

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>		2018 Survey 2016-17 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.	43	79%	21%	2.53	1.14
2	To analyze and articulate the language and literacy demands of my content instruction for ELs.	43	86%	14%	2.67	1.11
3	To anticipate, identify and address the needs of students at different levels of cognitive development.	45	80%	20%	2.6	1.14
4	To assess students.	45	80%	20%	2.84	1.22
5	To be reflective about my teaching and improve my practice so all students can learn.	45	91%	9%	2.98	0.97
6	To build ELs oral language production through structured classroom interactions and collaborative	42	88%	12%	2.83	1.03
7	To build on students' prior knowledge to extend their skills and understanding.	44	89%	11%	3.02	0.98
8	To communicate effectively with the parents and families of ELs.	43	79%	21%	2.56	1.16
9	To communicate effectively with the parents or guardians of my students.	45	76%	24%	2.38	1.17
10	To develop social and emotional competencies in children (e.g., empathy, motivation, self-regulation).	45	76%	24%	2.53	1.31
11	To develop students' understanding and use of academic language and vocabulary.	43	93%	7%	2.91	0.97
12	To differentiate instruction for ELs based on primary language, background knowledge, and levels of English	43	91%	9%	2.91	0.97
13	To differentiate instruction to meet the learning needs of all students.	44	84%	16%	2.89	1.06
14	To foster student creativity and innovation.	41	93%	7%	3.02	1.01
15	To handle a range of classroom management or discipline situations.	46	70%	30%	2.3	1.3

16	To help students build a strong knowledge base through content rich texts.	43	86%	14%	2.79	1.1
17	To help students construct viable arguments and critique the reasoning of others.	42	86%	14%	2.69	1.07
18	To help students gather, evaluate, and use information from a variety of print, media and online sources.	41	88%	12%	2.88	1.1
19	To help students use digital media and environments to communicate and work collaboratively.	40	88%	13%	2.88	1.11
20	To identify and use students' interests to increase their engagement in learning.	45	87%	13%	2.82	1.13
21	To know and understand the subject matter content that I teach.	45	84%	16%	2.73	1.12
22	To meet the instructional needs of English learners.	45	87%	13%	2.87	1.04
23	To meet the instructional needs of students from diverse cultural backgrounds.	45	89%	11%	2.91	1.04
24	To meet the instructional needs of students with disabilities.	45	80%	20%	2.64	1.19
25	To organize and manage a classroom that includes first- and second-language learners.	43	86%	14%	2.79	1.12
26	To plan effective lessons and instructional activities.	46	85%	15%	2.91	1.13
27	To prepare students to plan, conduct, write and present academic research.	42	76%	24%	2.55	1.21
28	To provide opportunities for students to engage in argument using relevant and sufficient evidence.	41	85%	15%	2.83	1.02
29	To provide scaffolding, modeling, and support for English learners' (ELs') access to grade-level content	43	88%	12%	2.84	1
30	To provide students with a sound understanding of technology concepts, systems, and operations.	41	85%	15%	2.83	1.16
31	To teach ELs by building on their abilities, cultural and linguistic backgrounds, and community resources.	42	93%	7%	2.76	0.91
32	To teach my subject matter.	46	89%	11%	2.89	1.02
33	To teach students to participate in collaborative conversations with diverse partners.	41	88%	12%	2.98	0.96
34	To teach students to use technology appropriately and responsibly.	42	90%	10%	3.07	1.07
35	To teach students to value and use evidence in written and spoken communications.	42	86%	14%	2.79	1.07
36	To teach the California English Language Development Standards for California Public Schools.	44	82%	18%	2.64	1.08
37	To understand and support students whose learning is affected by difficult circumstances in their lives.	45	78%	22%	2.58	1.23
38	To understand the purposes, goals, and content of my school's EL instructional program.	43	84%	16%	2.6	1.16
39	To use a variety of formative assessment methods to inform instructional practices.	44	86%	14%	2.91	1.12
40	To use a variety of instructional methods.	46	89%	11%	2.89	0.99
41	To use multiple, varied, and ongoing assessments to guide EL instructional decisions.	43	84%	16%	2.58	1.18

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)

