



10/14/2015

**2015
ALUMNI
SURVEY
REPORT**

LEARNING AND TEACHING DEPARTMENT
School of Leadership and Education Sciences
University of San Diego

Report Prepared by USD-SOLES Accreditation & Assessment Office

Executive Summary

Alumni Survey Overview

The School of Leadership and Education Sciences (SOLES) - Office of Accreditation and Assessment administers the Alumni Survey to University of San Diego (USD) alumni with graduation dates ranging from six months to five years of the survey administration period. The Alumni Survey affords alumni the opportunity to share their post-graduation outcomes and to provide valuable feedback utilized for program review. General survey items address employment, alumni involvement, and application of knowledge and skills. USD-SOLES alumni are also provided with open-ended questions regarding their effectiveness in the workplace, the quality of faculty advising and mentoring, benefits of the program, and recommendations for improvement. This report is specific to alumni of the Learning and Teaching Department within USD-SOLES.

Response Rates

During the spring 2015 semester, the Accreditation and Assessment Office within the School of Leadership and Education Sciences at the University of San Diego administered an alumni survey. One hundred one of the four hundred forty invited alumni acknowledged receiving the survey and seventy of the one hundred one submitted completed surveys, yielding a 23% response rate. Students may obtain a degree with one or more credentials, Table 1 shows responses rates based on the number of degree and credentials held by respondents. Figure 1 shows the distribution of respondents by graduation year and Figure 2 shows the distribution of degrees and credentials awarded to survey respondents.

Table 1

Distribution of Learning and Teaching Alumni Survey Respondents (2009-2014)

Program	Number of Degrees & Credentials Awarded*	Number of Degrees & Credentials Held by Respondents ⁺
MEd Curriculum and Instruction	167	27
Multiple Subject	83	27
Single Subject	34	30
MEd Special Education / Education Specialist	48	8
MEd TESOL, Literacy, and Culture	61	10

* Refers to the number of degrees and credentials awarded between 2009 and 2014

⁺Alumni may obtain multiple credentials with or without a degree

Figure 1. The Distribution of Learning & Teaching Alumni Survey Respondents by Academic Year (n=70)

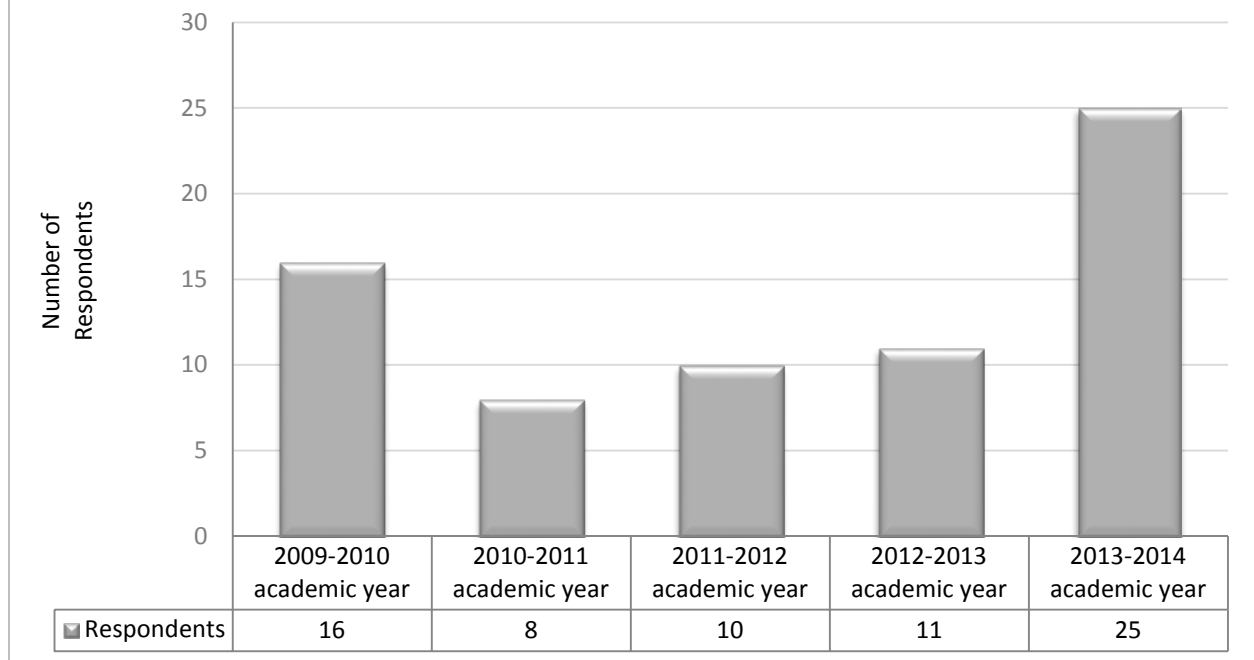
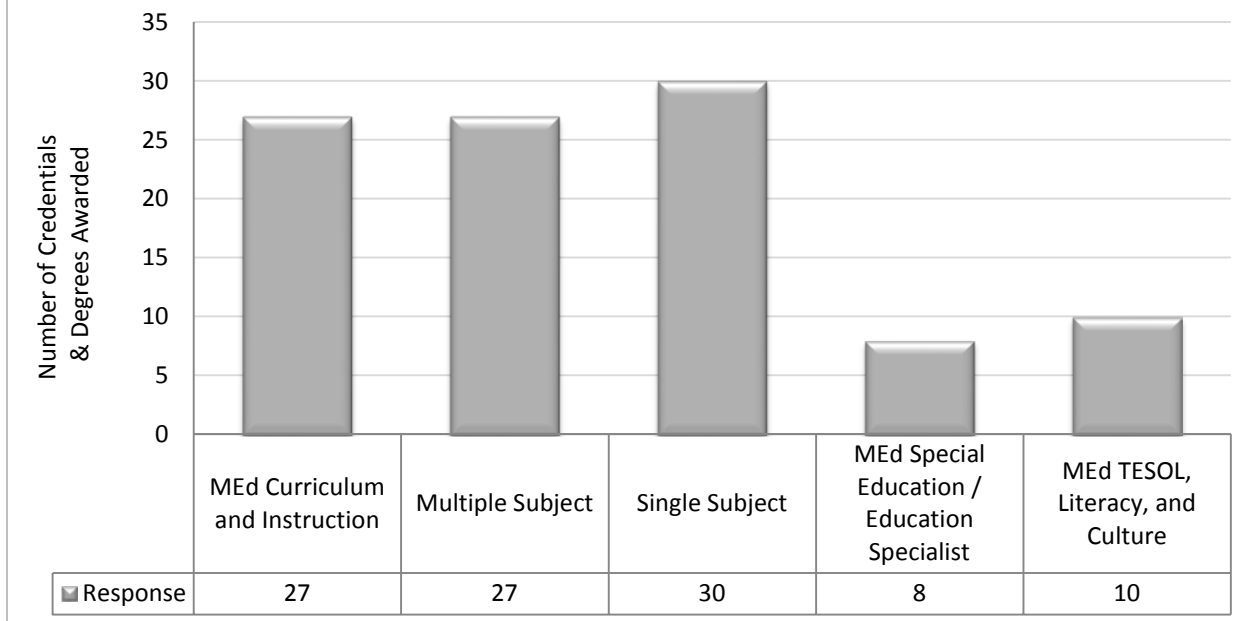


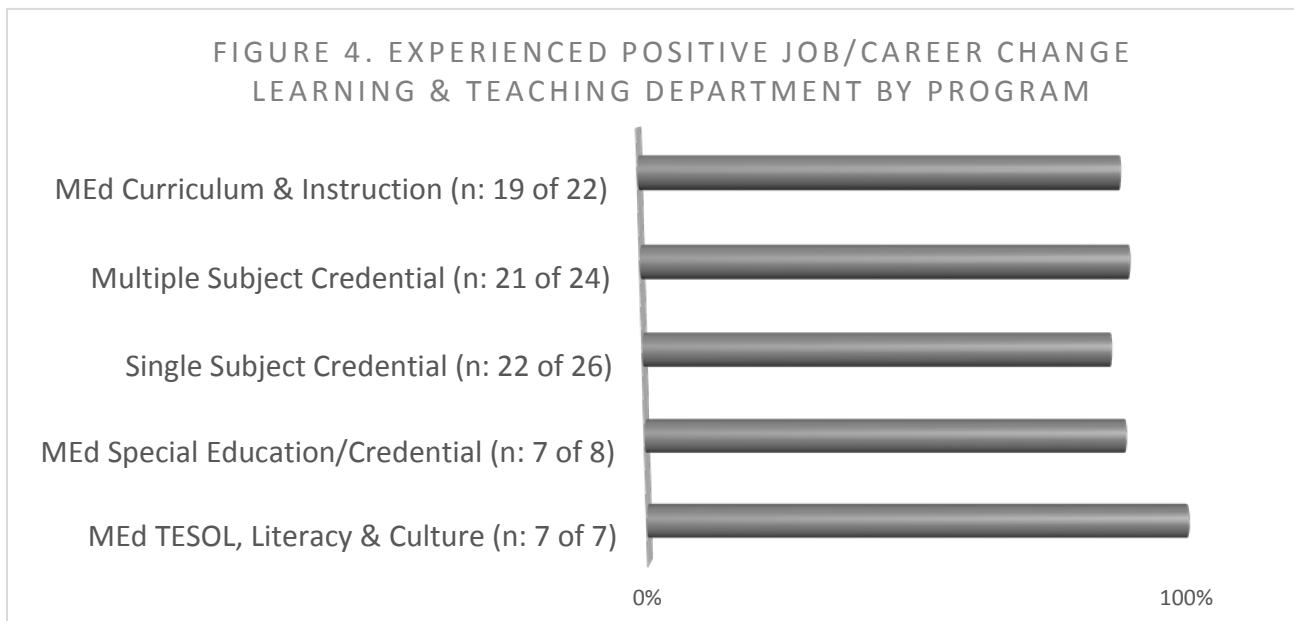
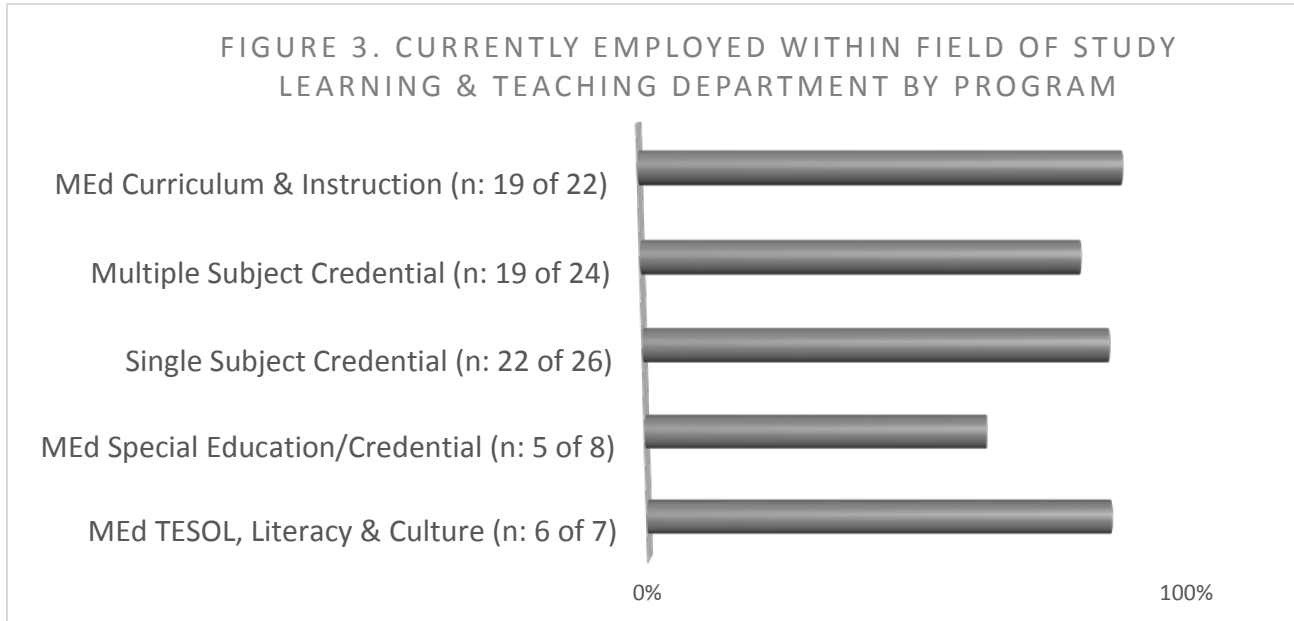
Figure 2. The Distribution of Degrees and Credentials Awarded to Learning & Teaching Alumni Survey Respondents (n=102)

Note: Alumni may obtain multiple credentials with or without a degree



Alumni Changes in Employment – Learning and Teaching Department

Learning and Teaching alumni were asked about their employment search and employment status. Ninety percent of alumni are currently employed. Figure 3 and Figure 4 show the types of changes alumni experienced after graduation.



Alumni Regions of Employment – Learning and Teaching Department

Seventy-one percent of employed alumni from the Learning and Teaching Department are currently working in California, with the remaining alumni working in various states and countries (see Figure 5). A sample of job titles for Learning and Teaching Alumni can be found in Table 2. Alumni reported working at a variety of schools and school districts (see Table 3).



Figure 5. Learning and Teaching Department Alumni Regions of Employment

Table 2

Sample of Alumni Job Titles – Learning and Teaching Department

Assistant Director of Advancement	Kindergarten General Education Teacher
Chair, Department of Foreign Language (Spanish)	Math Teacher
Co-Teacher	Reading Specialist
Data Analyst and Math Resource Teacher	School Counselor
Director of Academics	Science Lab Teacher
Dual Language Teacher	Second Grade Homeroom Teacher
Economics Teacher and Service Coordinator	Social Studies Teacher
Education Specialist	Spanish Teacher
English Language Learning Coordinator	Speech-Language Pathologist
English Teacher	Teacher
ESL Instructor, Mandarin Tutor	Teacher - Mild/Moderate Math
High School Teacher, US History & AP Psychology	Teacher-Leader of Expeditions
History Teacher	Tutor

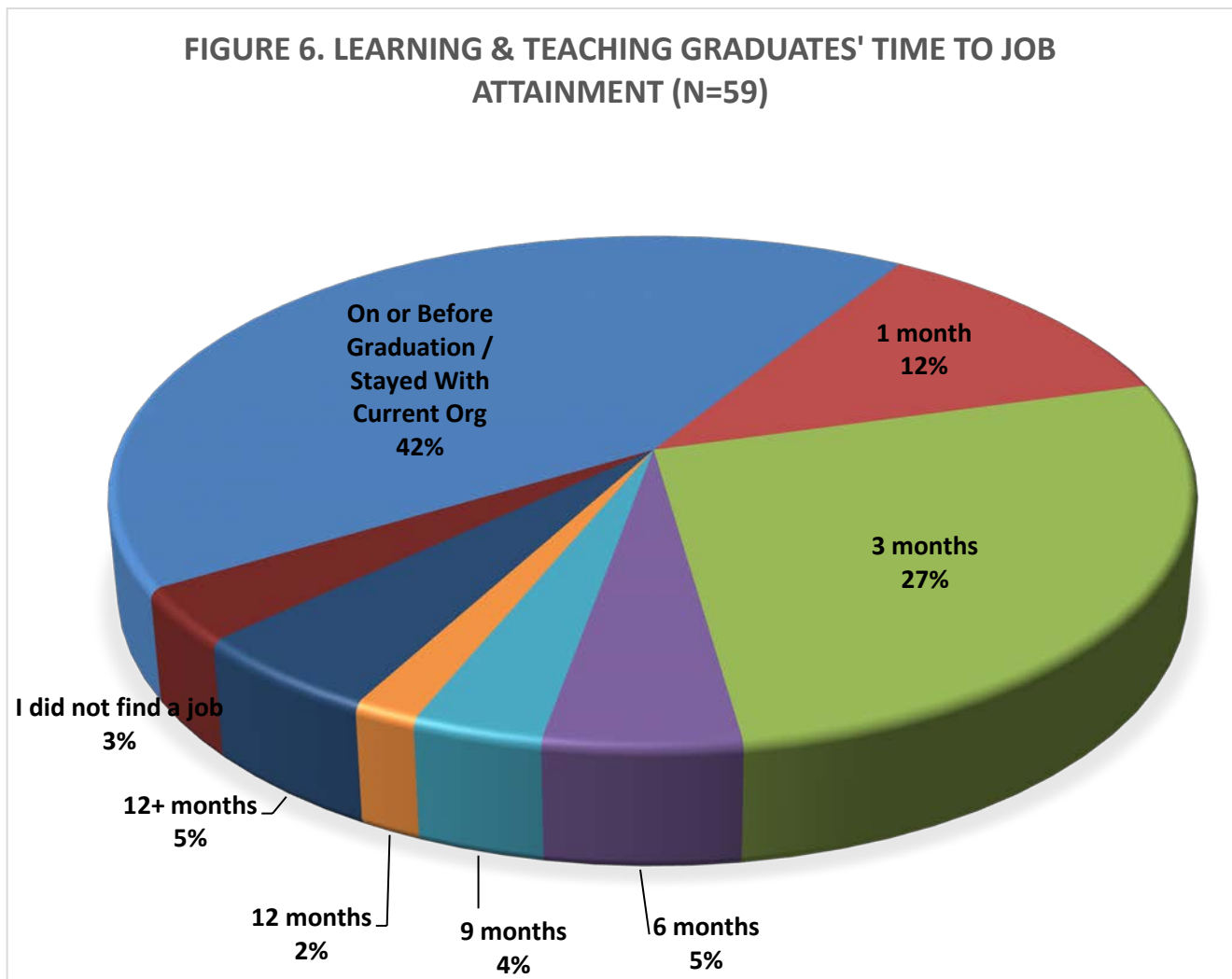
Table 3

Sample of Alumni Employment Organizations – Learning and Teaching Department

American International School of Chennai	Latin American Montessori Bilingual Public Charter School
Archdiocese of Los Angeles	Mission Hills High School
Aspire Public Schools	Murrieta Valley Unified School District
Beaufort County School District	Pleasanton Unified School District
Bremerton School District	Qatar Foundation
Cajon Valley Middle School	Rollinsford Grade School
Capistrano School District	Round Rock ISD
Carlsbad Unified	San Diego Unified School District
Chula Vista Elementary School District	San Dieguito Union High School District
Cognita Schools	St. Patrick Catholic School
Damien Memorial	Summit Public Schools
Encinitas Union School District	Sweetwater Union High School District
Escondido Union school district	Torrey Pines High School
Evergreen Elementary School District	Tumwater School District
Grossmont Union High School District	Vista Unified
High Tech High	Wiseburn School District
Johnson Elementary	YMCA

