**Completer effectiveness in applying professional knowledge, skills, and dispositions.**

1. **B.ED. Dispositions Survey Results (Fall 2021 till Fall 2023)**
   1. **Demographic Data**

Table 1. Respondents by Year, Concentration, Program, and Checkpoint # 1-3

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | | **Frequency** | **%** | |
| **Year** | **2021-2022** | 1517 | 42.8 | |
| **2022-2023** | 1550 | 43.7 | |
| **2023-2024** | 477 | 13.5 | |
| **program** | **General Ed** | 1486 | 41.9 | |
| **PRIM** | 1029 | 29.0 | |
| **SEC** | 914 | 25.8 | |
| **SPED** | 115 | 3.2 | |
| **Conc.** | **Arabic Language** | 185 | 5.2 | |
| **Arabic Studies** | 419 | 11.8 | |
| **Biology** | 66 | 1.9 | |
| **Chemistry** | 67 | 1.9 | |
| **Early Childhood** | 223 | 6.3 | |
| **English** | 48 | 1.4 | |
| **English Language** | 169 | 4.8 | |
| **Islamic** | 193 | 5.4 | |
| **Math & Science** | 235 | 6.6 | |
| **Mathematics** | 128 | 3.6 | |
| **School based** | 115 | 3.2 | |
| **Social Studies** | 210 | 5.9 | |
| **NA** | 1486 | 41.9 | |
| **Checkpoint #** | **1** | 1486 | 41.9 |
| **2** | 1096 | 30.9 |
| **3** | 962 | 27.1 |

Table 1 provides information about the number of respondents by academic year, academic program, concentration, and checkpoint stages.

* **Academic Year**: Most respondents come from the academic year 2022-2023, with 43.7%, followed closely by 2021-2022 with 42.8%. The lowest percentage is in 2023-2024, with 13.5%, indicating a decrease in responses or sample size for that period.
* **Academic Program**: The General Education program has the largest share of respondents with 41.9%, followed by Primary Education (PRIM) at 29.0%, and Secondary Education (SEC) at 25.8%. Special Education (SPED), has the lowest percentage (3.2%), suggesting varied interests among the respondents.
* **Concentration**: "Arabic Studies" has the highest percentage among concentrations at 11.8%, followed by "Math & Science" at 6.6% and "Social Studies" at 5.9%. This distribution shows the diverse range of study concentrations among respondents.
* **Checkpoints**: The table indicates that most respondents passed the first checkpoint with 41.9%, with a steady decline in the second and third checkpoints: 30.9% for the second checkpoint and 27.1% for the third. This could reflect additional requirements for each checkpoint.

Overall, the table illustrates a varied distribution of respondents by academic year, academic program, concentration, and checkpoints. This information helps to understand the dynamics of response rates across different academic stages and programs.

* 1. **Survey Reliability**

Table 2. Reliability statistics

|  |  |  |
| --- | --- | --- |
|  | **Cronbach's Alpha** | **N of Items** |
| **Bachelor Dispositions Survey** | **0.82** | **12** |

The reliability statistics provided in table 2 indicate that the Cronbach's Alpha for a survey with 12 items is 0.82.

In the context of data analysis, this is a good reliability coefficient, suggesting a high level of internal consistency among the items. Typically, Cronbach's Alpha values between 0.7 and 0.9 are considered good, indicating a solid alignment among the items in a survey or test.

This level of reliability means that the items included in the survey are logically related, suggesting that the survey reliably measures a particular construct or a set of behaviors or attributes. This is a strong indicator that the survey results can be used with confidence for further analysis and research.

* 1. **Dispositions Survey Results**

Table 3. Mean interpretation based on 4 Likert scale

|  |  |
| --- | --- |
| Mean | Interpretation |
| 1.00 - 1.74 | Does not demonstrate knowledge |
| 1.75 - 2.49 | Shows an awareness |
| 2.50- 3.24 | Shows a basic understanding |
| 3.25 - 4.00 | Shows an in-depth understanding |

Table 4. B. ED Dispositions Survey Results in General

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **2** | **3** | **4** | **Mean** | **S.D.** | **95% C.I.** |
| 1. Upholds high standards for content knowledge for all students. | 1.9% | 58.7% | 39.4% | 3.38 | 0.52 | 3.36 - 3.39 |
| 2. Recognizes the importance of using challenging experiences that accommodate various students’ individual differences and patterns of learning and development | 2.4% | 61.6% | 36.0% | 3.34 | 0.52 | 3.32 - 3.35 |
| 3. Demonstrates ability to select strategies that foster critical thinking, creativity and problem solving | 3.0% | 68.8% | 28.2% | 3.25 | 0.50 | 3.23 - 3.27 |
| 4. Demonstrates willingness to adopt most appropriate instructional resources, including technology | 2.2% | 56.7% | 41.1% | 3.39 | 0.53 | 3.37 - 3.4 |
| 5. Values the idea that safe learning environments promote active learning | 2.4% | 54.2% | 43.4% | 3.41 | 0.54 | 3.39 - 3.43 |
| 6. Demonstrates ability to use multiple methods of assessment to support student learning and inform future instruction | 1.8% | 62.3% | 35.8% | 3.34 | 0.51 | 3.32 - 3.36 |
| 7. Demonstrates ability to plan lessons that enable students to meet rigorous learning goals | 1.7% | 51.8% | 46.5% | 3.45 | 0.53 | 3.43 - 3.46 |
| 8. Demonstrates the ability to solve problems and take appropriate decisions | 1.4% | 55.2% | 43.5% | 3.42 | 0.52 | 3.4 - 3.44 |
| 9. Uses reflective practice for academic and professional self-improvement | 1.4% | 55.8% | 42.8% | 3.42 | 0.52 | 3.4 - 3.43 |
| 10. Demonstrates commitment to professional ethics, and maintains confidentiality and integrity | 1.5% | 46.8% | 51.7% | 3.50 | 0.53 | 3.48 - 3.52 |
| 11. Readily engages in new opportunities and tasks to develop professionally | 1.0% | 55.5% | 43.4% | 3.42 | 0.52 | 3.41 - 3.44 |
| 12. Values collaboration with others while working toward a shared goal | 1.4% | 48.9% | 49.6% | 3.48 | 0.53 | 3.46 - 3.5 |

Table 4 presents the results of a survey on dispositions for students in a Bachelor of Education (B. ED) program across a range of criteria related to teaching and professional practices. The mean values and other statistical indicators illustrate the level of understanding or awareness among students for a variety of traits or competencies. Considering the defined range that divides the scale into four categories, the following observations can be made:

1. The mean values for the items in the table range from 3.25 to 3.50, placing them in the "Shows an in-depth understanding" range. This indicates that students demonstrate a high degree of understanding or competency in these areas.
2. The standard deviation for all items ranges from 0.50 to 0.54, indicating minimal dispersion around the mean, suggesting substantial agreement among students in their assessment of these traits.
3. Based on the mean scores, the highest-rated areas are:
   * Commitment to professional ethics and maintaining confidentiality and integrity (mean of 3.50).
   * Ability to plan lessons that enable students to meet rigorous learning goals (mean of 3.45).
   * Valuing collaboration with others while working toward a shared goal (mean of 3.48).
4. The criteria with relatively lower ratings but still within the "in-depth understanding" range are:
   * Recognizing the importance of using challenging experiences that accommodate various students’ learning differences (mean of 3.34).
   * Ability to use multiple methods of assessment to support student learning (mean of 3.34).
   * Selecting strategies that foster critical thinking, creativity, and problem-solving (mean of 3.25).
5. Overall, the survey results indicate that students in the Bachelor of Education program have a solid understanding of educational competencies and professional practices. Although some areas might require further enhancement, the overall trend is positive.

In summary, the results can be interpreted as a good indication of the academic and professional development level of students in the Bachelor of Education program.

* + 1. **Comparison by Year, Program, and Checkpoint # 1-3**

Table 5. Comparison by Year, Program, and Checkpoint # 1-3

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Test statistic** | **df** | **Sig.** | **Effect size** |
| **Year** | 21.17 | 2 | <.001 | 0.006 |
| **Program** | 448.11 | 3 | <.001 | 0.122 |
| **Checkpoint #** | 883.10 | 2 | <.001 | 0.240 |

Overall, the Kruskal-Wallis test results indicate significant differences among groups in all three categories (Year, Program, Checkpoint #). The effect sizes range from small (Year) to large (Program and Checkpoint #), suggesting varying degrees of practical significance.

These results point to statistically significant differences among groups for post-hoc comparisons.

* Year: “2023-2024” is greater (in terms of ranks) than “2021-2022”, and “2022-2023”. Moreover, “2022-2023” is greater than “2021-2022”.
* Program: General Ed is smaller than other programs (SEC, SPED, PRIM). In addition, SEC is greater than PRIM.
* Checkpoint #: Checkpoint 3 has higher ranks than Checkpoint 1 and 2. Checkpoint 2 has a higher rank than Checkpoint 1.
  1. **Dispositions Survey Results by checkpoint**

Table 6. B. ED Dispositions Survey Results by checkpoint (Mean, S. D., 95% CI)

