



2017-
2018
ALUMNI
SURVEY
REPORT

6/4/2018

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 six 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 2018 semester, the Accreditation and Assessment Office within the School of Leadership and Education Sciences at the University of San Diego administered an alumni survey. Five hundred eight alumni were invited to participate in the survey, and one hundred eighty seven of the five hundred eight submitted completed surveys, yielding a 37% 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 (2013-2018)

Program	Number of Degrees & Credentials Awarded*	Number of Degrees & Credentials Held by Respondents ⁺
MEd Curriculum and Instruction	146	68
Multiple Subject	135	46
Single Subject	103	49
MEd Special Education / Education Specialist	67	13
MEd TESOL, Literacy, and Culture	57	11

* Refers to the number of degrees and credentials awarded between 2013 and 2018

⁺Alumni may obtain multiple credentials with or without a degree

Figure 1. The Distribution of Learning & Teaching Alumni Survey Respondents by Academic Year (n=115)

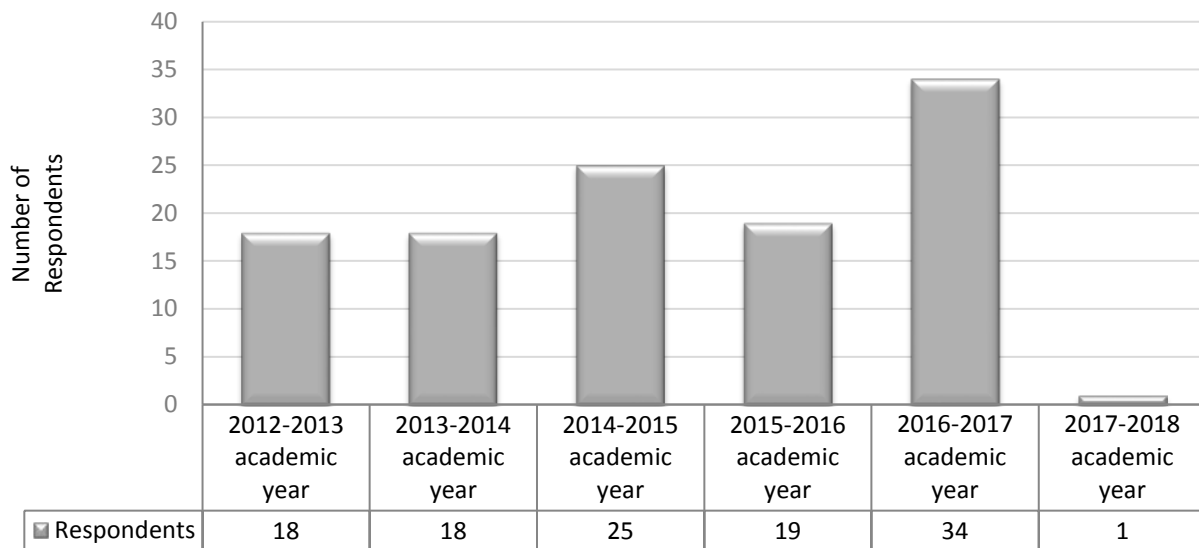
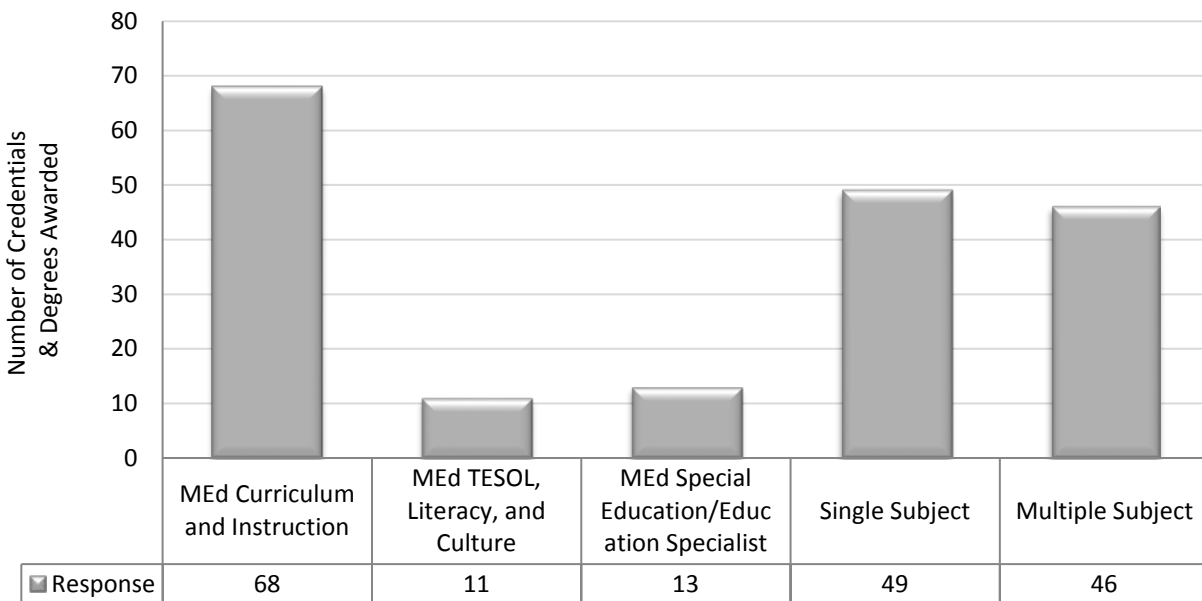


Figure 2. The Distribution of Degrees and Credentials Awarded to Learning & Teaching Alumni Survey Respondents (n=187)

Note: Alumni obtained multiple credentials and/or degrees



Alumni Changes in Employment – Learning and Teaching Department

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

FIGURE 3. CURRENTLY EMPLOYED WITHIN FIELD OF STUDY -
LEARNING & TEACHING DEPARTMENT BY PROGRAM

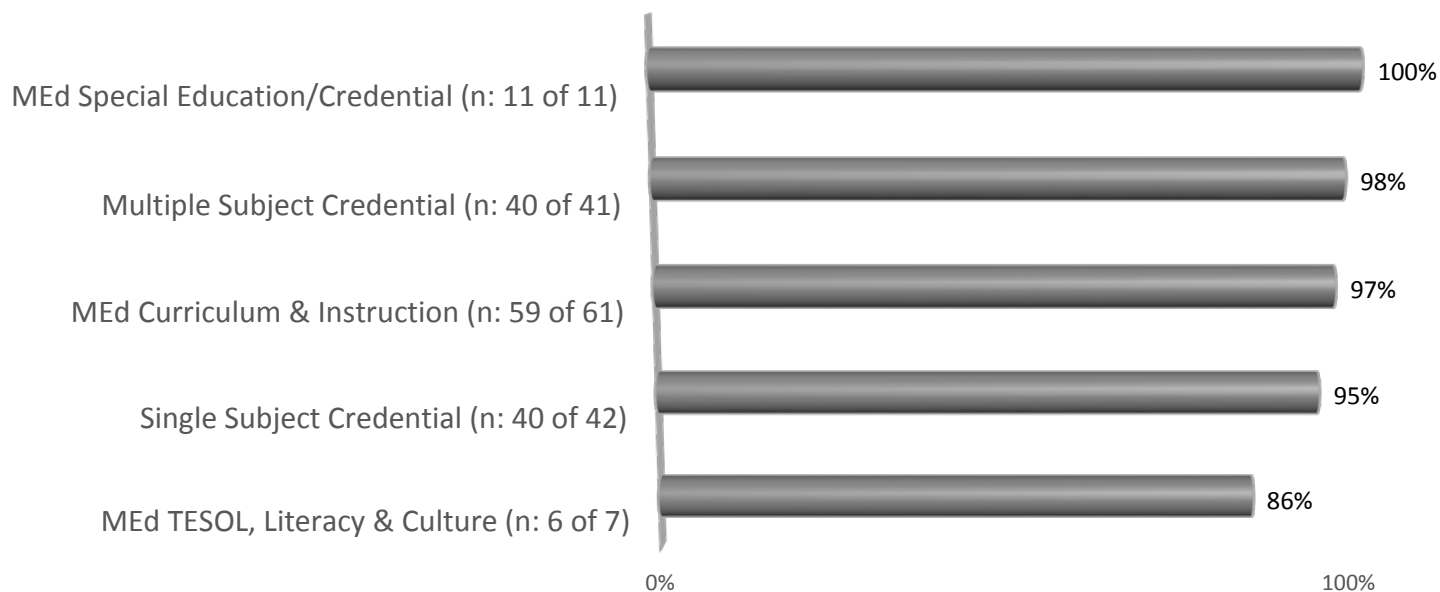
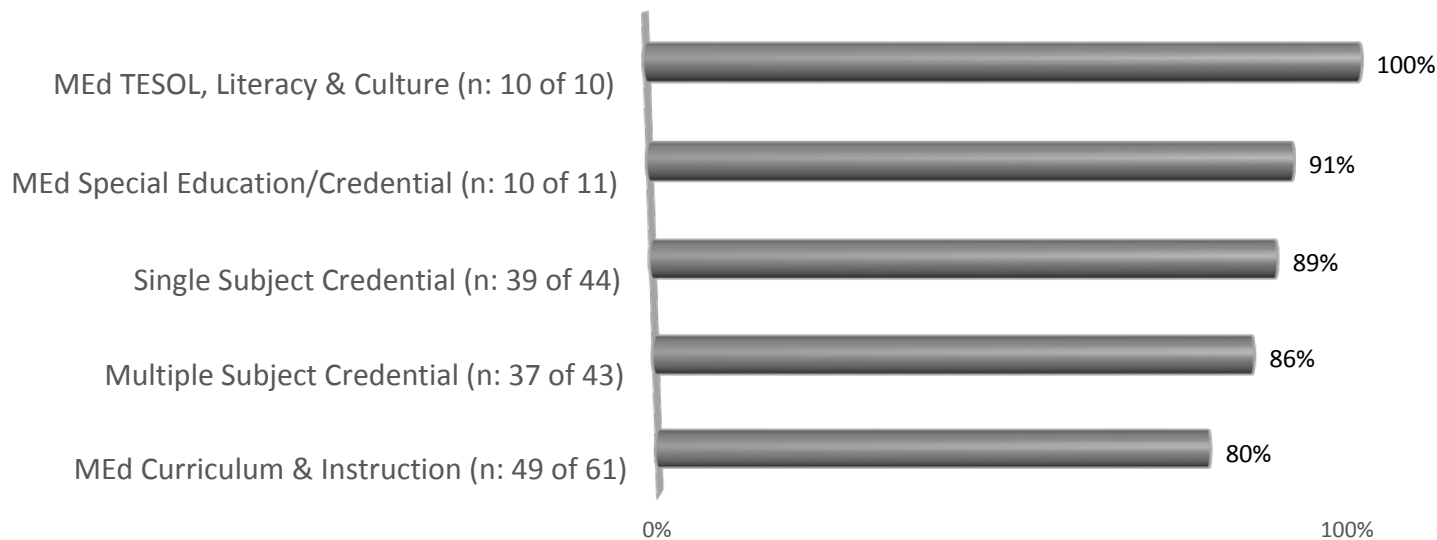


FIGURE 4. EXPERIENCED POSITIVE JOB/CAREER CHANGE -
LEARNING & TEACHING DEPARTMENT BY PROGRAM



Alumni Regions of Employment – Learning and Teaching Department

Ninety 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

Region	Count	Percentage
California	78	90%
New York	3	3%
Connecticut	1	1%
Hawaii	1	1%
Louisiana	1	1%
Madagascar	1	1%
Russia	1	1%
Switzerland	1	1%

Table 2

Sample of Alumni Job Titles – Learning and Teaching Department

Art Educator	Language Arts Teacher
Associate Director of Learning Communities	Mandarin Teacher
Associate Teacher	Math Teacher
Center Director	Religion Teacher
Coach	Resource Specialist
Deputy Director Logistics	Robotics Instructor
Education Technician	School Social Worker
ELD Resource Teacher	Science Teacher
English Department Chair	Social Sciences Teacher
English Teacher	Spanish Teacher
History Teacher	Special Education Teacher
Humanities Teacher	Student Government Advisor
Kindergarten Teacher	World Language Teacher