Time from Graduation to Job Attainment – Learning and Teaching Department

When Learning and Teaching alumni were asked *how long it took to obtain a job upon graduation*, 42% of alumni indicated they had obtained employment on or before graduation. The remaining alumni found employment within 1 month of graduation (12%), 3 months of graduation (27%), 6 months of graduation (5%), 9 months of graduation (4%), 12 months of graduation (2%), 12 or more months after graduation (5%), or did not find a job (3%). Figure 6 shows the graduation to job attainment distribution for the entire Learning and Teaching department and Figures 6A through 6E show the graduation to job attainment distribution for each program within the Learning and Teaching department.



Time from Graduation to Job Attainment for each Program within the Learning and Teaching Department

FIGURE 6A. MED CURRICULUM & INSTRUCTION GRADUATES' TIME TO JOB ATTAINMENT (N=22)

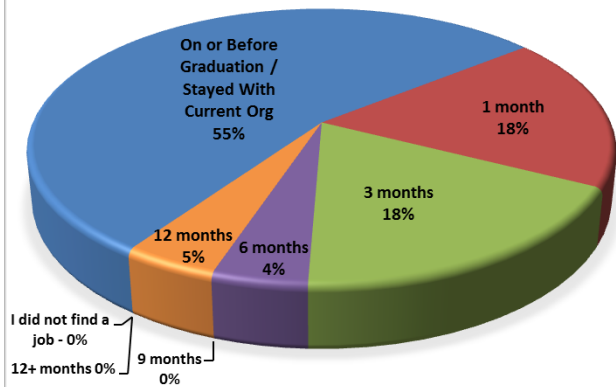


FIGURE 6B. MULTIPLE SUBJECT CREDENTIAL GRADUATES' TIME TO JOB ATTAINMENT (N=24)

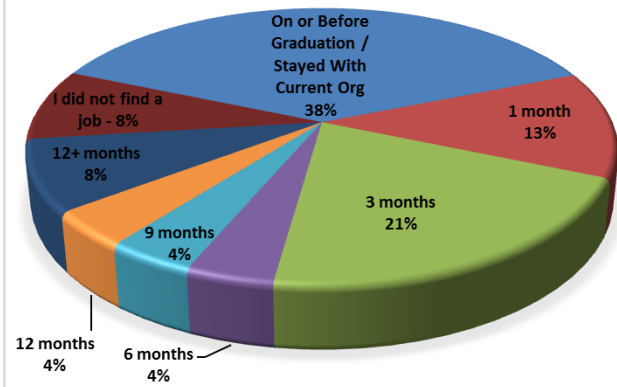


FIGURE 6C. SINGLE SUBJECT CREDENTIAL GRADUATES' TIME TO JOB ATTAINMENT (N=26)

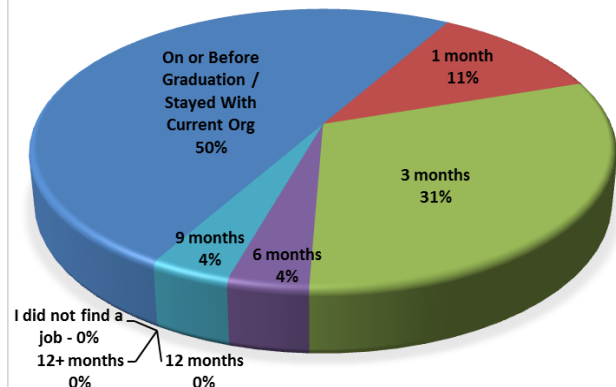


FIGURE 6D. MED SPECIAL EDUCATION / EDUCATION SPECIALIST CREDENTIAL GRADUATES' TIME TO JOB ATTAINMENT (N=8)

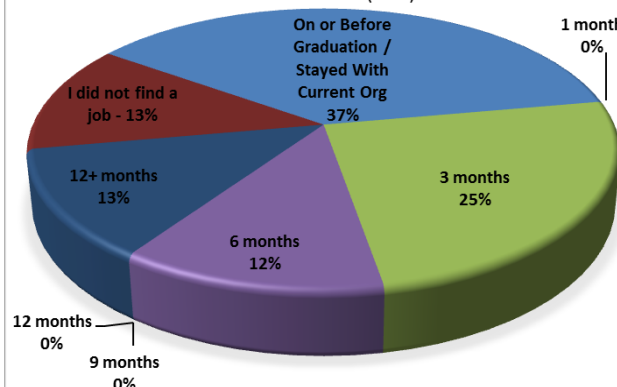
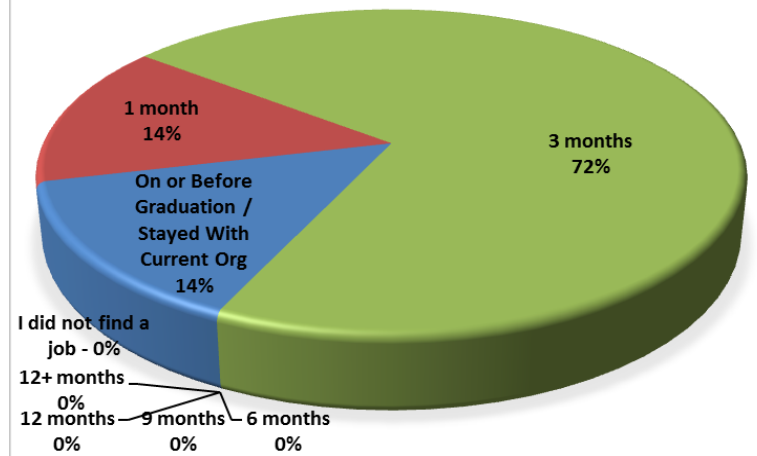
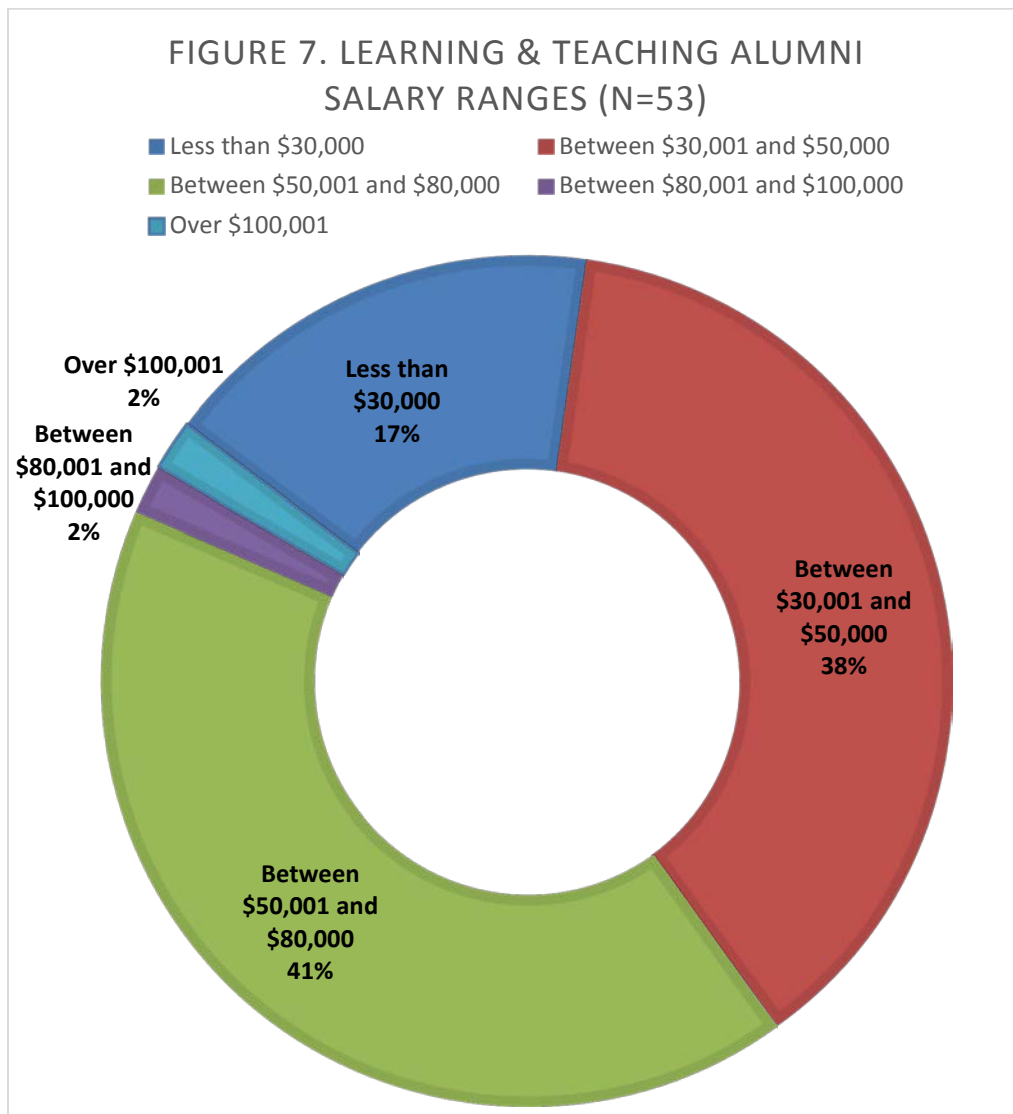


FIGURE 6E. MED TESOL, LITERACY & CULTURE GRADUATES' TIME TO JOB ATTAINMENT (N=7)



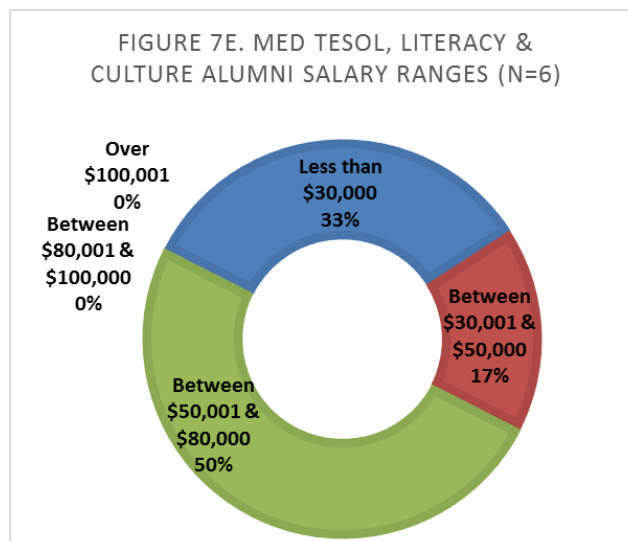
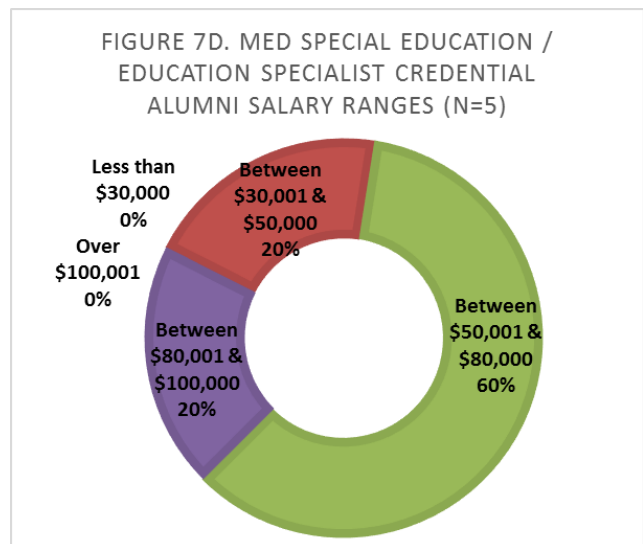
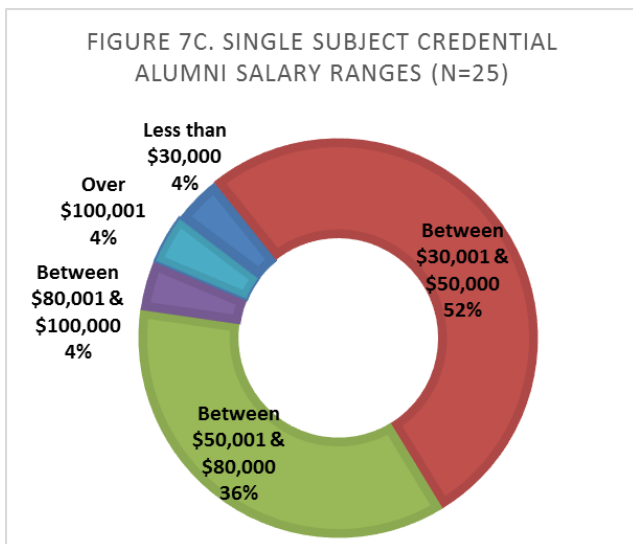
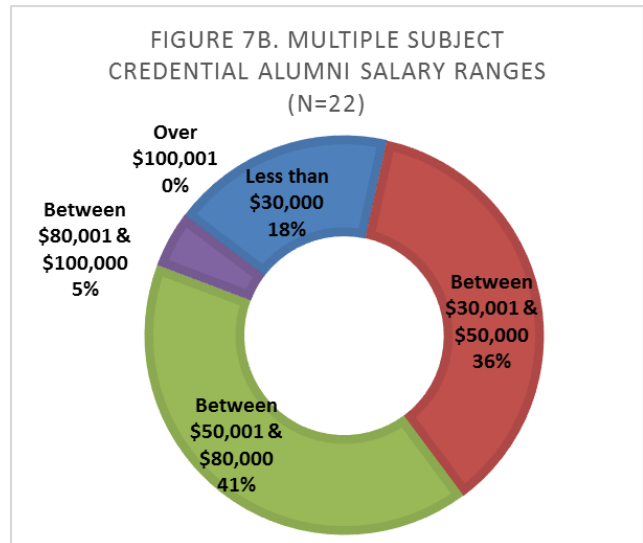
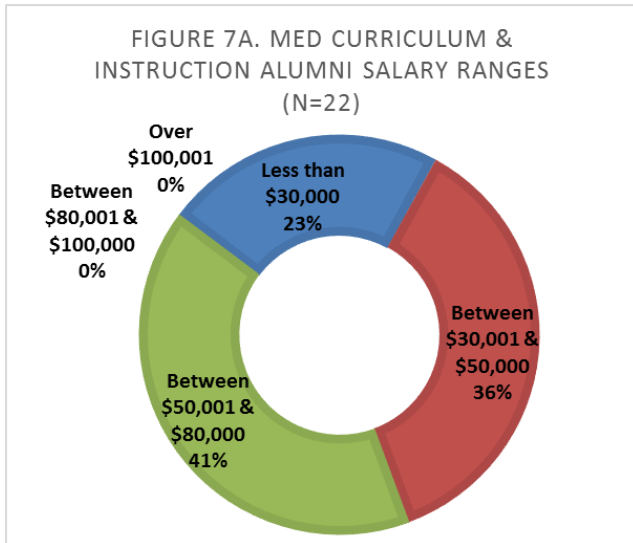
Alumni Salary Ranges – Learning and Teaching Department

When Learning and Teaching alumni were asked to indicate their *current salary range*, 38% of alumni selected between \$30,001 and \$50,000. The remaining alumni reported the following salary ranges: less than \$30,000 (17%), between \$50,001 and \$80,000 (42%), between \$80,001 and \$100,000 (2%), or over \$100,001 (2%). Figure 7 shows the alumni salary ranges for the entire Learning and Teaching department and Figures 7A through 7E show the alumni salary ranges for each program within the Learning and Teaching department.