	2018 Survey 2016-17 Graduates				
	N	Agree/ Strongly Agree	Disagree/ Strongly Disagree	Mean	SD
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...					
I am prepared to collaborate with other professionals in school settings.	74	98.6%	1.4%	3.70	0.49
I am prepared to evaluate technology as it relates to my role in schools/my work environment.	74	94.6%	5.4%	3.54	0.60
I am prepared to use technology to support teaching and learning, or as appropriate to my role in...	74	95.9%	4.1%	3.57	0.57
I am prepared to advance technology integration as it relates to my role in schools/my work environment.	74	86.5%	13.5%	3.36	0.71
I am prepared to make informed decisions about problems I face as a professional.	74	98.6%	1.4%	3.66	0.50
I am prepared to promote equity and diversity.	74	97.3%	2.7%	3.68	0.57
I am prepared to apply my understanding of professional and ethical standards in my work with colleagues, students, families, and community.	74	97.3%	2.7%	3.61	0.59
I am prepared with knowledge of the foundational research that informs my field of study.	74	100.0%	0.0%	3.61	0.49
I am prepared to successfully explain the key concepts in my field of study.	74	98.6%	1.4%	3.64	0.51
I am prepared with knowledge about professional, state, and institutional content standards that guide my field of study.	74	93.2%	6.8%	3.43	0.66
I am prepared to design and implement instruction for diverse learners.	74	97.3%	2.7%	3.58	0.59
I am prepared to advance just, equitable, and inclusive education as it relates to my role in schools.	74	95.9%	4.1%	3.58	0.57
I am prepared to design and implement assessments that are aligned with instructional goals and learner characteristics.	74	95.9%	4.1%	3.54	0.57
I am prepared to identify needed change.	74	100.0%	0.0%	3.68	0.47
I am prepared to influence decision-making within my professional setting.	74	95.9%	4.1%	3.53	0.57
I am prepared to accept leadership roles.	74	93.2%	6.8%	3.55	0.62
I am prepared to seek professional growth opportunities.	74	98.6%	1.4%	3.78	0.44
I am prepared to use reflective and ethical practices.	74	100.0%	0.0%	3.74	0.44
I understand how policy shapes practice and impacts the context of student learning.	74	97.3%	2.7%	3.51	0.55
I foster relationships among diverse schools, families, and community to enhance student learning.	74	95.9%	4.1%	3.61	0.57

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)

	2018 Survey 2016-17 Graduates				
	N	Agree/ Strongly Agree	Disagree/ Strongly Disagree	Mean	SD
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...					
My employee is prepared to collaborate with other professionals in school settings.	47	93.6%	6.4%	3.70	0.58
My employee is prepared to evaluate technology as it relates to his/her role in schools/work environment.	47	97.9%	2.1%	3.64	0.52
My employee is prepared to use technology to support teaching and learning as appropriate to his/her role in schools/work environment.	47	97.9%	2.1%	3.68	0.51
My employee is prepared to advance technology integration as it relates to his/her role in schools/work environment.	47	97.9%	2.1%	3.60	0.53
My employee is prepared to make informed decisions about problems he/she faces as a professional.	47	93.6%	6.4%	3.55	0.61
My employee is prepared to promote equity and diversity.	47	95.7%	4.3%	3.66	0.63
My employee is prepared to apply professional and ethical standards in work with colleagues, students, families, and community.	47	93.6%	6.4%	3.62	0.67
My employee is prepared with knowledge of the foundational research that informs his/her field.	47	95.7%	4.3%	3.62	0.57
My employee is prepared to successfully explain the key concepts in his/her field.	47	100.0%	0.0%	3.68	0.47
My employee is prepared with knowledge about professional, state, and institutional content standards that guide his/her field.	47	97.9%	2.1%	3.66	0.52
My employee is prepared to design and implement instruction for diverse learners.	47	93.6%	6.4%	3.64	0.60
My employee is prepared to advance just, equitable, and inclusive education as it relates to his/her role in schools.	47	95.7%	4.3%	3.66	0.56
My employee is prepared to design and implement assessments that are aligned with instructional goals and learner characteristics.	47	97.9%	2.1%	3.64	0.52
My employee is prepared to identify needed change.	47	95.7%	4.3%	3.51	0.58
My employee is prepared to influence decision-making within his/her professional setting.	47	93.6%	6.4%	3.53	0.61
My employee is prepared to accept leadership roles.	47	95.7%	4.3%	3.60	0.64
My employee is motivated to seek professional growth opportunities.	47	97.9%	2.1%	3.72	0.49
My employee is a reflective and ethical practitioner.	47	93.6%	6.4%	3.64	0.60
My employee understands how policy shapes practice and impacts the context of student learning.	47	93.6%	6.4%	3.49	0.68
My employee fosters relationships among diverse schools, families, and community to enhance student learning.	47	95.7%	4.3%	3.64	0.56