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Checkpoint # 1** | | | | **Checkpoint # 2** | | | | **Checkpoint # 3** | | | |
|  | **Mean** | **S.D.** | **95% CI** | **Mean** | | **S.D.** | **95% CI** | **Mean** | | **S.D.** | **95% CI** |
| 1. Upholds high standards for content knowledge for all students. | 3.26 | 0.49 | 3.23 - 3.28 | 3.37 | | 0.51 | 3.34 - 3.4 | 3.57 | | 0.53 | 3.53 - 3.6 |
| 2. Recognizes the importance of using challenging experiences that accommodate various students’ individual differences and patterns of learning and development | 3.26 | 0.51 | 3.24 - 3.29 | 3.31 | | 0.51 | 3.28 - 3.34 | 3.49 | | 0.53 | 3.45 - 3.52 |
| 3. Demonstrates ability to select strategies that foster critical thinking, creativity and problem solving | 3.21 | 0.49 | 3.18 - 3.23 | 3.34 | | 0.50 | 3.31 - 3.37 | 3.22 | | 0.50 | 3.19 - 3.25 |
| 4. Demonstrates willingness to adopt most appropriate instructional resources, including technology | 3.22 | 0.51 | 3.19 - 3.24 | 3.33 | | 0.50 | 3.3 - 3.36 | 3.72 | | 0.45 | 3.69 - 3.75 |
| 5. Values the idea that safe learning environments promote active learning | 3.22 | 0.50 | 3.2 - 3.25 | 3.32 | | 0.51 | 3.29 - 3.35 | 3.81 | | 0.40 | 3.78 - 3.83 |
| 6. Demonstrates ability to use multiple methods of assessment to support student learning and inform future instruction | 3.27 | 0.50 | 3.24 - 3.29 | 3.35 | | 0.52 | 3.32 - 3.38 | 3.44 | | 0.51 | 3.41 - 3.47 |
| 7. Demonstrates ability to plan lessons that enable students to meet rigorous learning goals | 3.35 | 0.53 | 3.32 - 3.38 | 3.4 | | 0.52 | 3.37 - 3.43 | 3.65 | | 0.49 | 3.62 - 3.68 |
| 8. Demonstrates the ability to solve problems and take appropriate decisions | 3.32 | 0.50 | 3.29 - 3.34 | 3.43 | | 0.53 | 3.4 - 3.46 | 3.58 | | 0.50 | 3.55 - 3.61 |
| 9. Uses reflective practice for academic and professional self-improvement | 3.33 | 0.51 | 3.3 - 3.36 | 3.37 | | 0.52 | 3.34 - 3.4 | 3.6 | | 0.50 | 3.57 - 3.63 |
| 10. Demonstrates commitment to professional ethics, and maintains confidentiality and integrity | 3.32 | 0.52 | 3.29 - 3.35 | 3.37 | | 0.51 | 3.34 - 3.4 | 3.93 | | 0.25 | 3.92 - 3.95 |
| 11. Readily engages in new opportunities and tasks to develop professionally | 3.31 | 0.50 | 3.28 - 3.33 | 3.32 | | 0.48 | 3.29 - 3.35 | 3.72 | | 0.46 | 3.69 - 3.75 |
| 12. Values collaboration with others while working toward a shared goal | 3.29 | 0.51 | 3.27 - 3.32 | 3.38 | | 0.51 | 3.35 - 3.41 | 3.89 | | 0.31 | 3.87 - 3.91 |

Table 6 presents the results of a survey on dispositions and behaviors in a Bachelor of Education (B. ED) program across three different time points (Checkpoints).

* Most results indicate an improvement in the mean from the first checkpoint to the last checkpoint, suggesting that participants are showing progress.
* Standard deviations show the level of dispersion around the mean. Lower values suggest a narrow distribution, while higher values indicate more variation in responses.
* Confidence intervals provide an indication of the certainty around the means. Narrow intervals, like those in the last checkpoint, suggest greater stability in the results.
* The attribute "10. Demonstrates commitment to professional ethics and maintains confidentiality and integrity" has the highest mean at the last checkpoint (3.93) with a low standard deviation, indicating strong consensus among participants.
* The attribute "3. Demonstrates ability to select strategies that foster critical thinking, creativity, and problem-solving" does not show significant improvement between the checkpoints and might require additional focus.

Overall, the table shows a gradual improvement in most attributes over time, with some areas requiring further attention to ensure continuous progress.

Table 7. B. ED Dispositions Survey Results by checkpoint (Percentage for items)

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Checkpoint #1** | | | **Checkpoint #2** | | | **Checkpoint #3** | | | |
|  | **2** | **3** | **4** | **2** | **3** | **4** | **1** | **2** | **3** | **4** |
| 1. Upholds high standards for content knowledge for all students. | 2.4% | 69.2% | 28.4% | 1.2% | 61.0% | 37.8% | 0.0% | 1.9% | 39.5% | 58.6% |
| 2. Recognizes the importance of using challenging experiences that accommodate various students’ individual differences and patterns of learning and development | 3.3% | 67.2% | 29.5% | 2.2% | 65.1% | 32.8% | 0.0% | 1.3% | 48.8% | 49.9% |
| 3. Demonstrates ability to select strategies that foster critical thinking, creativity and problem solving | 3.7% | 72.1% | 24.2% | 1.4% | 63.2% | 35.4% | 0.1% | 3.8% | 70.1% | 26.1% |
| 4. Demonstrates willingness to adopt most appropriate instructional resources, including technology | 4.4% | 69.3% | 26.3% | 1.3% | 64.8% | 33.9% | 0.0% | 0.0% | 28.0% | 72.0% |
| 5. Values the idea that safe learning environments promote active learning | 3.8% | 70.1% | 26.0% | 2.3% | 63.7% | 34.0% | 0.0% | 0.2% | 18.8% | 81.0% |
| 6. Demonstrates ability to use multiple methods of assessment to support student learning and inform future instruction | 2.5% | 68.3% | 29.2% | 2.3% | 60.3% | 37.4% | 0.1% | 0.1% | 55.5% | 44.3% |
| 7. Demonstrates ability to plan lessons that enable students to meet rigorous learning goals | 2.4% | 60.2% | 37.4% | 1.6% | 57.0% | 41.4% | 0.0% | 0.7% | 32.9% | 66.4% |
| 8. Demonstrates the ability to solve problems and take appropriate decisions | 1.9% | 64.5% | 33.6% | 1.6% | 54.3% | 44.2% | 0.0% | 0.3% | 41.6% | 58.1% |
| 9. Uses reflective practice for academic and professional self-improvement | 1.7% | 63.4% | 34.9% | 1.7% | 59.9% | 38.3% | 0.0% | 0.4% | 39.4% | 60.1% |
| 10. Demonstrates commitment to professional ethics, and maintains confidentiality and integrity | 2.6% | 62.8% | 34.6% | 1.3% | 60.5% | 38.2% | 0.0% |  | 6.5% | 93.5% |
| 11. Readily engages in new opportunities and tasks to develop professionally | 1.9% | 65.4% | 32.7% | 0.7% | 66.3% | 32.9% | 0.1% |  | 28.0% | 71.9% |
| 12. Values collaboration with others while working toward a shared goal | 2.4% | 66.1% | 31.5% | 0.1% | 10.5% | 89.4% | 0.0% | 1.4% | 48.9% | 49.6% |

Table 7 shows the percentage distribution of survey results for various educational and professional behaviors across three checkpoints:

* There's a noticeable improvement in performance across the three checkpoints. Most of the items show a gradual increase from Checkpoint #1 to Checkpoint #3. For example, in item 1 ("Upholds high standards for content knowledge for all students"), there's an increase in those who demonstrate in-depth understanding, from 28.4% at Checkpoint #1 to 58.6% at Checkpoint #3.
* Some items show marked improvement, like item 5 ("Values the idea that safe learning environments promote active learning"), where the percentage of those demonstrating in-depth understanding rises from 26.0% at Checkpoint #1 to 81.0% at Checkpoint #3. This indicates a growing emphasis on safe learning environments.
* Some items show lower levels of in-depth understanding at Checkpoint #1 but increase significantly by Checkpoint #3. For example, item 6 ("Demonstrates ability to use multiple methods of assessment to support student learning and inform future instruction") rises from 29.2% at Checkpoint #1 to 44.3% at Checkpoint #3.
* Some areas need improvement, such as item 12 ("Values collaboration with others while working toward a shared goal"), where the percentage of those with in-depth understanding at Checkpoint #3 is 49.6%, indicating room for growth in teamwork and collaboration.

Given this data, there's a positive progression across most areas, but there are also some aspects that need focus, like promoting teamwork and collaboration. This analysis can help identify priorities for future development and training strategies.

* 1. **Dispositions Survey Results by Academic Year**

Table 8. B. ED Dispositions Survey Results by Academic Year (Percentage for items)

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **2021-2022** | | | | **2022-2023** | | | **2023-2024** | | |
| **1** | **2** | **3** | **4** | **2** | **3** | **4** | **2** | **3** | **4** |
| 1. Upholds high standards for content knowledge for all students. | 0.0% | 2.0% | 57.6% | 40.3% | 2.1% | 59.0% | 38.9% | 0.8% | 60.8% | 38.3% |
| 2. Recognizes the importance of using challenging experiences that accommodate various students’ individual differences and patterns of learning and development | 0.0% | 3.1% | 60.6% | 36.3% | 2.1% | 62.6% | 35.3% | 1.1% | 61.3% | 37.6% |
| 3. Demonstrates ability to select strategies that foster critical thinking, creativity and problem solving | 0.1% | 3.4% | 67.6% | 29.0% | 3.0% | 70.2% | 26.7% | 1.7% | 68.1% | 30.3% |
| 4. Demonstrates willingness to adopt most appropriate instructional resources, including technology | 0.0% | 2.2% | 55.9% | 41.9% | 2.6% | 58.5% | 38.9% | 1.1% | 53.6% | 45.4% |
| 5. Values the idea that safe learning environments promote active learning | 0.0% | 3.2% | 52.4% | 44.4% | 1.9% | 57.0% | 41.0% | 1.1% | 50.8% | 48.1% |
| 6. Demonstrates ability to use multiple methods of assessment to support student learning and inform future instruction | 0.1% | 1.8% | 59.7% | 38.4% | 1.7% | 66.9% | 31.4% | 1.7% | 55.9% | 42.4% |
| 7. Demonstrates ability to plan lessons that enable students to meet rigorous learning goals | 0.0% | 1.9% | 49.1% | 49.0% | 1.4% | 55.2% | 43.4% | 1.9% | 49.4% | 48.7% |
| 8. Demonstrates the ability to solve problems and take appropriate decisions | 0.0% | 2.0% | 52.9% | 45.1% | 1.1% | 57.3% | 41.6% | 0.0% | 55.5% | 44.5% |
| 9. Uses reflective practice for academic and professional self-improvement | 0.0% | 1.6% | 52.1% | 46.2% | 1.4% | 61.0% | 37.6% | 0.6% | 50.6% | 48.7% |
| 10. Demonstrates commitment to professional ethics, and maintains confidentiality and integrity | 0.0% | 1.5% | 44.4% | 54.2% | 1.5% | 51.4% | 47.2% | 1.7% | 39.7% | 58.6% |
| 11. Readily engages in new opportunities and tasks to develop professionally | 0.1% | 1.2% | 54.7% | 44.0% | 0.8% | 58.3% | 40.8% | 1.1% | 49.1% | 49.9% |
| 12. Values collaboration with others while working toward a shared goal | 0.0% | 1.6% | 52.1% | 46.3% | 1.2% | 48.0% | 50.8% | 1.7% | 42.0% | 56.3% |

Table 8 shows the Dispositions Survey Results for a Bachelor of Education program across three academic years, indicating the progression in students' performance on a set of critical standards.