Alumni Salary Ranges – by Program within the Learning and Teaching Department

■ Less than \$30,000 ■ Between \$30,001 and \$50,000 ■ Between \$50,001 and \$80,000 ■ Between \$80,001 and \$100,000 ■ Over \$100,001



Types of Organizations, Initial and Current Employment – Learning and Teaching Department

When employed alumni from the Learning and Teaching Department were asked what type of population they currently teach in, 54% reported teaching in suburban areas, 38% in urban areas, and 7% teach in rural areas, and 2% in other areas, such as abroad (see Figures 8 and 9). Alumni were also asked the type of schools they taught in for their initial employment and current employment. For initial employment, 65% worked in public schools, 20% in charter schools, 8% in private schools, and 7% in other types of schools (see Figures 10A and 11A). For current employment, 67% are working in public schools, 12% in other types of schools, 9% in private schools, and 9% in charter schools (see Figures 10B and 11B). Eighty-six percent of alumni reported staying in their initial place of employment beyond the first year.

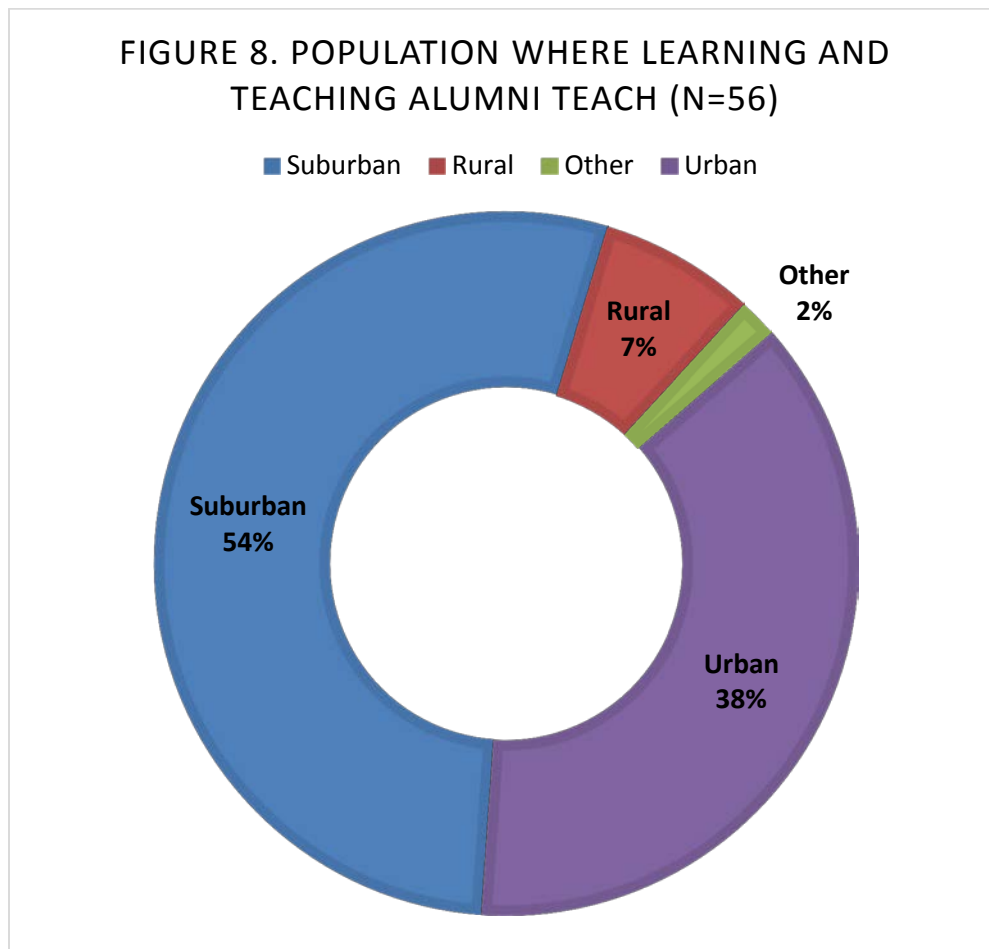


Figure 9. Learning and Teaching Department Alumni
Teaching Areas by Program

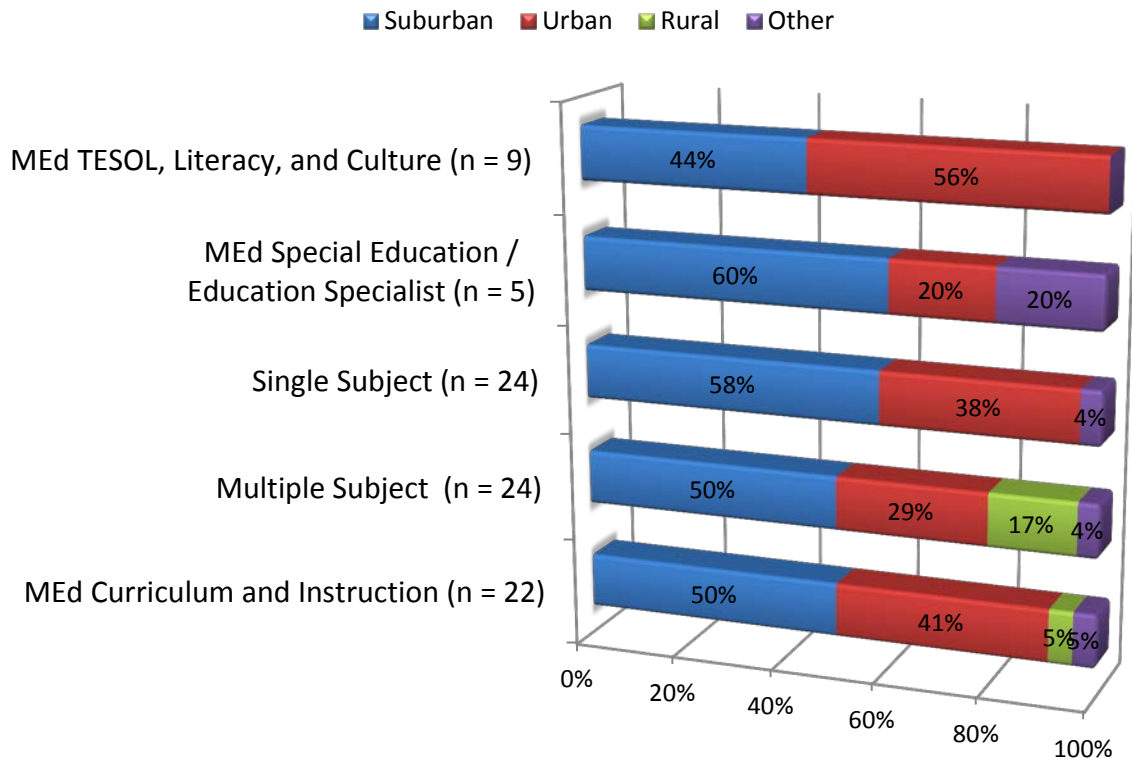


Figure 10A. Initial Employment Organizations of Learning and Teaching Department Alumni (N=60)

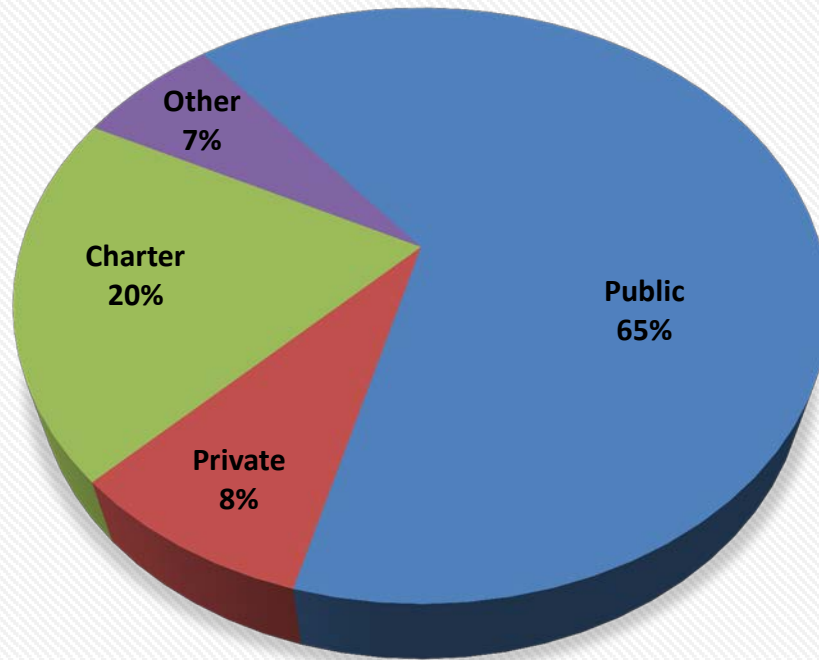


Figure 10B. Current Employment Organizations of Learning and Teaching Department Alumni (N=58)

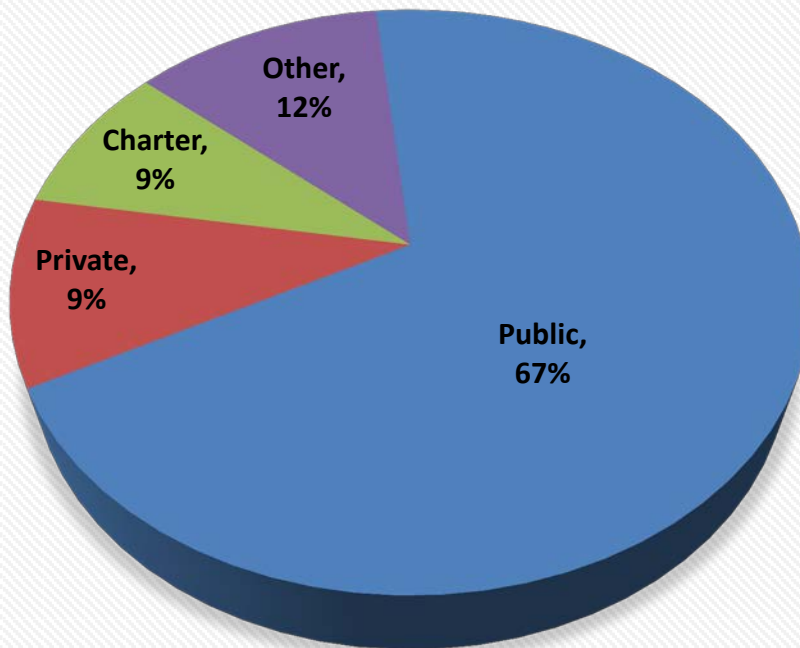


Figure 11A. Initial Employment Organizations of Learning and Teaching Department Alumni by Program

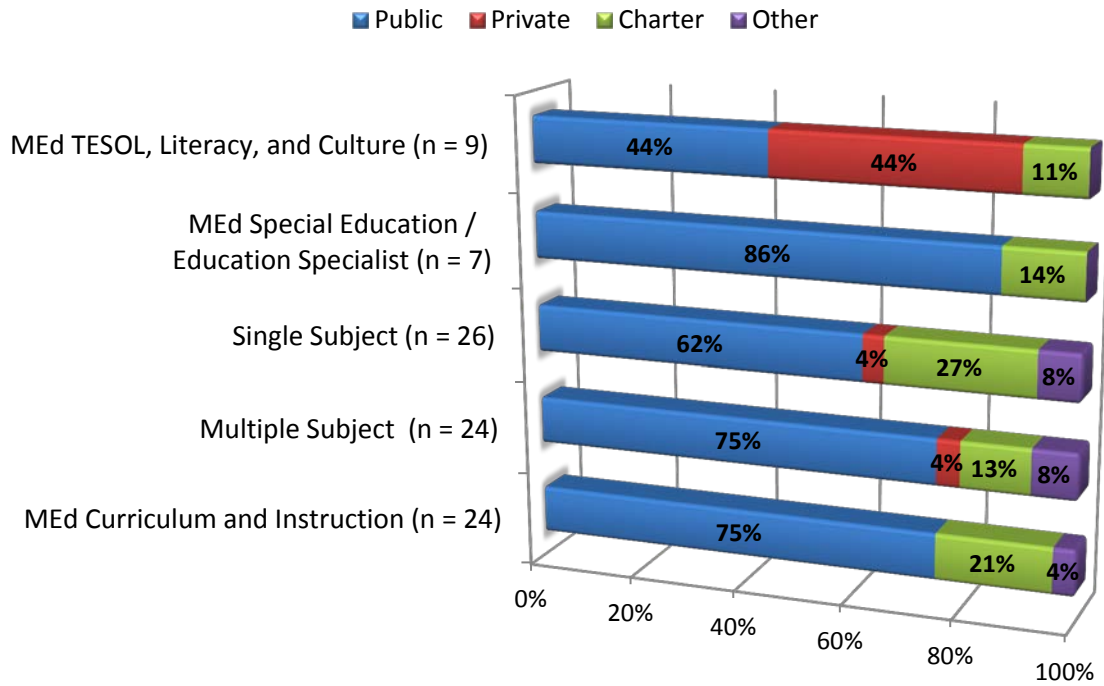
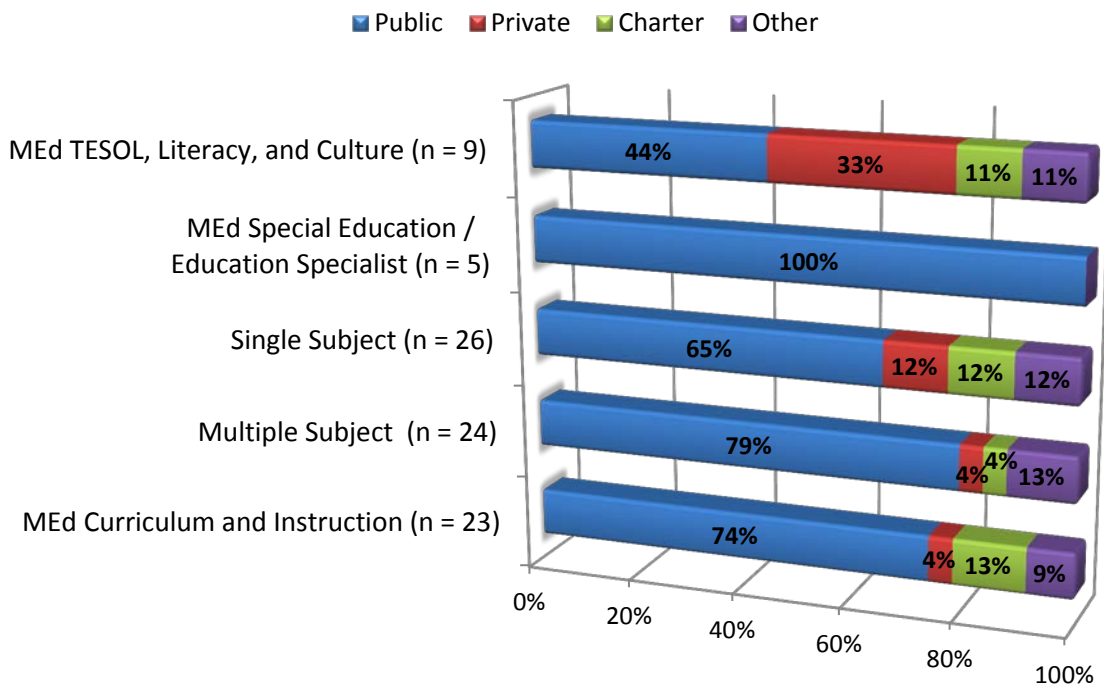
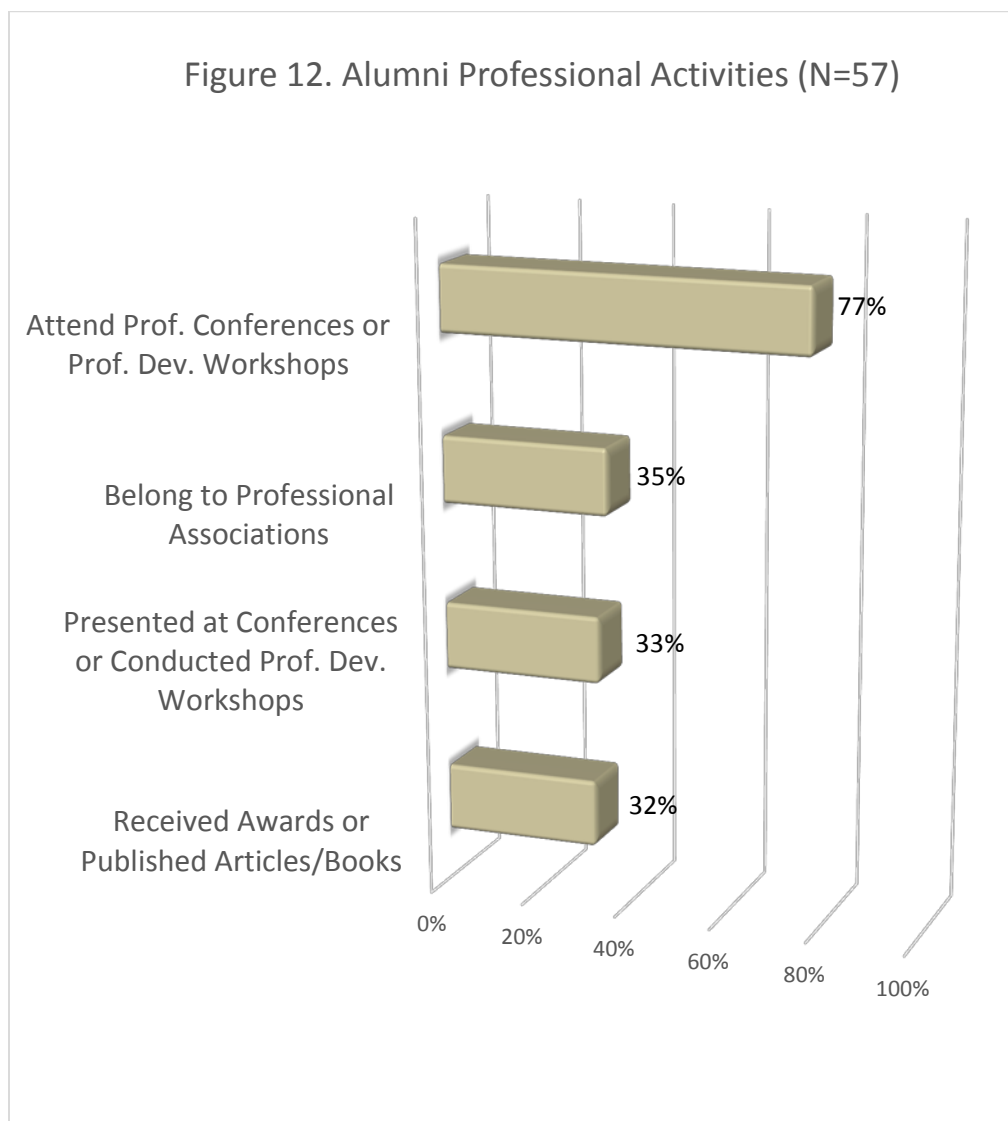


