



2013-
2014
ALUMNI
SURVEY
REPORT

3/27/2014

UNIVERSITY OF SAN DIEGO
SCHOOL OF LEADERSHIP AND EDUCATION
SCIENCES – LEARNING AND TEACHING
DEPARTMENT

Report Prepared by USD-SOLES Assessment Office

Executive Summary

Alumni Survey Overview

The School of Leadership and Education Sciences (SOLES) - Office of 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 fall 2013 semester, the assessment office within the School of Leadership and Education Sciences at the University of San Diego (USD) administered an alumni survey. Seventy two of the four hundred and sixty four SOLES Learning and Teaching alumni responded to the survey, yielding a 16% response rate (see Table 1). Figure 1 shows the number of respondents by program and Figure 2 shows the number of respondents by year.

Table 1

Learning and Teaching Alumni Survey Response Rates

Department	Total Number of Graduates [*]	Total Number of Respondents	Exit Survey Response Rate
Learning and Teaching ⁺	464	72	16%

* Refers to the number of alumni for which correct email addresses were obtained.

⁺ Includes degree program and credentialing programs

Figure 1. Learning and Teaching Alumni Survey Respondents by Academic Year of Graduation (n=72)

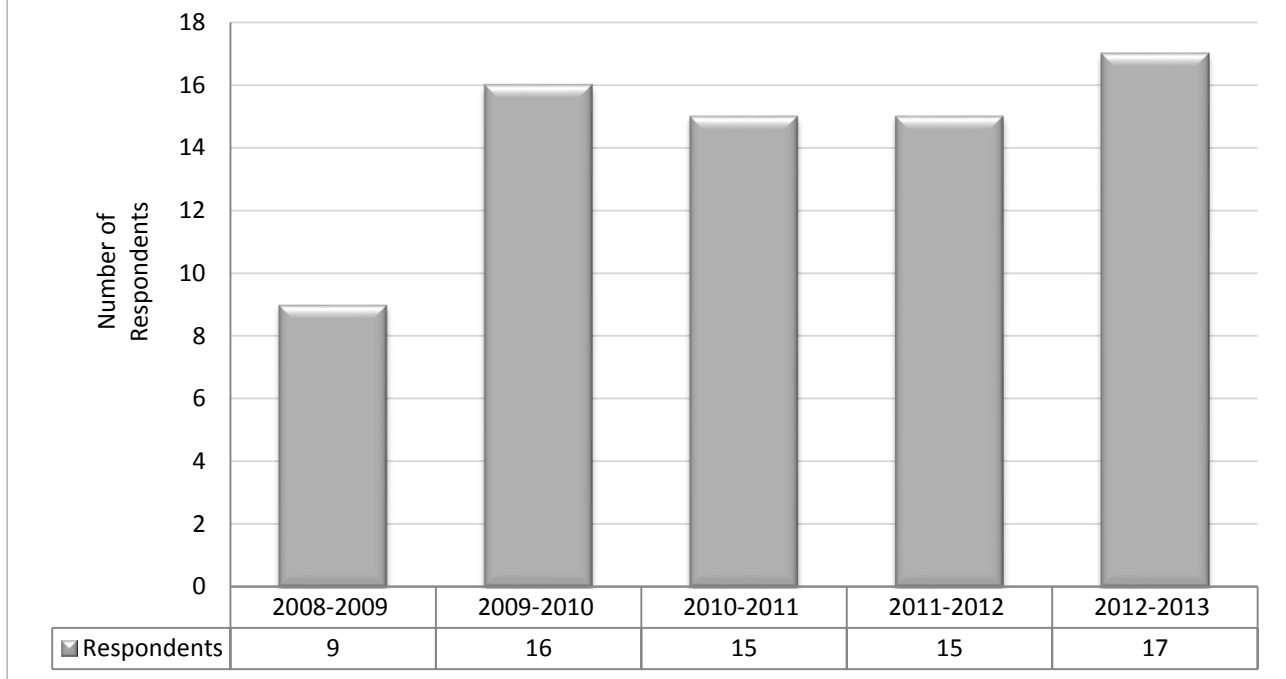
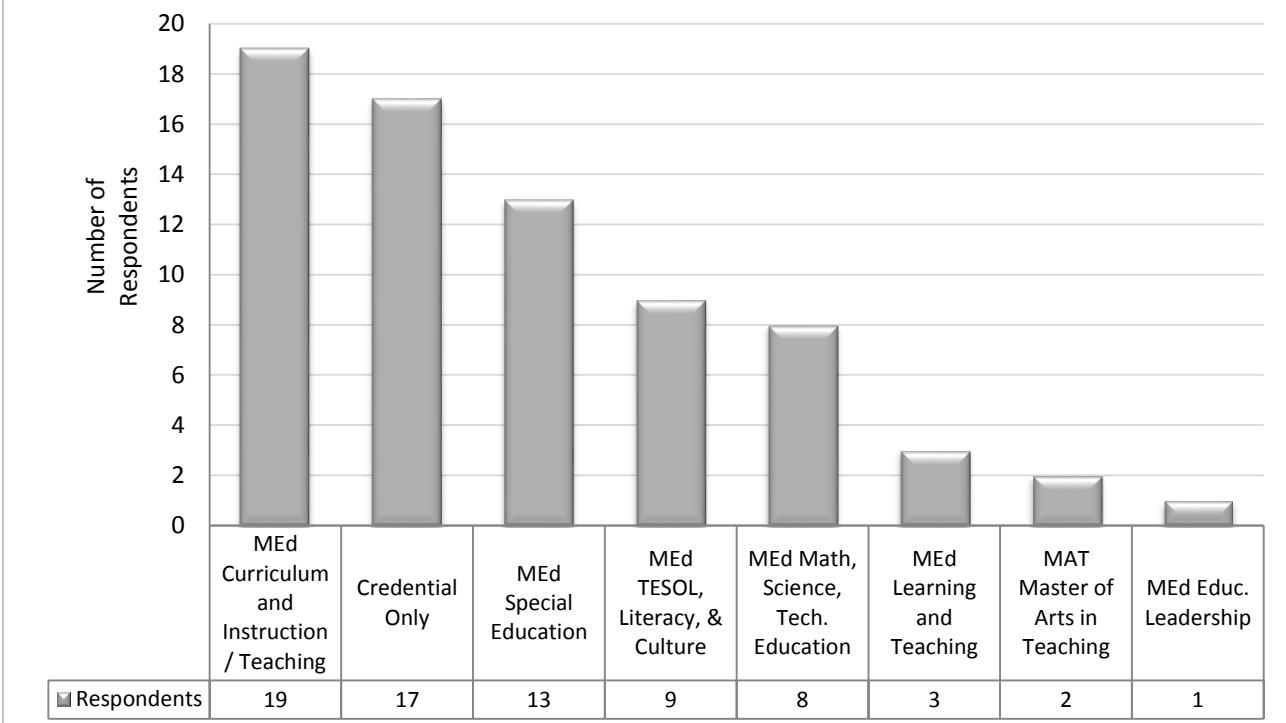
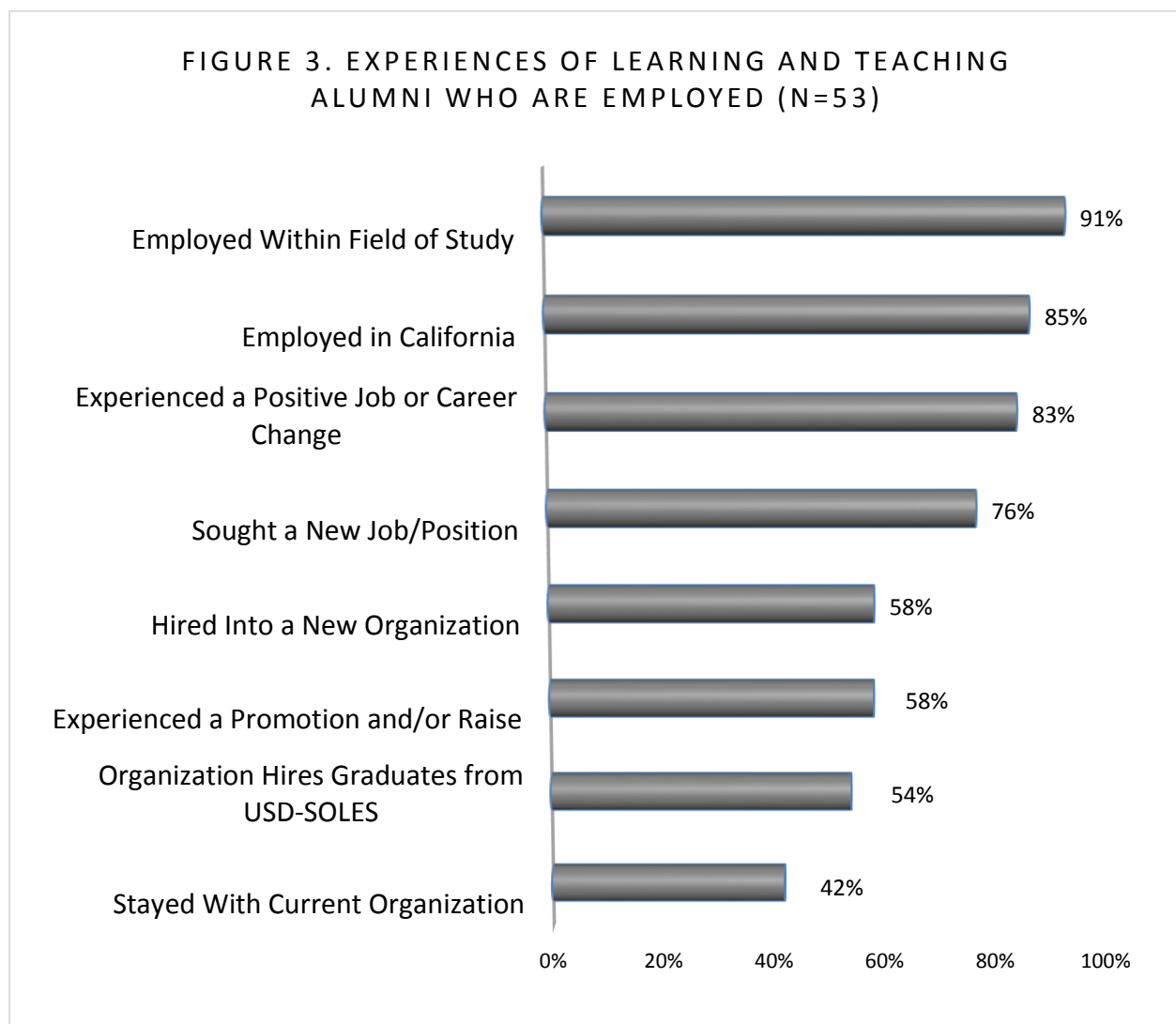