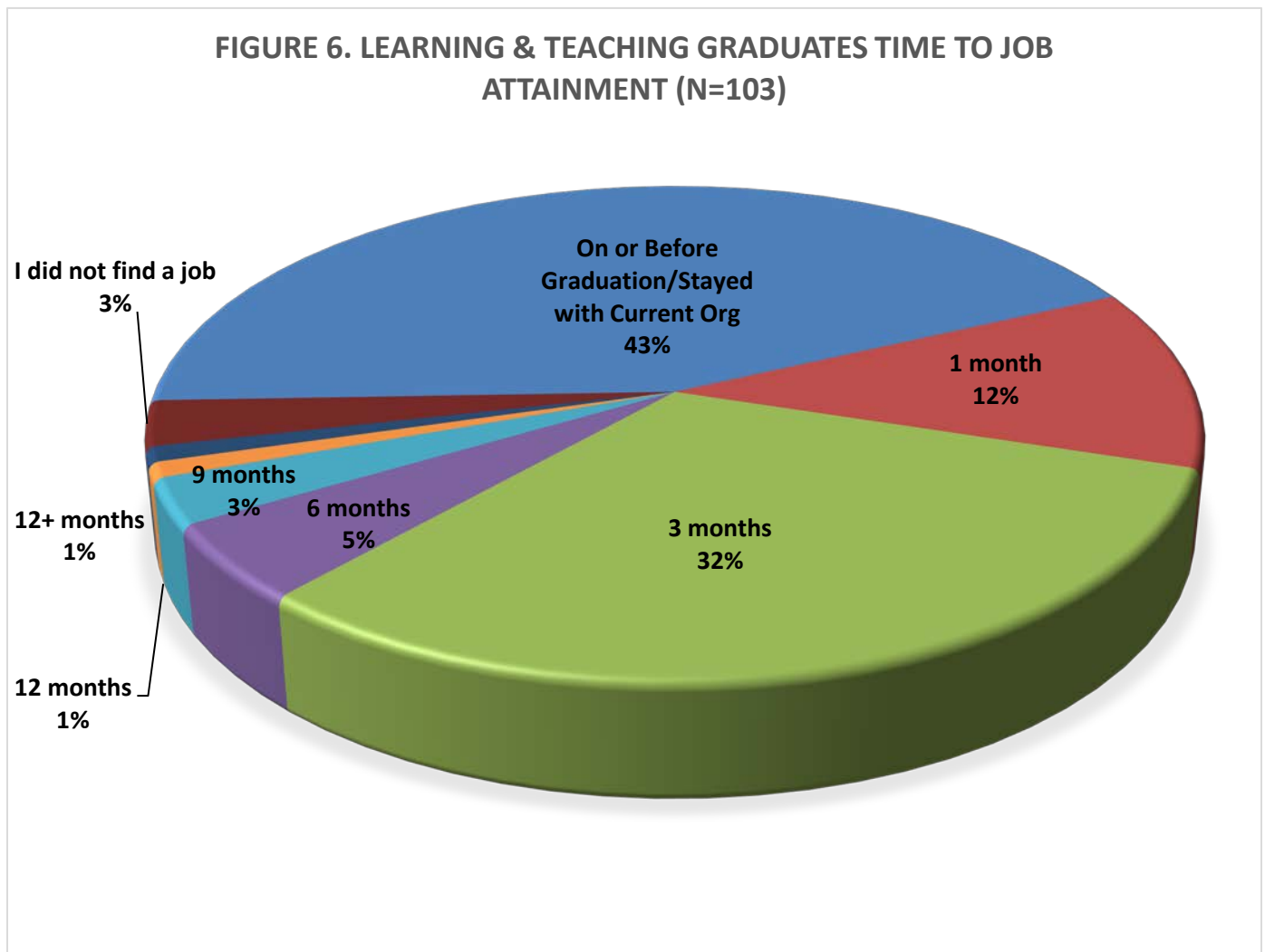
Table 3

Sample of Alumni Employment Organizations – Learning and Teaching Department

American School of Antananarivo	Lemon Grove Academy
Americas Finest Charter School	Lewis Middle School and Henry High School
Army and Navy Academy	Little Lake City School District
Burbank Unified School District	Miramar College and Afterschool Enrichment Solutions
Cajon Valley Union School District	Mueller Charter School
Carlsbad Unified School District	National School District
Cathedral Catholic High School	New Haven Public Schools
Catholic Diocese of San Diego	North County Consortium
Children's Paradise	Notre Dame Academy
Community Research Foundation	Our Lady of Grace Catholic School
Del Lago Academy	Partnership to Uplift Communities (PUC) Schools
Diocese of Orange	Poway Unified School District
Escondido Union Elementary School District	Public Schools of the Tarrytowns
Gompers Preparatory Academy	Sacred Heart Academy
Grossmont Community College	Saint John School Encinitas
Grossmont Union High School District - Valhalla High School	San Diego Unified School District
Harriet Tubman Village Charter	San Dieguito Union High School District

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*, 43% 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 (32%), 6 months of graduation (5%), 9 months of graduation (3%), 12 months of graduation (1%), 12 or more months after graduation (1%), 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=60)

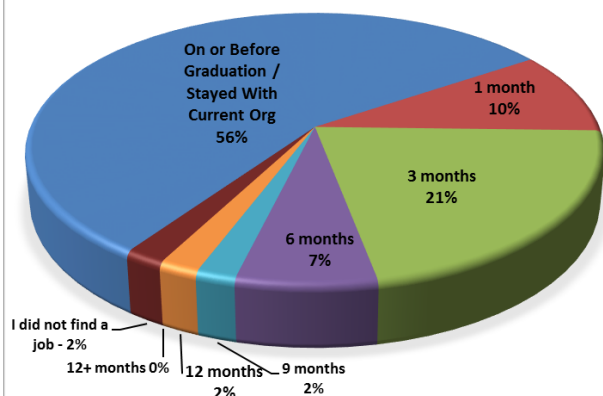


FIGURE 6B. MULTIPLE SUBJECT CREDENTIAL GRADUATES' TIME TO JOB ATTAINMENT (N=44)

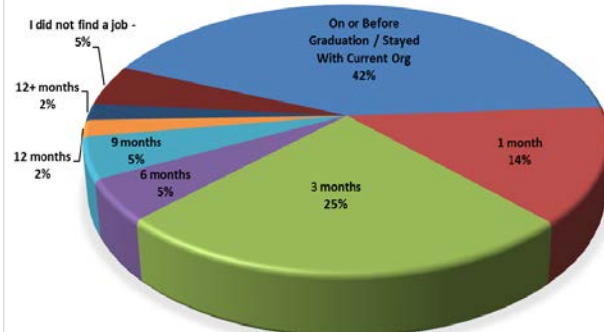


FIGURE 6C. SINGLE SUBJECT CREDENTIAL GRADUATES' TIME TO JOB ATTAINMENT (N=44)

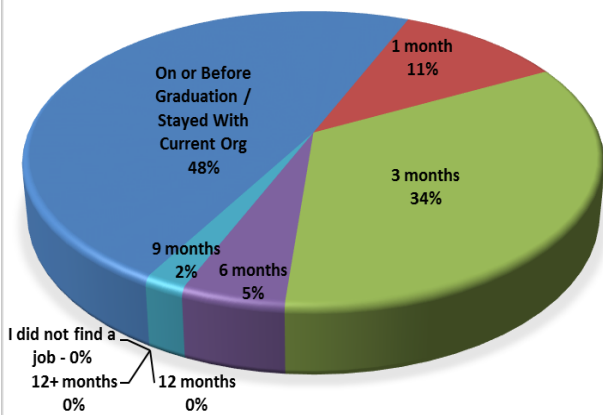


FIGURE 6D. MED SPECIAL EDUCATION / EDUCATION SPECIALIST CREDENTIAL GRADUATES' TIME TO JOB ATTAINMENT (N=11)

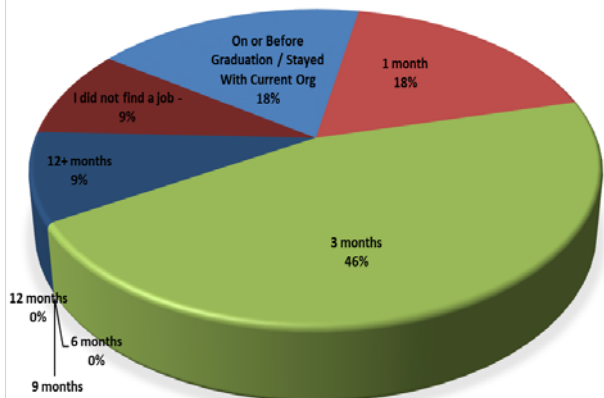
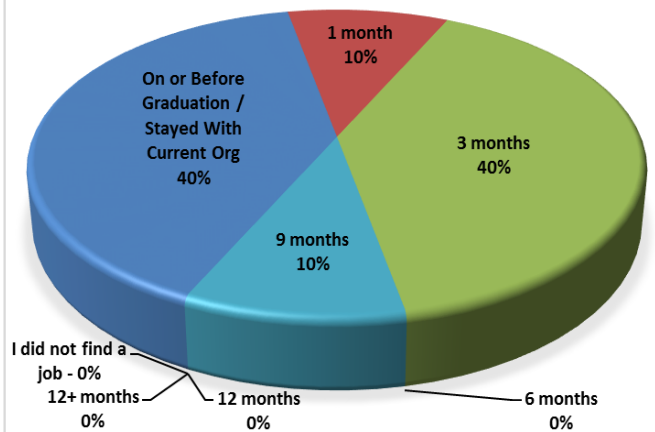
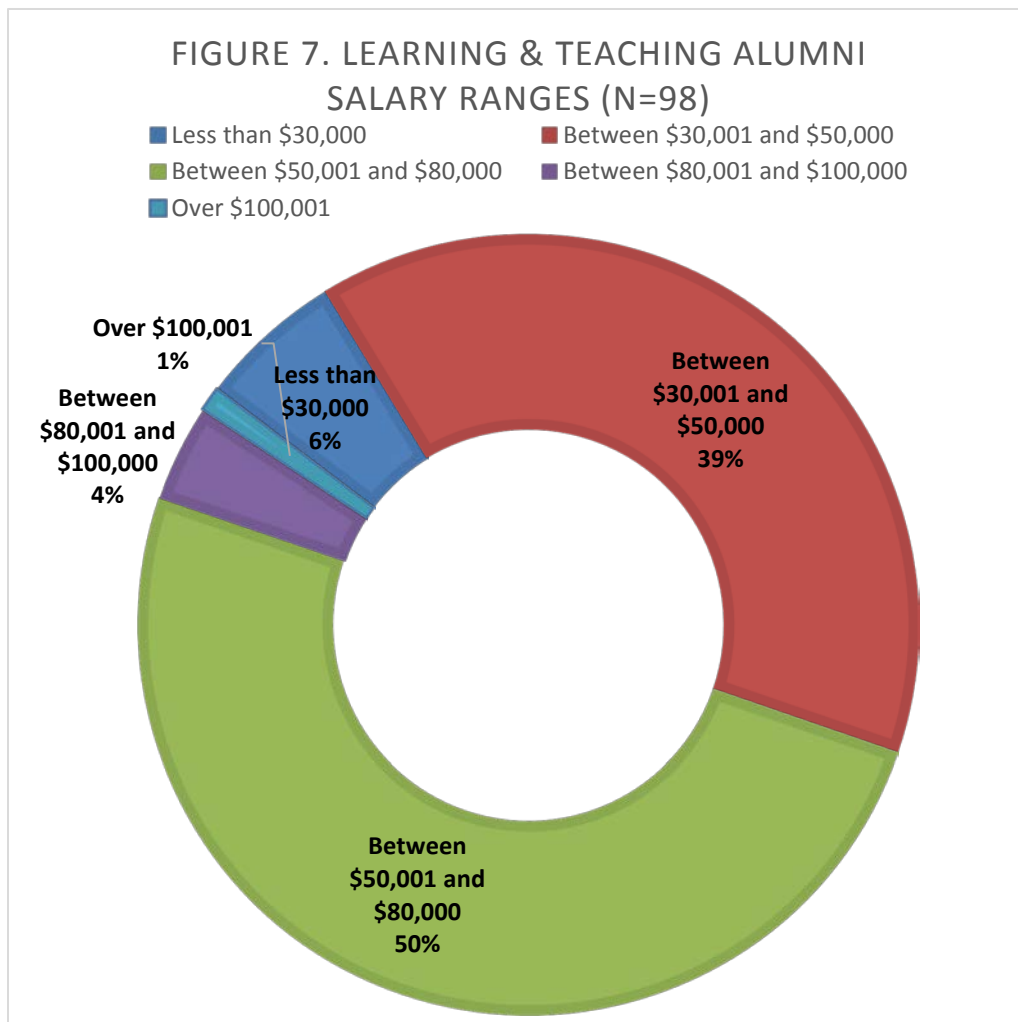


FIGURE 6E. MED TESOL, LITERACY & CULTURE GRADUATES' TIME TO JOB ATTAINMENT (N=10)



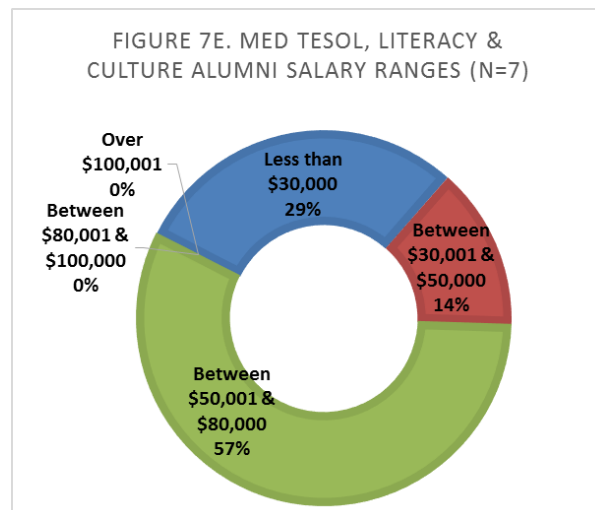
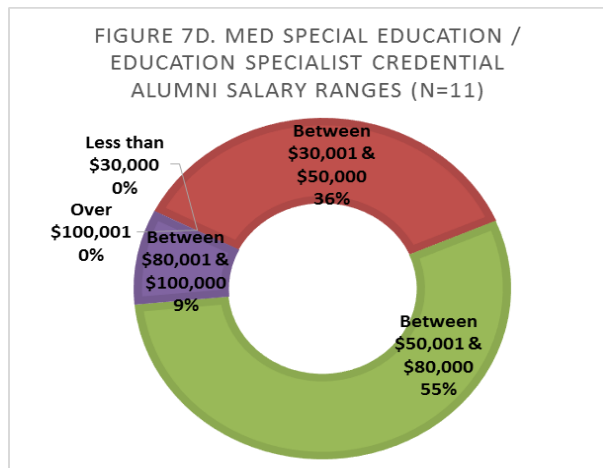
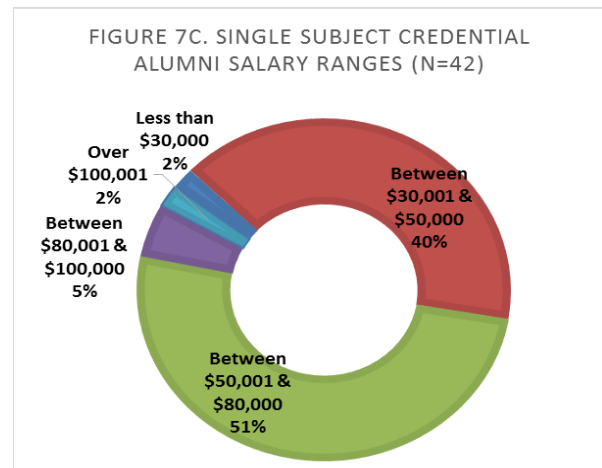
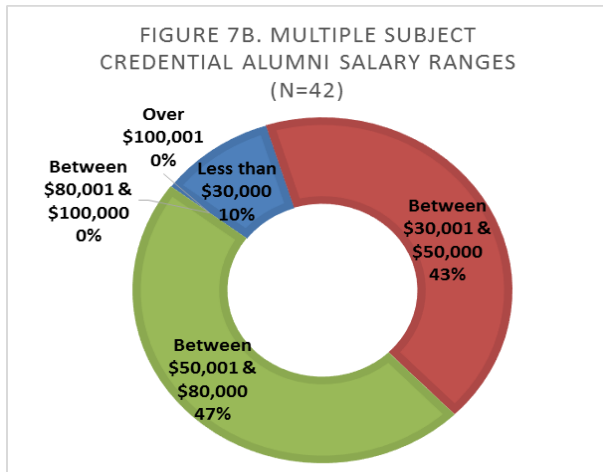
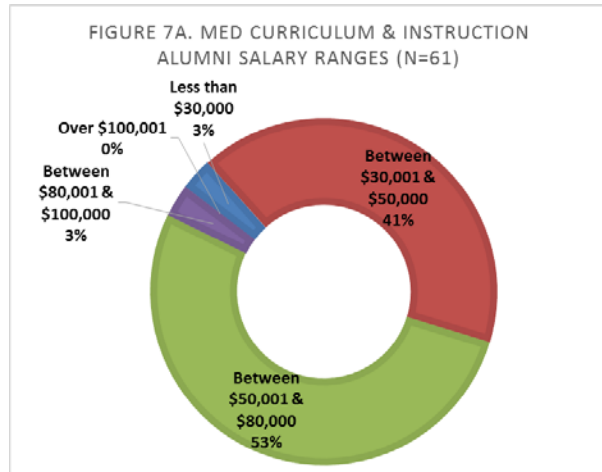
Alumni Salary Ranges – Learning and Teaching Department

When Learning and Teaching alumni were asked to indicate their *current salary range*, 39% of alumni selected between \$30,001 and \$50,000. The remaining alumni reported the following salary ranges: less than \$30,000 (6%), between \$50,001 and \$80,000 (50%), between \$80,001 and \$100,000 (4%), or over \$100,001 (1%). 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, 39% in urban areas, and 1% teach in rural areas, and 6% 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, 54% worked in public schools, 23% in charter schools, 19% in private schools, and 4% in other types of schools (see Figures 10A and 11A). For current employment, 52% are working in public schools, 5% in other types of schools, 18% in private schools, and 24% in charter schools (see Figures 10B and 11B). Ninety-three percent of alumni reported staying in their initial place of employment beyond the first year.

