

Graduate/Employer Survey Data

One year after completing, completers and graduates of our initial and advanced programs and their employers are invited to take a survey about how well they were prepared by our programs. The most recent results available are presented in the tables that follow.

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Initial Teaching Credential Program Completers – First Year Teachers

The Effectiveness of Teaching Credential Programs, as Evaluated by the Programs' First-Year Teachers While They Taught in Grades K-12

<i>Evaluation Questions Answered by K-12 Teachers Who Finished Teaching Credential Programs the prior year:</i>		2017 Survey 2015-16 Completers				
How well prepared were you to begin each aspect of a teacher's job listed below?		N	Very Well, Well, or Adequately Prepared	Somewhat or Not at All Prepared	Mean	SD
1	To adhere to state and federal policies for appropriate placement and instruction of ELs.	103	88%	12%	2.77	0.98
2	To analyze and articulate the language and literacy demands of my content instruction for ELs.	104	91%	9%	2.82	0.92
3	To anticipate, identify and address the needs of students at different levels of cognitive development.	108	93%	7%	2.76	0.96
4	To assess students.	108	97%	3%	3.1	0.82
5	To be reflective about my teaching and improve my practice so all students can learn.	107	98%	2%	3.33	0.72
6	To build ELs oral language production through structured classroom interactions and collaborative	103	95%	5%	2.91	0.86
7	To build on students' prior knowledge to extend their skills and understanding.	109	97%	3%	3.15	0.8
8	To communicate effectively with the parents and families of ELs.	103	85%	15%	2.61	1.06
9	To communicate effectively with the parents or guardians of my students.	109	82%	18%	2.63	1.11
10	To develop social and emotional competencies in children (e.g., empathy, motivation, self-regulation).	108	85%	15%	2.72	1.13
11	To develop students' understanding and use of academic language and vocabulary.	104	95%	5%	3.07	0.87
12	To differentiate instruction for ELs based on primary language, background knowledge, and levels of English	104	92%	8%	2.89	0.9
13	To differentiate instruction to meet the learning needs of all students.	109	95%	5%	3.07	0.81
14	To foster student creativity and innovation.	103	94%	6%	3.07	0.93
15	To handle a range of classroom management or discipline situations.	109	82%	18%	2.45	1.1

16	To help students build a strong knowledge base through content rich texts.	104	91%	9%	2.9	1
17	To help students construct viable arguments and critique the reasoning of others.	103	90%	10%	2.82	1.03
18	To help students gather, evaluate, and use information from a variety of print, media and online sources.	102	85%	15%	2.83	1.14
19	To help students use digital media and environments to communicate and work collaboratively.	101	91%	9%	2.93	1
20	To identify and use students' interests to increase their engagement in learning.	108	97%	3%	3.05	0.84
21	To know and understand the subject matter content that I teach.	109	94%	6%	3.07	0.9
22	To meet the instructional needs of English learners.	109	94%	6%	2.92	0.88
23	To meet the instructional needs of students from diverse cultural backgrounds.	108	94%	6%	3	0.89
24	To meet the instructional needs of students with disabilities.	108	85%	15%	2.63	1.04
25	To organize and manage a classroom that includes first- and second-language learners.	105	90%	10%	2.82	0.95
26	To plan effective lessons and instructional activities.	109	96%	4%	3.07	0.82
27	To prepare students to plan, conduct, write and present academic research.	103	86%	14%	2.64	1.13
28	To provide opportunities for students to engage in argument using relevant and sufficient evidence.	103	95%	5%	2.88	0.94
29	To provide scaffolding, modeling, and support for English learners' (ELs') access to grade-level content	105	93%	7%	2.86	0.88
30	To provide students with a sound understanding of technology concepts, systems, and operations.	102	92%	8%	2.82	1.04
31	To teach ELs by building on their abilities, cultural and linguistic backgrounds, and community resources.	105	94%	6%	2.91	0.89
32	To teach my subject matter.	109	96%	4%	3.12	0.82
33	To teach students to participate in collaborative conversations with diverse partners.	104	98%	2%	3.12	0.78
34	To teach students to use technology appropriately and responsibly.	102	91%	9%	2.93	1.03
35	To teach students to value and use evidence in written and spoken communications.	105	94%	6%	2.96	0.92
36	To teach the California English Language Development Standards for California Public Schools.	107	80%	20%	2.51	1.13
37	To understand and support students whose learning is affected by difficult circumstances in their lives.	109	87%	13%	2.66	1.06
38	To understand the purposes, goals, and content of my school's EL instructional program.	104	92%	8%	2.82	0.9
39	To use a variety of formative assessment methods to inform instructional practices.	108	96%	4%	3.12	0.85
40	To use a variety of instructional methods.	108	97%	3%	3.02	0.74
41	To use multiple, varied, and ongoing assessments to guide EL instructional decisions.	104	91%	9%	2.86	0.92