Figure 2. Learning and Teaching Alumni Survey Respondents by Program (n=72)



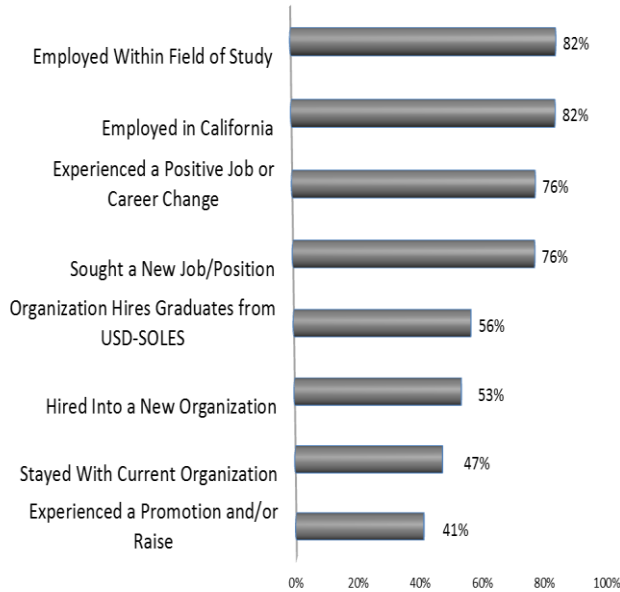
Alumni Changes in Employment – Learning and Teaching Department

Learning and Teaching alumni were asked about their employment search and employment status. Seventy-six percent of alumni reported seeking a new job/position as a result of having their degree. Ninety-six percent of alumni are currently employed. Figure 3 shows the types of changes employed alumni experienced after graduation. Eighty-three percent of employed alumni reported experiencing a positive job or career change as a result of having their degree. Ninety-one percent of the alumni were employed within their field of study. Fifty-eight percent experienced a promotion and/or raise within their current organization or a new organization. Fifty-eight were hired into a new organization, while forty-two percent stayed within their current organizations. Fifty-four percent reported that their organization has hired graduates from USD-SOLES. Figures 3A through 3D show by program the types of changes employed alumni experienced after graduation.