FIGURE 8. POPULATION WHERE LEARNING AND TEACHING ALUMNI TEACH (N=72)

■ Suburban ■ Rural ■ Other ■ Urban

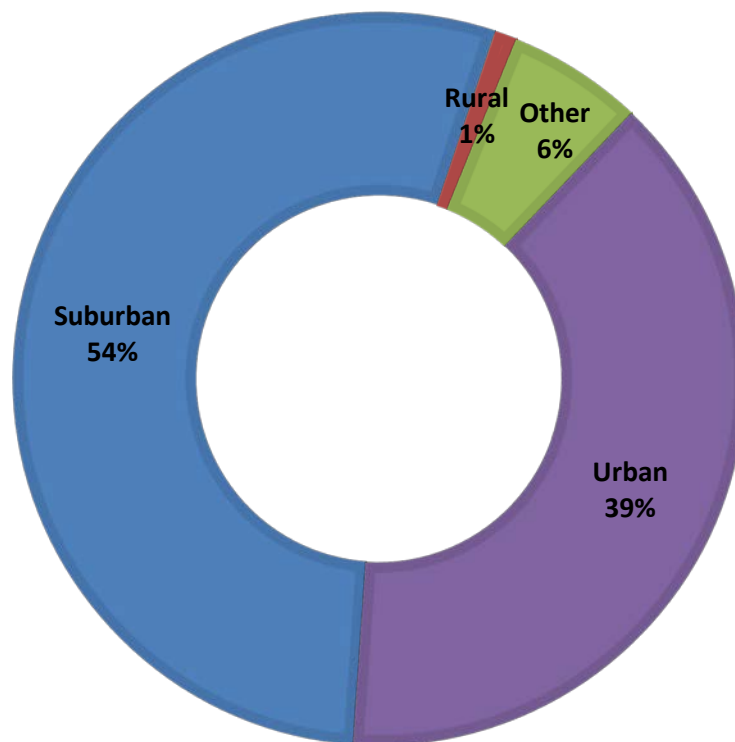


Figure 9. Learning and Teaching Department Alumni
Teaching Areas

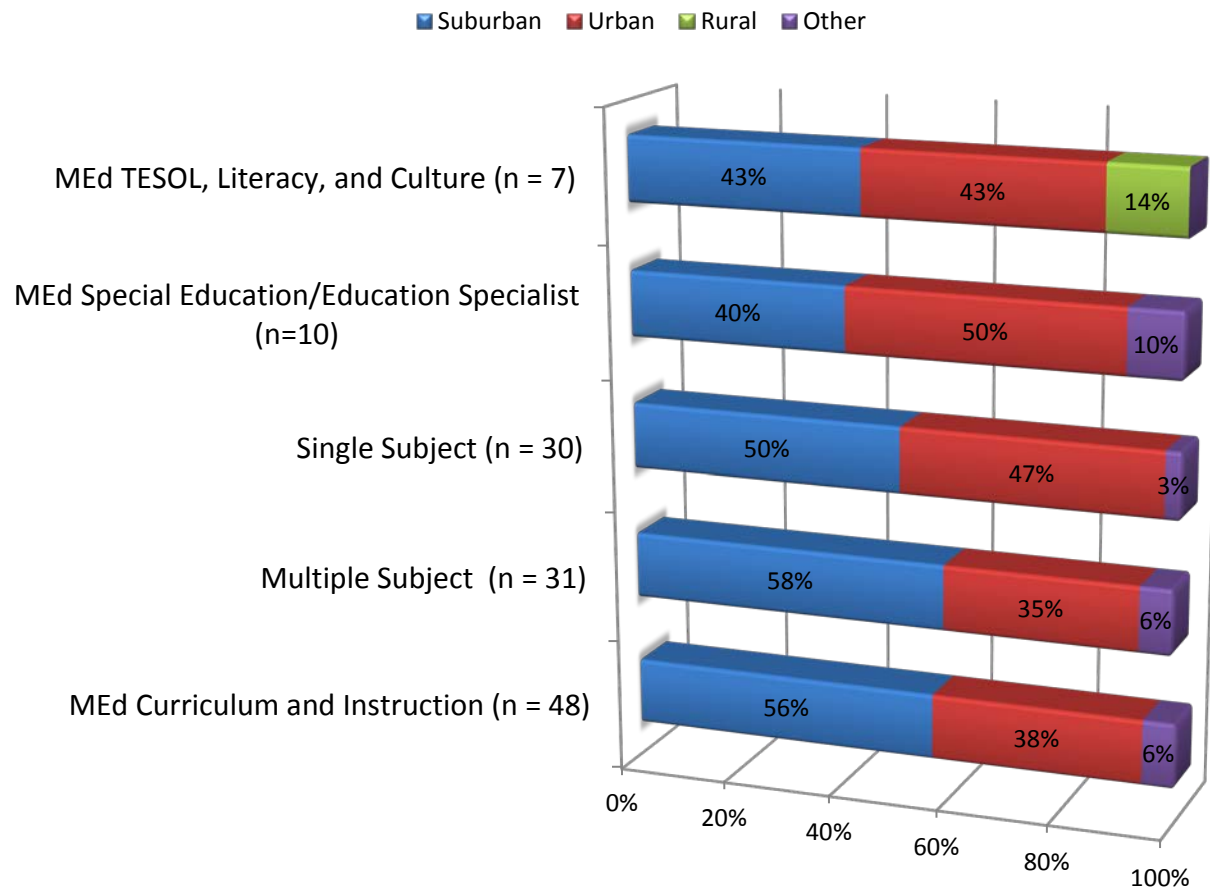


Figure 10A. Organizations of Initial Employment of Learning and Teaching Department Alumni (N=69)

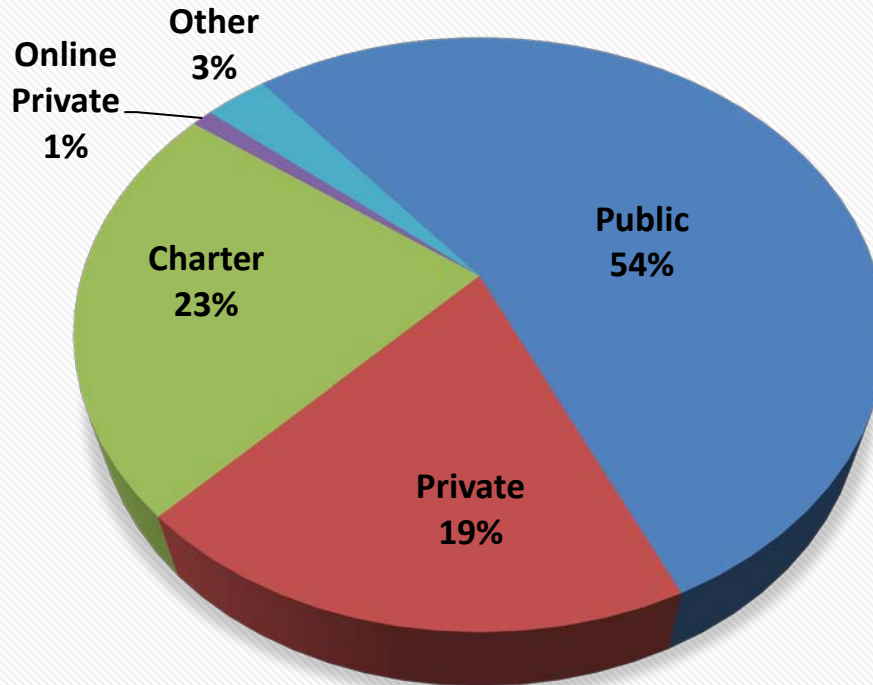


Figure 10B. Organizations of Current Employment of Learning and Teaching Department Alumni (N=71)

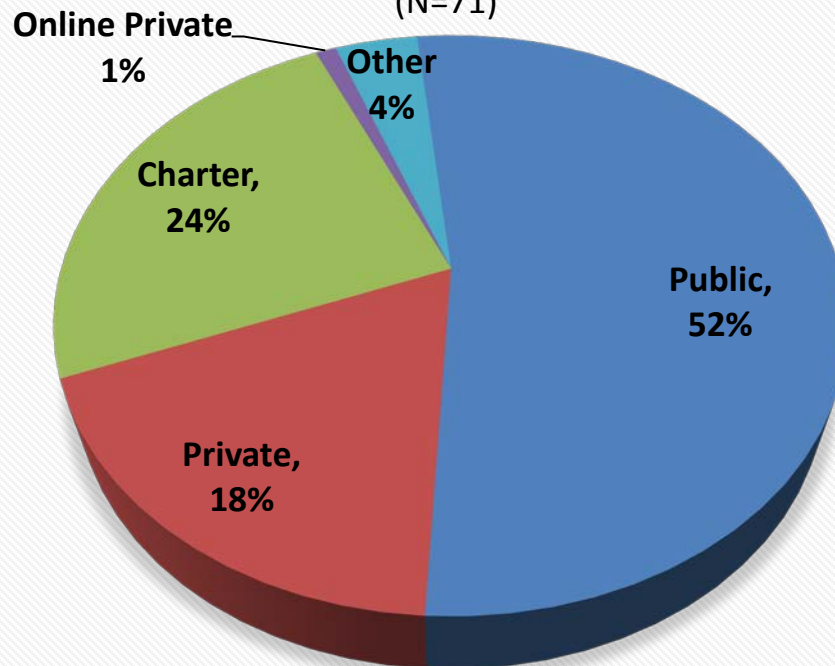


Figure 11A. Organizations of Initial Employment of Learning and Teaching Department Alumni by Program