Initial Teaching Credential Program Completers – Employment Supervisors of First Year Teachers

The Effectiveness of Teaching Credential Programs, as Evaluated by the Employment Supervisors of the Programs' First-Year Teachers

<i>Evaluation Questions Answered by the K-12 Employment Supervisors of Teaching Graduates of Credential Programs:</i>		2017 Survey 2015-16 Completers				
How well prepared was this teacher to begin each aspect of a teacher's job listed below?		N	Very Well, Well, or Adequately Prepared	Somewhat or Not at All Prepared	Mean	SD
1	To address the learning needs of students at different levels of academic, linguistic, and cognitive	35	97%	3%	3.23	0.88
2	To communicate and collaborate effectively with students' families.	35	97%	3%	3.2	0.9
3	To differentiate instruction for English learners based on primary language, background knowledge, and levels of	35	97%	3%	3.26	0.85
4	To engage in culturally responsive teaching.	35	100%	0%	3.34	0.8
5	To engage students in inquiry, problem solving, and reflection to promote their critical thinking.	35	94%	6%	3.37	0.88
6	To establish a climate that promotes fairness and respect for all students.	35	94%	6%	3.4	0.88
7	To establish and maintain high expectations for learning.	35	97%	3%	3.29	0.86
8	To give productive feedback to students to guide their learning.	35	97%	3%	3.26	0.82
9	To help students connect classroom learning to life outside of school.	35	97%	3%	3.43	0.81
10	To involve all students to self-assessment, goal setting, and monitoring progress.	35	97%	3%	3.2	0.87
11	To plan instruction and design learning experiences that meet the needs of all students.	35	97%	3%	3.4	0.77
12	To promote student engagement by building upon students' interests, strengths, and prior experiences.	35	100%	0%	3.43	0.78
13	To provide access to the curriculum by selecting, adapting and developing appropriate materials,	35	97%	3%	3.43	0.78
14	To provide scaffolding, modeling, and support for English learners' access to grade-level content learning.	35	97%	3%	3.31	0.8
15	To reflect on their own teaching practice to continuously improve instruction and student learning.	35	100%	0%	3.37	0.73
16	To use effective instructional strategies to teach specific subject matter and skills.	35	97%	3%	3.4	0.81
17	To use technology to deepen teaching and learning.	35	100%	0%	3.31	0.8
18	To work with colleagues to improve instruction.	35	97%	3%	3.57	0.78

Advanced Program Graduates - Teachers and Other School Personnel

The Effectiveness of Advanced Programs, as Evaluated by the Programs' Graduates One Year Out

Questions Related to the Graduates Knowledge, Skills, and Disposition

Rating Scale: 1-4 (Strongly Disagree = 1, Disagree = 2, Agree = 3, Strongly Agree = 4)

