implement - Opportunities for students to support each other in learning	3.90	4	2	5	3	1.044
51.6 To what extent has the Teacher Education Program prepared you to plan, design, implement - Use of community resources and services as applicable	3.40	3	2	5	3	0.917
Q52.1 To what extent has the MAT Program prepared you to: - Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments to design and administer classroom assessments, including use of scoring rubrics	4.00	4	3	5	2	0.775
Q52.2 To what extent has the MAT Program prepared you to: - Collect and analyze assessment data from multiple measures and sources to plan and modify instruction and document students' learning over time	3.70	4	1	5	4	1.269
Q53. How well has the Teacher Education Program prepared you to reflect on your own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning?	4.40	4	3	5	2	0.663

**Table 2.2 Master of Arts in Teaching – Graduate Outcome Survey Descriptive Statistics Results – Fall 2016 (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	0.90 6
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	1.08 1
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	1.01 3
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	1.12 0
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	1.32 3
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	0.91 0
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	1.10 9
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	0.92 9
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	0.97 3
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	1.02 6
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	0.72 2
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	1.20 6
Q37. How relevant is understanding and analyzing the broader socio-political contexts to completing your current work responsibilities?	3.69	4	2	5	3	1.13 6
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	0.66 2

**Table 3.1 School Counseling – Graduate Outcome Survey Descriptive Statistics Results – Summer 2019 (N = 4) (Data Collection is in Progress)**

Question	Mean:	Median:	Min:	Max:	Range:	SD:
Q11.1 How well did our Program prepare you 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	4.75	5	4	5	1	0.43
Q11.2 How well did our Program prepare you 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.	4.75	5	4	5	1	0.43
Q11.3 How well did our Program prepare you 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.	4.25	5	2	5	3	1.30
Q27.1 How well did our Program prepare you in the following standards? - Knowledge of the components of career development programs and to develop, implement and evaluate such programs in schools.	4.50	5	3	5	2	0.87
Q27.2 How well did our Program prepare you 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.	5.00	5	5	5	0	0.00
Q27.3 How well did our Program prepare you 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.	4.75	5	4	5	1	0.43
Q31.1 How well did our Program prepare you 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.	4.75	5	4	5	1	0.43
Q31.2 How well did our Program prepare you 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.	4	4	2	5	3	1.22
Q37.1 How well did our Program prepare you 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.	5.00	5	5	5	0	0.00
Q37.2 How well did our Program prepare you in the following standards? - Skills of effective collaboration to meet developmental needs along a continuum of preschool through	4.50	5	3	5	2	0.87

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.						
Q37.3 How well did our Program prepare you 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.	4.50	5	3	5	2	0.87
Q41.1 How well did our Program prepare you 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	4.50	5	3	5	2	0.87
Q41.2 How well did our Program prepare you in the following standards? - Knowledgeable about basic principles of research design, action research, and program evaluation (e.g., traditional experimental design, qualitative, single-subject designs); 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.	4.75	5	4	5	1	0.43
Q21 When you compare your knowledge and skills to those of your peers, how would you rank your School Counselor training?	3.25	3	1	5	4	1.48

**Table 3.2 School Counseling – Graduate Outcome Survey Descriptive Statistics Results – Fall 2016  
(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	1.03 7
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	0.84 1
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	0.56 6
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	0.96 2
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	0.70 6
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	1.01 3
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	1.30 5
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	0.76 6
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	0.77 3
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	0.93 4



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 individual and small group counseling on student learning and achievement.	4.13	4	2	5	3	0.927
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	1.47 1
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	1.36 9
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	1.46 7
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	0.97 6
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	0.87 2
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	1.36 1
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	1.31 7

**Table 4.1 Special Education – Graduate Outcome Survey Descriptive Statistics Results – Summer 2019 (N = 3) (Data Collection is in Progress)**