* **Findings**
* The table shows a general positive trend over the years. In many cases, the percentages of lower ratings (1&2) have decreased, while the percentages of higher ratings (3&4) have increased.
* Some standards showed relative stability over the years. For example, in item 7 ("Demonstrates ability to plan lessons that enable students to meet rigorous learning goals"), the percentage for category 4 remained relatively stable across the three years.
* Despite the general positive trends, there's still room for improvement in some standards. For example, in item 10 ("Demonstrates commitment to professional ethics, and maintains confidentiality and integrity"), the percentage of category 4 dropped from 54.2% in 2021-2022 to 47.2% in 2022-2023 but then increased to 58.6% in 2023-2024.
* The results indicate a general improvement in most standards over the years, with some variations in trends that could be driven by external or internal factors. This data can guide further program improvements and help enhance students' understanding of important standards in education.

Table 9. B. ED Dispositions Survey Results by Academic Year (Mean, S. D. , 95% CI)

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **2021-2022** | | | **2022-2023** | | | **2023-2024** | | |
|  | **Mean** | **S.D.** | **95% C.I.** | **Mean** | **S.D.** | **95% C.I.** | **Mean** | **S.D.** | **95% C.I.** |
| 1. Upholds high standards for content knowledge for all students. | 3.38 | 0.53 | 3.36-3.41 | 3.37 | 0.52 | 3.34-3.39 | 3.38 | 0.50 | 3.33-3.42 |
| 2. Recognizes the importance of using challenging experiences that accommodate various students’ individual differences and patterns of learning and development | 3.33 | 0.53 | 3.3-3.36 | 3.33 | 0.51 | 3.31-3.36 | 3.36 | 0.50 | 3.32-3.41 |
| 3. Demonstrates ability to select strategies that foster critical thinking, creativity and problem solving | 3.26 | 0.51 | 3.23-3.28 | 3.24 | 0.49 | 3.21-3.26 | 3.29 | 0.49 | 3.24-3.33 |
| 4. Demonstrates willingness to adopt most appropriate instructional resources, including technology | 3.4 | 0.53 | 3.37-3.42 | 3.36 | 0.53 | 3.33-3.39 | 3.44 | 0.52 | 3.4-3.49 |
| 5. Values the idea that safe learning environments promote active learning | 3.41 | 0.55 | 3.38-3.44 | 3.39 | 0.53 | 3.36-3.41 | 3.47 | 0.52 | 3.43-3.52 |
| 6. Demonstrates ability to use multiple methods of assessment to support student learning and inform future instruction | 3.36 | 0.52 | 3.34-3.39 | 3.29 | 0.49 | 3.27-3.32 | 3.41 | 0.53 | 3.36-3.45 |
| 7. Demonstrates ability to plan lessons that enable students to meet rigorous learning goals | 3.47 | 0.54 | 3.44-3.5 | 3.42 | 0.52 | 3.39-3.44 | 3.47 | 0.54 | 3.42-3.52 |
| 8. Demonstrates the ability to solve problems and take appropriate decisions | 3.43 | 0.54 | 3.4-3.46 | 3.41 | 0.51 | 3.38-3.43 | 3.45 | 0.50 | 3.4-3.49 |
| 9. Uses reflective practice for academic and professional self-improvement | 3.45 | 0.53 | 3.42-3.47 | 3.36 | 0.51 | 3.34-3.39 | 3.48 | 0.51 | 3.43-3.53 |
| 10. Demonstrates commitment to professional ethics, and maintains confidentiality and integrity | 3.53 | 0.53 | 3.5-3.55 | 3.45 | 0.53 | 3.43-3.48 | 3.57 | 0.53 | 3.52-3.62 |
| 11. Readily engages in new opportunities and tasks to develop professionally | 3.43 | 0.52 | 3.4-3.45 | 3.4 | 0.51 | 3.38-3.43 | 3.49 | 0.52 | 3.44-3.54 |
| 12. Values collaboration with others while working toward a shared goal | 3.45 | 0.53 | 3.42-3.47 | 3.49 | 0.52 | 3.47-3.52 | 3.55 | 0.53 | 3.5-3.59 |

Table 9 provides an overview of the change or improvement in performance over these years, considering the mean, standard deviation (S.D.), and 95% confidence intervals (C.I.).

* **Findings:**
* In most indicators, there's general stability in the means across the years, with slight improvement in some areas. This suggests that the program is effectively maintaining the desired performance standards.
* The first item, "Upholds high standards for content knowledge for all students," shows a consistently high mean above 3.25 across the years, indicating an in-depth understanding of the subject matter among students.
* Other items such as 2 and 3 reflect slight improvement over the years, pointing to increased awareness of the importance of challenging learning experiences and the use of varied strategies to foster critical thinking and creativity.
* Item 3 has the lowest mean across the three years.
* Item 10, reflecting a strong commitment to professional ethics, has the highest mean across the three years, indicating the importance of ethics in the educational program.

**Overall**, the table indicates a positive trend in most indicators, with some minor fluctuations that do not significantly deviate from the general pattern. The upward trend in most indicators is a positive sign, suggesting that the program is evolving and improving over time.

* 1. **Dispositions Survey Results by Program**

Table 10. B. ED Dispositions Survey Results by Program (Percentage for items)

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **General Ed** | | | | **PRIM** | | | | **SEC** | | | **SPED** | | |
|  | **2** | **3** | **4** | **1** | | **2** | **3** | **4** | **2** | **3** | **4** | **2** | **3** | **4** |
| **1** | 2.4% | 69.2% | 28.4% | 0.0% | | 2.1% | 46.2% | 51.7% | 1.0% | 56.1% | 42.9% | 0.0% | 54.3% | 45.7% |
| **2** | 3.3% | 67.2% | 29.5% | 0.0% | | 2.0% | 55.2% | 42.8% | 1.5% | 60.7% | 37.7% | 1.0% | 52.4% | 46.7% |
| **3** | 3.7% | 72.1% | 24.2% | 0.1% | | 3.2% | 64.4% | 32.3% | 2.0% | 68.1% | 30.0% | 0.0% | 71.7% | 28.3% |
| **4** | 4.4% | 69.3% | 26.3% | 0.0% | | 1.3% | 46.0% | 52.8% | 0.1% | 50.0% | 49.9% | 0.0% | 43.5% | 56.5% |
| **5** | 3.8% | 70.1% | 26.0% | 0.0% | | 1.7% | 37.6% | 60.7% | 1.1% | 48.7% | 50.2% | 0.0% | 40.9% | 59.1% |
| **6** | 2.5% | 68.3% | 29.2% | 0.1% | | 1.4% | 52.2% | 46.3% | 1.3% | 63.6% | 35.1% | 0.0% | 66.1% | 33.9% |
| **7** | 2.4% | 60.2% | 37.4% | 0.0% | | 1.9% | 39.7% | 58.4% | 0.4% | 53.0% | 46.6% | 0.0% | 42.6% | 57.4% |
| **8** | 1.9% | 64.5% | 33.6% | 0.0% | | 0.9% | 41.0% | 58.2% | 1.2% | 56.1% | 42.7% | 0.0% | 53.0% | 47.0% |
| **9** | 1.7% | 63.4% | 34.9% | 0.0% | | 1.7% | 47.8% | 50.6% | 0.5% | 52.1% | 47.4% | 0.9% | 60.0% | 39.1% |
| **10** | 2.6% | 62.8% | 34.6% | 0.0% | | 0.7% | 30.0% | 69.4% | 0.7% | 41.4% | 58.0% | 0.9% | 33.9% | 65.2% |
| **11** | 1.9% | 65.4% | 32.7% | 0.1% | | 0.5% | 46.9% | 52.5% | 0.3% | 48.9% | 50.8% | 0.0% | 58.3% | 41.7% |
| **12** | 2.4% | 66.1% | 31.5% | 0.0% | | 0.7% | 34.0% | 65.3% | 0.9% | 39.3% | 59.8% | 0.0% | 37.4% | 62.6% |

Table 10 shows the survey results regarding traits associated with different educational programs, including General Ed, PRIM, SEC, and SPED. The table contains percentage values for different statements tied to varying levels of understanding.

* In general, most programs exhibit higher percentages in the 3 and 4 score ranges, indicating that the majority of participants demonstrate an understanding and commitment to educational concepts.
* Overall, programs like General Ed, PRIM, and SEC show a consistent pattern, with the majority of participants scoring in the 3 and 4 ranges. Although SPED exhibits some variation in certain items, it generally follows a similar distribution.
* In items 3, 6, and 7, the SEC program has the highest percentage of participants scoring in the 3 and 4 range, suggesting that this program tends to focus more on critical thinking, varied strategies, and effective lesson planning and assessment.

Overall, this table provides an overview of various educational traits and the level of understanding across educational programs. It suggests that most participants have a deep understanding of these traits, but there are areas where some programs could improve, especially in terms of technical aspects and commitment to professional ethics.