Figure 11B. Current Employment Organizations of Learning and Teaching Department Alumni by Program



Alumni Professional Activities – Learning and Teaching Department

Figure 12 shows the various professional activities alumni have engaged in since graduation. When alumni were asked about their engagement in professional conferences, 77% of alumni reported attending professional conferences or professional development workshops, with 33% having presented at professional conferences or conducting professional development workshops. Thirty-two percent of alumni reported receiving awards or publishing articles or books since graduation. Thirty-five percent of respondents reported belonging to one or more professional associations (see Table 4).



Note: Respondents could select multiple professional activities

Table 4

Sample of Learning and Teaching Alumni Membership with Professional Associations

American Speech Language Hearing Association

Association for Supervision and Curriculum Development

California Association of Teachers of English to Speakers of Other Languages

California Math League

California Speech Language and Hearing Association

California Teachers Association

Council for Exceptional Children

Educational Technology Unit

Kappa Alpha Psi Fraternity Inc.

Kappa Delta Pi

Leadership for Educational Equity

National Council of Teachers of Mathematics

National Education Association

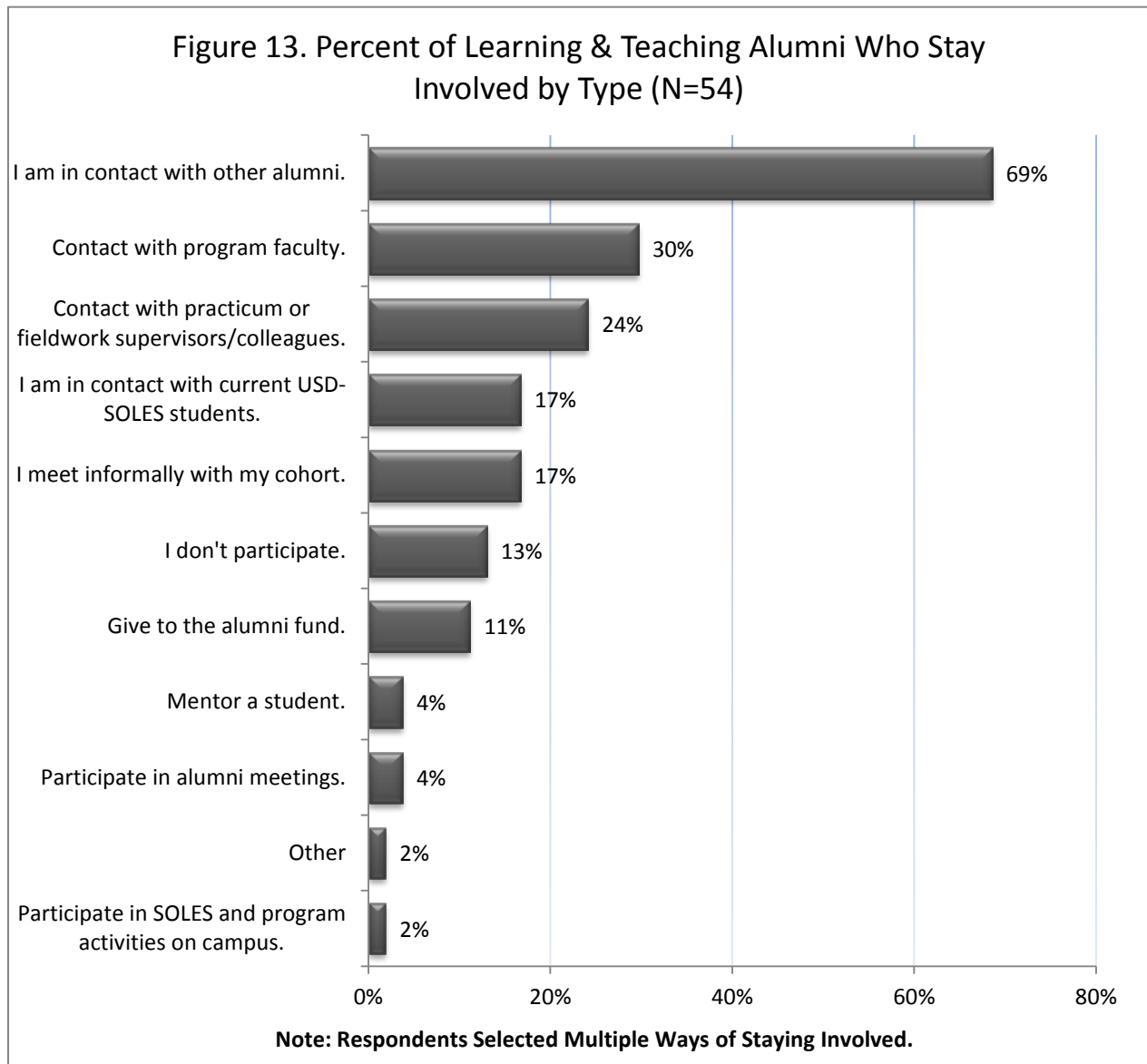
San Diego Area Writing Project

The Next Generation Science Standards

Toastmasters International

Learning and Teaching Alumni Involvement with USD-SOLES

When Learning and Teaching alumni were asked *how they have stayed involved with USD-SOLES*, students reported a variety of activities, such as staying in contact with alumni, current students and faculty; meeting with their cohort members; donating to the alumni fund; etc. Figure 13 shows the various ways the Learning and Teaching alumni stay involved with USD-SOLES.



Suggested Skills, Areas, or Topics for Learning and Teaching Programs

When alumni were asked about suggested skills, areas, or topics for inclusion in Learning and Teaching programs, alumni commented about curriculum, additional practice or application, career planning, and employment assistance, as shown in Figure 14 and Table 5. A sample of respondents' comments by program can be found in Appendix A.

Figure 14. Distribution of Responses Regarding Suggested Skills, Areas or Topics for Inclusion in Learning & Teaching Programs (N=29)

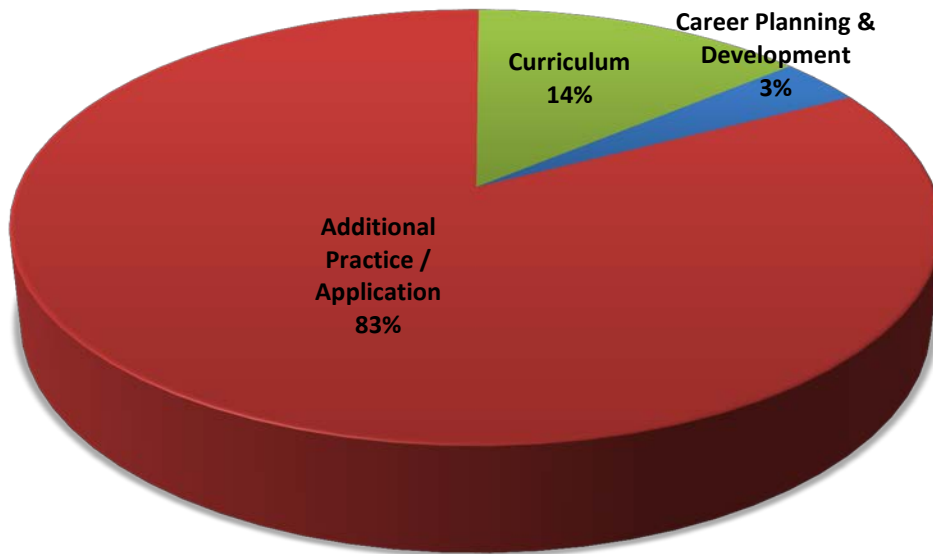


Table 5	
<i>Distribution of Responses Regarding Suggested Skills, Areas, or Topics for Inclusion in Learning and Teaching Programs (N=29)</i>	
Percent of Responses	Themes Identified Within Responses Regarding Suggested Skills, Areas, or Topics for Programs
83%	Additional Practice / Application <ul style="list-style-type: none"> • Classroom Management • More Practice / How to Teach Different Populations • More on Technology (online, in class, apps, etc.)
14%	Curriculum Suggestions <ul style="list-style-type: none"> • Conflict Management • Educational Policy • Human & Child Development • Special Education Law
3%	Career Planning & Development <ul style="list-style-type: none"> • How to Interview for Jobs

Courses and/or Experiences in the Program that Were Most Beneficial

Learning and Teaching alumni were asked to identify one course and/or experience that benefited them the most and why. Alumni shared positive feedback regarding specific coursework and topics, faculty, practicum, and study abroad experiences (see Figure 15 and Table 6). A sample of respondents’ comments by program can be found in Appendix B.

Figure 15. Distribution of Responses Regarding Courses and/or Experiences in the Learning & Teaching Programs That Were Most Beneficial (N=36)

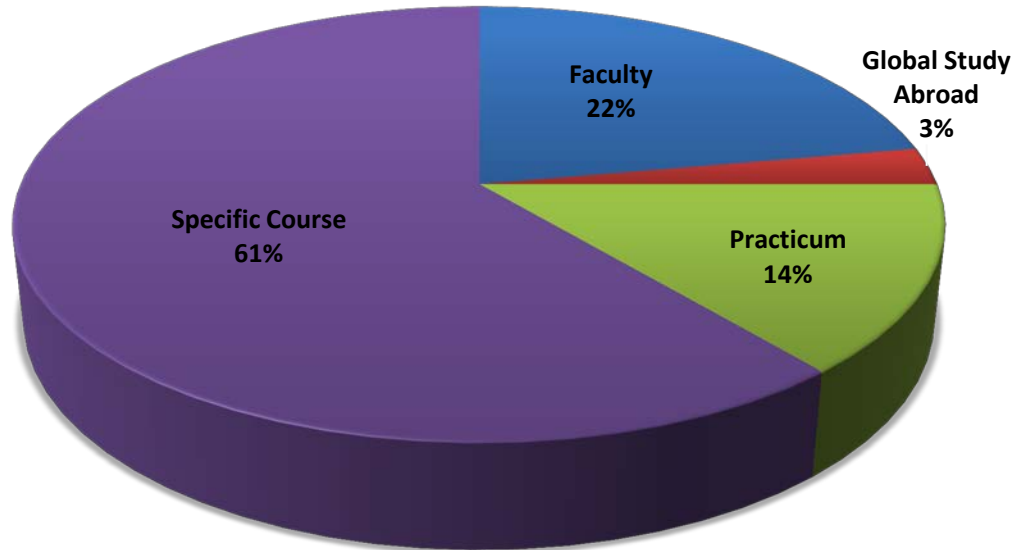


Table 6. *Distribution of Responses Regarding Courses and/or Experiences in the Learning & Teaching Programs That Were Most Beneficial (N=36)*

Percent of Responses	Themes Identified Within Responses Regarding Courses and/or Experiences in the Program That Were Most Beneficial
61%	Specific Coursework / Topics <ul style="list-style-type: none"> • Courses within Specialization • Action Research
22%	Faculty <ul style="list-style-type: none"> • Knowledgeable Faculty with Excellent Teaching Styles
14%	Practicum or Fieldwork Experiences <ul style="list-style-type: none"> • Hands on Experience and Application
3%	Global Study Abroad <ul style="list-style-type: none"> • Lithuania

Ways Alumni’s Learning and Teaching Programs Enhanced Their Effectiveness in the Workplace

When asked *what ways did your program of study enhance your effectiveness in the work place*, alumni cited enhanced professional practice, career preparation, and professional identity (see Figure 16 and Table 7). When alumni were asked: *how often do you apply the knowledge and skills that you gained in the program to your professional work*, 86% of the alumni indicated daily or weekly usage. A sample of respondents’ comments by program can be found in the Appendix C.

Figure 16. Distribution of Responses Regarding Ways Alumni's Learning & Teaching Programs of Study Enhanced Their Effectiveness at Work (N=18)

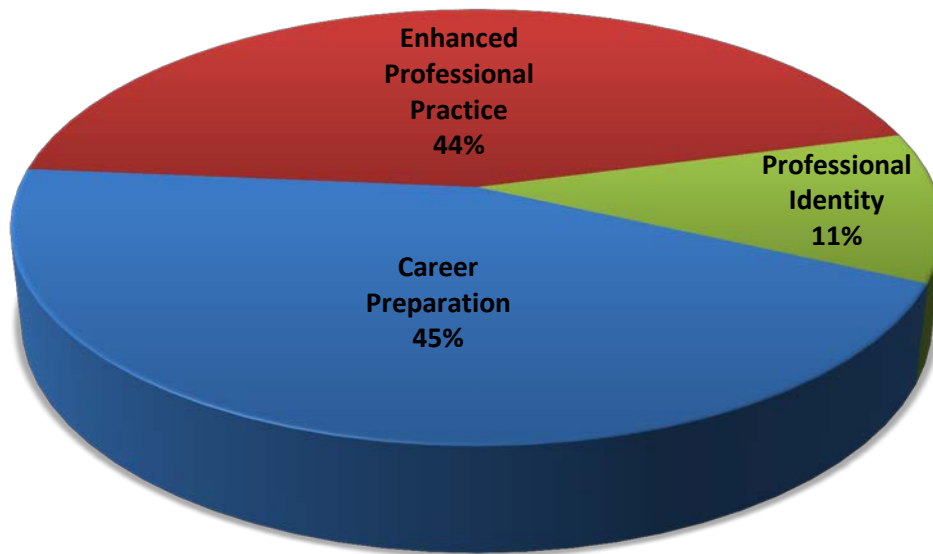


Table 7	
<i>Distribution of Responses Regarding Ways Alumni’s Learning & Teaching Program of Study Enhanced Their Effectiveness in the Workplace (N=18)</i>	
Percent of Responses	Themes Identified Within Responses Regarding Ways Alumni’s Program of Study Enhanced Their Effectiveness in the Workplace
44%	Career Preparation <ul style="list-style-type: none"> • To Become a Teacher / Educator • How to do Research • Teaching Experience (Working in Classrooms, Working with Students)
44%	Enhanced Professional Practice <ul style="list-style-type: none"> • Overall Work Performance, Best Practices, Reflection • Ability to Apply Learning at Work
11%	Professional Identity <ul style="list-style-type: none"> • Confidence / Self-efficacy

Career Preparation and Enhanced Skills by Program within the Learning & Teaching Department

MEd Curriculum and Instruction

Learning and Teaching alumni were asked to rate how well their specialization or program prepared them for their professional careers and enhanced their abilities. The MEd Curriculum and Instruction program used a five-point rating scale where *Extremely Well* is 5, *Fairly Well* is 4, *Moderately* is 3, *Poorly* is 2 and *Not At All* is 1. The goal is to have response ratings in the four to five range for each item. Seventeen of the twenty-three items regarding career preparation had mean ratings in the desired four to five range (see Figures 17A and 17B).