Question:	Mean :	Median :	Min :	Max :	Range :	SD: :
<p><b>Q46.1 How knowledgeable are you about these learning goals? - TPE 1: Pedagogical Skills for Subject Matter</b></p> <p>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.</p>	4.33	4	4	5	1	0.47 1
<p><b>Q46.2 How knowledgeable are you about these learning goals? - TPE 2: Monitoring Student Learning During Instruction</b></p> <p>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.</p>	4.33	4	4	5	1	0.47 1
<p><b>Q46.3 How knowledgeable are you about these learning goals? - TPE 3: Interpretation of Assessments</b></p> <p>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.)</p>	4.33	4	4	5	1	0.47 1
<p><b>Q26.1 How much do these learning goals impact your professional life? - TPE 1: Pedagogical Skills for Subject Matter</b></p> <p>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.</p>	4.33	5	3	5	2	0.94 3
<p><b>Q26.2 How much do these learning goals impact your professional life? - TPE 2: Monitoring Student Learning During Instruction</b></p> <p>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.</p>	5.00	5	5	5	0	0.00 0
<p><b>Q26.3 How much do these learning goals impact your professional life? - TPE 3: Interpretation of Assessments</b></p> <p>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.)</p>	5.00	5	5	5	0	0.00 0
<p><b>Q27.1 How knowledgeable are you about these learning goals? - TPE 4: Making Content Accessible</b></p> <p>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.</p>	3.67	4	3	4	1	0.47 1

<p><b>Q27.2 How knowledgeable are you about these learning goals? - TPE 5: Student Engagement</b></p> <p>Makes instruction relevant by actively and equitably engaging students via progress monitoring, meaningful questioning, and reengagement of off task learners.</p>	4.33	4	4	5	1	0.47 1
<p><b>Q27.3 How knowledgeable are you about these learning goals? - TPE 6: Developing Appropriate Teaching Practices</b></p> <p>Develops and implements instructional and behavior support plans and accommodations that promote successful inclusion of students with IEPs in general education.</p>	4.33	4	4	5	1	0.47 1
<p><b>Q35.1 How much do these learning goals impact your professional life? - TPE 4: Making Content Accessible</b></p> <p>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.</p>	5.00	5	5	5	0	0.00 0
<p><b>Q35.2 How much do these learning goals impact your professional life? - TPE 5: Student Engagement</b></p> <p>Makes instruction relevant by actively and equitably engaging students via progress monitoring, meaningful questioning, and reengagement of off task learners.</p>	4.67	5	4	5	1	0.47 1
<p><b>Q35.3 How much do these learning goals impact your professional life? - TPE 6: Developing Appropriate Teaching Practices</b></p> <p>Develops and implements instructional and behavior support plans and accommodations that promote successful inclusion of students with IEPs in general education.</p>	4.00	4	3	5	2	0.81 6
<p><b>Q31.1 How knowledgeable are you about these learning goals? - TPE 7: Teaching English Learners</b></p> <p>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.</p>	3.67	4	3	4	1	0.47 1
<p><b>Q31.2 How knowledgeable are you about these learning goals? - TPE 8: Learning about Students</b></p> <p>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.</p>	4.67	5	4	5	1	0.47 1

<p><b>Q31.3 How knowledgeable are you about these learning goals? - TPE 9: Instructional Planning</b></p> <p>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 (e.g., related service providers, peer tutors) to help students achieve goals.</p>	4.00	4	4	4	0	0.00 0
<p><b>Q36.1 How much do these learning goals impact your professional life? - TPE 7: Teaching English Learners</b></p> <p>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.</p>	3.33	3	2	5	3	1.24 7
<p><b>Q36.2 How much do these learning goals impact your professional life? - TPE 8: Learning about Students</b></p> <p>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.</p>	4.33	4	4	5	1	0.47 1
<p><b>Q36.3 How much do these learning goals impact your professional life? - TPE 9: Instructional Planning</b></p> <p>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 (e.g., related service providers, peer tutors) to help students achieve goals.</p>	4.00	4	3	5	2	0.81 6
<p><b>Q37.1 How knowledgeable are you about these learning goals? - TPE 10: Instructional Time</b></p> <p>Coordinates, directs, and communicates effectively with other special education service providers, general educators, paraeducators, and volunteers to ensure useful instructional.</p>	4.33	4	4	5	1	0.47 1
<p><b>Q37.2 How knowledgeable are you about these learning goals? - TPE 11: Social Environment</b></p> <p>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.</p>	4.67	5	4	5	1	0.47 1