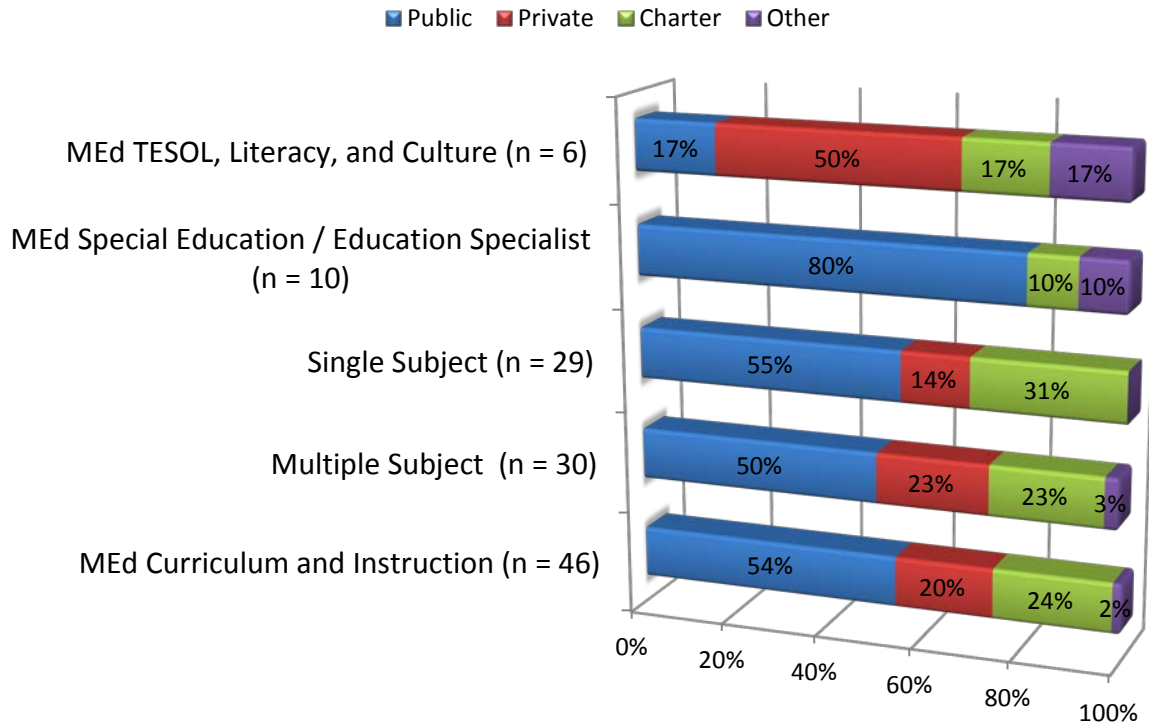
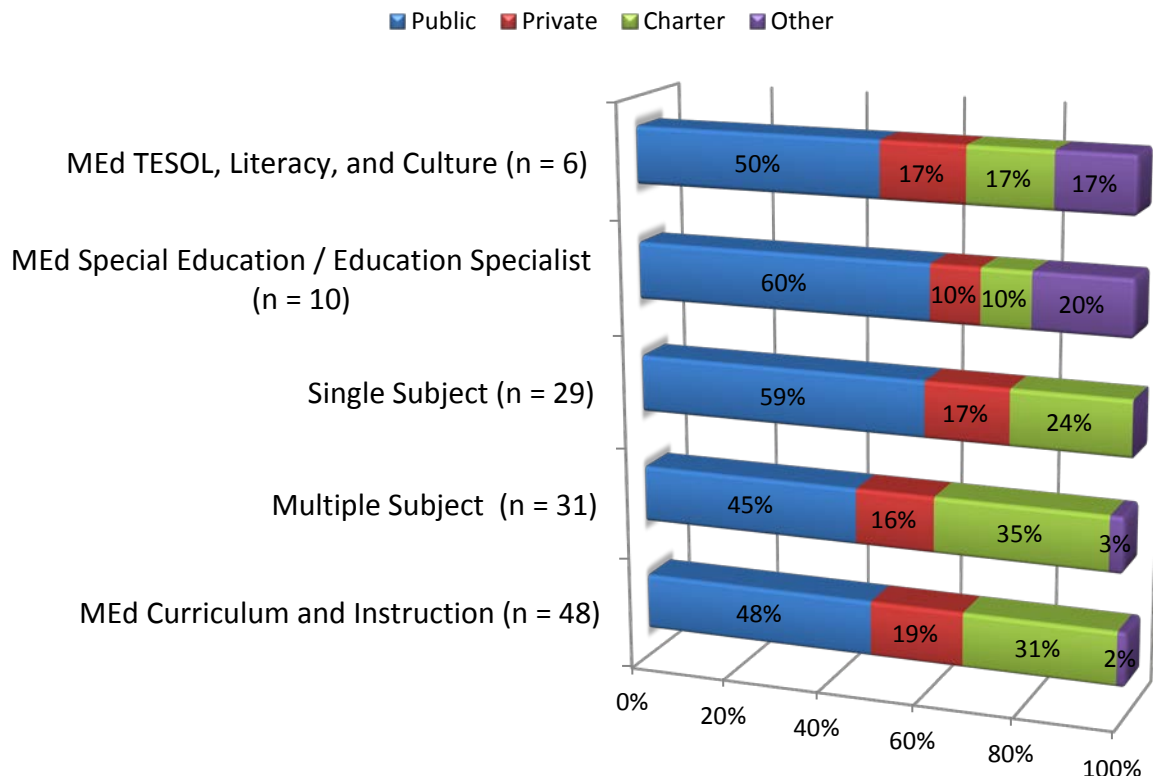
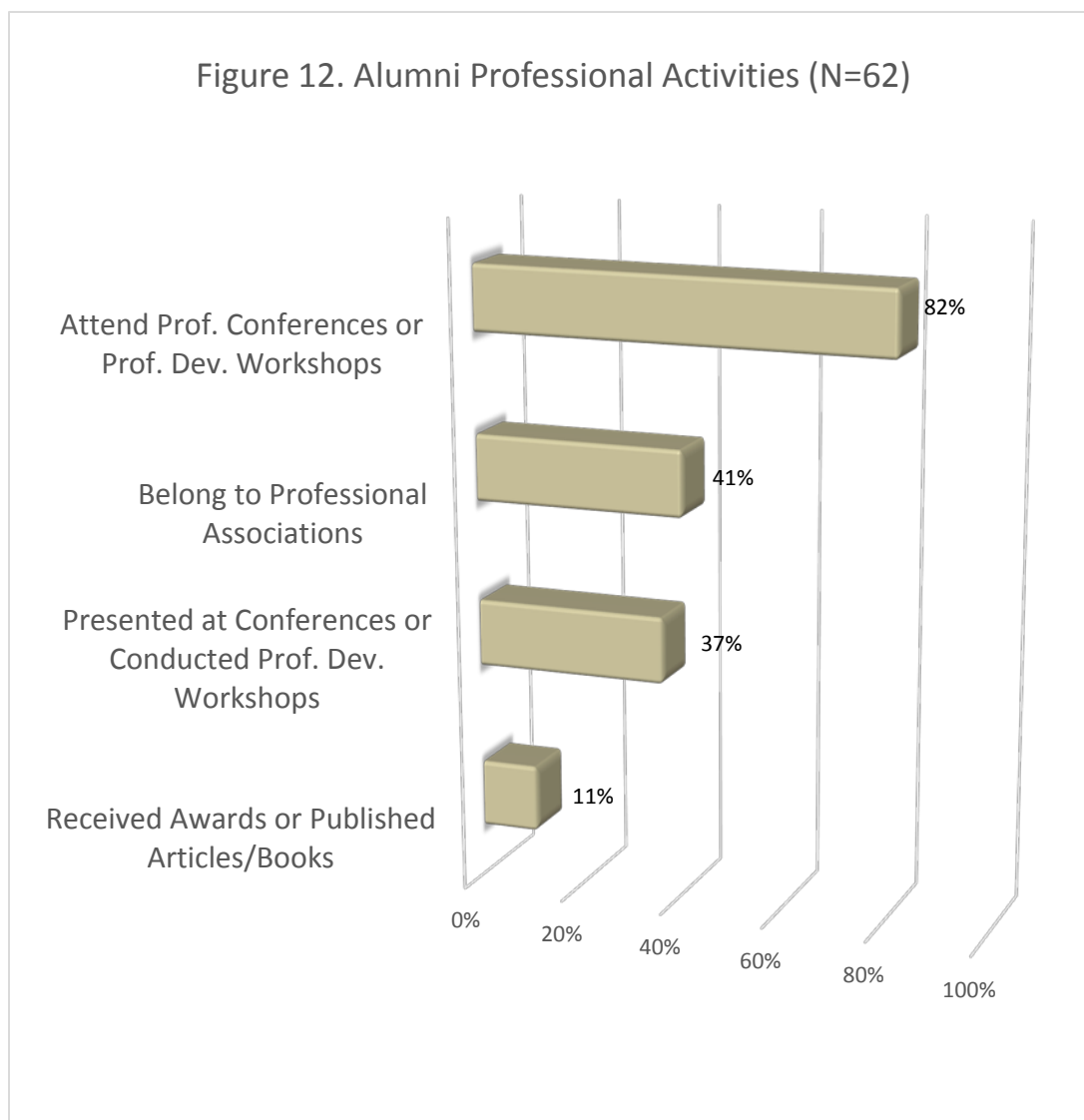


Figure 11B. Organizations of Current Employment of Learning and Teaching Department Alumni by Program



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, 82% of alumni reported attending professional conferences or professional development workshops, with 37% having presented at professional conferences or conducting professional development workshops. Eleven percent of alumni reported receiving awards or publishing articles or books since graduation. Forty-one 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

AP Readers

Association for Supervision and Curriculum Development

ATF Teachers Union

California Teachers Association

California Teachers of English to Speakers of Other Languages

Computer Science Teachers Association

Journalism Education Association

National Science Teachers Association

Omega Psi Phi Fraternity Incorporated

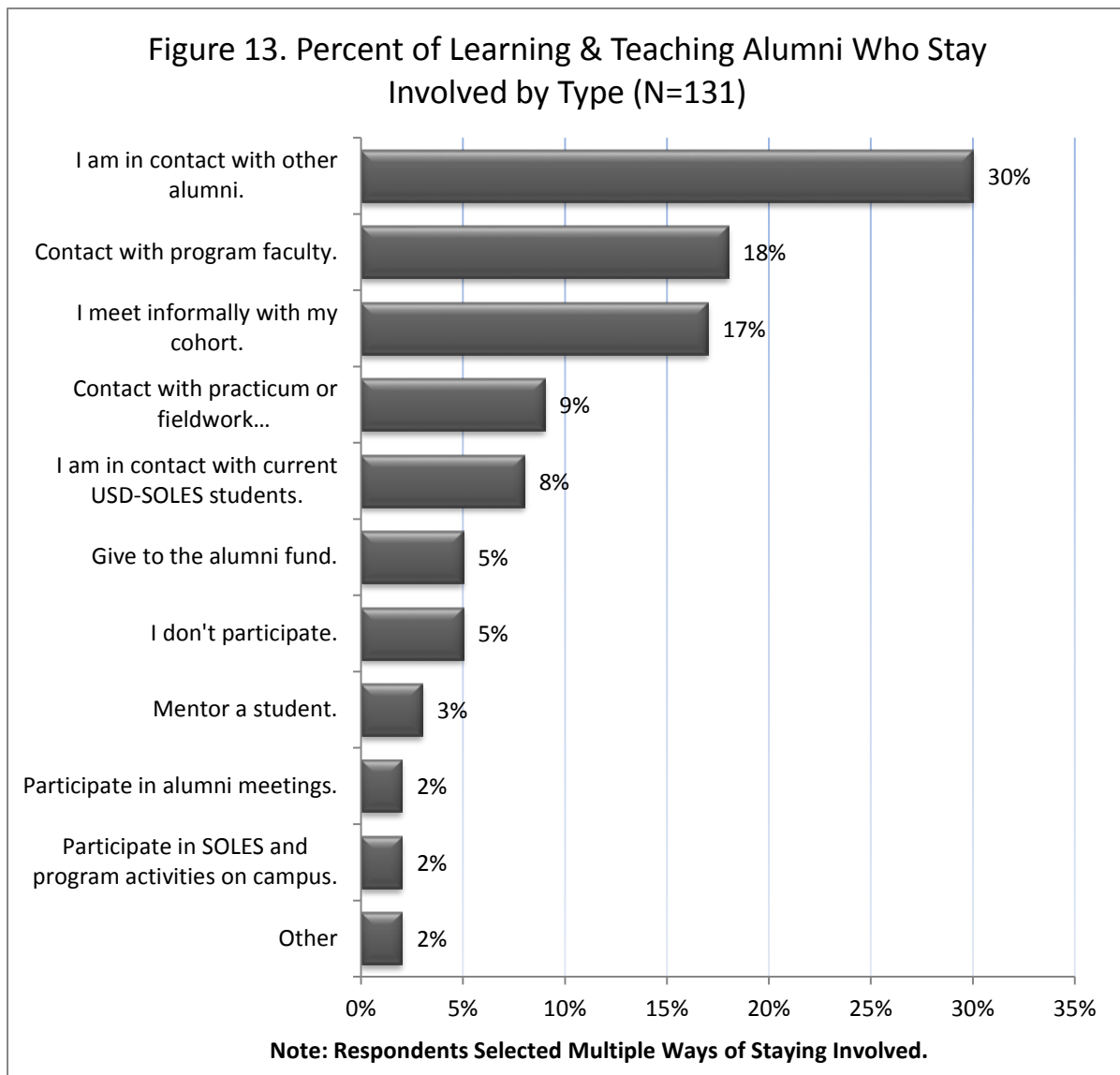
Parent Teacher Association

Toastmasters International

University of California San Diego

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, Area or Topics for Inclusion in Learning & Teaching Programs (N=31)

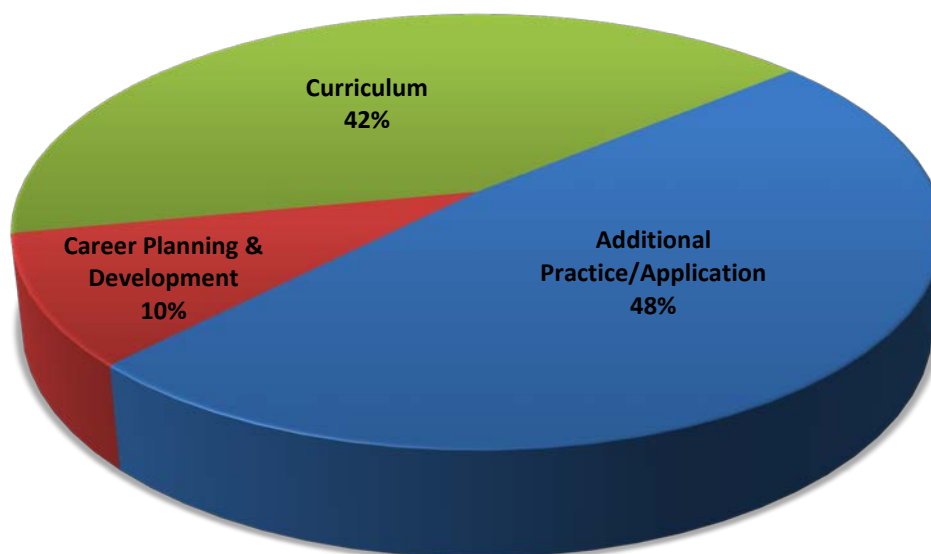


Table 5	
Distribution of Responses Regarding Suggested Skills, Areas, or Topics for Inclusion in Learning and Teaching Programs (N=31)	
Percent of Responses	Themes Identified Within Responses Regarding Suggested Skills, Areas, or Topics for Programs
48%	Additional Practice / Application <ul style="list-style-type: none">• Classroom Management• Crisis Intervention• More on Technology
42%	Curriculum Suggestions <ul style="list-style-type: none">• Behavior Management• Learning Disabilities
10%	Career Planning & Development <ul style="list-style-type: none">• Navigating Insurance• Business of Teaching – Resumes, Interviews, Salaries

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=37)

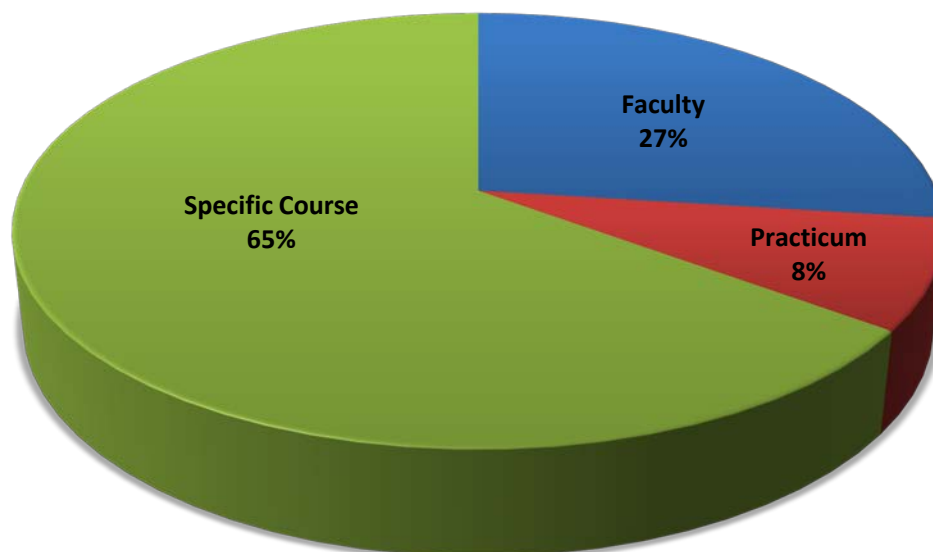


Table 6. *Distribution of Responses Regarding Courses and/or Experiences in the Learning & Teaching Programs That Were Most Beneficial (N=37)*

Percent of Responses	Themes Identified Within Responses Regarding Courses and/or Experiences in the Program That Were Most Beneficial
65%	Specific Coursework / Topics <ul style="list-style-type: none">• Methods Course• Technology Course
27%	Faculty <ul style="list-style-type: none">• Knowledgeable, Challenging, Creative
8%	Practicum or Fieldwork Experiences <ul style="list-style-type: none">• Hands on Experience and Application

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*, 97% 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=20)

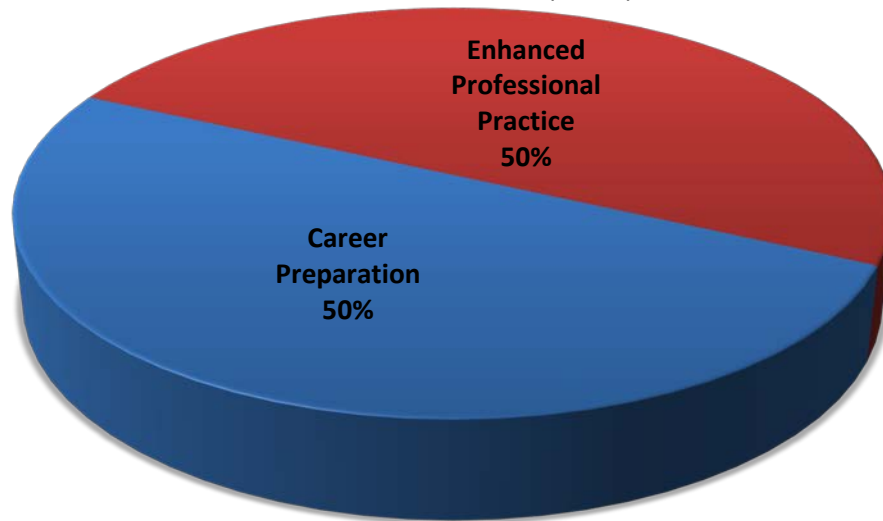


Table 7	
Distribution of Responses Regarding Ways Alumni's Learning & Teaching Program of Study Enhanced Their Effectiveness in the Workplace (N=20)	
Percent of Responses	Themes Identified Within Responses Regarding Ways Alumni's Program of Study Enhanced Their Effectiveness in the Workplace
50%	<div>Career Preparation</div> <ul style="list-style-type: none">Responsibilities of TeachersTeaching Experience (Working in Classrooms, Working with Students)Creating and Communicating Effective Lessons
50%	<div>Enhanced Professional Practice</div> <ul style="list-style-type: none">Academic Knowledge and Professional StrategiesIncreased Passion, Creativity, and Confidence

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. Twenty of the twenty-three items regarding career preparation had mean ratings in the desired four to five range (see Figures 17A and 17B).