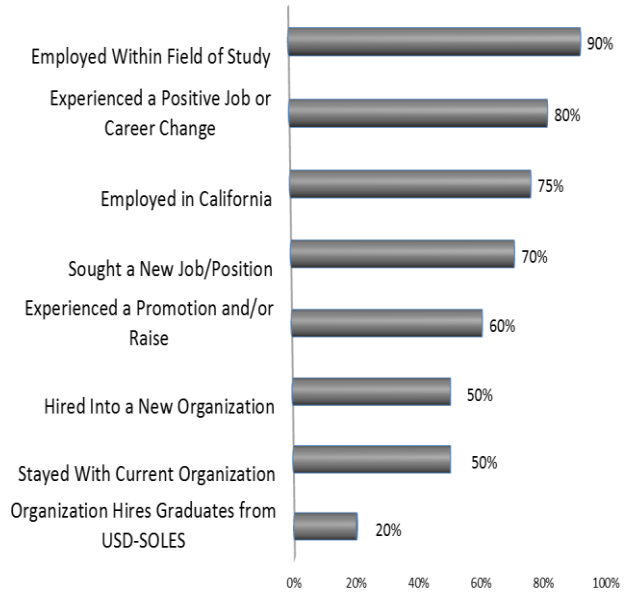
Alumni Changes in Employment – by Program within the Learning and Teaching Department

FIGURE 3A. EXPERIENCES OF TEACHING CREDENTIAL EMPLOYED ALUMNI (N=17)



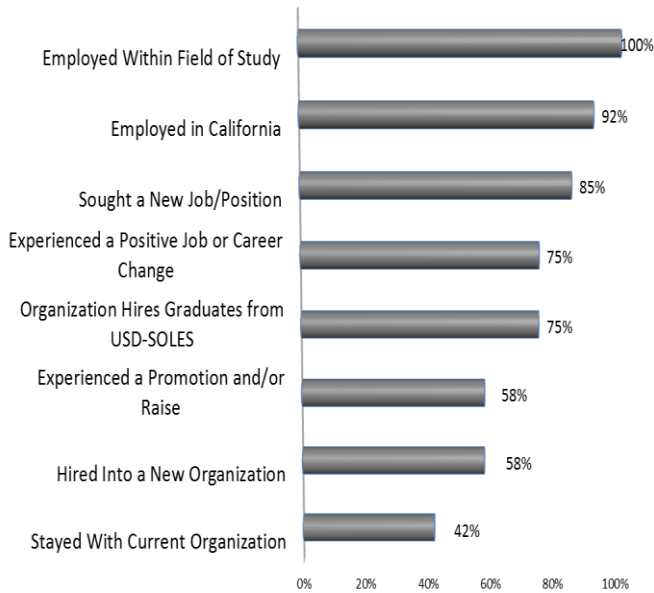
Note: 17 of the 17 respondents are employed

FIGURE 3B. EXPERIENCES OF ME.D CURRICULUM AND INSTRUCTION EMPLOYED ALUMNI (N=10)



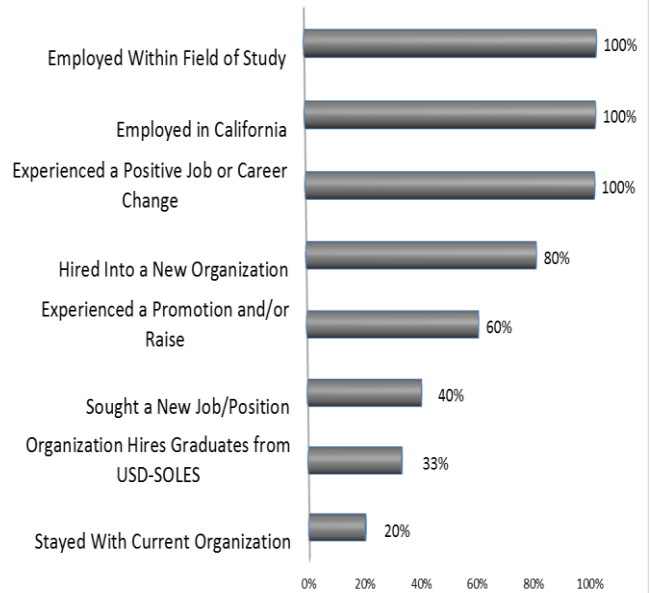
Note: 10 of the 10 respondents are employed