<p><b>Q37.3 How knowledgeable are you about these learning goals? - TPE 12: Professional, Legal, and Ethical Obligations</b></p> <p>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.</p>	4.67	5	4	5	1	0.47 1
<p><b>Q37.4 How knowledgeable are you about these learning goals? - TPE 13: Professional Growth</b></p> <p>Sets professional goals for increasing subject matter knowledge and teaching effectiveness; Attends professional development on a regular basis.</p>	4.67	5	4	5	1	0.47 1
<p><b>Q39.1 How much do these learning goals impact your professional life? - TPE 10: Instructional Time</b></p> <p>Coordinates, directs, and communicates effectively with other special education service providers, general educators, paraeducators, and volunteers to ensure useful instructional.</p>	4.67	5	4	5	1	0.47 1
<p><b>Q39.2 How much do these learning goals impact your professional life? - TPE 11: Social Environment</b></p> <p>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.</p>	4.00	4	3	5	2	0.81 6
<p><b>Q39.3 How much do these learning goals impact your professional life? – TPE 12: Professional, Legal, and Ethical Obligations</b></p> <p>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.</p>	4.00	5	2	5	3	1.41 4
<p><b>Q39.4 How much do these learning goals impact your professional life? - TPE 13: Professional Growth</b></p> <p>Sets professional goals for increasing subject matter knowledge and teaching effectiveness; Attends professional development on a regular basis.</p>	4.33	5	3	5	2	0.94 3
<p><b>Q21. OVERALL EXPERIENCE Overall, how well do you think your program prepares graduates</b></p>	4.33	4	4	5	1	0.47 1

**Table 4.2. Special Education – Graduate Outcome Survey Descriptive Statistics Results – Fall 2016 (N = 17)**

Question:	Mean :	Median :	Min :	Max :	Range :	SD: :
<p><b>Q7.1. How knowledgeable are you about these learning goals? TPE 1: Pedagogical Skills for Subject Matter</b></p> <p>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.</p>	3.61	4	2	5	3	1.008
<p><b>Q7.2. How knowledgeable are you about these learning goals? TPE 2: Monitoring Student Learning During Instruction</b></p> <p>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.</p>	4.11	4	3	5	2	0.567
<p><b>Q7.3. How knowledgeable are you about these learning goals? TPE 3: Interpretation of Assessments</b></p> <p>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.)</p>	3.72	4	1	5	4	0.870
<p><b>Q9.1. How much do these learning goals impact your professional life? TPE 1: Pedagogical Skills for Subject Matter</b></p> <p>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.</p>	3.44	4	1	5	4	1.212
<p><b>Q9.2. How much do these learning goals impact your professional life? TPE 2: Monitoring Student Learning During Instruction</b></p> <p>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.</p>	4.12	4	3	5	2	0.582
<p><b>Q9.3. How much do these learning goals impact your professional life? TPE 3: Interpretation of Assessments</b></p> <p>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.)</p>	3.83	4	1	5	4	0.957
<p><b>Q11.1 How knowledgeable are you about these learning goals? TPE 4: Making Content Accessible</b></p> <p>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.</p>	4.41	4	3	5	2	0.600
<p><b>Q11.2. How knowledgeable are you about these learning goals? TPE 5: Student Engagement</b></p> <p>Makes instruction relevant by actively and equitably engaging</p>	4.29	4	3	5	2	0.749