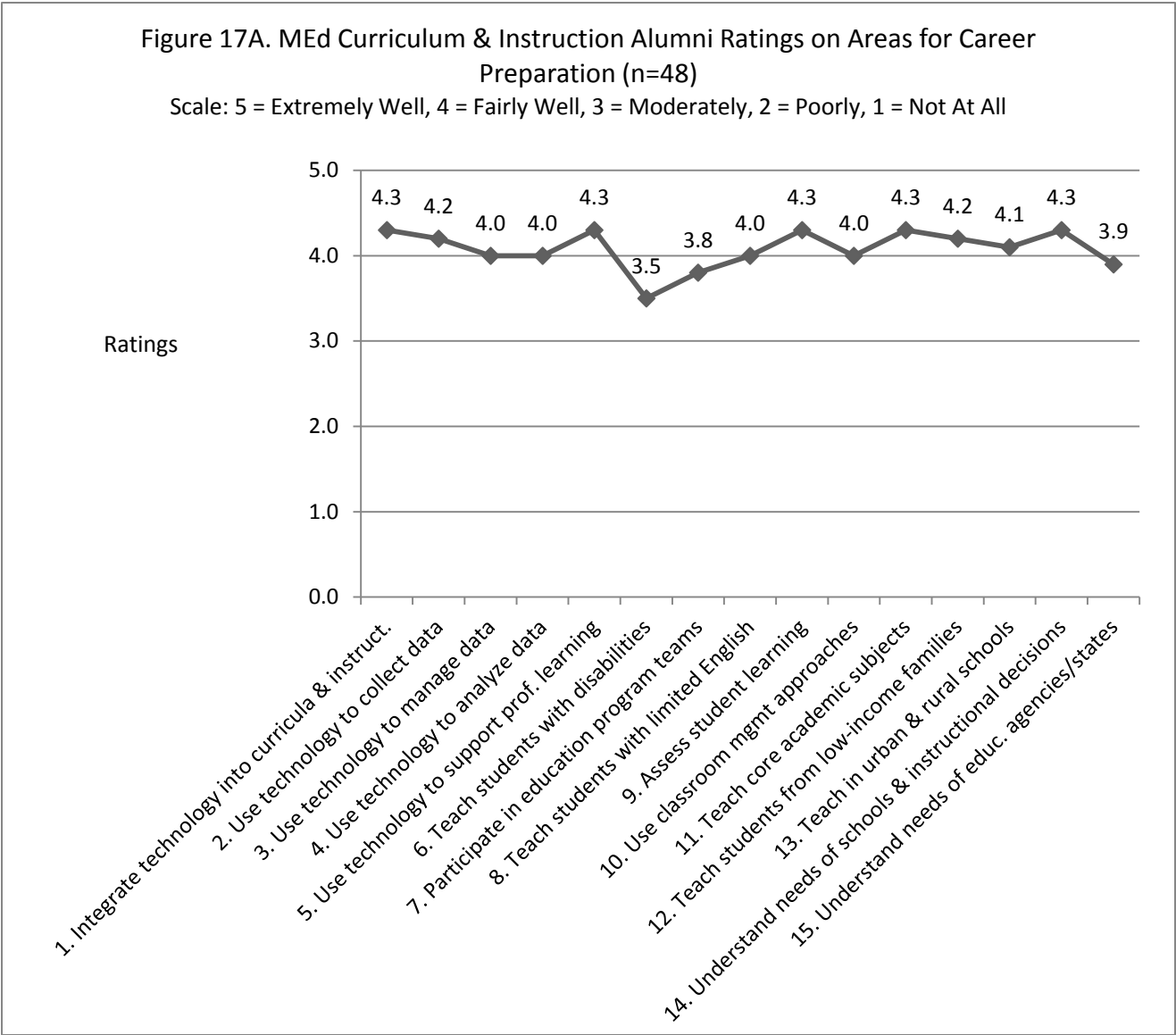
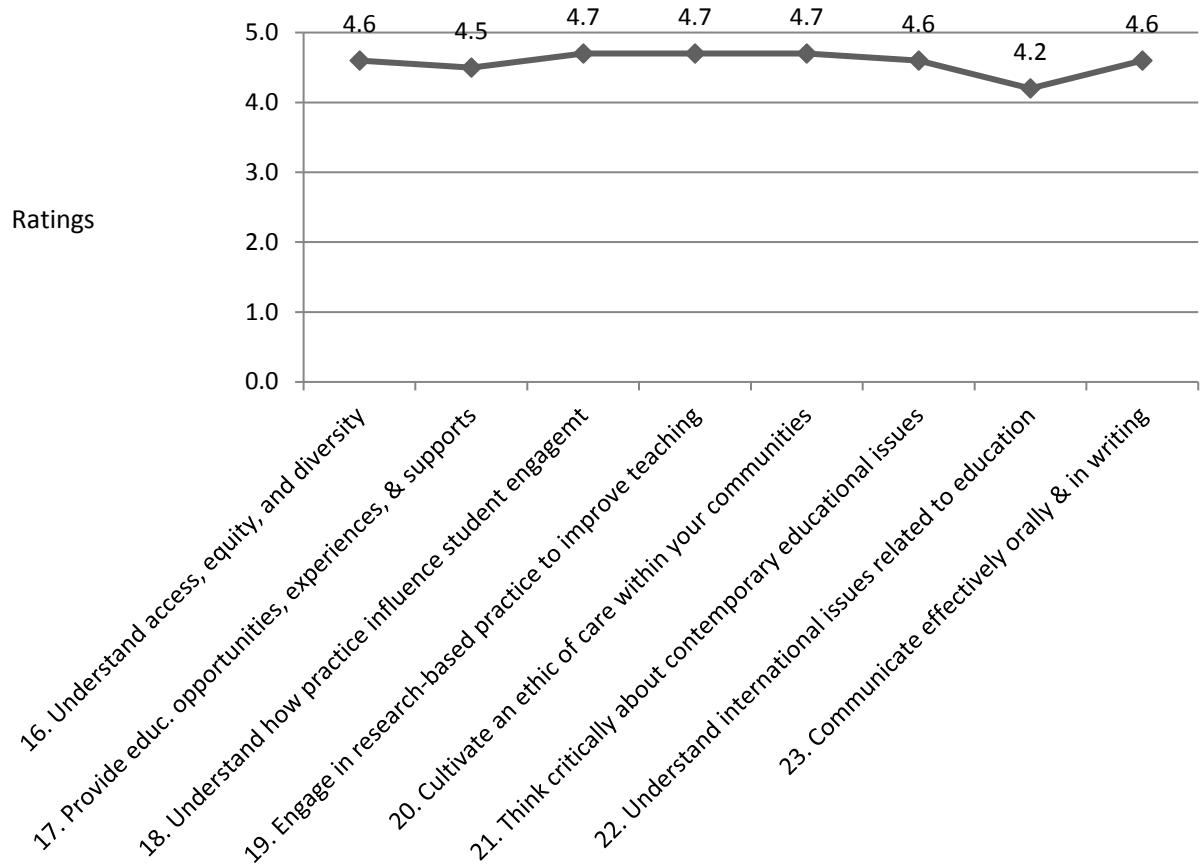


Figure 17B. MEd Curriculum & Instruction Alumni Ratings on Enhanced Skill Through Coursework (n=48)

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. Seventeen of the twenty-three items regarding career preparation had mean ratings in the desired four to five range (see Figures 18A and 18B).

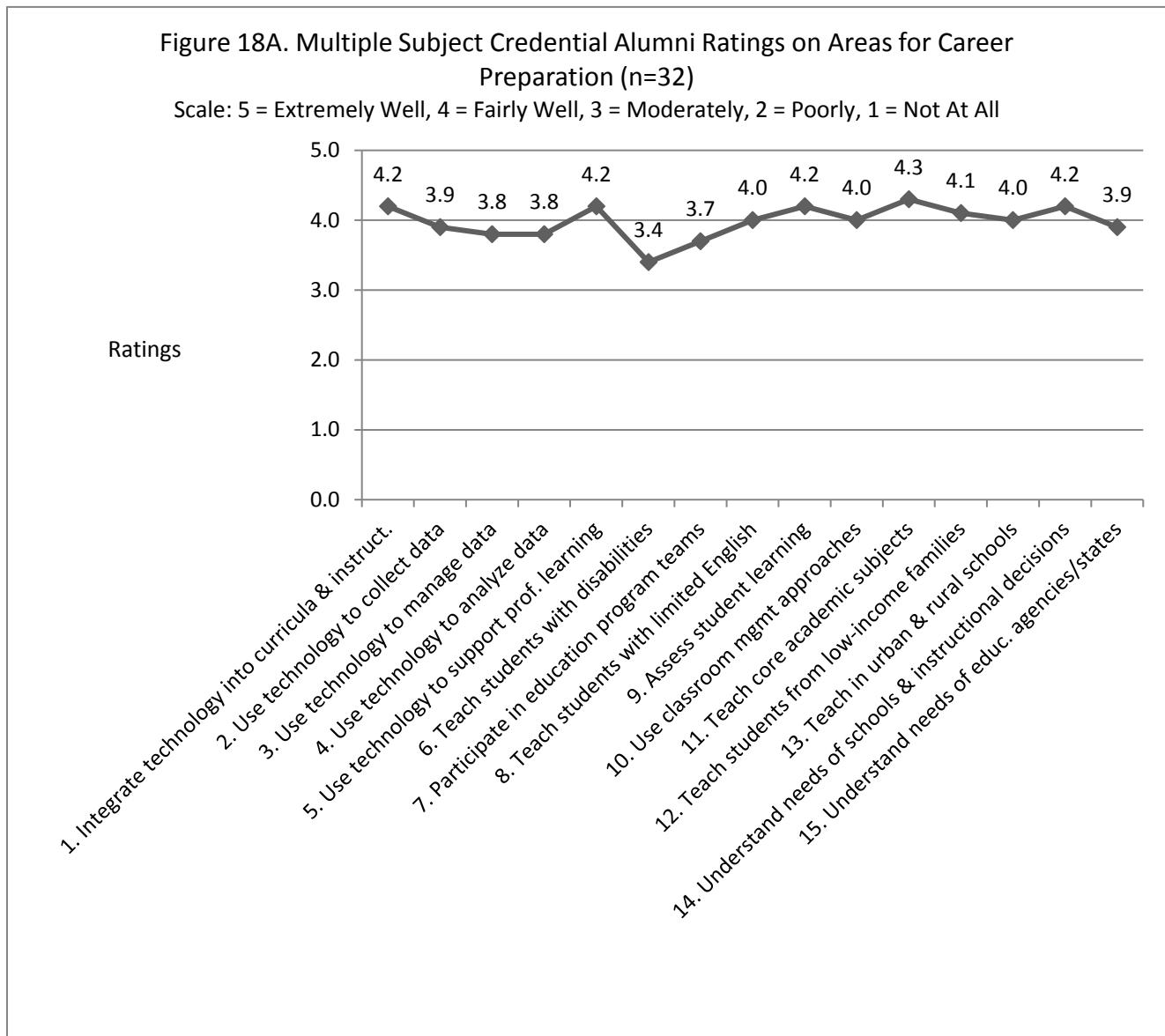
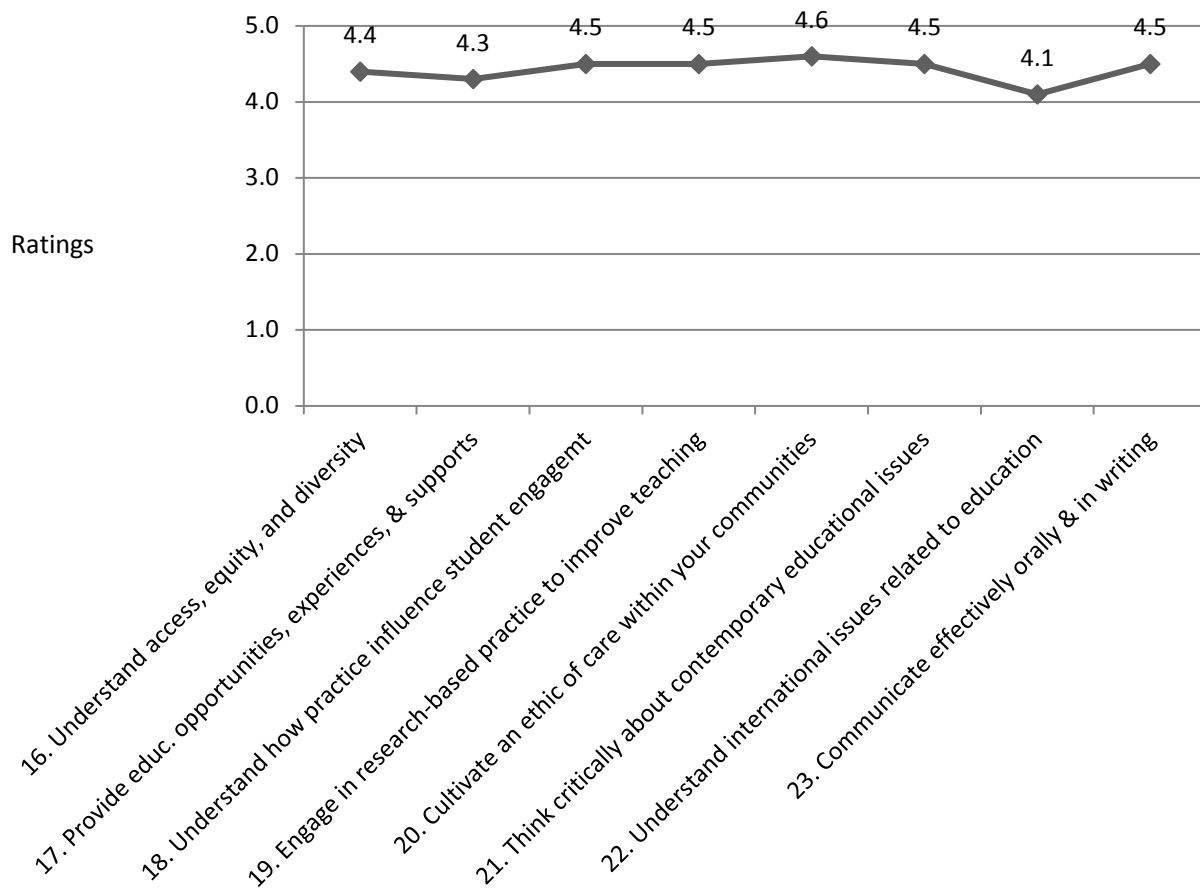


Figure 18B. Multiple Subject Credential Alumni Ratings on Enhanced Skill Through Coursework (n=32)

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. Seventeen of the twenty-three items regarding career preparation had mean ratings in the desired four to five range (see Figures 19A and 19B).