FIGURE 3C. EXPERIENCES OF ME.D. SPECIAL EDUCATION EMPLOYED ALUMNI (N=12)



Note: 12 of the 13 respondents are employed

FIGURE 3D. EXPERIENCES OF ME.D. TESOL, LITERACY, & CULTURE EMPLOYED ALUMNI (N=5)



Note: 5 of the 5 respondents are employed

Alumni Regions of Employment – Learning and Teaching Department

Eighty-five 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 4). A full list 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).

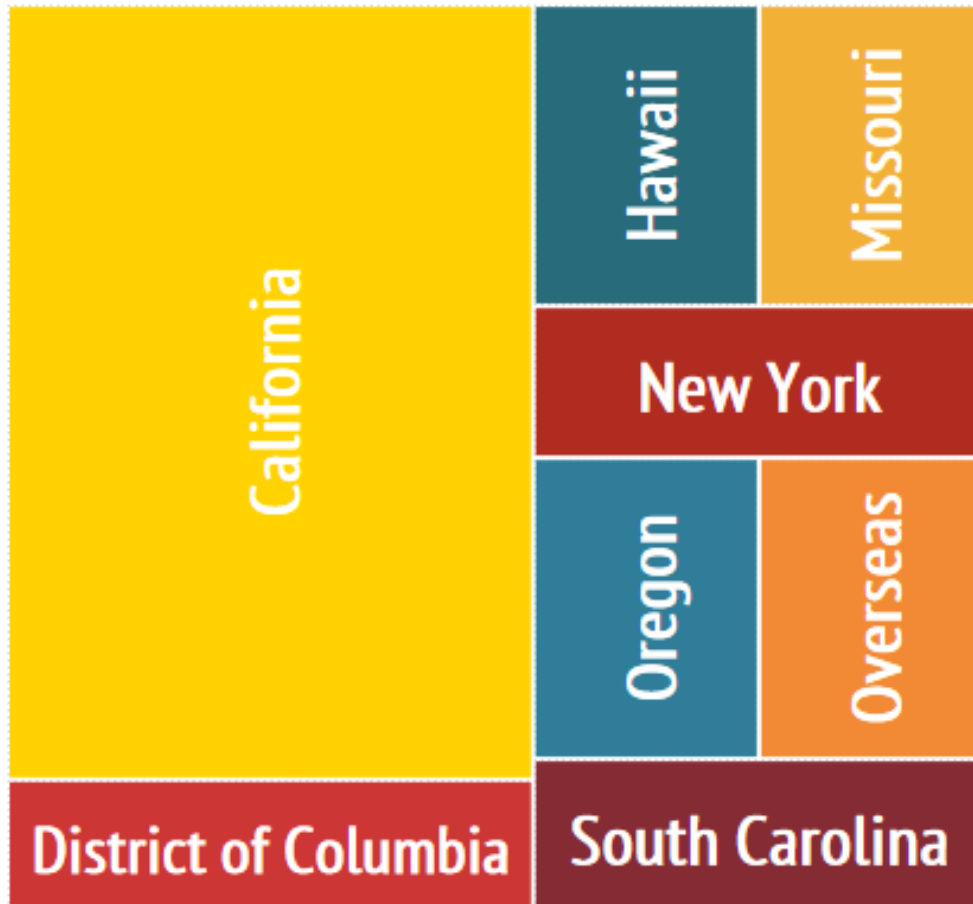


Figure 4. Learning and Teaching Department Alumni Regions of Employment

Table 2

Sample of Alumni Job Titles – Learning and Teaching Department

Adjunct Instructor of Biology	Long-Term Substitute Teacher
Auditory-Verbal Therapist	Mathematics Teacher
Consultant	Mild/Moderate Special Day Class Teacher
Elementary Bilingual Teacher	Mild/Moderate Specialized Academic Instruction Teacher
Elementary School Teacher	Montessori Program Director
English Instructor	Soccer Coach
English Language Development Teacher	Special Education Teacher
English Teacher	Teacher of the Deaf and Hard of Hearing
French Teacher High School	VP Programs
History Teacher	Writing Professor
Humanities Teacher	Yamaha Music Teacher
Listening & Spoken Language Specialist	Yearbook Advisor