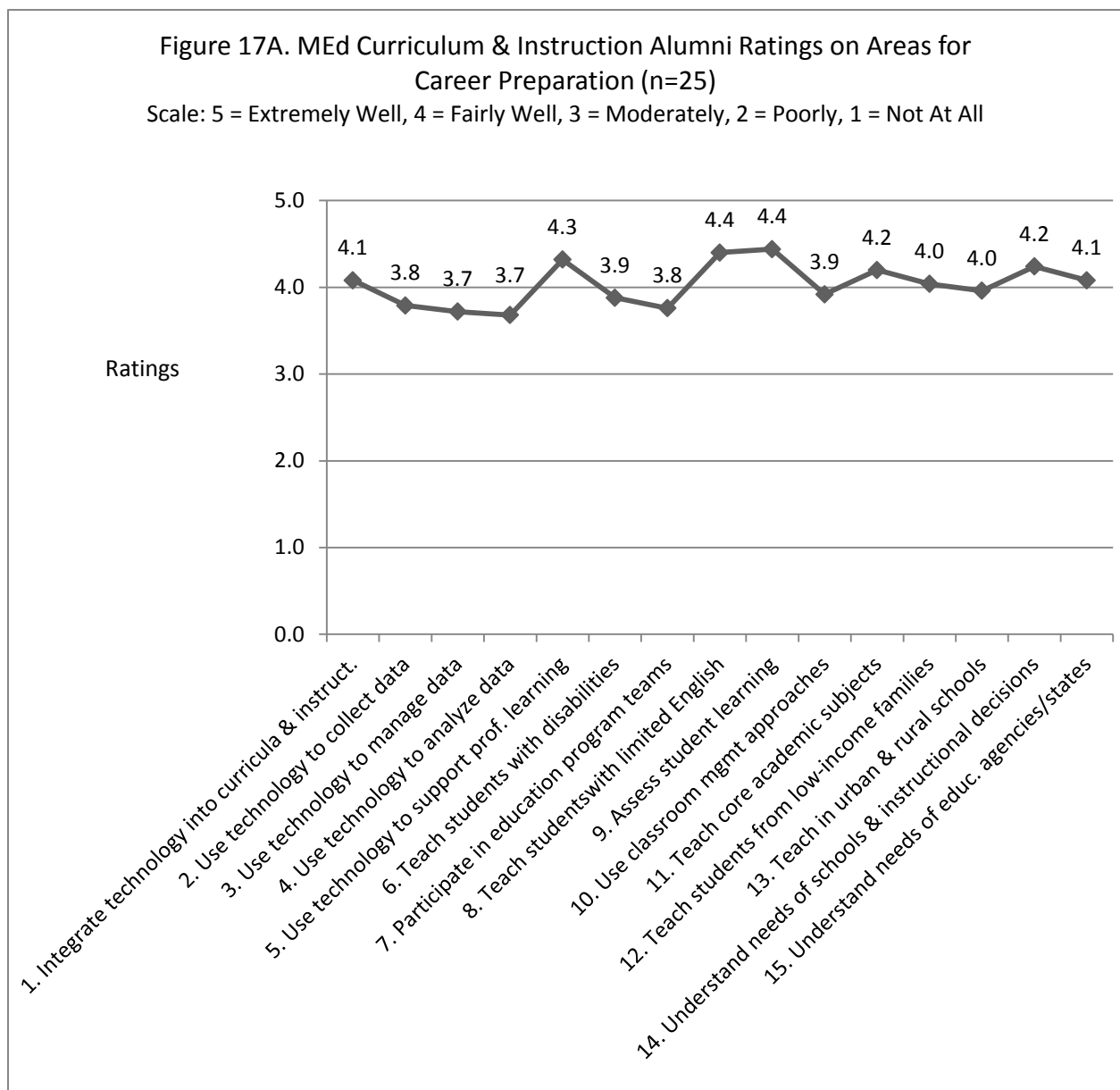
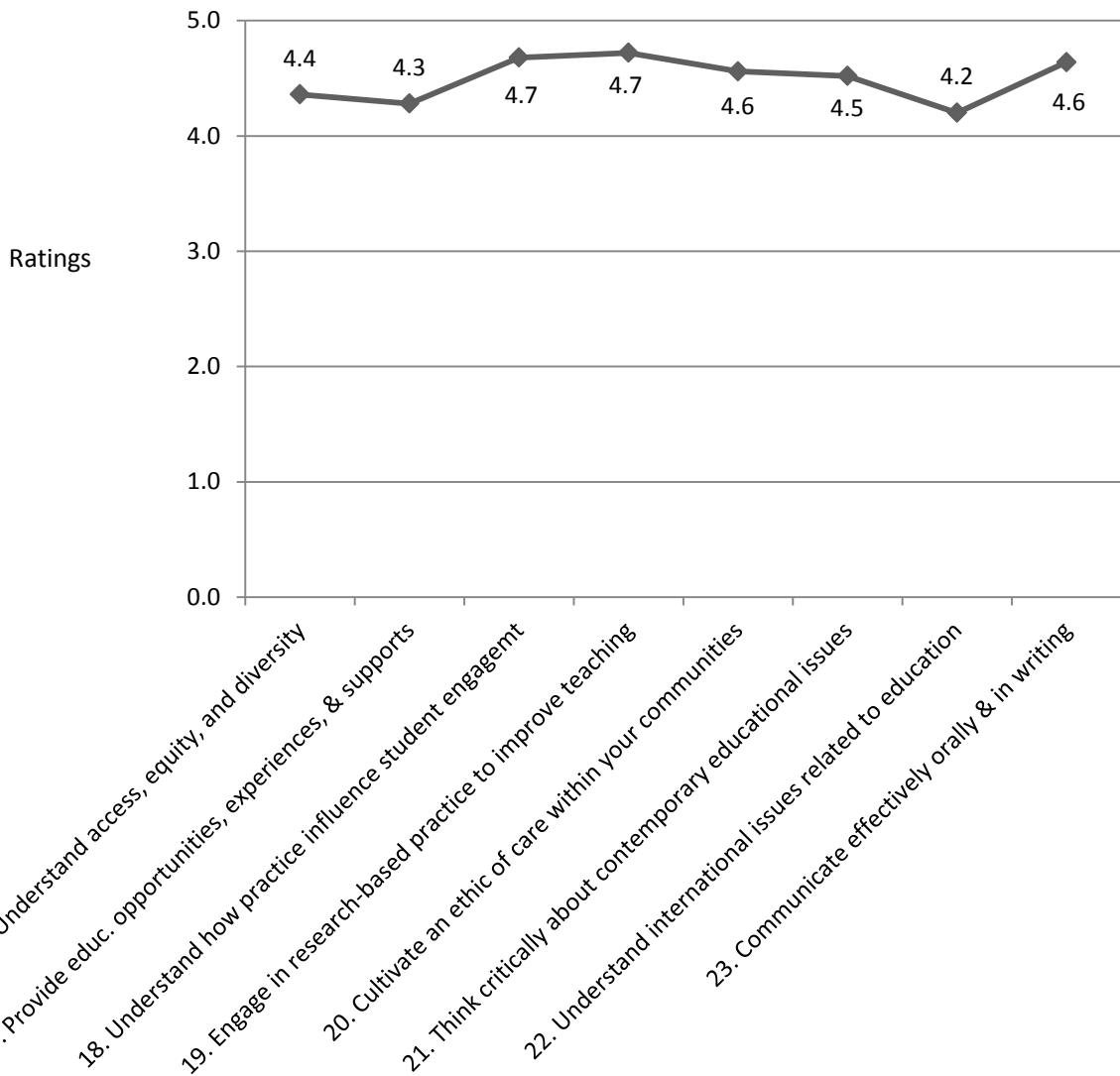


Figure 17B. MEd Curriculum & Instruction Alumni Ratings on Enhanced Skill Through Coursework (n=25)

Scale: 5 = Extremely Well, 4 = Fairly Well, 3 = Moderately, 2 = Poorly, 1 = Not At All



Multiple Subject Credential

The Multiple Subject Credential program used a five-point rating scale where *Extremely Well* is 5, *Fairly Well* is 4, *Moderately* is 3, *Poorly* is 2 and *Not At All* is 1. The goal is to have response ratings in the four to five range for each item. Sixteen of the twenty-three items regarding career preparation had mean ratings in the desired four to five range (see Figures 18A and 18B).

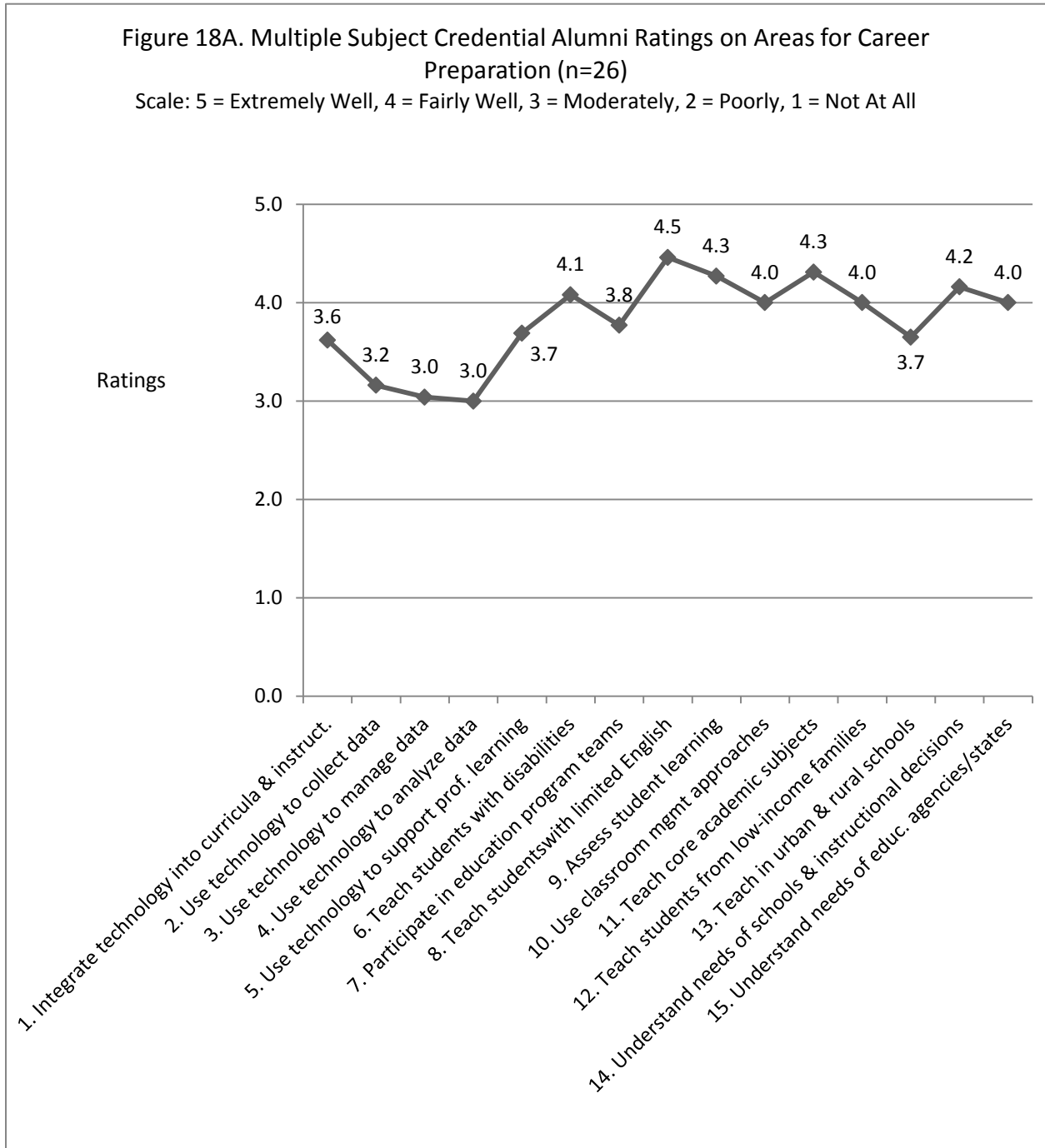
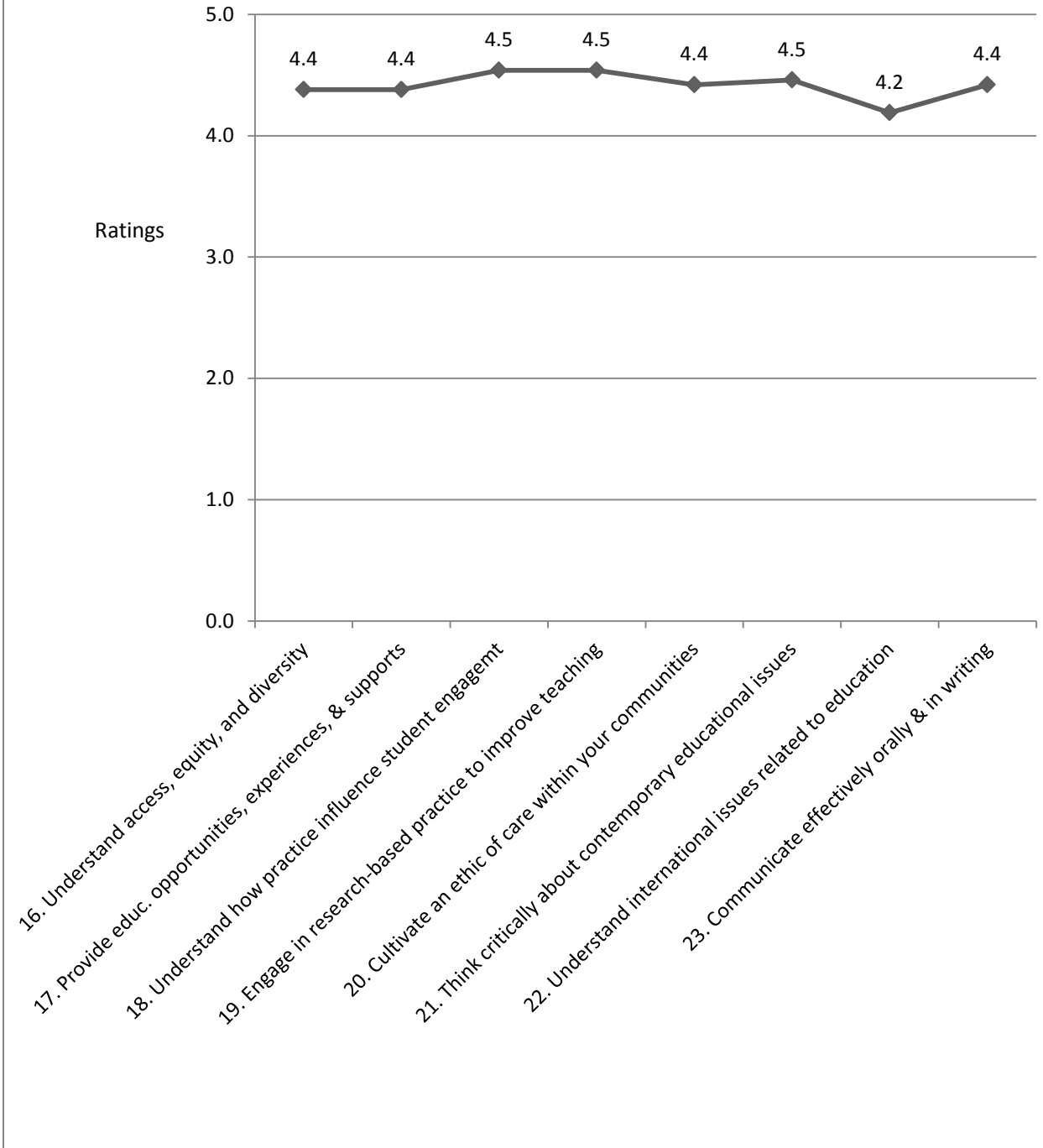


Figure 18B. Multiple Subject Credential Alumni Ratings on Enhanced Skill Through Coursework (n=26)

Scale: 5 = Extremely Well, 4 = Fairly Well, 3 = Moderately, 2 = Poorly, 1 = Not At All



Single Subject Credential

The Single Subject Credential program used a five-point rating scale where *Extremely Well* is 5, *Fairly Well* is 4, *Moderately* is 3, *Poorly* is 2 and *Not At All* is 1. The goal is to have response ratings in the four to five range for each item. Thirteen of the twenty-three items regarding career preparation had mean ratings in the desired four to five range (see Figures 19A and 19B).