students via progress monitoring, meaningful questioning, and reengagement of off task learners.						
<p><b>Q11.3. How knowledgeable are you about these learning goals?</b>  <b>TPE 6: Developing Appropriate Teaching Practices</b></p> <p>Develops and implements instructional and behavior support plans and accommodations that promote successful inclusion of students with IEPs in general education.</p>	4.12	4	3	5	2	0.582
<p><b>Q13.1. How much do these learning goals impact your professional life?</b> TPE 4: Making Content Accessible</p> <p>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.</p>	4.29	4	2	5	3	0.824
<p><b>Q13.2. How much do these learning goals impact your professional life?</b> TPE 5: Student Engagement</p> <p>Makes instruction relevant by actively and equitably engaging students via progress monitoring, meaningful questioning, and reengagement of off task learners.</p>	4.47	4	4	5	1	0.499
<p><b>Q13.3. How much do these learning goals impact your professional life?</b> TPE 6: Developing Appropriate Teaching Practices</p> <p>Develops and implements instructional and behavior support plans and accommodations that promote successful inclusion of students with IEPs in general education.</p>	4.59	5	3	5	2	0.600
<p><b>Q15.1. How knowledgeable are you about these learning goals?</b>  <b>TPE 7: Teaching English Learners</b></p> <p>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.</p>	3.47	3	2	5	3	0.848
<p><b>Q15.2. How knowledgeable are you about these learning goals?</b>  <b>TPE 8: Learning about Students</b></p> <p>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.</p>	4.12	4	2	5	3	0.963
<p><b>Q15.3. How knowledgeable are you about these learning goals?</b>  <b>TPE 9: Instructional Planning</b></p> <p>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 (e.g., related service providers, peer tutors) to help students achieve goals.</p>	3.88	4	3	5	2	0.582



<p><b>Q17.1. How much do these learning goals impact your professional life? TPE 7: Teaching English Learners</b></p> <p>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.</p>	3.35	4	1	5	4	1.18 5
<p><b>Q17.2. How much do these learning goals impact your professional life? TPE 8: Learning about Students</b></p> <p>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.</p>	4.24	4	3	5	2	0.64 4
<p><b>Q17.3. How much do these learning goals impact your professional life? TPE 9: Instructional Planning</b></p> <p>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.</p>	4.00	4	3	5	2	0.68 6
<p><b>Q19.1. How knowledgeable are you about these learning goals? TPE 10: Instructional Time</b></p> <p>Coordinates, directs, and communicates effectively with other special education service providers, general educators, paraeducators, and volunteers to ensure useful instructional.</p>	4.24	4	3	5	2	0.54 6
<p><b>Q19.2. How knowledgeable are you about these learning goals? TPE 11: Social Environment</b></p> <p>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.</p>	4.18	4	3	5	2	0.61 7
<p><b>Q19.3. How knowledgeable are you about these learning goals? TPE 12: Professional, Legal, and Ethical Obligations</b></p> <p>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.</p>	4.29	4	4	5	1	0.45 6
<p><b>Q19.4. How knowledgeable are you about these learning goals? TPE 13: Professional Growth</b></p> <p>Sets professional goals for increasing subject matter knowledge and teaching effectiveness; Attends professional development on a regular basis.</p>	4.24	4	3	5	2	0.54 6

<b>Q21.1. How much do these learning goals impact your professional life? TPE 10: Instructional Time</b>  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	0.49 9
<b>Q21.2. How much do these learning goals impact your professional life? TPE 11: Social Environment</b>  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	0.70 6
<b>Q21.3. How much do these learning goals impact your professional life? TPE 12: Professional, Legal, and Ethical Obligations</b>  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	0.60 0
<b>Q21.4. How much do these learning goals impact your professional life? TPE 13: Professional Growth</b>  Sets professional goals for increasing subject matter knowledge and teaching effectiveness; Attends professional development on a regular basis.	4.24	4	3	5	2	0.54 6
<b>Q23. OVERALL EXPERIENCE</b> Overall, how well do you think your program prepares graduates to work at schools?	4.18	4	3	5	2	0.70 6

### 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

#### Preliminary

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.

#### 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.