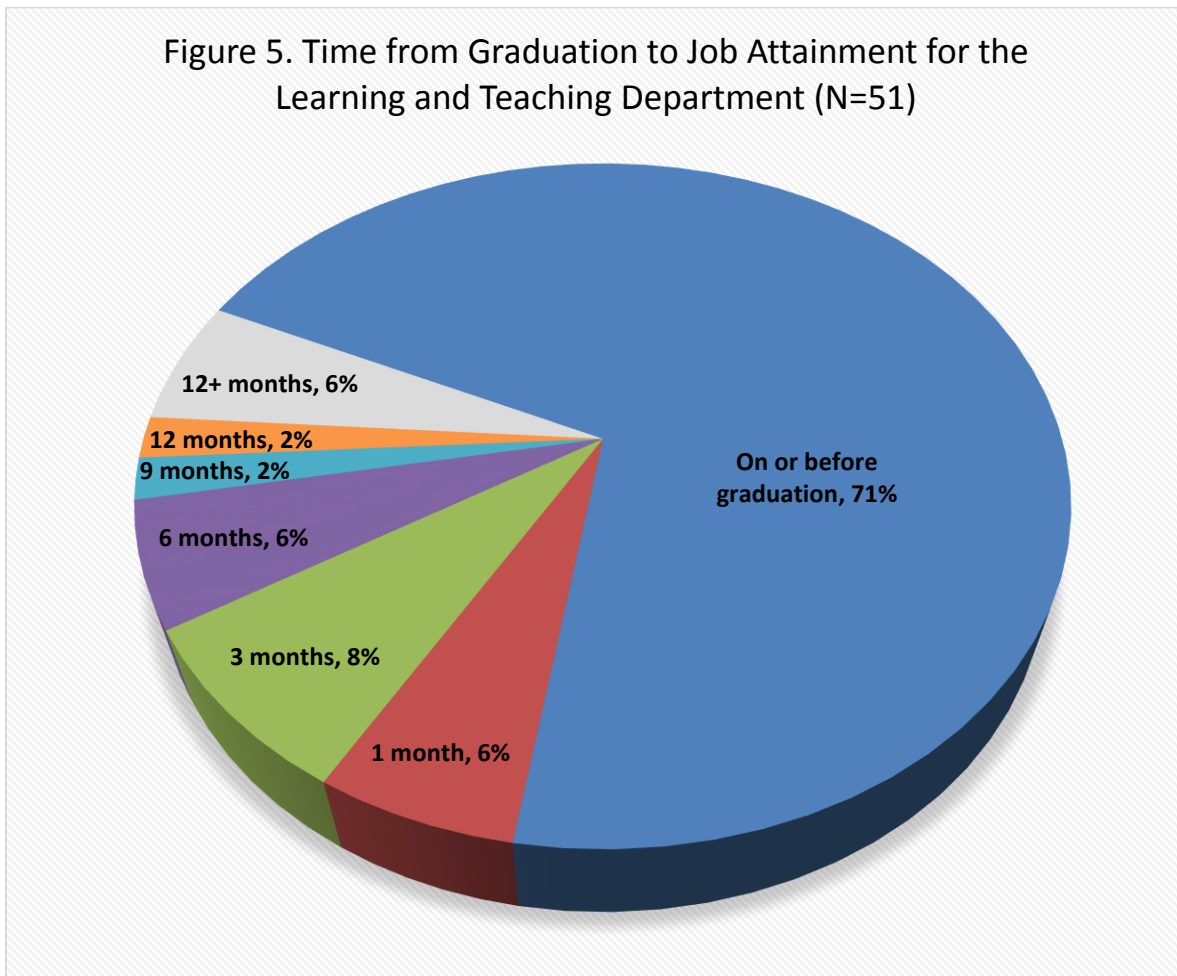
Table 3

Sample of Alumni Employment Organizations – Learning and Teaching Department

Albion Soccer Club	Magnolia Science Academy
Chula Vista Elementary School District	Miracosta College
City College	New York City Board of Education
Diocese of San Diego - St. James Academy	Point Loma High School
Divine Mercy Montessori LLC	R.H. Dana Middle School
e3 Civic High	Salem-Keizer Public Schools
Educational Testing Services	San Diego Unified School District
Escondido Union School District	Scholastic
Greene Music Education Center	Stella Maris Academy
Grossmont College	University of San Diego
Grossmont Union High School District	Valhalla High School
Guajome Park Academy	

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*, 71% of alumni indicated they had obtained employment on or before graduation. The remaining alumni found employment within 1 month of graduation (6%), 3 months of graduation (8%), 6 months of graduation (6%), 9 months of graduation (2%), 12 months of graduation (2%), or took 12 or more months after graduation (6%). Figure 5 shows the graduation to job attainment distribution for the entire Learning and Teaching department and Figures 5A through 5D 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 5A. Time from Graduation to Job Attainment, Teaching Credential Alumni (N=17)

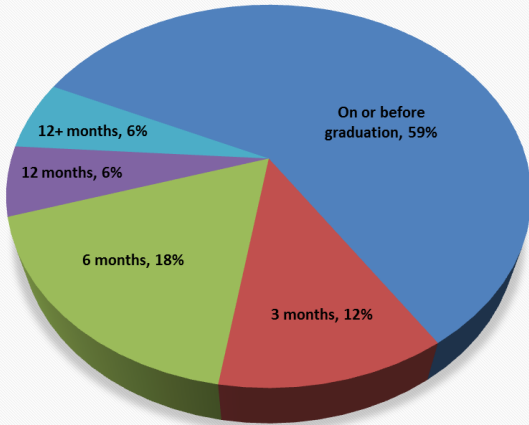


Figure 5B. Time from Graduation to Job Attainment, M.Ed. Curriculum and Instruction Alumni (N=10)

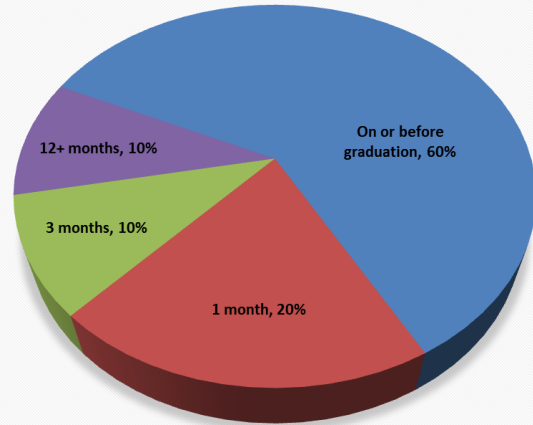


Figure 5C. Time from Graduation to Job Attainment, M.Ed. Special Education (N=12)