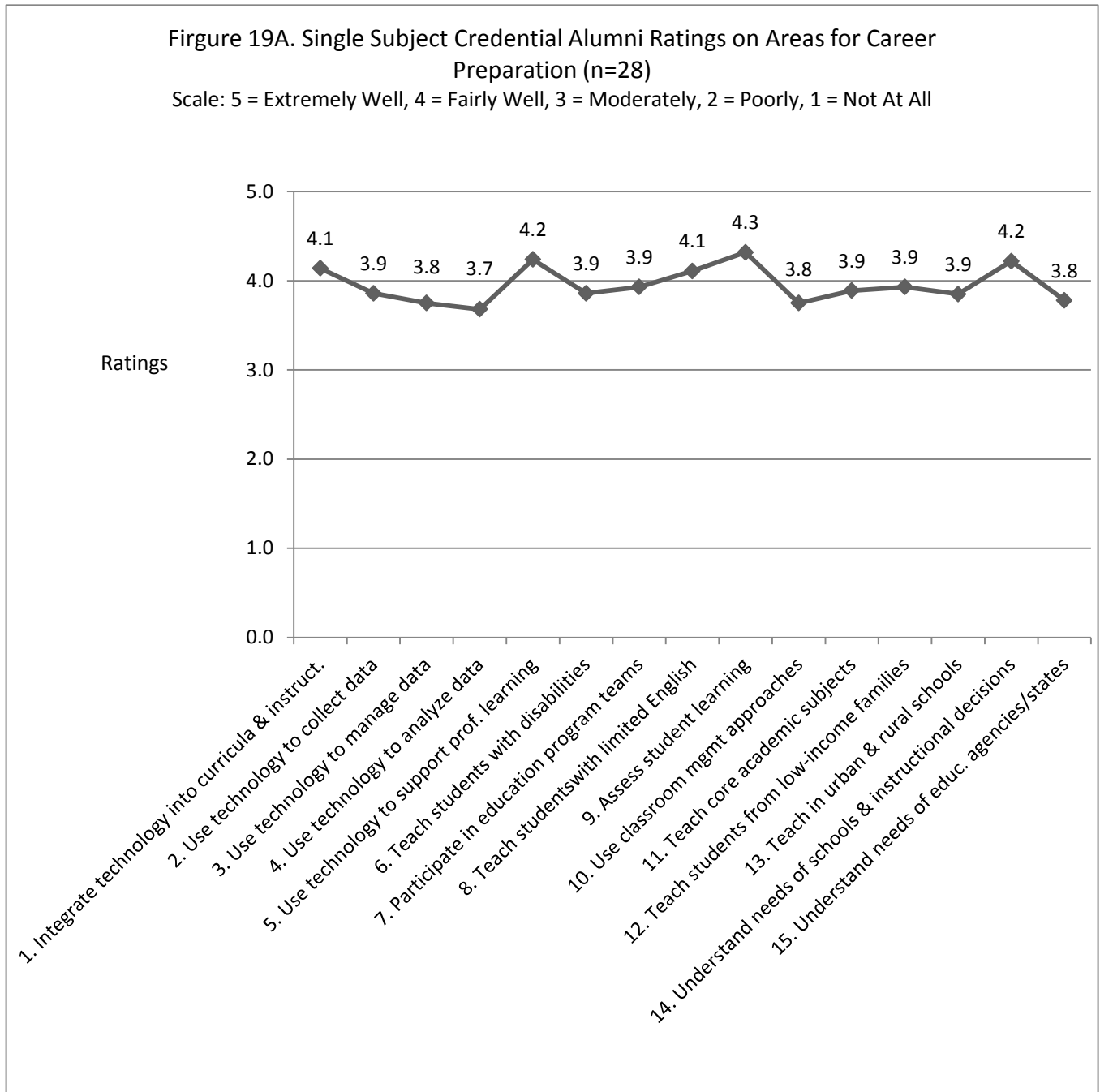
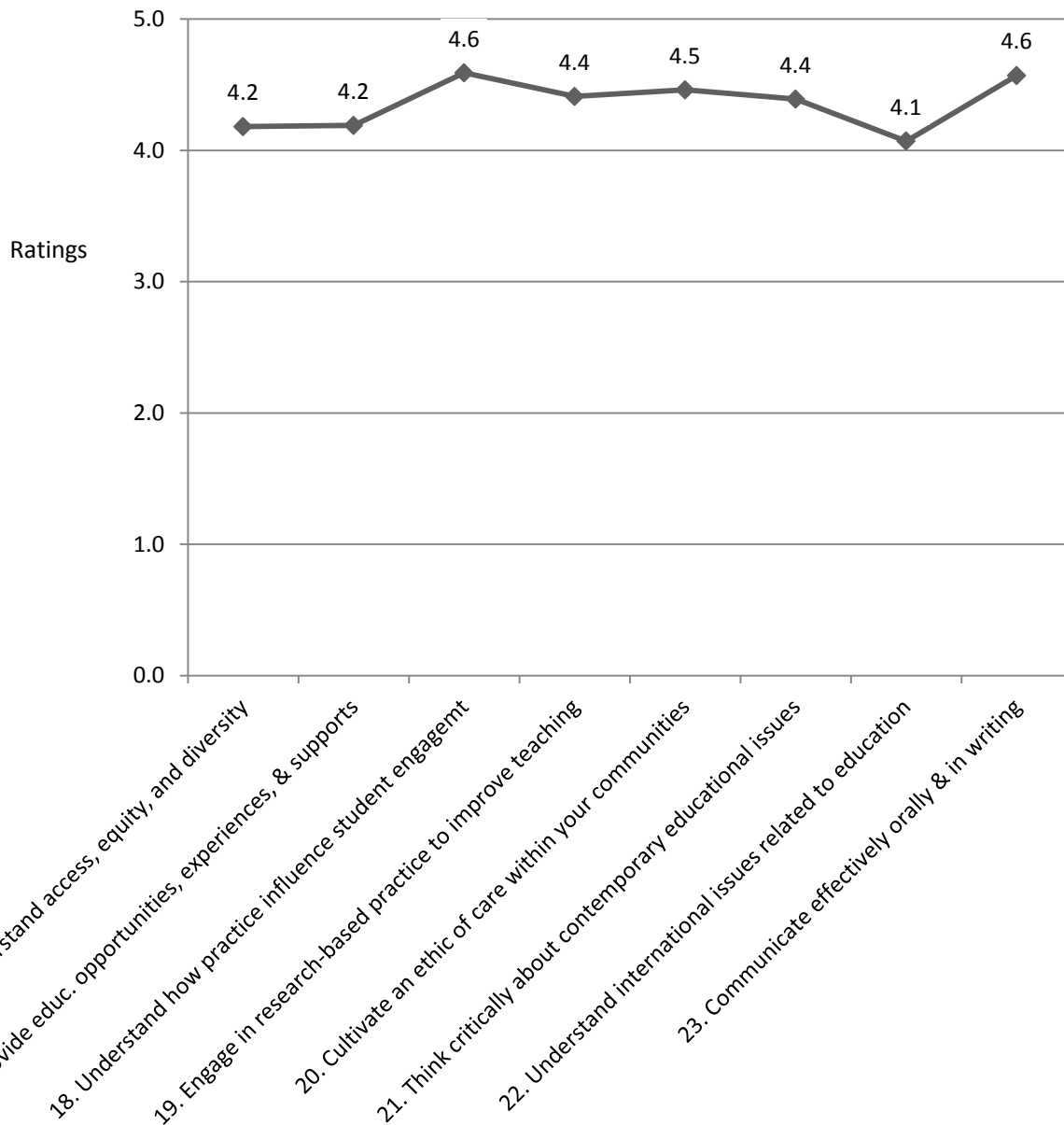


Figure 19B. Single Subject Credential Alumni Ratings on Enhanced Skill Through Coursework (n=28)
 Scale: 5 = Extremely Well, 4 = Fairly Well, 3 = Moderately, 2 = Poorly, 1 = Not At All



MEd Special Education / Education Specialist Credential

The MEd Special Education / Education Specialist Credential programs used a five-point rating scale where *Extremely Well* is 5, *Fairly Well* is 4, *Moderately* is 3, *Poorly* is 2 and *Not At All* is 1. The goal is to have response ratings in the four to five range for each item. Seventeen of the twenty-three items regarding career preparation had mean ratings in the desired four to five range (see Figures 20A and 20B).

Figure 20A. MEd Special Education / Education Specialist Credential Alumni Ratings on Areas for Career Preparation (n=7)
Scale: 5 = Extremely Well, 4 = Fairly Well, 3 = Moderately, 2 = Poorly, 1 = Not At All

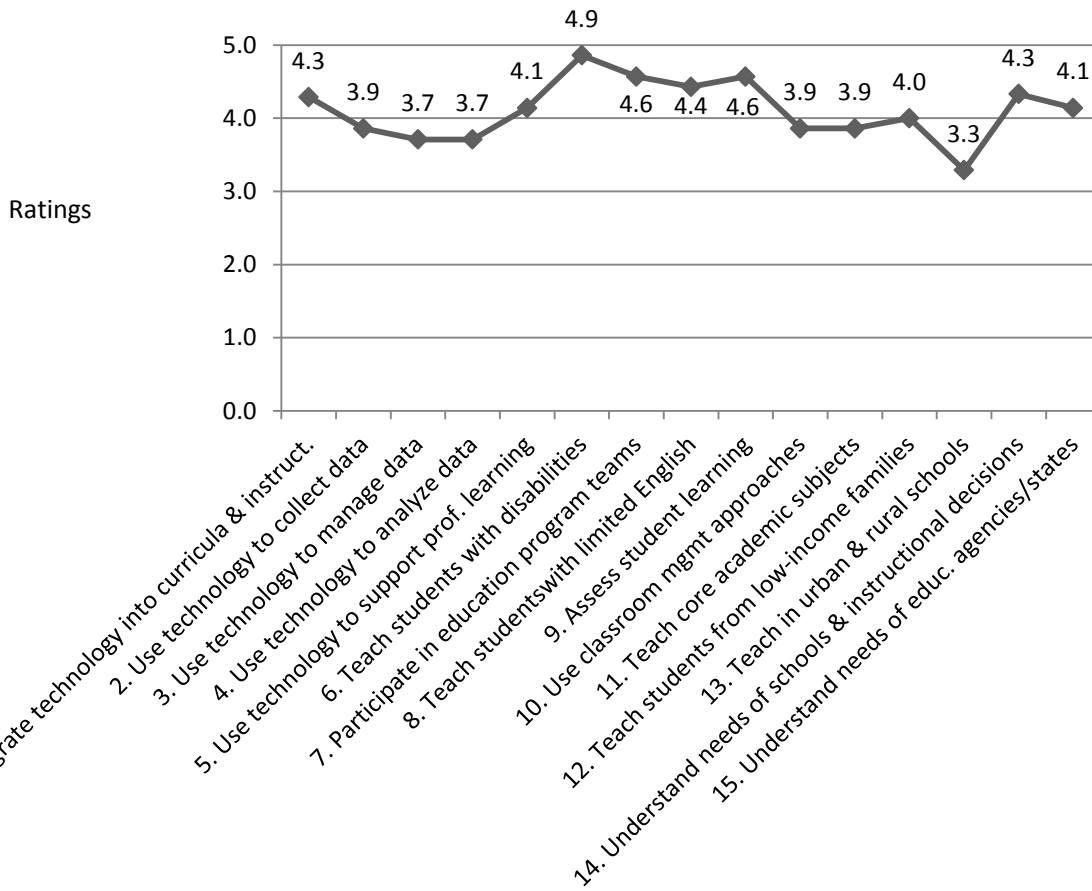
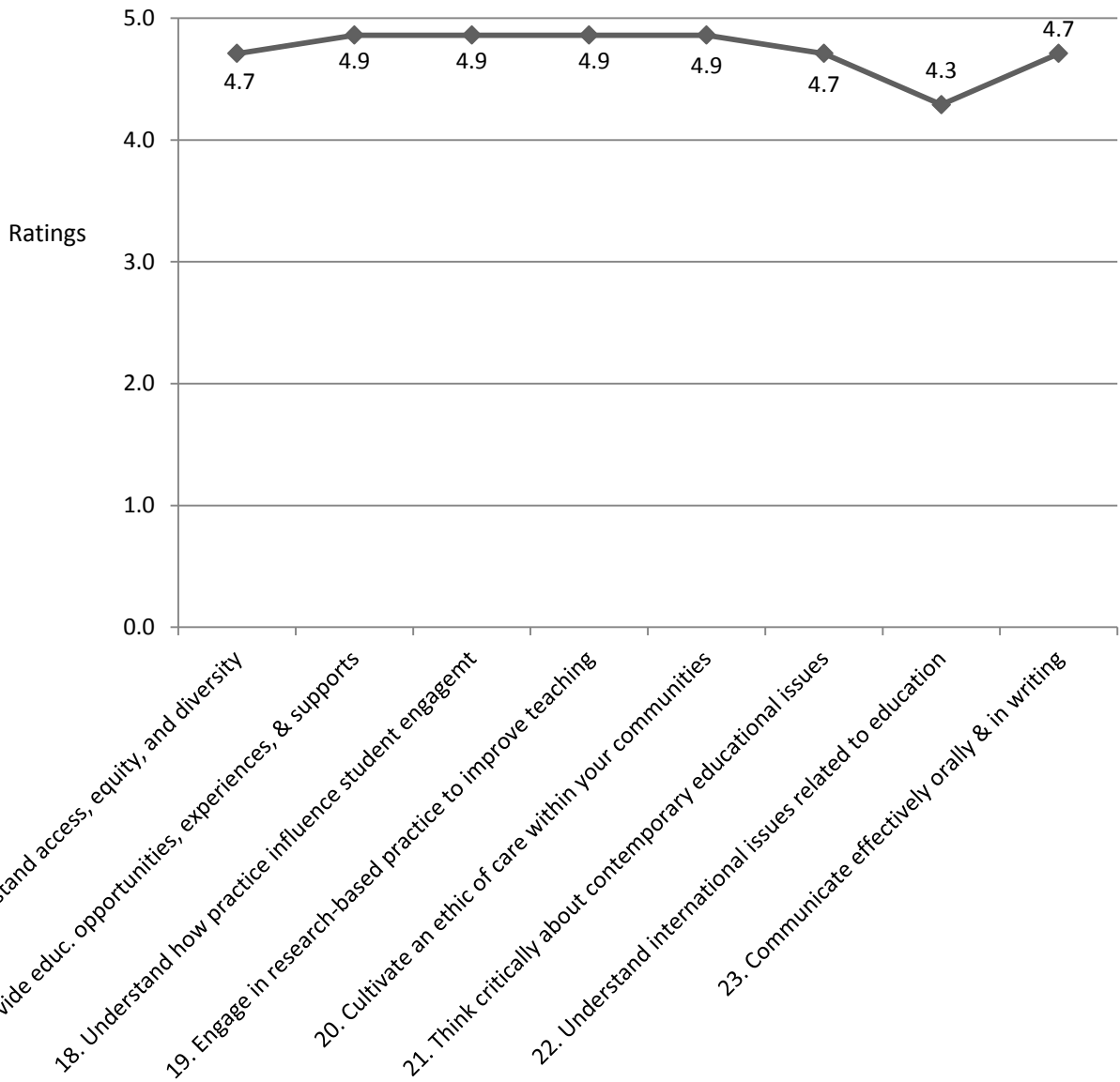


Figure 20B. MEd Special Education / Education Specialist Credential Alumni
 Ratings on Enhanced Skill Through Coursework (n=7)
 Scale: 5 = Extremely Well, 4 = Fairly Well, 3 = Moderately, 2 = Poorly, 1 = Not At All



MEd TESOL, Literacy, and Culture

The MEd TESOL, Literacy and Culture program used a five-point rating scale where *Extremely Well* is 5, *Fairly Well* is 4, *Moderately* is 3, *Poorly* is 2 and *Not At All* is 1. The goal is to have response ratings in the four to five range for each item. Ten of the twenty-three items regarding career preparation had mean ratings in the desired four to five range (see Figures 21A and 21B).