Table 11. B. ED Dispositions Survey Results by Program (Mean, S. D., 95% CI)

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **General Ed** | | | **PRIM** | | | **SEC** | | | **SPED** | | |
|  | **Mean** | **S.D.** | **95% C.I.** | **Mean** | **S.D.** | **95% C.I.** | **Mean** | **S.D.** | **95% C.I.** | **Mean** | **S.D.** | **95% C.I.** |
| **1** | 3.26 | 0.49 | 3.23-3.28 | 3.5 | 0.54 | 3.46-3.53 | 3.42 | 0.51 | 3.39-3.45 | 3.46 | 0.5 | 3.36-3.55 |
| **2** | 3.26 | 0.51 | 3.24-3.29 | 3.41 | 0.53 | 3.37-3.44 | 3.36 | 0.51 | 3.33-3.4 | 3.46 | 0.52 | 3.36-3.56 |
| **3** | 3.21 | 0.49 | 3.18-3.23 | 3.29 | 0.53 | 3.26-3.32 | 3.28 | 0.49 | 3.25-3.31 | 3.28 | 0.45 | 3.19-3.36 |
| **4** | 3.22 | 0.51 | 3.19-3.24 | 3.52 | 0.53 | 3.48-3.55 | 3.5 | 0.5 | 3.47-3.53 | 3.52 | 0.5 | 3.43-3.62 |
| **5** | 3.22 | 0.5 | 3.2-3.25 | 3.59 | 0.53 | 3.56-3.62 | 3.49 | 0.52 | 3.46-3.53 | 3.55 | 0.5 | 3.46-3.65 |
| **6** | 3.27 | 0.5 | 3.24-3.29 | 3.45 | 0.53 | 3.41-3.48 | 3.34 | 0.5 | 3.31-3.37 | 3.32 | 0.47 | 3.23-3.41 |
| **7** | 3.35 | 0.53 | 3.32-3.38 | 3.57 | 0.53 | 3.53-3.6 | 3.46 | 0.51 | 3.43-3.49 | 3.53 | 0.5 | 3.44-3.63 |
| **8** | 3.32 | 0.5 | 3.29-3.34 | 3.57 | 0.51 | 3.54-3.61 | 3.41 | 0.52 | 3.38-3.45 | 3.48 | 0.5 | 3.38-3.57 |
| **9** | 3.33 | 0.51 | 3.3-3.36 | 3.49 | 0.53 | 3.46-3.52 | 3.47 | 0.51 | 3.44-3.5 | 3.42 | 0.52 | 3.32-3.52 |
| **10** | 3.32 | 0.52 | 3.29-3.35 | 3.69 | 0.48 | 3.66-3.72 | 3.57 | 0.51 | 3.54-3.61 | 3.61 | 0.51 | 3.51-3.71 |
| **11** | 3.31 | 0.5 | 3.28-3.33 | 3.52 | 0.52 | 3.49-3.55 | 3.5 | 0.51 | 3.47-3.54 | 3.43 | 0.5 | 3.33-3.52 |
| **12** | 3.29 | 0.51 | 3.27-3.32 | 3.65 | 0.49 | 3.62-3.68 | 3.59 | 0.51 | 3.56-3.62 | 3.6 | 0.49 | 3.5-3.7 |

Table 11 illustrates the level of knowledge and basic skills among teachers across different educational programs: General Education (General Ed), Primary (PRIM), Secondary (SEC), and Special Education (SPED).

* The programs show different trends, with Primary (PRIM) and Special Education (SPED) programs generally exhibiting higher levels of appreciation and understanding in most indicators compared to other programs. For example, for the first indicator, "Upholds high standards for content knowledge for all students," the Primary (PRIM) program has a mean score of 3.5, higher than General Education, which has 3.26.
* Most indicators have a standard deviation between 0.49 and 0.54, indicating some variation in results but generally not much dispersion, suggesting reliability in the data.
* The confidence intervals represent expected ranges of mean values, reinforcing the fact that most values fall within the "in-depth understanding" range. The narrowness of these intervals indicates stability and reliability in the data.
* Overall, it seems that all programs maintain good standards of knowledge and basic skills, but Primary (PRIM) and Special Education (SPED) programs demonstrate higher performance in certain indicators.

1. **Diploma Dispositions Survey Results (Fall 2021 till Fall 2023)**
   1. **Demographic Data**

Table 12. Respondents by Year, Concentration, Program, and Checkpoint #

|  |  |  |  |
| --- | --- | --- | --- |
|  | | **Frequency** | **%** |
| **Year** | **2021-2022** | 86 | 50.0 |
| **2022-2023** | 66 | 38.4 |
| **2023-2024** | 20 | 11.6 |
| **program** | **PRIM** | 47 | 27.3 |
| **SEC** | 43 | 25.0 |
| **SPED** | 82 | 47.7 |
| **Checkpoint #** | **1** | 96 | 55.8 |
| **2** | 76 | 44.2 |

Table 12, provides the distribution of respondents by year, concentration, program, and checkpoint:

* **Year**: The largest percentage of respondents came from the year 2021-2022, with 86 individuals, making up 50% of the total. Followed by 2022-2023 year, where the number dropped to 66, representing 38.4%. Moreover, year 2023-2024 had the fewest respondents, with just 20 individuals, amounting to 11.6%.
* **Program**: The most significant representation came from the Special Education (SPED) program, accounting for 47.7% with 82 participants. Followed by the Primary Education (PRIM) program with 47 participants, equating to 27.3%, and the Secondary Education (SEC) program with 43 participants, representing 25%.
* **Checkpoint**: Checkpoint #1 had the highest number of respondents, with 96 participants, or 55.8%. Followed by Checkpoint #2 with 76 respondents, accounting for 44.2%.
  1. **Survey Reliability**

Table 13. Reliability statistics

|  |  |  |
| --- | --- | --- |
|  | **Cronbach's Alpha** | **N of Items** |
| **Bachelor Dispositions Survey** | **0.70** | **12** |

The statistics provided in Table 13, dedicated to measuring reliability, give an indication of the consistency of items within a survey assessing Bachelor Dispositions. The Cronbach's Alpha coefficient of 0.70 suggests a moderate to good level of reliability. In other words, this survey can be considered reasonably reliable for providing assessment, but there might be room for improvement in the internal consistency among the items.

* 1. **Dispositions Survey Results in general**

Table 14. Diploma Dispositions Survey Results in General

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Shows an awareness** | **Shows a basic understanding** | **Shows an in-depth understanding** | **Mean** | **S.D.** | **95% C.I.** |
| 1. Upholds high standards for content knowledge for all students. | 0.0% | 39.0% | 61.0% | 3.61 | 0.49 | 3.54-3.69 |
| 2. Recognizes the importance of using challenging experiences that accommodate various students’ individual differences and patterns of learning and development | 0.0% | 41.9% | 58.1% | 3.58 | 0.49 | 3.51-3.66 |
| 3. Demonstrates ability to select strategies that foster critical thinking, creativity and problem solving | 0.6% | 45.0% | 54.4% | 3.54 | 0.51 | 3.46-3.62 |
| 4. Demonstrates willingness to adopt most appropriate instructional resources, including technology | 0.6% | 37.8% | 61.6% | 3.61 | 0.50 | 3.54-3.69 |
| 5. Values the idea that safe learning environments promote active learning | 0.6% | 43.3% | 56.1% | 3.56 | 0.51 | 3.48-3.64 |
| 6. Demonstrates ability to use multiple methods of assessment to support student learning and inform future instruction | 1.2% | 41.5% | 57.3% | 3.56 | 0.52 | 3.49-3.64 |
| 7. Demonstrates ability to plan lessons that enable students to meet rigorous learning goals | 1.2% | 16.3% | 82.6% | 3.81 | 0.42 | 3.75-3.88 |
| 8. Demonstrates the ability to solve problems and take appropriate decisions | 0.6% | 29.7% | 69.8% | 3.69 | 0.47 | 3.62-3.77 |
| 9. Uses reflective practice for academic and professional self-improvement | 0.0% | 38.4% | 61.6% | 3.61 | 0.49 | 3.54-3.69 |
| 10. Demonstrates commitment to professional ethics, and maintains confidentiality and integrity | 0.0% | 28.5% | 71.5% | 3.72 | 0.45 | 3.65-3.79 |
| 11. Readily engages in new opportunities and tasks to develop professionally | 0.0% | 26.9% | 73.1% | 3.73 | 0.45 | 3.66-3.8 |
| 12. Values collaboration with others while working toward a shared goal | 0.0% | 33.1% | 66.9% | 3.68 | 0.47 | 3.61-3.75 |

Table 14 shows the results of a survey measuring the level of understanding and skills of students in a diploma program across various criteria. The mean scores reflect different levels of comprehension described by terms such as "Shows a basic understanding" and "Shows an in-depth understanding." Based on the data in the table, the following observations can be made:

* Overall, most students demonstrate high levels of understanding across all criteria, with mean scores ranging from 3.54 to 3.81, with most of these scores falling in the "Shows an in-depth understanding" category. This indicates that students possess a solid grasp and strong skills in the various measured areas.
* The standard deviations are relatively low, ranging from 0.42 to 0.52, indicating consistency and stability in the students' responses. This suggests that the vast majority of students have comparable levels of understanding.
* The 95% confidence intervals are relatively narrow, indicating a precise estimation of the mean scores.
* Students exhibit the highest level of in-depth understanding in "Planning lessons that enable students to meet rigorous learning goals" (3.81), suggesting a strong ability in academic planning. Other high scores are observed in "Commitment to professional ethics and maintaining confidentiality and integrity" and "Readily engaging in new opportunities for professional development" (3.72 and 3.73, respectively).
* Although students generally show high levels of understanding, areas such as "Ability to select strategies that foster critical thinking, creativity, and problem-solving" (3.54) and "Use of reflective practice for academic and professional self-improvement" (3.61) might offer opportunities for improvement.

Overall, these results are encouraging, indicating a strong performance by students in the diploma program. By focusing on areas that require improvement, the overall level of understanding and skills can be enhanced even further.

* + 1. **Comparison by Year, Program, and Checkpoint #**

Table 15. Comparison by Year, Program, and Checkpoint #

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Test statistic** | **df** | **Sig.** | **Effect size** |
| **Year** | 1.96 | 2 | 0.14 | 0.02 |
| **Program** | 2.30 | 2 | 0.10 | 0.03 |
| **Checkpoint #** | -7.89 | 170 | <.001 | -1.21 |

The Kruskal-Wallis test results indicate non-significant differences among groups in Year, and Program. Moreover, independent samples T-test results for checkpoint, the test statistic and P-value suggests a significant difference between groups where Checkpoint 2 has a higher mean than Checkpoint 1, the large effect size indicates that the observed difference is not only statistically significant but also meaningful in a practical context.