		2016 Survey 2014-15 Graduates				
Please reflect back on your learning experiences in the CSU Fullerton's Master's of Advanced Credential program that you completed, and rate whether you agree or disagree with the following statements. As a working professional...		N	Agree/ Strongly Agree	Disagree/ Strongly Disagree	Mean	SD
4.1	I am well prepared to collaborate with other professionals in school settings.	41	97.6%	2.4%	3.83	0.44
4.2	I am well prepared to use technology to support teaching and learning, or as appropriate to my role in schools.	41	95.1%	4.9%	3.63	0.57
4.3	I am well prepared to make informed decisions about problems I face as a professional.	41	97.6%	2.4%	3.71	0.51
4.4	I am well prepared to promote equity and diversity.	41	97.6%	2.4%	3.78	0.47
4.5	I am well prepared to apply my understanding of professional and ethical standards in my work with colleagues, students, families, and	41	100%	0.0%	3.78	0.41
4.6	I am well prepared with knowledge of the foundational research that informs my field of study.	41	97.6%	2.4%	3.73	0.50
4.7	I am well prepared to successfully explain the key concepts in my field of study.	41	100%	0.0%	3.73	0.44
4.8	I am well prepared with knowledge about professional, state, and institutional content standards that guide my field of study.	41	95.1%	4.9%	3.61	0.58
4.9	I am well prepared to design and implement instruction for diverse learners.	41	97.6%	2.4%	3.73	0.50
4.10	I am well prepared to design and implement assessments that are aligned with instructional goals and learner characteristics.	41	97.6%	2.4%	3.68	0.52
4.11	I am well prepared to identify needed change.	41	100%	0.0%	3.73	0.44
4.12	I am well prepared to influence decision-making within my professional setting.	41	97.6%	2.4%	3.59	0.54
4.13	I am well prepared to accept leadership roles.	41	97.6%	2.4%	3.51	0.55
4.14	I am motivated to seek professional growth opportunities.	41	97.6%	2.4%	3.66	0.61
4.15	I am a reflective and ethical practitioner.	41	100%	0.0%	3.85	0.35
4.16	I understand how policy shapes practice and impacts the context of student learning.	41	97.6%	2.4%	3.73	0.50
4.17	I foster relationships among schools, families, and community to enhance student learning.	41	97.6%	2.4%	3.68	0.52

Advanced Program Graduates – Employers of Teachers and Other School Personnel

The Effectiveness of Advanced Programs, as Evaluated by the Employment Supervisors of Programs' Graduates One Year Out

Questions Related to the Graduates Knowledge, Skills, and Disposition

Rating Scale: 1-4 (Strongly Disagree = 1, Disagree = 2, Agree = 3, Strongly Agree = 4)

		2016 Survey 2014-15 Graduates				
Please reflect on the preparedness of this employee who recently graduated from CSU Fullerton, and rate whether you agree or disagree with the following statements. As a working professional, my employee...		N	Agree/ Strongly Agree	Disagree/ Strongly Disagree	Mean	SD
4.1	is well prepared to collaborate with other professionals in school settings.	36	97.2%	2.8%	3.72	0.51
4.2	is well prepared to use technology to support teaching and learning as appropriate to his/her role in schools.	36	100%	0.0%	3.67	0.47
4.3	is well prepared to make informed decisions about problems he/she faces as a professional.	36	94.4%	5.6%	3.64	0.58
4.4	is well prepared to promote equity and diversity.	36	97.2%	2.8%	3.64	0.54
4.5	is well prepared to apply professional and ethical standards in work with colleagues, students, families, and community.	36	94.4%	5.6%	3.67	0.58
4.6	is well prepared with knowledge of the foundational research that informs his/her field.	36	100%	0.0%	3.56	0.50
4.7	is well prepared to successfully explain the key concepts in his/her field.	36	100%	0.0%	3.53	0.50
4.8	is well prepared with knowledge about professional, state, and institutional content standards that guide his/her field.	36	97.2%	2.8%	3.53	0.55
4.9	is well prepared to design and implement instruction for diverse learners.	36	97.2%	2.8%	3.50	0.55
4.10	is well prepared to design and implement assessments that are aligned with instructional goals and learner characteristics.	36	100%	0.0%	3.56	0.50
4.11	is well prepared to identify needed change.	36	97.2%	2.8%	3.47	0.55
4.12	is well prepared to influence decision-making within his/her professional setting.	36	88.9%	11.1%	3.33	0.67
4.13	is well prepared to accept leadership roles.	36	86.1%	13.9%	3.36	0.71
4.14	is motivated to seek professional growth opportunities.	36	94.4%	5.6%	3.50	0.60
4.15	is a reflective and ethical practitioner.	36	97.2%	2.8%	3.56	0.55
4.16	understands how policy shapes practice and impacts the context of student learning.	36	94.4%	5.6%	3.33	0.58
4.17	fosters relationships among schools, families, and community to enhance student learning.	36	94.4%	5.6%	3.50	0.60