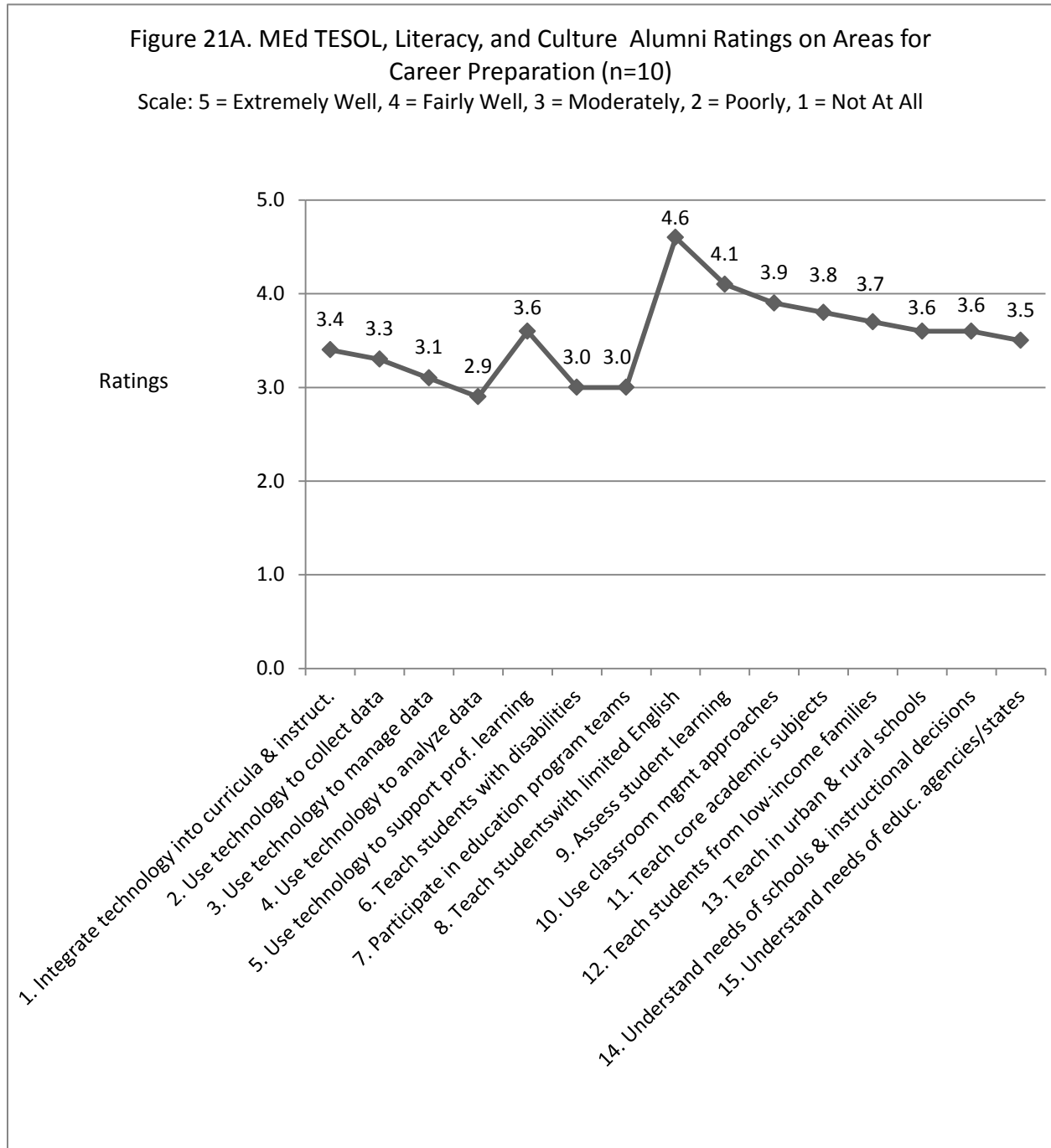
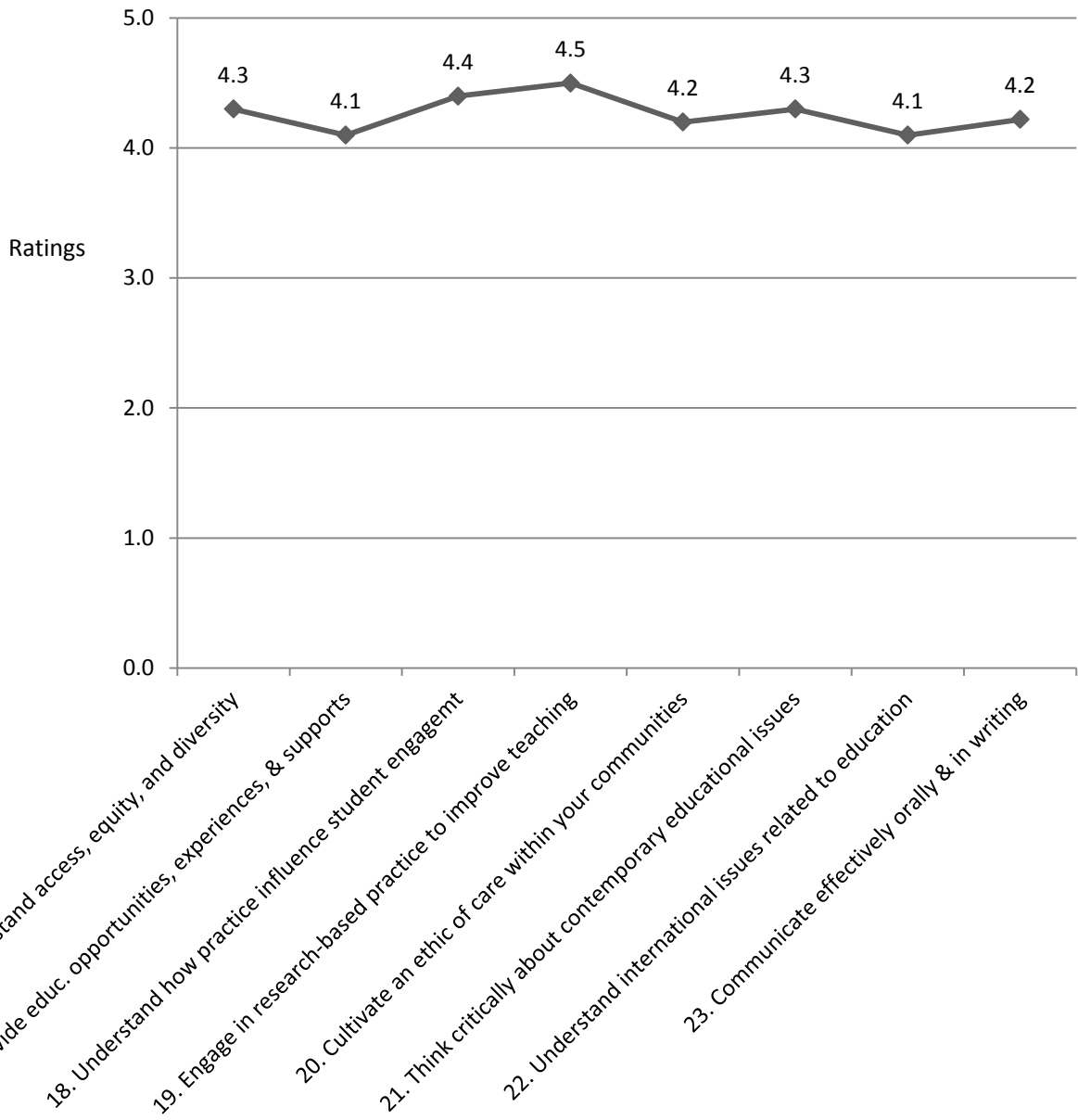


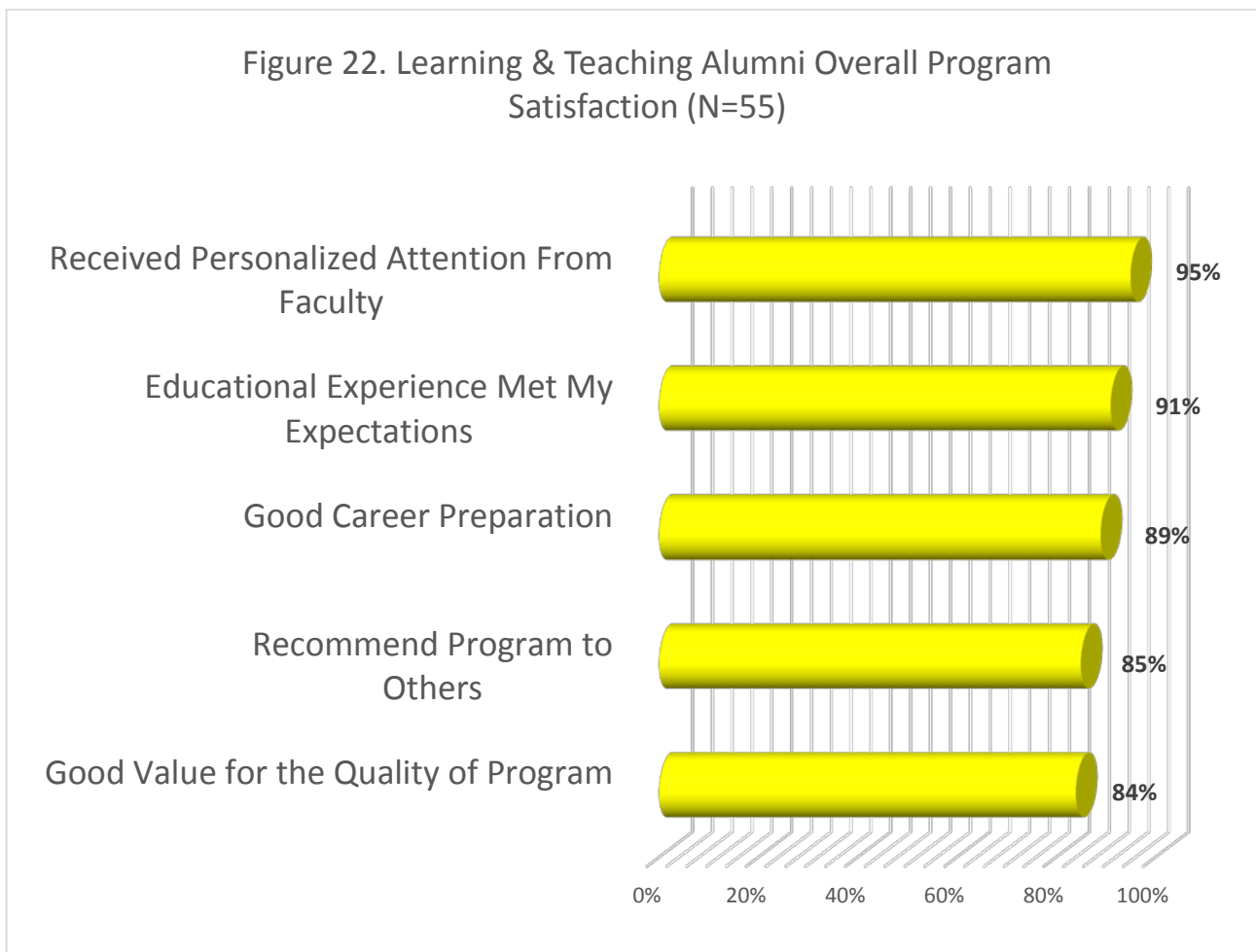
Figure 21B. MEd TESOL, Literacy, and Culture Alumni Ratings on Enhanced Skill Through Coursework (n=10)

Scale: 5 = Extremely Well, 4 = Fairly Well, 3 = Moderately, 2 = Poorly, 1 = Not At All

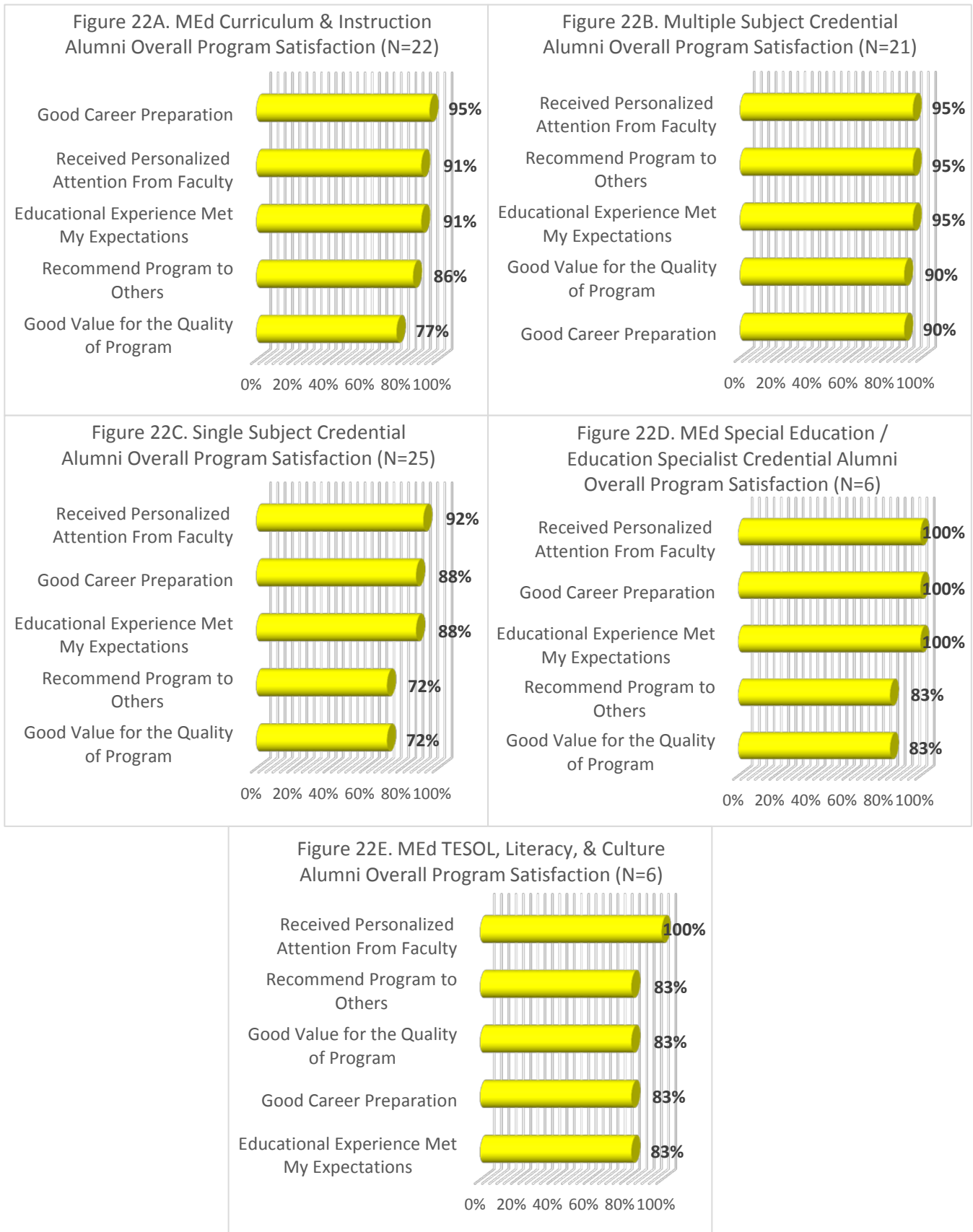


Overall Learning and Teaching Program Satisfaction

When Learning and Teaching alumni were asked about their *level of agreement regarding their overall satisfaction with their program*, 95% reported having received personalized attention from faculty, 91% felt their educational experience fulfilled their expectations, 89% felt it provided good career preparation, 85% would recommend their program to prospective students, and 84% felt that the value of the program compared favorably with the quality of the experience. Figure 22 shows the overall satisfaction ratings for the entire Learning and Teaching department and Figures 22A through 22E show the overall satisfaction ratings for each program within the Learning and Teaching department.



Overall Program Satisfaction - by Program within the Learning and Teaching Department



Alumni Testimonials: MEd and Credential Programs

MEd Curriculum and Instruction

I have thoroughly enjoyed being challenged as a researcher by the world class professors I had while studying at USD. I am so grateful for my experience that I have previously donated some research funding to the faculty as a token of appreciation.

Alice Liu, Class of 2011

Multiple Subject Credential

I received a well-rounded and personalized education, which effectively prepared me for a job as a classroom teacher.

2013 Alumna

Multiple Subject Credential

Thanks for a great experience and an amazing first job!!

2014 Alumna

Multiple Subject Credential

I wouldn't have wished for a different experience. All of the people I met throughout the program and experiences I went through were invaluable: from the professors to the student teaching co-workers, to the great friends. I would highly recommend their Education programs to anyone and everyone. I changed careers from graphic design to teaching and I feel highly confident in my profession as a teacher. USD connections will stay with you long after you graduate and keeping in touch with them reminds me of the great experience that stays with you daily.

Elizabeth Bloder, Class of 2014

Single Subject Credential

My experience at USD was wonderful and I felt prepared to start making a difference. I felt confident and quickly took on leadership roles and took on the curriculum for 7th grade English at my site.