* 1. **Dispositions Survey Results by checkpoint**

Table 16. Diploma Dispositions Survey Results by checkpoint (Mean, S. D., 95% CI)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Checkpoint # 1** | | | **Checkpoint # 2** | | |
|  | **Mean** | **S.D.** | **95% CI** | **Mean** | **S.D.** | **95% CI** |
| **1. Upholds high standards for content knowledge for all students.** | 3.45 | 0.50 | 3.34-3.55 | 3.82 | 0.39 | 3.73-3.9 |
| **2. Recognizes the importance of using challenging experiences that accommodate various students’ individual differences and patterns of learning and development** | 3.49 | 0.50 | 3.39-3.59 | 3.70 | 0.46 | 3.59-3.8 |
| **3. Demonstrates ability to select strategies that foster critical thinking, creativity and problem solving** | 3.45 | 0.52 | 3.34-3.55 | 3.66 | 0.48 | 3.55-3.77 |
| **4. Demonstrates willingness to adopt most appropriate instructional resources, including technology** | 3.51 | 0.52 | 3.4-3.62 | 3.74 | 0.44 | 3.64-3.84 |
| **5. Values the idea that safe learning environments promote active learning** | 3.31 | 0.49 | 3.21-3.41 | 3.87 | 0.34 | 3.79-3.95 |
| **6. Demonstrates ability to use multiple methods of assessment to support student learning and inform future instruction** | 3.45 | 0.54 | 3.34-3.56 | 3.71 | 0.46 | 3.61-3.81 |
| **7. Demonstrates ability to plan lessons that enable students to meet rigorous learning goals** | 3.82 | 0.41 | 3.73-3.9 | 3.80 | 0.43 | 3.7-3.9 |
| **8. Demonstrates the ability to solve problems and take appropriate decisions** | 3.67 | 0.50 | 3.57-3.77 | 3.72 | 0.45 | 3.62-3.83 |
| **9. Uses reflective practice for academic and professional self-improvement** | 3.47 | 0.50 | 3.37-3.57 | 3.79 | 0.41 | 3.7-3.88 |
| **10. Demonstrates commitment to professional ethics, and maintains confidentiality and integrity** | 3.57 | 0.50 | 3.47-3.68 | 3.89 | 0.31 | 3.82-3.97 |
| **11. Readily engages in new opportunities and tasks to develop professionally** | 3.71 | 0.46 | 3.62-3.81 | 3.75 | 0.44 | 3.65-3.85 |
| **12. Values collaboration with others while working toward a shared goal** | 3.52 | 0.50 | 3.42-3.62 | 3.87 | 0.34 | 3.79-3.95 |

Table 16 presents results from a Diploma Dispositions Survey, comparing two checkpoints: Checkpoint #1 and Checkpoint #2.

* All mean scores at both checkpoints fall within “In-Depth Understanding” range, indicating a high level of performance across all survey items. Generally, there is an increase in the mean from Checkpoint #1 to Checkpoint #2 across most items. This increase suggests an improvement in performance or knowledge over time.
* Some items show significant increases from checkpoint #1 to checkpoint#2, such as Item 1 (from 3.45 to 3.82) and Item 5 (from 3.31 to 3.87). This indicates notable improvements in these areas, possibly due to training or gained experience.
* The standard deviation values are relatively low, and tend to decrease further at Checkpoint #2, which might suggest that performance is becoming more consistent.

Overall, the table shows a positive progression in performance or understanding from Checkpoint #1 to Checkpoint #2. The slight decrease in standard deviations suggests improved consistency in performance, while the rising means indicate that participants are gaining a deeper understanding of educational concepts and skills.

Table 17. Diploma Dispositions Survey Results by checkpoint (Percentage for items)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Checkpoint #1** | | | **Checkpoint #2** | | |
|  | 2 | 3 | 4 | 2 | 3 | 4 |
| **1. Upholds high standards for content knowledge for all students.** | 0.0% | 55.2% | 44.8% | 0.0% | 18.4% | 81.6% |
| **2. Recognizes the importance of using challenging experiences that accommodate various students’ individual differences and patterns of learning and development** | 0.0% | 51.0% | 49.0% | 0.0% | 30.3% | 69.7% |
| **3. Demonstrates ability to select strategies that foster critical thinking, creativity and problem solving** | 1.1% | 53.7% | 45.3% | 0.0% | 34.2% | 65.8% |
| **4. Demonstrates willingness to adopt most appropriate instructional resources, including technology** | 1.0% | 46.9% | 52.1% | 0.0% | 26.3% | 73.7% |
| **5. Values the idea that safe learning environments promote active learning** | 1.1% | 67.4% | 31.6% | 0.0% | 13.2% | 86.8% |
| **6. Demonstrates ability to use multiple methods of assessment to support student learning and inform future instruction** | 2.1% | 51.6% | 46.3% | 0.0% | 28.9% | 71.1% |
| **7. Demonstrates ability to plan lessons that enable students to meet rigorous learning goals** | 1.0% | 15.6% | 83.3% | 1.3% | 17.1% | 81.6% |
| **8. Demonstrates the ability to solve problems and take appropriate decisions** | 1.0% | 31.3% | 67.7% | 0.0% | 27.6% | 72.4% |
| **9. Uses reflective practice for academic and professional self-improvement** | 0.0% | 52.1% | 47.9% | 0.0% | 21.1% | 78.9% |
| **10. Demonstrates commitment to professional ethics, and maintains confidentiality and integrity** | 0.0% | 42.7% | 57.3% | 0.0% | 10.5% | 89.5% |
| **11. Readily engages in new opportunities and tasks to develop professionally** | 0.0% | 28.4% | 71.6% | 0.0% | 25.0% | 75.0% |
| **12. Values collaboration with others while working toward a shared goal** | 0.0% | 49.0% | 51.0% | 0.0% | 13.2% | 86.8% |

Table 17 displays the results of the Diploma Dispositions Survey across two checkpoints, showing a progression in the development of various professional skills and dispositions. The evaluation scale ranges from 1 to 4, with 1 indicating "does not demonstrate knowledge" and 4 indicating "shows an in-depth understanding."

* + A noteworthy, improved development example is in Item 1 "Upholds high standards for content knowledge", where the percentage of "shows an in-depth understanding." increased from 44.8% in Checkpoint 1 to 81.6% in Checkpoint 2. Moreover, in Item 5 the percentage increased from 31.6% to 86.8%.
  + Although most categories saw significant improvements, a few showed lesser changes for instance in Item 11where the percentage of "shows an in-depth understanding." rose slightly from 71.6% to 75.0%.

Overall, this table indicates significant progress in performance and understanding between the two checkpoints, with a positive trend toward improved quality and adherence to high standards. This suggests that the diploma programs have a beneficial impact on the development of professional knowledge and skills among participants.

* 1. **Dispositions Survey Results by Year**

Table 18. Diploma Dispositions Survey Results by Year (Percentage for items)

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **2021-2022** | | | **2022-2023** | | | **2023-2024** | | |
|  | **2** | **3** | **4** | **2** | **3** | **4** | **2** | **3** | **4** |
| **1. Upholds high standards for content knowledge for all students.** | 0.0% | 34.9% | 65.1% | 0.0% | 37.9% | 62.1% | 0.0% | 60.0% | 40.0% |
| **2. Recognizes the importance of using challenging experiences that accommodate various students’ individual differences and patterns of learning and development** | 0.0% | 44.2% | 55.8% | 0.0% | 33.3% | 66.7% | 0.0% | 60.0% | 40.0% |
| **3. Demonstrates ability to select strategies that foster critical thinking, creativity and problem solving** | 0.0% | 48.2% | 51.8% | 0.0% | 39.4% | 60.6% | 5.0% | 50.0% | 45.0% |
| **4. Demonstrates willingness to adopt most appropriate instructional resources, including technology** | 0.0% | 41.9% | 58.1% | 1.5% | 33.3% | 65.2% | 0.0% | 35.0% | 65.0% |
| **5. Values the idea that safe learning environments promote active learning** | 1.2% | 48.2% | 50.6% | 0.0% | 33.3% | 66.7% | 0.0% | 55.0% | 45.0% |
| **6. Demonstrates ability to use multiple methods of assessment to support student learning and inform future instruction** | 1.2% | 45.9% | 52.9% | 0.0% | 37.9% | 62.1% | 5.0% | 35.0% | 60.0% |
| **7. Demonstrates ability to plan lessons that enable students to meet rigorous learning goals** | 0.0% | 18.6% | 81.4% | 3.0% | 13.6% | 83.3% | 0.0% | 15.0% | 85.0% |
| **8. Demonstrates the ability to solve problems and take appropriate decisions** | 1.2% | 29.1% | 69.8% | 0.0% | 24.2% | 75.8% | 0.0% | 50.0% | 50.0% |
| **9. Uses reflective practice for academic and professional self-improvement** | 0.0% | 34.9% | 65.1% | 0.0% | 40.9% | 59.1% | 0.0% | 45.0% | 55.0% |
| **10. Demonstrates commitment to professional ethics, and maintains confidentiality and integrity** | 0.0% | 23.3% | 76.7% | 0.0% | 31.8% | 68.2% | 0.0% | 40.0% | 60.0% |
| **11. Readily engages in new opportunities and tasks to develop professionally** | 0.0% | 23.3% | 76.7% | 0.0% | 28.8% | 71.2% | 0.0% | 36.8% | 63.2% |
| **12. Values collaboration with others while working toward a shared goal** | 0.0% | 32.6% | 67.4% | 0.0% | 33.3% | 66.7% | 0.0% | 35.0% | 65.0% |

Based on table 18 showing the Diploma Dispositions Survey Results from 2021 to 2024, the following comments can be made:

* Many of the indicators across the table suggest a positive trend over time. For instance, the first item (upholding high standards for content knowledge) rose from 34.9% in 2021-2022 to 60.0% in 2023-2024 among those who show an in-depth understanding.
* Some items indicate relative stability in results, such as the twelfth item (values collaboration), which maintained a consistent level each year.
* The seventh item (ability to plan lessons to meet rigorous learning goals) shows continuous progress. The percentage of those who show an in-depth understanding increased from 81.4% in 2021-2022 to 85.0% in 2023-2024, with a noticeable decrease in those who show a basic or less understanding.
* The sixth item (ability to use multiple assessment methods) has seen a decline in those who show an in-depth understanding from 62.1% to 60.0% in recent years.