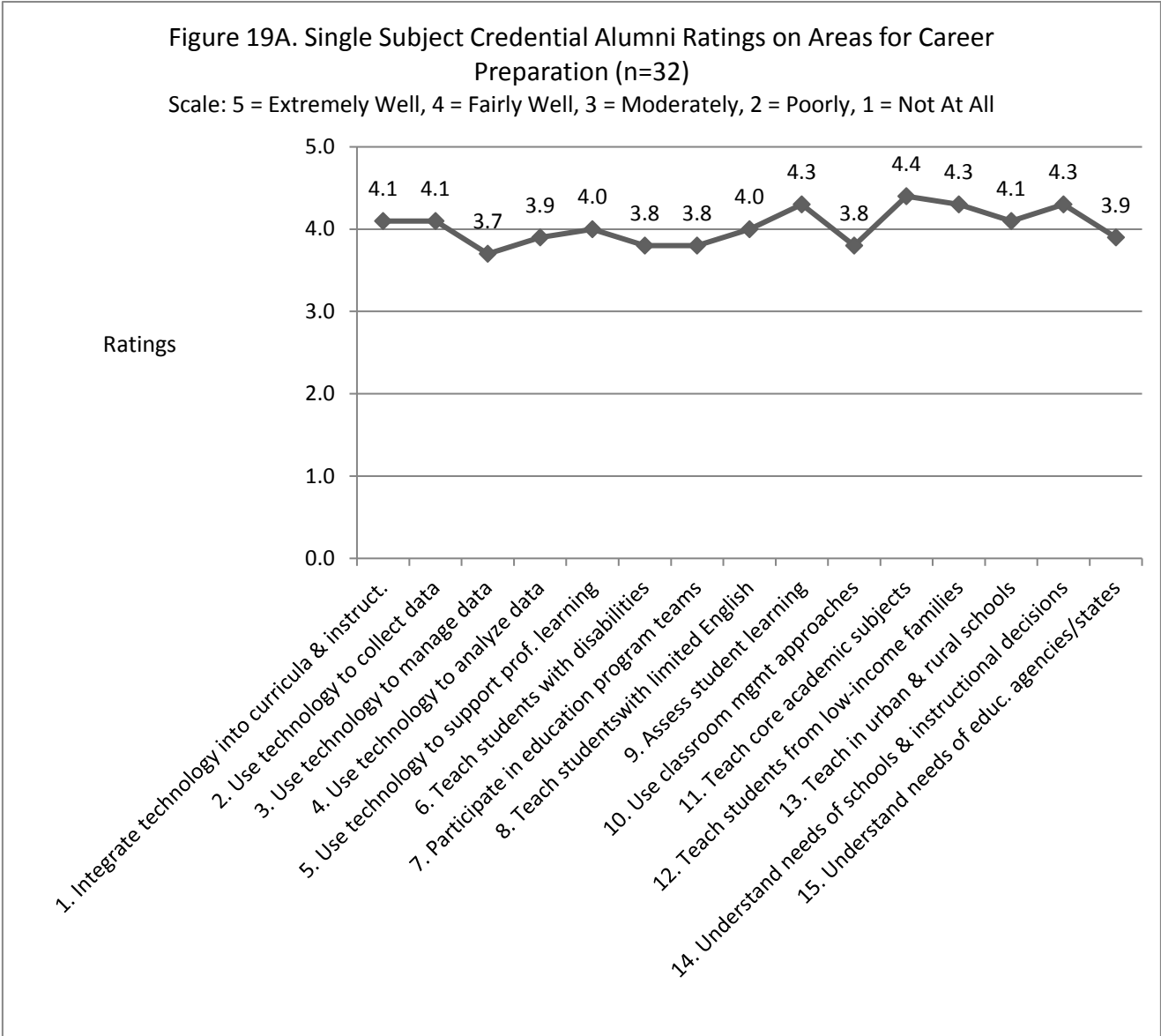
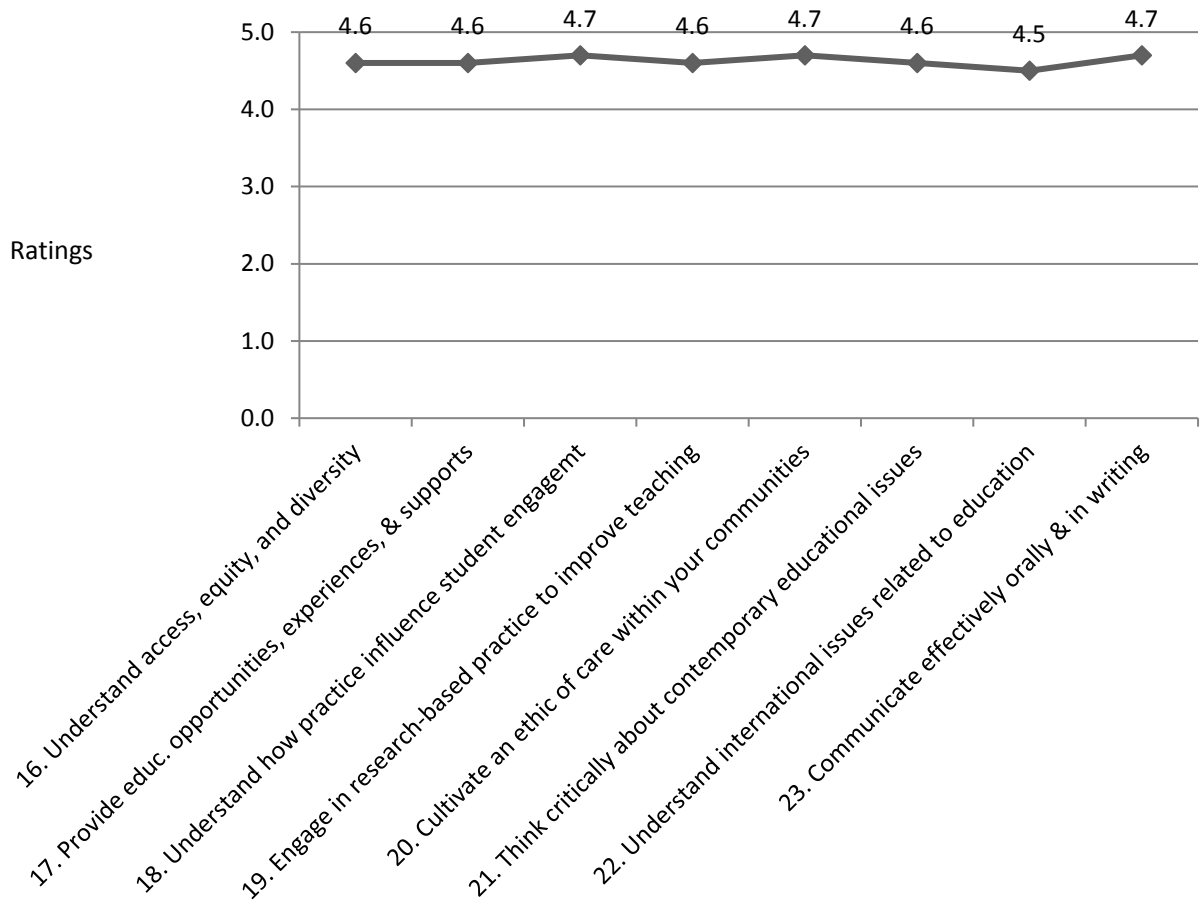


Figure 19B. Single Subject Credential Alumni Ratings on Enhanced Skill Through Coursework (n=32)

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. Nineteen of the twenty-three items regarding career preparation had mean ratings in the desired four to five range (see Figures 20A and 20B).

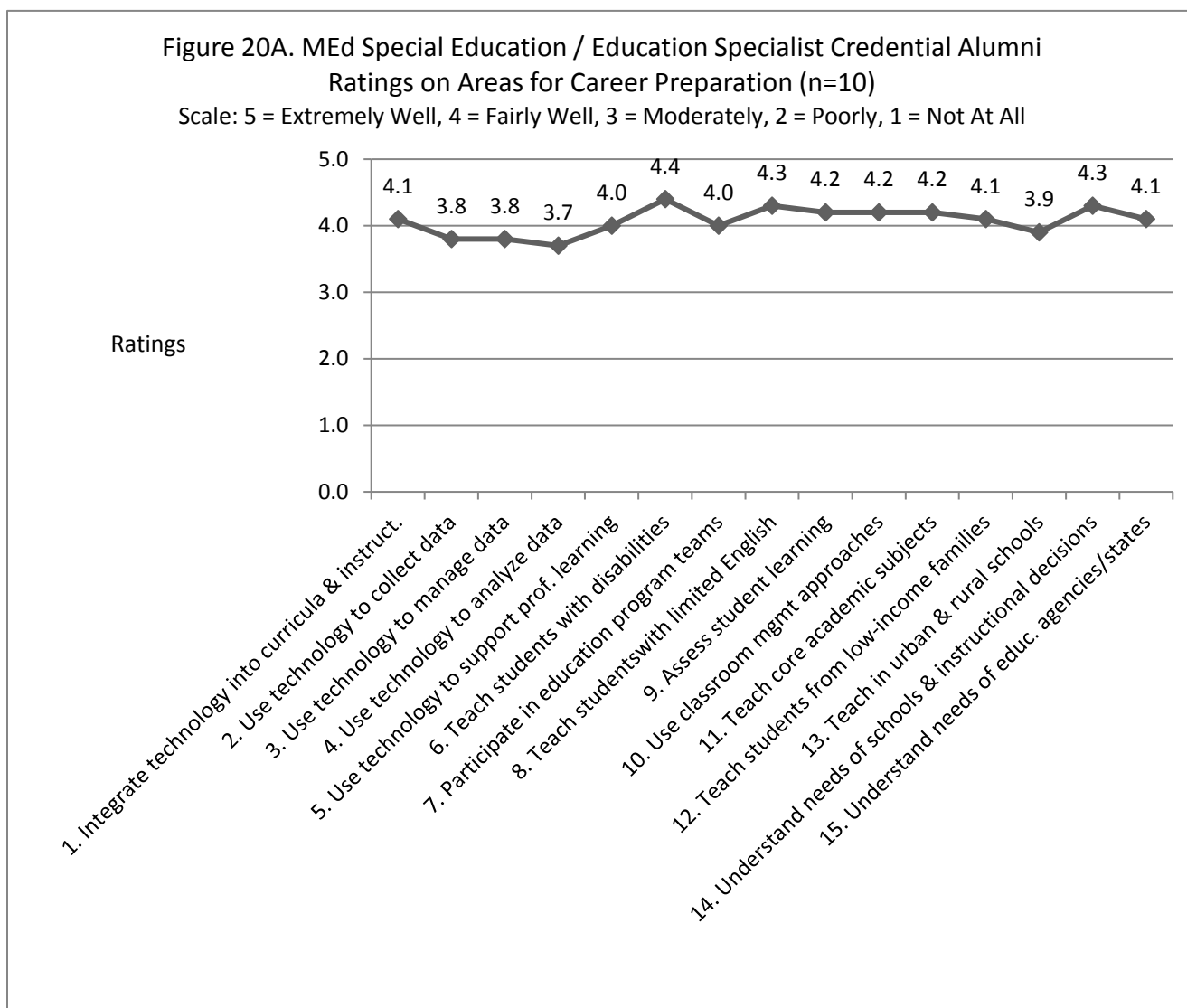
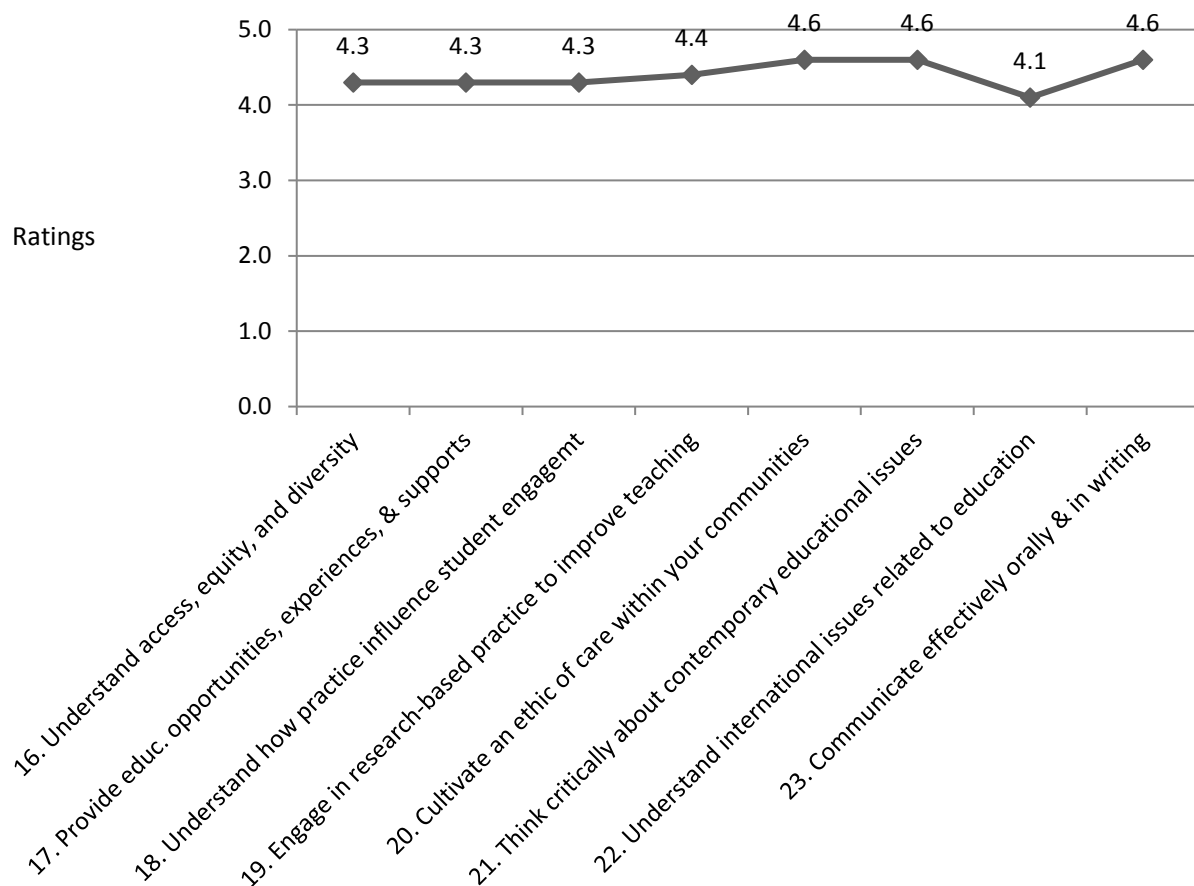


Figure 20B. MEd Special Education / Education Specialist Credential Alumni
Ratings on Enhanced Skill Through Coursework (n=10)

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. Fifteen of the twenty-three items regarding career preparation had mean ratings in the desired four to five range (see Figures 21A and 21B).