Alyssa M. Graham, Class of 2009

Single Subject Credential

Through USD I was able to attain both a BA in History while completing my single-subject teaching credential. This allowed me to be prepared not only in the subject matter, but in creating effective teaching and learning environments. The practicum hours and contact time with numerous master teachers really allowed for me to get a good idea of the type of teacher I wanted to be. It also helped me to develop classroom management skills early on - the rest came easily. I entered the school environment as a young and bright-eyed teacher and continue to utilize the skills I attained at USD in my professional life. When I completed my master's degree through another Catholic university, they were astounded by the level of preparedness and practical experience that I had as a teacher coming into the program. USD has shaped me and continues to influence my teaching today.

2009 Alumna

Alumni Testimonials: MEd and Credential Programs

MEd Special Education / Education Specialist Credential

I have to take my hat off to the University of San Diego SOLES program for their care and concern of my success. I felt like my professors were all re-teaching me the essence of education and how to become a master in the field. Absolute perfection, which I never thought I could do. I was never really the smartest student in all of my career in education from grade school through college. From high school I graduated with a 2.65 GPA and from SDSU my GPA was 2.5 as an undergraduate. However; I feel that USD lifted my standard of performance at the college level and made it fun and challenging. Now, due to my completion of the program, I was voted in as a department head of special education at Lincoln High School in 2013 and then promoted within my district by 2014 as a district teacher. I have my own non-profit which focusses on educating the economically disadvantaged and families who have students with special needs known as "Follow the Leader Foundation". With the nurturing my professors all gave me, I don't think I would have had the success I have now. Thanks again USD for the head start in understanding the true value of higher education. No matter who you are, if you try, you can make it!

Francois Portee, Class of 2009

MEd TESOL, Literacy and Culture

I was part of the M.Ed. TESOL program and I strongly recommend this graduate program because it helped me understand and measure the needs of my students. In addition, as a TOEFL teacher I am able to implement researched based methods into my classroom and test out various approaches to meet the needs of my students.

Erika Elizabeth Urrutia, Class of 2014

MEd TESOL, Literacy and Culture

I loved every second of my time at USD. The faculty, campus, and my fellow [classmates] made me a better educator and a better person.

2010 Alumnus

Appendices - List of Tables

<i>Multiple Subject Credential / MEd Curriculum and Instruction Program</i>	
Table	Content
A-1	<i>Suggested Skills, Areas, or Topics for Inclusion</i>
B-1	<i>Course and/or Experience That Benefitted the Most</i>
C-1	<i>Ways Program Enhanced Effectiveness in the Workplace</i>
D-1	<i>Testimonials</i>

<i>Single Subject Credential / MEd Curriculum and Instruction Program</i>	
Table	Content
A-2	<i>Suggested Skills, Areas, or Topics for Inclusion</i>
B-2	<i>Course and/or Experience That Benefitted the Most</i>
C-2	<i>Ways Program Enhanced Effectiveness in the Workplace</i>
D-2	<i>Testimonials</i>

<i>Preliminary Mild to Moderate Credential / MEd Special Education Program</i>	
Table	Content
A-3	<i>Suggested Skills, Areas, or Topics for Inclusion</i>
B-3	<i>Course and/or Experience That Benefitted the Most</i>
C-3	<i>Ways Program Enhanced Effectiveness in the Workplace</i>
D-3	<i>Testimonials</i>

<i>M.Ed. TESOL, Literacy and Culture Program</i>	
Table	Content
A-4	<i>Suggested Skills, Areas, or Topics for Inclusion</i>
B-4	<i>Course and/or Experience That Benefitted the Most</i>
C-4	<i>Ways Program Enhanced Effectiveness in the Workplace</i>
D-4	<i>Testimonials</i>

Appendix A

Table A-1

Sample of Alumni Comments Regarding Suggested Skills, Areas, or Topics for Inclusion in the Multiple Subject Credential / MEd Curriculum and Instruction Program

Comments

Classroom management

Use of technology in the classroom.

More on SPED Laws. The intersession course is not enough.

Courses that feature google apps for education.

More about practical techniques on differentiation, especially with EAL and students with special needs.

I wish we had more instruction/practice on dealing with sensory needs, social stories, more hands on learning in that regard. I also would have liked to have training in dealing with violent students.

I think there should have been more focus on classroom management. There should also be more opportunity to develop classroom procedures which could be used in the future. As a new teacher going to start my first year I feel pretty lost as where to start with opening a classroom, procedures, student expectations and other aspects of management.

I would like more experience in dealing with Special Education. I would have liked more experience with at-risk students. When I started teaching this year, I never had any experience dealing with students under the poverty level. I also hadn't had experience with teaching immigrants. I have 17 Iraqi refugees in my classroom now. More multi-cultural classes and experience with teaching immigrants and at-risk students would be helpful. I am learning so much this year and happy to have experience with my diverse students.

I had a great experience at SOLES because I liked the faculty and the program prepared me for a great job immediately after graduation. As far as teacher preparation goes, SOLES is at the top - one of the best - and I am very grateful to have attended. However as a first year teacher I would love to see SOLES as a progressive teacher preparing program offering a larger emphasis on internships, practicums and student teaching, and then building course work around those experiences. I would have benefited from an increase in working more in the classroom and having faculty help me connect these experiences to theories and philosophies that I need to know as an educator. I also believe that I needed more human and child development classes. I have a job as a kindergarten teacher and feel prepared to teach any other grade besides kinder!! :) I needed human and child development that I think would serve me in other grades as well.

Table A-2

Sample of Alumni Comments Regarding Suggested Skills, Areas, or Topics for Inclusion in the Single Subject Credential / MEd Curriculum and Instruction Program

Comments

More classroom management support

More ELL practical experience. Technology in MATH class.

More ideas for lesson plans and classroom management.

Technology is constantly evolving and I think having a course dedicated to tech innovations would greatly benefit any teacher.

I would include more classroom behavioral strategies. Like first time verbal warning, next time behavior reflection, etc.

I would have liked to learn how to do all the things that a good teacher should do (according to the SOLES program) and effect positive change when it is in conflict with the school administrators' beliefs.

More effective tech programs. ELL and teaching students with disabilities should be integrated into longer methods classes, not taught separately with little context.

I would definitely emphasize technology!!! There is so much out there and teachers now have to be familiar with the SAMR model (in curriculum we have to determine where learning strategies/activities fall under the SAMR model).

Classroom management should be separated out from the PACT class. I feel that I was more than adequately prepared to plan lessons and use data to guide instruction, but dealing with disruptive students has been a constant struggle. I feel like most of the classroom management techniques we learned were preventative and not enough time was spend on what to do when the preventions don't work.

Table A-3

Sample of Alumni Comments Regarding Suggested Skills, Areas, or Topics for Inclusion in the Preliminary Mild to Moderate Credential / MEd Special Education Program

Comments

Conflict Management (In all aspects)

More on SPED Laws. The intersession course is not enough.

I thought the program was pretty thorough for what I needed at the time.

I wish we had more instruction/practice on dealing with sensory needs, social stories, more hands on learning in that regard. I also would have liked to have training in dealing with violent students.

After this wonderful program, I unfortunately had a negative teaching experience which made me take a break from the field for a little why to re-consider my career path. One topic or area I highly suggest including in the program is preparing in dealing with administration and legal issues that may arise in the classroom.

Table A-4

Sample of Alumni Comments Regarding Suggested Skills, Areas, or Topics for Inclusion in the MEd TESOL, Literacy, and Culture Program

Comments

Extra emphasis on educational policy

Technology based instruction was not a strong part of my program and I am finding is a big component in modern day teaching. The program should have offered a full course dedicated to online teaching and the use of technology in the classroom. I believe we only received one quick lecture on the use of technology.

Appendix B

Table B-1

Sample of Alumni Comments Regarding One Course and/or Experience in the Multiple Subject Credential / MEd Curriculum and Instruction Program That Benefitted Them the Most.

Comments

The student teaching opportunities

Psychology course, because it helped build empathy, research, and measurable data.

My experience in Lithuania. It was a life changing experience that taught me more than any class I could ever take.

Reading course really helped me to prepare for the RICA and was a very enjoyable experience, as was [Professor X's] course. They were both very hands-on and practical, and both ladies clearly had a knack for engaging students of all ages.

My action research was most beneficial as well as the Educational psychology classes. Learning about the brain, motivation and mindset was most helpful in opening my mind to different perspectives of students and teachers. It also changed the way I thought about education and my personal life. I would like to take more of these courses.

Table B-2

Sample of Alumni Comments Regarding One Course and/or Experience in the Single Subject Credential / MEd Curriculum and Instruction Program That Benefitted Them the Most.

Comments

Literacy. [The professor] taught us the most applicable things.

Courses on history education

I learned the most from my practicum courses.

Class on EL learners. [The professor] was real with us and really helped us prepare for the classroom!

Action Research. It was the most practical way of understanding theory.

The most helpful professor in the program was [Professor X]. [This professor] valued diversity, and always offered help to all students.

My Student teaching placement allowed me to implement the theory I was learning with quality coaching and support.

Instruction how to teach ELL students. I use the information I learned in these courses and apply them to teaching Spanish to non-native speakers.

I think it would be the course on action research because even as a classroom teacher now I conduct research on where my students come from and what they need.

To me, the foundation of successful teaching is to have the ability to study how students with different cognitives learn. Thus, the course that teaches this skill is the math psychology.

Lit Class, Tech Class. [These] two professors, because they taught us so much more than literacy and tech and they continue to teach us as I and others are still in contact with them. Action Research even though it was a pain :)

My SPED course (I cannot believe I am not remembering my professor's name!) I truly learned what differentiation looked like and how equal is not always fair. My student teaching experience left with me lifelong mentors.

[My professors] and Credential supervisor were influential in my pursuit of my degree. [Professor X] encouraged me to complete my BS and my credential at the same time, despite being the only undergraduate in graduate classes. [My supervisor] gave me practical information and tips to use in the classroom.

Table B-3

Sample of Alumni Comments Regarding One Course and/or Experience in the Preliminary Mild to Moderate Credential / MEd Special Education Program That Benefitted Them the Most.

Comments

Behavior course

Advanced Behavior Management

Student teaching helped me the most. Although in class we learned how to study behaviors and prepare how to deal with them, student teaching was the reality check of all that we learned. Stepping into the classroom was incredibly challenging but incredibly rewarding by the end of the program.

Wow it's kind of hard to remember because they were all good. However; the course that really sticks in my mind so far is my Character Development Program. I taught me that we can teach character which drives the will for students to achieve. To me this was my more practical course that helped me to merge what I was really trying to do.

Table B-4

Sample of Alumni Comments Regarding One Course and/or Experience in the MEd TESOL, Literacy, and Culture Program That Benefitted Them the Most.

Comments

Childhood and adolescent literature

Second Language Acquisition (Theories of language development)

Appendix C

Table C-1

Sample of Alumni Comments Regarding Ways the Multiple Subject Credential / MEd Curriculum and Instruction Program Enhanced Their Effectiveness in the Workplace

Comments

Great experiences, educational foundation, and professional development.

It prepared me to be personable, ready to serve, and have a research based mentality.

I felt very prepared to enter the work place. I was equipped with many instructional strategies to implement into the classroom.

My practicums and student teaching combined with the seminar courses allowed for practical application of what was being taught- very helpful.

The level of professional at USD from staff and peers helped me stay professional through the workplace. The professional development opportunities encouraged me to continue that in my current employment. The connections and meaningful relationships I've kept from grad school (teachers) to now provide me with resources that I can use that I may not have in my district.

Table C-2

Sample of Alumni Comments Regarding Ways the Single Subject Credential / MEd Curriculum and Instruction Program Enhanced Their Effectiveness in the Workplace

Comments

Amazing instructors and faculty.

I use the practice of backwards design daily to allow assessment to drive my instruction.

I'm prepared for my job. I know how to teach and be effective.

Taught me to be creative and adaptable. [I had] a number of different experiences in the classroom so that I could find the best fit for myself as an educator.

Credential and Masters is fundamental to being a teacher. Use the program every day.

I felt very confident with what I had learned in my educational experience that I quickly took on leadership roles at my site.

Knowing how the IEP works and being able to effectively communicate with parents and teachers about it.

To learn my students' cognitive [abilities] and develop relevant lessons. Without having these two skills, hardly I would be successful in my new career.

Table C-3

Sample of Alumni Comments Regarding Ways the Preliminary Mild to Moderate Credential / MEd Special Education Program Enhanced Their Effectiveness in the Workplace

Comments

I'm prepared for my job. I know how to teach and be effective.

It helped me in that I have my resources ready for when I need them and I know how to do effect research for my workplace such as finding technology and grants for the classroom.

I use what I learned every day. I took an Advanced Behavior Management Course that was by far the most effective course that I took. I wish my Gen Ed counterparts would have been able to take that course.

My studies there at USD taught me the value of getting it right when it comes to credible information on things like best practices. It also taught me to be careful in being too opinionated on issues. I should always use the credible information out there on the topic and incorporate it in my analysis not just my opinions or the way I feel about things. Good research matters! This is what I gained from the program and this attribute is what adds to my effectiveness on a daily basis.

Table C-4

Sample of Alumni Comments Regarding Ways the MEd TESOL, Literacy, and Culture Program Enhanced Their Effectiveness in the Workplace

Comments

Great experiences, educational foundation, and professional development.

It helped me understand and measure the needs of my students. In addition I am able to implement researched based methods into my classroom and test out various approaches to meet the needs of my students.

Appendix D

Table D-1

Sample of Alumni Testimonials About the Multiple Subject Credential / MEd Curriculum and Instruction Program

Comments

Thanks for a great experience and an amazing first job!!

I received a well-rounded and personalized education which effectively prepared me for a job as a classroom teacher. -Bridget O'Keefe, Class of 2013

I loved every second of my time at USD. The faculty, campus, and my fellow students made me a better educator and a better person.

I wouldn't have wished for a different experience. All of the people I met throughout the program and experiences I went through were invaluable: from the professors to the student teaching co-workers, to the great friends. I would highly recommend their Education programs to anyone and everyone. I changed careers from graphic design to teaching and I feel highly confident in my profession as a teacher. USD connections will stay with you long after you graduate and keeping in touch with them reminds me of the great experience that stays with you daily. - Elizabeth Bloder, Class of 2014

Table D-2

Sample of Alumni Testimonials About the Single Subject Credential / MEd Curriculum and Instruction Program

Comments

My experience at USD was wonderful and I felt prepared to start making a difference. I felt confident and quickly took on leadership roles and took on the curriculum for 7th grade English at my site. - Alyssa M. Graham (Robledo), class of 2009

I, Jama A Yacub, attest that the program, master's degree on math, science, and technology with teaching credentials, is an excellent one to invest. Anyone who takes this program will appreciate on his/her capitalization.

Through USD I was able to attain both a BA in History while completing my single-subject teaching credential. This allowed me to be prepared not only in the subject matter, but in creating effective teaching and learning environments. The practicum hours and contact time with numerous master teachers really allowed for me to get a good idea of the type of teacher I wanted to be. It also helped me to develop classroom management skills early on- the rest came easily. I entered the school environment as a young and bright-eyed teacher and continue to utilize the skills I attained at USD in my professional life. When I completed my masters degree through another Catholic university, they were astounded by the level of preparedness and practical experience that I had as a teacher coming into the program. USD has shaped me and continues to influence my teaching today.

Table D-3

Sample of Alumni Testimonials About the Preliminary Mild to Moderate Credential / MEd Special Education Program

Comments

I have to take my hat off to the University of San Diego SOLES program for their care and concern of my success. I felt like my professors were all re-teaching me the essence of education and how to become a master in the field. Absolute perfection which I never thought I could do. I was never really the smartest student in all of my career in education from grade school through college. From high school I graduated with a 2.65 GPA and from SDSU my GPA was 2.5 as an undergraduate. However; I feel that USD lifted my standard of performance at the college level and made it fun and challenging. Now, due to my completion of the program, I was voted in as a department head of special education at Lincoln High School in 2013 and then promoted within my district by 2014 as a district teacher. I have my own non-profit which focusses on educating the economically disadvantaged and families who have students with special needs known as "Follow the Leader Foundation. With the nurturing my professors all gave me, I don't think I would have had the success I have now. Thanks again USD for the head start in understanding the true value of higher education. No matter who you are, if you try, you can make it! - Francois Portee, Class of 2009

Table D-4

Sample of Alumni Testimonials About the MEd TESOL, Literacy, and Culture Program

Comments

I loved every second of my time at USD. The faculty, campus, and my fellow [classmates] made me a better educator and a better person.

I was part of the M.Ed. TESOL program and I strongly recommend this graduate program because it helped me understand and measure the needs of my students. In addition, as a TOEFL teacher I am able to implement researched based methods into my classroom and test out various approaches to meet the needs of my students. - Erika Elizabeth Urrutia, Class of 2014