The results indicate a positive direction in the level of understanding among students and participants, with some areas requiring more focus.

Table 19. Diploma Dispositions Survey Results by Year (Mean, S. D., 95% CI)

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **2021-2022** | | | **2022-2023** | | | **2023-2024** | | |
|  | **Mean** | **S.D.** | **95% C.I.** | **Mean** | **S.D.** | **95% C.I.** | **Mean** | **S.D.** | **95% C.I.** |
| **1. Upholds high standards for content knowledge for all students.** | 3.65 | 0.48 | 3.54-3.75 | 3.62 | 0.49 | 3.5-3.74 | 3.42 | 0.51 | 3.18-3.67 |
| **2. Recognizes the importance of using challenging experiences that accommodate various students’ individual differences and patterns of learning and development** | 3.56 | 0.50 | 3.46-3.67 | 3.67 | 0.48 | 3.55-3.78 | 3.37 | 0.50 | 3.13-3.61 |
| **3. Demonstrates ability to select strategies that foster critical thinking, creativity and problem solving** | 3.52 | 0.50 | 3.41-3.63 | 3.61 | 0.49 | 3.49-3.73 | 3.42 | 0.61 | 3.13-3.71 |
| **4. Demonstrates willingness to adopt most appropriate instructional resources, including technology** | 3.59 | 0.50 | 3.48-3.7 | 3.64 | 0.52 | 3.51-3.76 | 3.63 | 0.50 | 3.39-3.87 |
| **5. Values the idea that safe learning environments promote active learning** | 3.49 | 0.53 | 3.38-3.61 | 3.67 | 0.48 | 3.55-3.78 | 3.47 | 0.51 | 3.23-3.72 |
| **6. Demonstrates ability to use multiple methods of assessment to support student learning and inform future instruction** | 3.52 | 0.53 | 3.4-3.63 | 3.62 | 0.49 | 3.5-3.74 | 3.58 | 0.61 | 3.29-3.87 |
| **7. Demonstrates ability to plan lessons that enable students to meet rigorous learning goals** | 3.81 | 0.39 | 3.73-3.9 | 3.80 | 0.47 | 3.69-3.92 | 3.84 | 0.38 | 3.66-4.02 |
| **8. Demonstrates the ability to solve problems and take appropriate decisions** | 3.68 | 0.49 | 3.58-3.79 | 3.76 | 0.43 | 3.65-3.86 | 3.53 | 0.51 | 3.28-3.77 |
| **9. Uses reflective practice for academic and professional self-improvement** | 3.65 | 0.48 | 3.54-3.75 | 3.59 | 0.50 | 3.47-3.71 | 3.53 | 0.51 | 3.28-3.77 |
| **10. Demonstrates commitment to professional ethics, and maintains confidentiality and integrity** | 3.76 | 0.43 | 3.67-3.86 | 3.68 | 0.47 | 3.57-3.8 | 3.63 | 0.50 | 3.39-3.87 |
| **11. Readily engages in new opportunities and tasks to develop professionally** | 3.76 | 0.43 | 3.67-3.86 | 3.71 | 0.46 | 3.6-3.82 | 3.63 | 0.50 | 3.39-3.87 |
| **12. Values collaboration with others while working toward a shared goal** | 3.68 | 0.47 | 3.58-3.78 | 3.67 | 0.48 | 3.55-3.78 | 3.68 | 0.48 | 3.45-3.91 |

The diploma distribution survey table, broken down by year, shows changes in mean results, standard deviation, and confidence intervals from 2021-2024.

* Overall, most means fall within the "Shows an in-depth understanding" category, with averages ranging from 3.37 to 3.84. This suggests that learners generally demonstrate a good understanding of the required dispositions in the diploma program.
* While most metrics remain within the "Shows an in-depth understanding" range, there's a slight decrease in means for some elements from 2022-2023 to 2023-2024, potentially warranting further analysis to determine the causes.
* The most significant decrease is in the second indicator, which assesses the ability to use experiences that respect individual differences among students. This indicator's mean dropped from 3.67 in 2022-2023 to 3.37 in 2023-2024.

The takeaway from these observations is that there's generally stability in the results, with some decreases in a few elements. This could require further investigation to understand the potential reasons for these changes.

* 1. **Dispositions Survey Results by Program**

Table 20. Diploma Dispositions Survey Results by Program

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **PRIM** | | | **SEC** | | | **SPED** | | |
|  | **2** | **3** | **4** | **2** | **3** | **4** | **2** | **3** | **4** |
| **1** | 0.0% | 44.7% | 55.3% | 0.0% | 41.9% | 58.1% | 0.0% | 34.1% | 65.9% |
| **2** | 0.0% | 57.4% | 42.6% | 0.0% | 37.2% | 62.8% | 0.0% | 35.4% | 64.6% |
| **3** | 0.0% | 51.1% | 48.9% | 0.0% | 48.8% | 51.2% | 1.2% | 39.5% | 59.3% |
| **4** | 0.0% | 38.3% | 61.7% | 0.0% | 37.2% | 62.8% | 1.2% | 37.8% | 61.0% |
| **5** | 0.0% | 46.8% | 53.2% | 2.3% | 37.2% | 60.5% | 0.0% | 44.4% | 55.6% |
| **6** | 2.1% | 55.3% | 42.6% | 0.0% | 23.3% | 76.7% | 1.2% | 43.2% | 55.6% |
| **7** | 2.1% | 17.0% | 80.9% | 0.0% | 20.9% | 79.1% | 1.2% | 13.4% | 85.4% |
| **8** | 0.0% | 42.6% | 57.4% | 0.0% | 16.3% | 83.7% | 1.2% | 29.3% | 69.5% |
| **9** | 0.0% | 53.2% | 46.8% | 0.0% | 48.8% | 51.2% | 0.0% | 24.4% | 75.6% |
| **10** | 0.0% | 31.9% | 68.1% | 0.0% | 32.6% | 67.4% | 0.0% | 24.4% | 75.6% |
| **11** | 0.0% | 29.8% | 70.2% | 0.0% | 16.3% | 83.7% | 0.0% | 30.9% | 69.1% |
| **12** | 0.0% | 25.5% | 74.5% | 0.0% | 18.6% | 81.4% | 0.0% | 45.1% | 54.9% |

Table 20 presents the results from a survey of students in three major diploma programs: Primary Education (PRIM), Secondary Education (SEC), and Special Education (SPED). It contains 12 indicators that assess the level of awareness and depth of understanding for each program.

Here are some key observations:

* In most indicators, the majority of participants demonstrate a deep understanding of the concepts. For instance, the majority of participants in all three programs show deep understanding in selecting effective learning strategies, as indicated by metrics like "ability to choose strategies that foster critical thinking and creativity" and "ability to solve problems and make appropriate decisions."
* There are some variations across the programs. For example, participants in the Secondary Education program (SEC) tend to have a deeper understanding in certain indicators compared to the other programs, such as "ability to solve problems and make appropriate decisions" and "readiness to engage in new opportunities for professional development."
* Despite the overall high levels of deep understanding, there are some indicators with a notable proportion of participants showing only basic understanding. For instance, "commitment to professional ethics, confidentiality, and integrity" has relatively higher rates of basic understanding, particularly in Primary and Secondary Education.
* These results suggest areas for further focus or improvement, such as increasing attention to ethical aspects or promoting collaboration among students across different programs to achieve shared goals.

Overall, the table reflects a positive outlook on the level of understanding and awareness among students in diploma programs, with some differences between programs and areas needing improvement.

Table 21. Diploma Dispositions Survey Results by Program (Mean, S. D., 95% CI)

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **PRIM** | | | **SEC** | | | **SPED** | | |
|  | **Mean** | **S.D.** | **95% C.I.** | **Mean** | **S.D.** | **95% C.I.** | **Mean** | **S.D.** | **95% C.I.** |
| **1** | 3.55 | 0.503 | 3.41-3.7 | 3.58 | 0.499 | 3.43-3.74 | 3.66 | 0.476 | 3.56-3.77 |
| **2** | 3.43 | 0.500 | 3.28-3.57 | 3.63 | 0.489 | 3.48-3.78 | 3.65 | 0.480 | 3.54-3.76 |
| **3** | 3.49 | 0.505 | 3.34-3.64 | 3.51 | 0.506 | 3.36-3.67 | 3.59 | 0.520 | 3.47-3.7 |
| **4** | 3.62 | 0.491 | 3.47-3.76 | 3.63 | 0.489 | 3.48-3.78 | 3.60 | 0.518 | 3.48-3.72 |
| **5** | 3.53 | 0.504 | 3.38-3.68 | 3.58 | 0.545 | 3.41-3.75 | 3.56 | 0.499 | 3.45-3.67 |
| **6** | 3.40 | 0.538 | 3.25-3.56 | 3.77 | 0.427 | 3.64-3.9 | 3.55 | 0.525 | 3.43-3.67 |
| **7** | 3.79 | 0.463 | 3.65-3.92 | 3.79 | 0.412 | 3.66-3.92 | 3.84 | 0.404 | 3.75-3.93 |
| **8** | 3.57 | 0.500 | 3.43-3.72 | 3.84 | 0.374 | 3.72-3.95 | 3.69 | 0.493 | 3.58-3.8 |
| **9** | 3.47 | 0.504 | 3.32-3.62 | 3.51 | 0.506 | 3.36-3.67 | 3.75 | 0.436 | 3.65-3.85 |
| **10** | 3.68 | 0.471 | 3.54-3.82 | 3.67 | 0.474 | 3.53-3.82 | 3.76 | 0.428 | 3.67-3.86 |
| **11** | 3.70 | 0.462 | 3.57-3.84 | 3.84 | 0.374 | 3.72-3.95 | 3.69 | 0.466 | 3.58-3.79 |
| **12** | 3.74 | 0.441 | 3.62-3.87 | 3.81 | 0.394 | 3.69-3.94 | 3.56 | 0.499 | 3.45-3.67 |

Table 21 presents the Diploma Dispositions Survey results by program (PRIM, SEC, SPED) across 12 criteria, with the mean, standard deviation, and 95% confidence intervals.