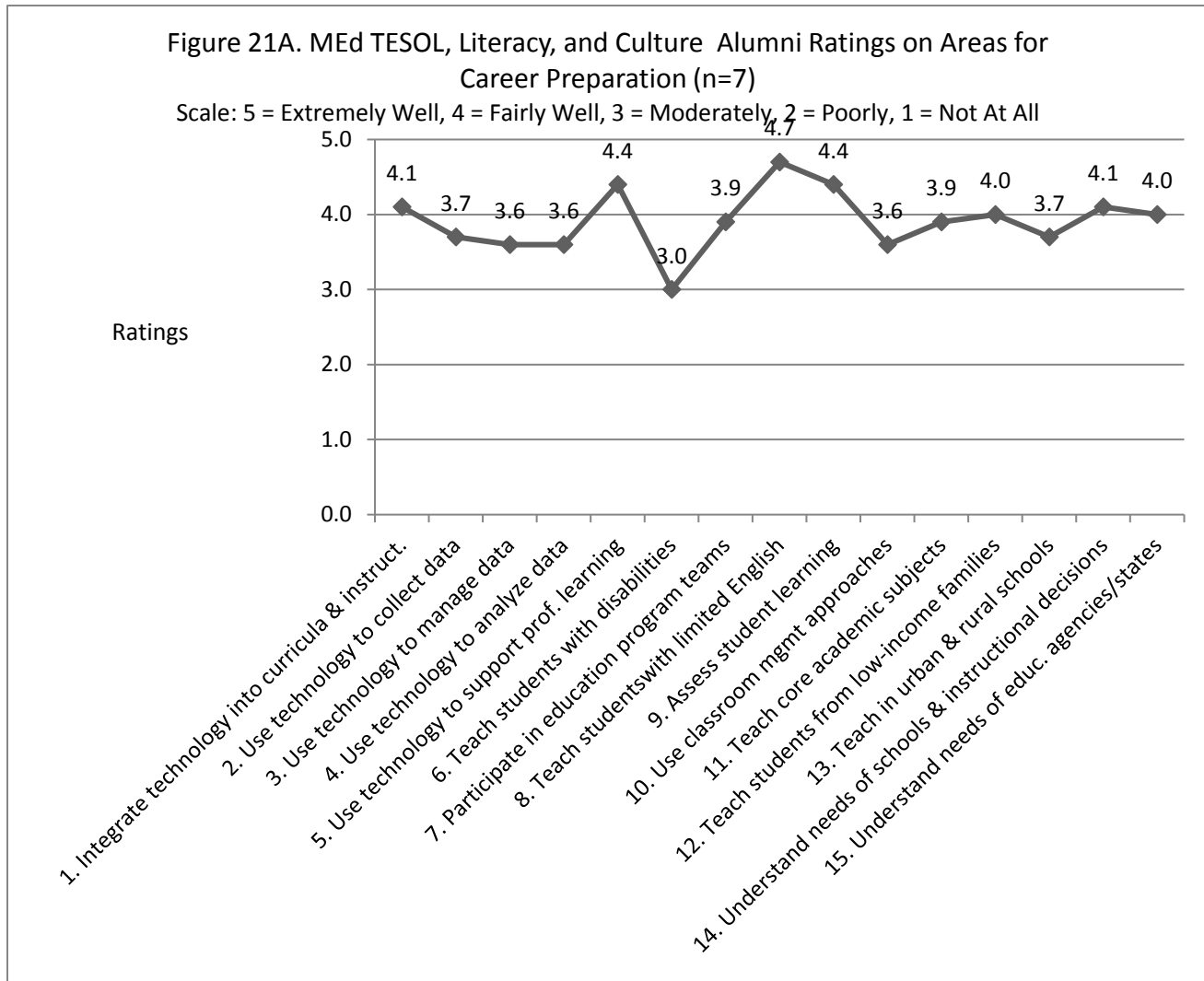
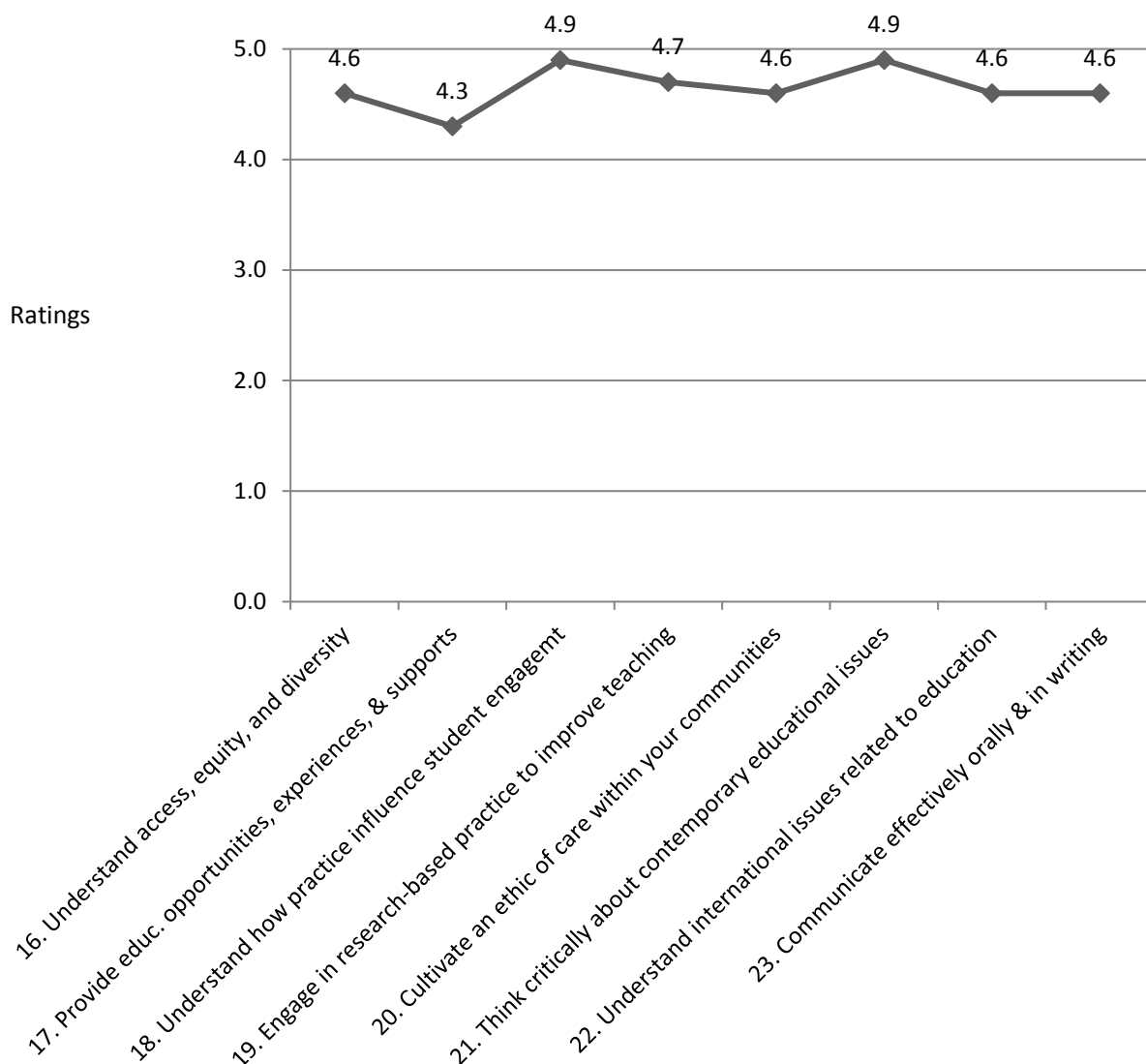


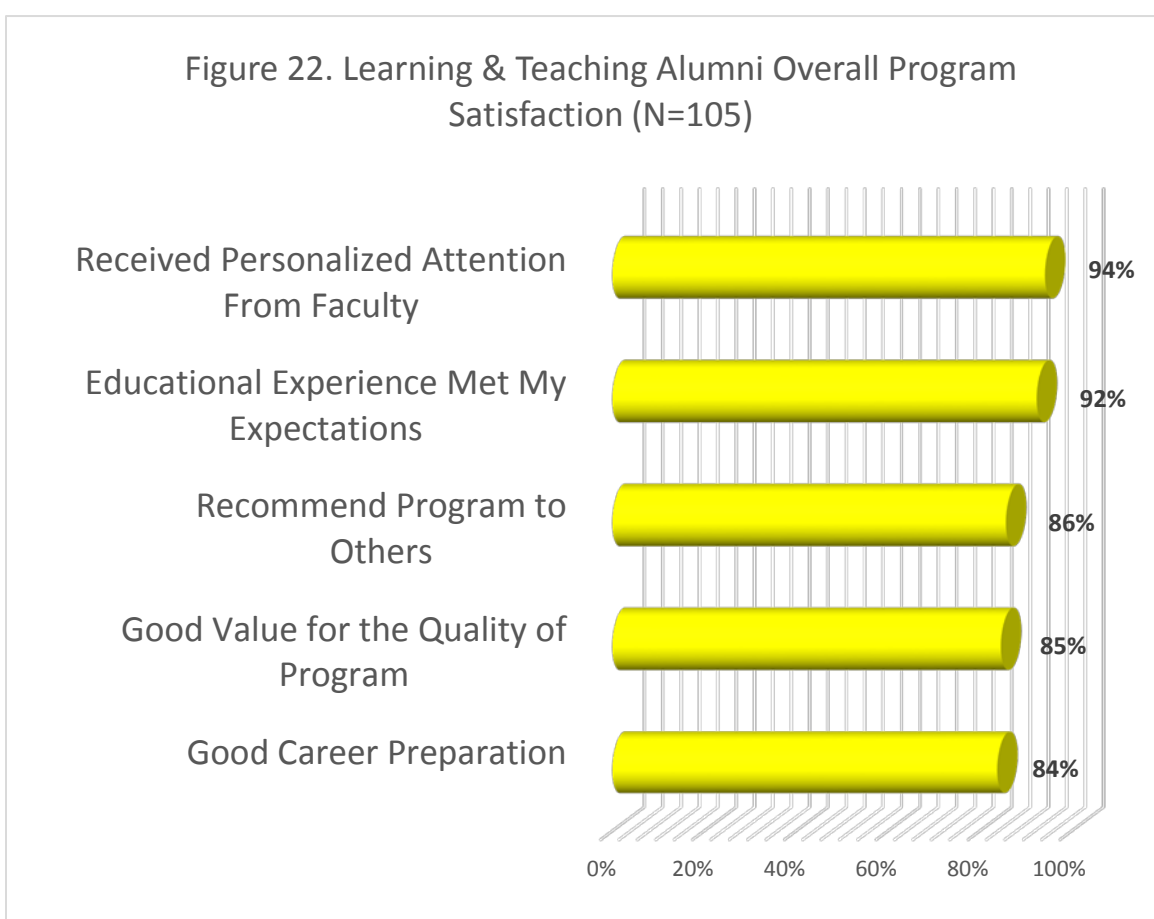
Figure 21B. MEd TESOL, Literacy, and Culture Alumni Ratings on Enhanced Skill Through Coursework (n=7)

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*, 94% reported having received personalized attention from faculty, 92% felt their educational experience fulfilled their expectations, 86% would recommend their program to prospective students, 85% felt that the value of the program compared favorably with the quality of the experience, and 84% felt it provided good career preparation,. 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

Figure 22A. MEd Curriculum & Instruction Alumni Overall Program Satisfaction (N=63)

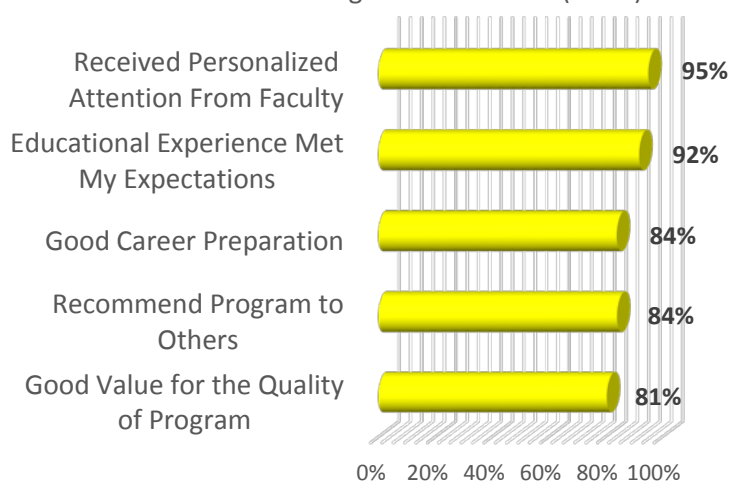


Figure 22B. Multiple Subject Credential Alumni Overall Program Satisfaction (N=43)