Here are some observations based on the given ratings:

1. **All criteria fall within the range indicating in-depth understanding** (3.25 - 4.00):
   * All mean scores in the table are within this range, indicating that all programs (PRIM, SEC, SPED) demonstrate an in-depth understanding of the listed criteria.
2. **Highest mean scores**:
   * Among the criteria, the 7th (demonstrates the ability to plan lessons that enable students to meet rigorous learning goals) has the highest mean, with 3.79 (PRIM and SEC) and 3.84 (SPED). This suggests strong lesson-planning skills across all programs.
3. **Lowest mean scores**:
   * The 6th criterion (demonstrates the ability to use multiple assessment methods to support student learning) has the lowest mean for PRIM (3.40), but it is still within the range of in-depth understanding.
4. **Agreement between programs**:
   * In many criteria, there's a notable agreement in results across PRIM, SEC, and SPED, especially in the 1st, 2nd, 4th, 7th, and 8th criteria. This indicates a similar approach or common goals among the programs.

Overall, the results in the table show that all programs meet the standards for in-depth understanding, with slight variations in standard deviations and confidence intervals.

1. **MA Dispositions Survey Results (Spring 2022 till Spring 2023)**
   1. **Demographic Data**

Table 22. Respondents by Year, Concentration, Program, and Checkpoint #

|  |  |  |  |
| --- | --- | --- | --- |
|  | | **Frequency** | **%** |
| **Year** | **2021-2022** | 33 | 45.2 |
| **2022-2023** | 40 | 54.8 |
| **program** | **Master of Special Education** | 28 | 38.4 |
| **Master of Education Leadership** | 45 | 61.6 |
| **Checkpoint #** | **1** | 40 | 54.8 |
| **3** | 33 | 45.2 |

Table 22 shows the distribution of respondents by academic year, program, and checkpoint count.

* **Academic Year**: The majority of respondents were from the 2022-2023 academic year, making up 54.8%, while 45.2% were from 2021-2022.
* **Program**: Most respondents were from the "Master of Education Leadership" program at 61.6%, with 38.4% from the "Master of Special Education" program.
* **Checkpoint Count**: Checkpoint #1 had higher number of respondents, with 40 participants, or 54.8%. Followed by Checkpoint #3 with 33 respondents, accounting for 45.2%.
  1. **Survey Reliability**

Table 23. Reliability statistics

|  |  |  |
| --- | --- | --- |
|  | **Cronbach's Alpha** | **N of Items** |
| **Bachelor Dispositions Survey** | **0.099** | **8** |

The table "Reliability Statistics" shows the degree of reliability for a survey about Bachelor's Dispositions based on Cronbach's Alpha. The Cronbach's Alpha value is 0.099, which is quite low.

Cronbach's Alpha values above 0.7 are typically considered acceptable for reliability, while lower values indicate a lack of internal consistency. An Alpha value of 0.099 suggests that the eight items in the survey don't exhibit sufficient internal consistency, indicating they may not be well-correlated or may not consistently measure the same concept.

This low reliability could suggest that the survey needs to be reconsidered, perhaps with redesigned or reworded items to improve consistency and internal reliability.

* 1. **Dispositions Survey Results in general**

Table 24. Masters Dispositions Survey Results in General

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Shows a basic understanding** | **Shows an in-depth understanding** | **Mean** | **S.D.** | **95% C.I.** |
| **1. Content: Candidates have high standards for content knowledge in discipline areas.** | 42.5% | 57.5% | 3.58 | 0.50 | 3.46-3.69 |
| **2. Pedagogy: Candidates believe that all students can learn and have the ability to be successful in their academic endeavors.** | 38.4% | 61.6% | 3.62 | 0.49 | 3.5-3.73 |
| **3. Technology: Candidates recognize the importance of using diverse educational resources, including technology.** | 49.3% | 50.7% | 3.51 | 0.50 | 3.39-3.62 |
| **4. Diversity: Candidates demonstrate respect for diversity.** | 26.0% | 74.0% | 3.74 | 0.44 | 3.64-3.84 |
| **5. Scholarly Inquiry: Candidates engage in critical reflection of theory and professional practice.** | 39.7% | 60.3% | 3.60 | 0.49 | 3.49-3.72 |
| **6. Problem Solving: Candidates use critical thinking to solve problems.** | 43.8% | 56.2% | 3.56 | 0.50 | 3.45-3.68 |
| **7. Ethical Values: Candidates demonstrate professional conduct that models ethical behavior and integrity.** | 34.2% | 65.8% | 3.66 | 0.48 | 3.55-3.77 |
| **8. Initiative: Candidates initiate and lead others in achieving goals, vision, and mission.** | 47.9% | 52.1% | 3.52 | 0.50 | 3.4-3.64 |

Table 24 offers insights into the understanding and capabilities of master's degree candidates across various domains. Candidates are evaluated based on their understanding of different concepts such as content, pedagogy, technology, and others. Here's an analysis based on the data:

* **The table shows candidates' level of basic and in-depth understanding**. With a range of means between 3.25 and 4.00, most candidates demonstrate an in-depth understanding in various areas.
* **The highest rating is in "Diversity"**: 74% of candidates demonstrate in-depth understanding, suggesting that this group has a strong awareness of and respect for diversity. The mean here is 3.74 with a standard deviation of 0.44, indicating relative agreement among candidates on this point.
* **"Pedagogy" and "Ethical Values" also indicate in-depth understanding**: The figures show that the majority of candidates in these categories have a solid awareness of the potential for student learning and the importance of professional and ethical conduct.
* **"Content," "Technology," and "Initiative" range between basic and in-depth understanding**: About half of the candidates show a basic understanding in these areas, while the other half demonstrate in-depth understanding. This may suggest some candidates need improvement in these areas.
* **The lowest scores are in "Technology"**: This could indicate that candidates might need to improve their skills in using technology in education. The mean here is 3.51, making it the lowest among the other means.

These results may highlight areas of strength and potential areas for improvement in master's degree programs. Some areas might require additional training or curriculum adjustments to ensure a deeper understanding for all candidates.

* + 1. **Comparison by Year, Program, and Checkpoint #**

Table 25. Comparison by Year, Program, and Checkpoint #

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Test statistic** | **df** | **Sig.** | **Effect size** |
| **Year** | -2.38 | 54.08 | 0.02 | -0.58 |
| **Program** | 1.09 | 68.52 | 0.28 | 0.25 |
| **Checkpoint #** | 3.74 | 57.03 | <.001 | 0.91 |

Independent samples T-test results show statistically significant results for Year and Checkpoint with a large effect size, suggesting a meaningful practical difference. Moreover, Checkpoint 1 has a higher mean than Checkpoint 3, and year 2022-2023 has a higher mean than 2021-2022. On the other hand, the Program shows non-significant results.

* 1. **Dispositions Survey Results by checkpoint**

Table 26. Masters Dispositions Survey Results by checkpoint

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Checkpoint #1** | | | | | **Checkpoint #3** | | | | |
|  | **Shows a basic understanding** | **Shows an in-depth understanding** | **Mean** | **S.D.** | **95% CI** | **Shows a basic understanding** | **Shows an in-depth understanding** | **Mean** | **S.D.** | **95% CI** |
| **1. Content: Candidates have high standards for content knowledge in discipline areas.** | 25.0% | 75.0% | 3.75 | 0.44 | 3.61-3.89 | 63.6% | 36.4% | 3.36 | 0.49 | 3.19-3.54 |
| **2. Pedagogy: Candidates believe that all students can learn and have the ability to be successful in their academic endeavors.** | 32.5% | 67.5% | 3.68 | 0.47 | 3.52-3.83 | 45.5% | 54.5% | 3.55 | 0.51 | 3.37-3.72 |
| **3. Technology: Candidates recognize the importance of using diverse educational resources, including technology.** | 37.5% | 62.5% | 3.63 | 0.49 | 3.47-3.78 | 63.6% | 36.4% | 3.36 | 0.49 | 3.19-3.54 |
| **4. Diversity: Candidates demonstrate respect for diversity.** | 32.5% | 67.5% | 3.68 | 0.47 | 3.52-3.83 | 18.2% | 81.8% | 3.82 | 0.39 | 3.68-3.96 |
| **5. Scholarly Inquiry: Candidates engage in critical reflection of theory and professional practice.** | 17.5% | 82.5% | 3.83 | 0.39 | 3.7-3.95 | 66.7% | 33.3% | 3.33 | 0.48 | 3.16-3.5 |
| **6. Problem Solving: Candidates use critical thinking to solve problems.** | 25.0% | 75.0% | 3.75 | 0.44 | 3.61-3.89 | 66.7% | 33.3% | 3.33 | 0.48 | 3.16-3.5 |
| **7. Ethical Values: Candidates demonstrate professional conduct that models ethical behavior and integrity.** | 42.5% | 57.5% | 3.58 | 0.50 | 3.41-3.74 | 24.2% | 75.8% | 3.76 | 0.44 | 3.6-3.91 |
| **8. Initiative: Candidates initiate and lead others in achieving goals, vision, and mission.** | 55.0% | 45.0% | 3.45 | 0.50 | 3.29-3.61 | 39.4% | 60.6% | 3.61 | 0.50 | 3.43-3.78 |

Table 26 shows the results of a survey evaluating the skills of candidates in the master's program across different checkpoints, using categories that indicate the level of understanding: "Shows a basic understanding" and "Shows an in-depth understanding," along with related statistics like means and standard deviations.

Here's a breakdown of the changes between Checkpoint #1 and Checkpoint #3:

* **Content:** There's a notable shift from a high percentage of in-depth understanding at Checkpoint #1 (75%) to a basic understanding at Checkpoint #3 (63.6%). Conversely, the proportion of candidates demonstrating a basic understanding increased.
* **Pedagogy:** In-depth understanding was prevalent at Checkpoint #1 (67.5%), but it decreased slightly at Checkpoint #3 (54.5%). Nonetheless, in-depth understanding remained more common.
* **Technology:** This category exhibits a similar pattern to Content, with a shift from in-depth understanding (62.5%) at Checkpoint #1 to a basic understanding (63.6%) at Checkpoint #3.
* **Diversity:** There's a clear improvement from Checkpoint #1 to #3, where the proportion of candidates with in-depth understanding rose from 67.5% to 81.8%.
* **Scholarly Inquiry:** There's a significant shift from in-depth understanding (82.5%) at Checkpoint #1 to a basic understanding (66.7%) at Checkpoint #3.
* **Problem Solving:** Here, too, there's a major transition from in-depth understanding (75%) at Checkpoint #1 to a basic understanding (66.7%) at Checkpoint #3.
* **Ethical Values:** The proportion of candidates demonstrating in-depth understanding increased from 57.5% at Checkpoint #1 to 75.8% at Checkpoint #3.
* **Initiative:** This is the only area that showed a noticeable increase in in-depth understanding from Checkpoint #1 to Checkpoint #3, rising from 45.0% to 60.6%.

Overall, this table suggests that some areas have seen improvements while others have declined. These changes could result from curriculum adjustments, the nature of the candidates, or other factors that might require further analysis.

* 1. **Dispositions Survey Results by Year**

Table 27. Masters Dispositions Survey Results by Year

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **2021-2022** | | | | | **2022-2023** | | | | |
|  | **Shows a basic understanding** | **Shows an in-depth understanding** | **Mean** | **S.D.** | **95% CI** | **Shows a basic understanding** | **Shows an in-depth understanding** | **Mean** | **S.D.** | **95% CI** |
| 1. Content: Candidates have high standards for content knowledge in discipline areas. | 51.5% | 48.5% | 3.48 | 0.51 | 3.3-3.66 | 35.0% | 65.0% | 3.65 | 0.48 | 3.5-3.8 |
| 2. Pedagogy: Candidates believe that all students can learn and have the ability to be successful in their academic endeavors. | 54.5% | 45.5% | 3.45 | 0.51 | 3.28-3.63 | 25.0% | 75.0% | 3.75 | 0.44 | 3.61-3.89 |
| 3. Technology: Candidates recognize the importance of using diverse educational resources, including technology. | 72.7% | 27.3% | 3.27 | 0.45 | 3.11-3.43 | 30.0% | 70.0% | 3.70 | 0.46 | 3.55-3.85 |
| 4. Diversity: Candidates demonstrate respect for diversity. | 15.2% | 84.8% | 3.85 | 0.36 | 3.72-3.98 | 35.0% | 65.0% | 3.65 | 0.48 | 3.5-3.8 |
| 5. Scholarly Inquiry: Candidates engage in critical reflection of theory and professional practice. | 39.4% | 60.6% | 3.61 | 0.50 | 3.43-3.78 | 40.0% | 60.0% | 3.60 | 0.50 | 3.44-3.76 |
| 6. Problem Solving: Candidates use critical thinking to solve problems. | 69.7% | 30.3% | 3.30 | 0.47 | 3.14-3.47 | 22.5% | 77.5% | 3.78 | 0.42 | 3.64-3.91 |
| 7. Ethical Values: Candidates demonstrate professional conduct that models ethical behavior and integrity. | 6.1% | 93.9% | 3.94 | 0.24 | 3.85-4.03 | 57.5% | 42.5% | 3.43 | 0.50 | 3.26-3.59 |
| 8. Initiative: Candidates initiate and lead others in achieving goals, vision, and mission. | 57.6% | 42.4% | 3.42 | 0.50 | 3.25-3.6 | 40.0% | 60.0% | 3.60 | 0.50 | 3.44-3.76 |

Table 27 outlines the results of a Masters Dispositions Survey over two academic years, 2021-2022 and 2022-2023, examining the understanding of eight key areas among candidates. Each area is evaluated by the percentage of candidates who demonstrate a basic or in-depth understanding, along with the mean, standard deviation, and 95% confidence interval.

1. **Content**: In 2021-2022, 51.5% of candidates showed a basic understanding, while 48.5% demonstrated an in-depth understanding, with a mean of 3.48 and a standard deviation of 0.51. In 2022-2023, the proportion of basic understanding decreased to 35%, while in-depth understanding increased to 65%, resulting in an increase in the mean to 3.65 (standard deviation of 0.48).
2. **Pedagogy**: There was an increase in the percentage of candidates demonstrating an in-depth understanding, from 45.5% in 2021-2022 to 75% in 2022-2023, raising the mean from 3.45 to 3.75.
3. **Technology**: This category saw a significant shift, with the percentage of candidates demonstrating an in-depth understanding rising from 27.3% in 2021-2022 to 70% in 2022-2023, causing the mean to increase from 3.27 to 3.70.
4. **Diversity**: In 2021-2022, 84.8% of candidates showed an in-depth understanding, but this fell to 65% in 2022-2023, leading to a drop in the mean from 3.85 to 3.65.
5. **Scholarly Inquiry**: Changes were minimal between the two years, indicating relative stability, with the mean hovering around 3.61 in 2021-2022 and 3.60 in 2022-2023.
6. **Problem Solving**: In 2022-2023, the percentage of candidates demonstrating an in-depth understanding rose to 77.5% from 30.3% in 2021-2022, leading to an increase in the mean from 3.30 to 3.78.
7. **Ethical Values**: There was a significant shift in this category, with the percentage of candidates demonstrating in-depth understanding falling from 93.9% in 2021-2022 to 42.5% in 2022-2023, resulting in a drop in the mean from 3.94 to 3.43.
8. **Initiative**: The mean increased from 3.42 in 2021-2022 to 3.60 in 2022-2023, indicating a slight increase in in-depth understanding.

Overall, the table reveals some areas with significant improvements, while others experienced a decline. This shift could indicate external factors or changes in teaching methodologies affecting these dispositions.

* 1. **Dispositions Survey Results by Program**

Table 28. Masters Dispositions Survey Results by Program

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Master of Special Education** | | | | | **Master of Education Leadership** | | | | |
|  | **Shows a basic understanding** | **Shows an in-depth understanding** | **Mean** | **S.D.** | **95% CI** | **Shows a basic understanding** | **Shows an in-depth understanding** | **Mean** | **S.D.** | **95% CI** |
| **1. Content: Candidates have high standards for content knowledge in discipline areas.** | 46.4% | 53.6% | 3.54 | 0.51 | 3.34-3.73 | 40.0% | 60.0% | 3.60 | 0.50 | 3.45-3.75 |
| **2. Pedagogy: Candidates believe that all students can learn and have the ability to be successful in their academic endeavors.** | 28.6% | 71.4% | 3.71 | 0.46 | 3.54-3.89 | 44.4% | 55.6% | 3.56 | 0.50 | 3.4-3.71 |
| **3. Technology: Candidates recognize the importance of using diverse educational resources, including technology.** | 50.0% | 50.0% | 3.50 | 0.51 | 3.3-3.7 | 48.9% | 51.1% | 3.51 | 0.51 | 3.36-3.66 |
| **4. Diversity: Candidates demonstrate respect for diversity.** | 25.0% | 75.0% | 3.75 | 0.44 | 3.58-3.92 | 26.7% | 73.3% | 3.73 | 0.45 | 3.6-3.87 |
| **5. Scholarly Inquiry: Candidates engage in critical reflection of theory and professional practice.** | 32.1% | 67.9% | 3.68 | 0.48 | 3.49-3.86 | 44.4% | 55.6% | 3.56 | 0.50 | 3.4-3.71 |
| **6. Problem Solving: Candidates use critical thinking to solve problems.** | 57.1% | 42.9% | 3.43 | 0.50 | 3.23-3.62 | 35.6% | 64.4% | 3.64 | 0.48 | 3.5-3.79 |
| **7. Ethical Values: Candidates demonstrate professional conduct that models ethical behavior and integrity.** | 25.0% | 75.0% | 3.75 | 0.44 | 3.58-3.92 | 40.0% | 60.0% | 3.60 | 0.50 | 3.45-3.75 |
| **8. Initiative: Candidates initiate and lead others in achieving goals, vision, and mission.** | 35.7% | 64.3% | 3.64 | 0.49 | 3.45-3.83 | 55.6% | 44.4% | 3.44 | 0.50 | 3.29-3.6 |

Table 28 presents the results of a dispositions survey for students in two different master's programs: Master of Special Education and Master of Education Leadership.

1. **Master of Special Education**
   * In the content domain, 53.6% of candidates show an in-depth understanding, while 46.4% show a basic understanding. The mean score is 3.54, indicating an in-depth understanding.
   * For pedagogy, 71.4% demonstrate an in-depth understanding, with a mean score of 3.71. This suggests a strong emphasis on this concept.
   * In the technology domain, there's an even split, with 50% showing a basic understanding and 50% an in-depth understanding. The mean is 3.50.
   * Respect for diversity is high, with 75% demonstrating an in-depth understanding. The mean score here is 3.75.
   * In the scholarly inquiry domain, 67.9% show an in-depth understanding, suggesting a strong inclination towards these skills.
   * Ethical values are well represented, with 75% of candidates demonstrating an in-depth understanding. The mean score is 3.75.
   * For initiative and leadership, 64.3% demonstrate an in-depth understanding. The mean score is 3.64.
2. **Master of Education Leadership**
   * In the content domain, 60% of candidates show an in-depth understanding, indicating a higher level compared to special education. The mean is 3.60.
   * For pedagogy, 55.6% demonstrate an in-depth understanding, indicating room for improvement compared to special education.
   * In the technology domain, there's a close split between basic and in-depth understanding, with a mean of 3.51.
   * Respect for diversity is high, with 73.3% demonstrating an in-depth understanding.
   * For critical thinking and problem-solving, 64.4% of candidates show an in-depth understanding, higher than special education.
   * In the ethical values domain, 60% of candidates demonstrate an in-depth understanding.
   * For initiative and leadership, 55.6% demonstrate an in-depth understanding.

Overall, the table shows positive trends in both programs, with some variations in the levels of in-depth understanding across different domains. This suggests areas of strength and potential growth in the academic programs.