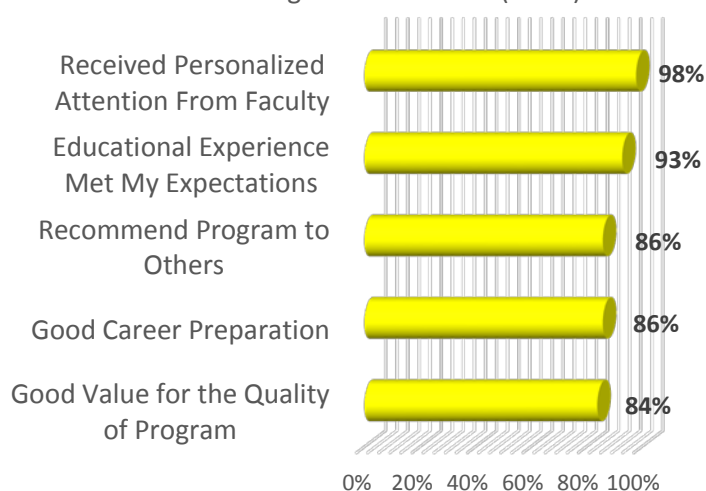


Figure 22C. Single Subject Credential Alumni Overall Program Satisfaction (N=43)

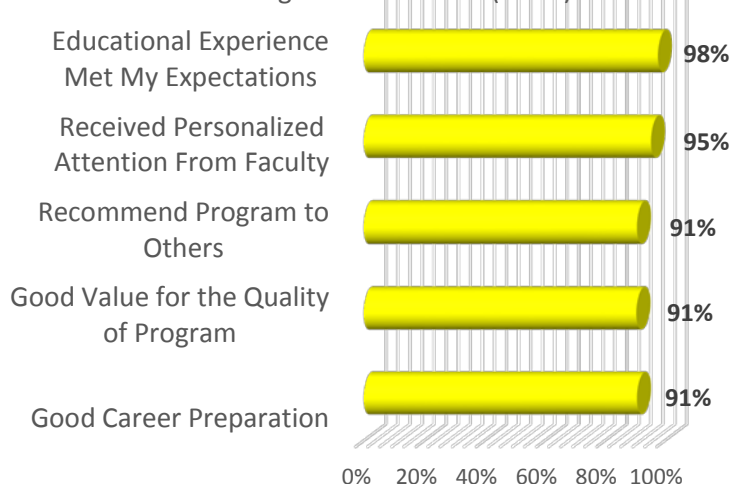


Figure 22D. MEd Special Education / Education Specialist Credential Alumni Overall Program Satisfaction (N=11)

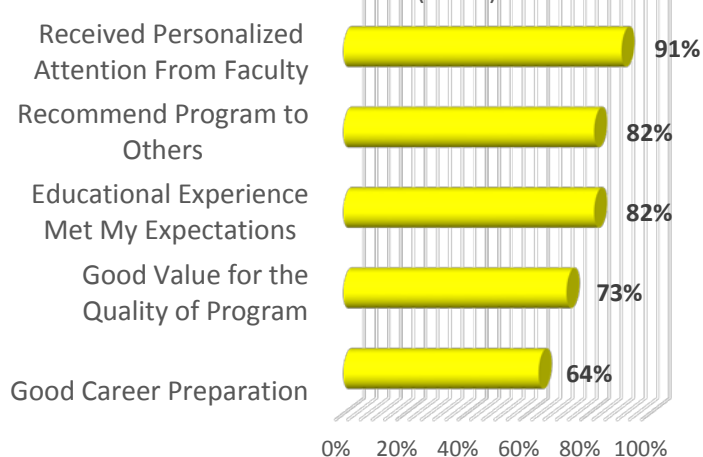
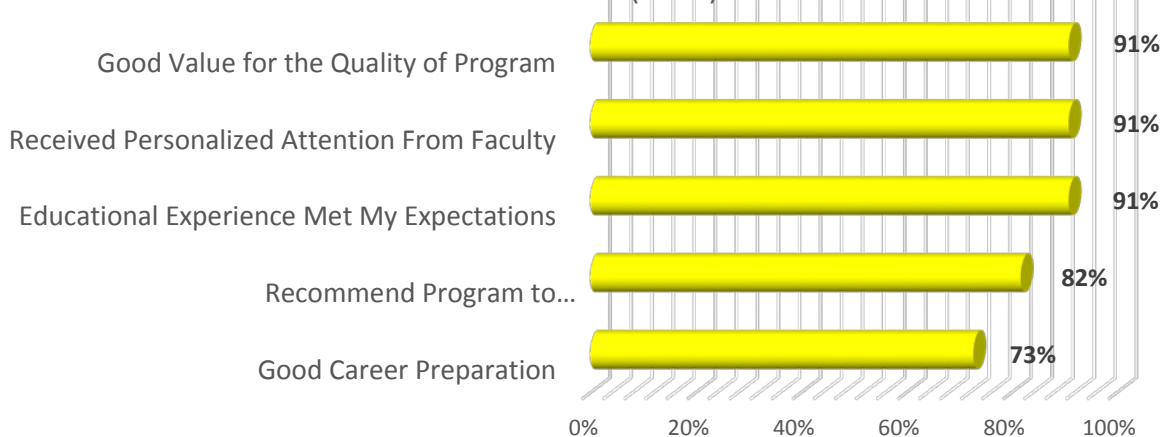


Figure 22E. MEd TESOL, Literacy, & Culture Alumni Overall Program Satisfaction (N=11)



Alumni Testimonials: MEd and Credential Programs

Single Subject Credential

As a career changer I had the option of becoming a teacher through the CTE program, but was glad I chose a traditional program, and glad I chose USD. The training, insight, and perspective I gained gave me the skills and confidence to be an effective teacher for all my students from my first semester.

Keith Trahan, Class of 2015

MEd TESOL, Literacy and Culture

The social aspect was great. It provided a comprehensive coverage of materials that comes in handy all throughout my teaching.

2016 Alumna

MEd Special Education / Education Specialist Credential

The University of San Diego was instrumental in my personal and professional growth. Each professor devoted time and energy into teaching research based practices for the course at hand. Each class was applicable and meaningfully taught.

2015 Alumna

Multiple Subject Credential

I feel this program did a good job preparing me to be a teacher. I found a teaching job quickly and found many other teachers who also graduated from USD. I heard while attending the MCC program that schools love USD, and the rumors were true! I feel the close-knit cohort experience leads to a wonderful learning environment.

2017 Alumna

MEd Special Education / Education Specialist Credential

If you want a great education, come to USD! The faculty in SOLES is incredibly supportive, resources are readily available wherever you turn, and the small class sizes really make learning more enjoyable. You will work with a close-knit group of students who are embarking upon new journeys just like you! Everyone is incredibly supportive and helpful. The welcoming campus has a beautiful view and the picturesque scenery offers a great place to study and learn.

2015 Alumna

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

I wish that there was more content around social emotional issues and the impact that they may have on whole class teaching. I also wish there were more research based practices to help support students with behavior.

Navigating insurance- for first time teachers (just an optional extra).

I think there could have been a greater emphasis on behavior management.

More on the business of teaching... resumes, interviews, salary, etc.

In the ELD class I would suggest you add a portion on how to teach newcomers.

Strategies to work with behaviors of students with autism. More exposure to different curriculum and programs.

I would suggest more time focused on how to teach each subject. I also feel that I had great training at schools with 1:1 devices, but my current teaching placement does not have enough devices. I would have benefitted from learning how to teach 21st century skills in a traditional education setting.

I think for me personally I would have had a different experience from my program if I learned ahead of time that I needed to work on my public speaking skill as well as classroom management. I spent many years working as an engineer not as a manager. Managing a classroom was very overwhelming for me. Now after years of substitute teaching and participating in Toastmasters International, I feel I have developed the skills need to succeed as a teacher.

I would suggest a communications/speech course for this program. As well as, a much stronger one on one counselor/academic advisor support for each student.

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 on cultural influences on leadership.

I rated the tech preparation well earlier in the survey, but I didn't get the Ed Tech class as an elective. I had that teacher in a previous class, and picked up many Ed Tech ideas from there (and I have a knack for it). It would have been nice to have had the actual Ed Tech class.

More emphasis on crisis intervention.

It could be better if a classroom management course could be included.

I wish I had a little bit more instruction on the planning-instruction-assessment-evaluate cycle of lesson planning in my methods class

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

I wish that there was more content around social emotional issues and the impact that they may have on whole class teaching. I also wish there were more research based practices to help support students with behavior.

In my specific cohort, 2/3 of the students were already teachers so I think the way the classes were structured were a bit different because of that. I feel that maybe most of the people in my cohort already knew how to do this but I didn't. I would have liked to learn how to take a group of students with all different IEP goals and structure a lesson that targeted all of their goals effectively. I had no idea how to do that when I first started teaching. I also did not get as much IEP experience as I would have liked. I was always told that IEPs were confidential or high-profile so I wasn't allowed in. I think I got to witness 2 IEPs in my whole time there, one was not a good example at all (they ran it very casually without parent or admin present), and the other I was allowed to say maybe one sentence about the student.

Table A-4

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

Comments

I think there could have been a greater emphasis on behavior management.

I believe a little more time spending on technology would have benefitted me.

I think for me personally I would have had a different experience from my program if I learned ahead of time that I needed to work on my public speaking skill as well as classroom management. I spent many years working as an engineer not as a manager. Managing a classroom was very overwhelming for me. Now after years of substitute teaching and participating in Toastmasters International, I feel I have developed the skills need to succeed as a teacher.

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

Multiple literacies, it showed me the importance of introducing students to the love of reading.

Student teaching.

My favorite class and the one I feel greatly helps me in my teaching was the Children's Literature class. I use a broad range of literature in my teaching to help students understand American language and culture. I carefully select literature for each of my students.

Educational Psychology with [Professor A] and [Professor B] - allowed me to experience and thinking a deeper and more critical way. The creative approaches to projects and discussions fostered my ability to understand staying present.

Action Research. I was teaching during my action research so it really helped me note the impact and significance my teaching has on the students. Learning increased a whole 52%

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

Don't remember the course name but was experiential learning. It brought out many hidden biases both mine and others.

ELL instruction because the same principles are used when teaching any L2 course.

Theories, law and ethics, studying/preparing for comps

Group supervision at USD benefitted me the most because of the direct feedback and support.

Multicultural was an important class in helping me identify with students that I am currently teaching.

Action Research. Informs my practice and reminds me to collect data and feedback to evaluate lessons, projects, etc.

The technology course because at my student teaching site, the teacher did not use too much technology so the class showed me other ways to access the same materials.

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

All courses were effective and beneficial. Close personal attention from the faculty members were helpful.

My SPED Law class was really helpful. I even had to crack open that book during an application that asked me specific questions I couldn't recall the answers to. It was the most helpful to me because everything in SPED is so litigious now and sometimes parents/guardians/physicians come in thinking they know the law better than you do so I thank that course for teaching me everything I know so I make sure things are done the legal way.

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

Second language acquisition. Since I taught Chinese at a private school before, and Chinese is my students' second language, I applied different teaching methods according to my students' needs. I even read my textbooks again to review the theories.

The methods course really benefitted me as I did not have an educational background in my undergraduate studies. Thus, I felt more confident about curriculum design, assessment, classroom management, and designing a syllabus.

Multiple literacies, it showed me the importance of introducing students to the love of reading.

The grammar part of the course helped me the most.

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

Classroom management, curriculum design.

I gained my classroom management skills through experience but classroom environment and lesson development was learned through USD classes, peer shares, observations, and practice.

It was a professional environment that employed open-minded professors. The mindset and teaching from these educators help me stay positive and flexible every day. They were able to share their way of thinking, which supports my way of thinking when I teach my students.

It increased my passion, creativity, professionalism, and confidence. The MCC program allowed me to explore teaching in a way that made me feel ready for my first year on my own.

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

Provided a wider spectrum of understanding.

ELL instruction, navigation of school politics and many others.

As a career changer, the USD program was my introduction to teaching as a career and art. My program enhances my effectiveness in almost every way.

It taught me how to have a structured class for the limited time I see my students.

Being prepared to teach my students and create effective lessons on a daily basis.

I gained my classroom management skills through experience but classroom environment and lesson development was learned through USD classes, peer shares, observations, and practice.

Case study and class discussion.

Equity and social justice mindset.

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

The academic knowledge, professional strategies, and how to treat students enhanced my effectiveness in my workplace.

I believe USD prepared me to work professionally and to approach each student and their case with respect and open-mindedness. I pull from different perspectives and am constantly aware of the gaps in our educational system. I try to be an effective Ed. Specialist for all of my students and their teachers by being consistent and dependable.

USD literally taught me everything I know. Before I started my program, I didn't even know what an IEP was. Now I am running them and training interns.

Table C-4

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

Comments

The program valued collaboration and encouraged us to create teaching and learning communities within our cohort. I have been able to apply this to my workplace by collaborating with other instructors to create supplemental workshops and share best teaching practices.

It prepared me educationally and socially. I truly rely on the experience I gained at USD.

The TESOL program equipped me with an in-depth knowledge to work with second language students for all ages, in a small group and one on one.

Appendix D

Table D-1

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

Comments

I loved attending the University of San Diego's SOLES program to receive my Multiple Subject Credential. All of the professors made me feel prepared to be become an elementary school teacher.

The University of San Diego was instrumental in my personal and professional growth. Each professor devoted time and energy into teaching research based practices for the course at hand. Each class was applicable and meaningfully taught.

I feel this program did a good job preparing me to be a teacher. I found a teaching job quickly and found many other teachers who also graduated from USD. I heard while attending the MCC program that schools love USD, and the rumors were true! I feel the close-knit cohort experience leads to a wonderful learning environment.

Table D-2

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

Comments

As a career changer I had the option of becoming a teacher through the CTE program, but was glad I chose a traditional program, and glad I chose USD. The training, insight, and perspective I gained gave me the skills and confidence to be an effective teacher for all my students from my first semester.

Table D-3

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

Comments

The University of San Diego was instrumental in my personal and professional growth. Each professor devoted time and energy into teaching research based practices for the course at hand. Each class was applicable and meaningfully taught.

If you want a great education, come to USD! The faculty in SOLES is incredibly supportive, resources are readily available wherever you turn, and the small class sizes really make learning more enjoyable. You will work with a close-knit group of students who are embarking upon new journeys just like you! Everyone is incredibly supportive and helpful. The welcoming campus has a beautiful view and the picturesque scenery offers a great place to study and learn.

Table D-4

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

Comments

The social aspect was great. It provided a comprehensive coverage of materials that comes in handy all throughout my teaching.