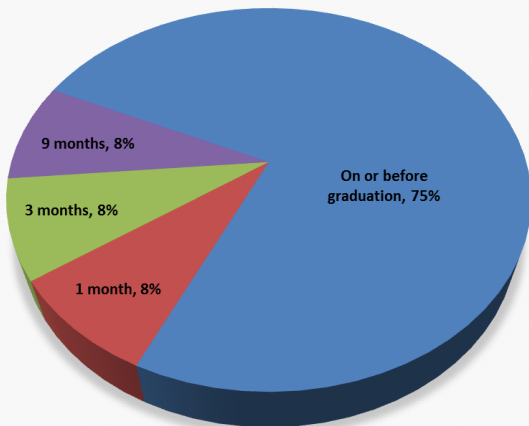
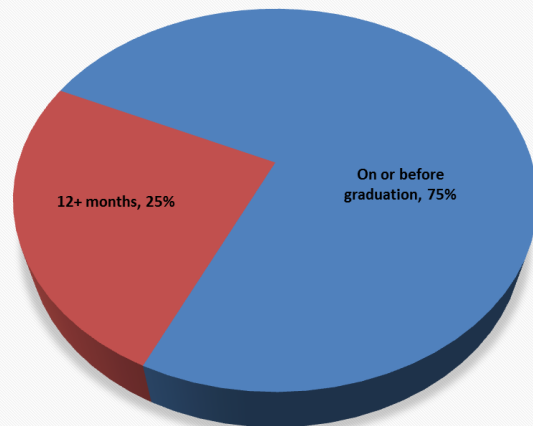
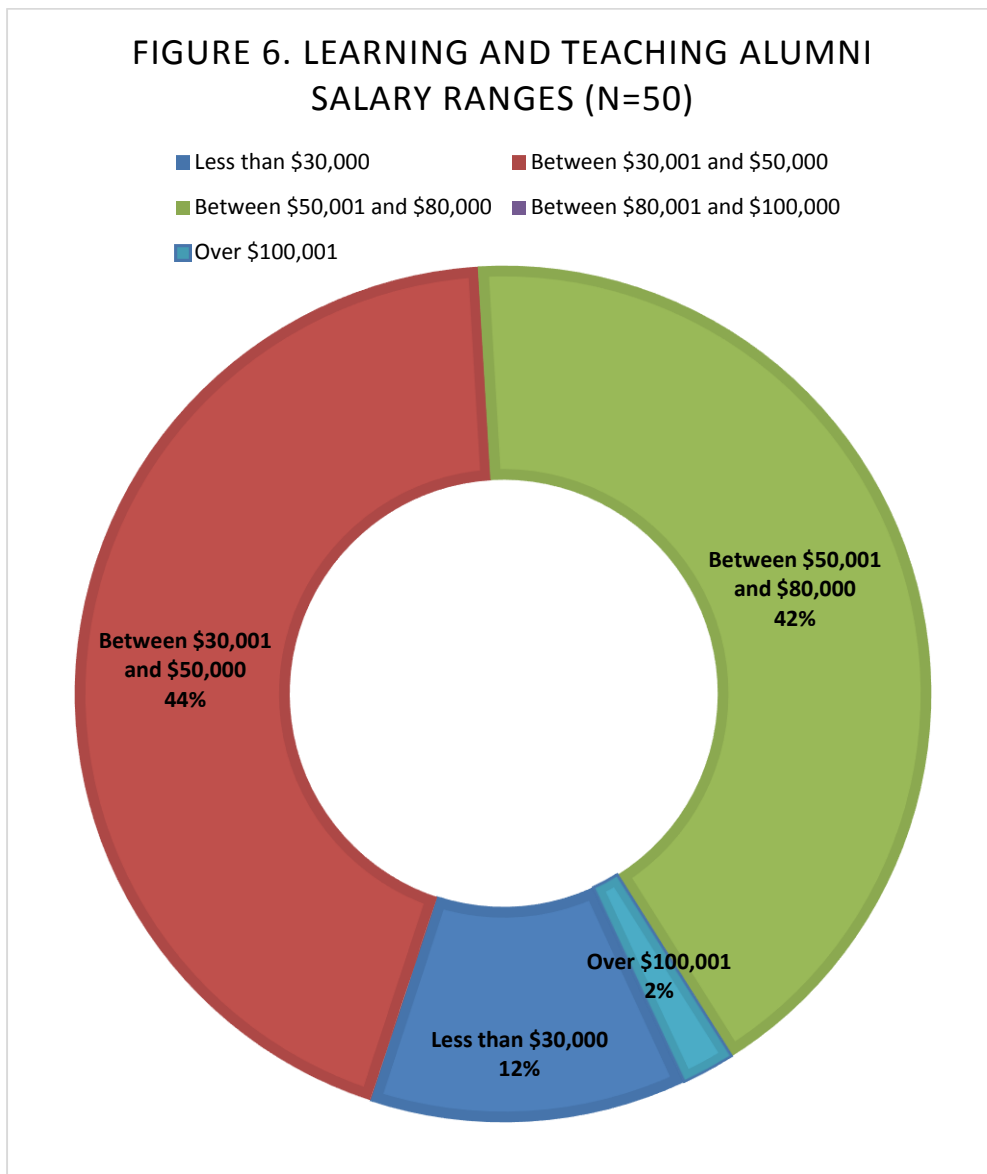


Figure 5D. Time from Graduation to Job Attainment, M.Ed. TESOL, Literacy & Culture Alumni (N=4)



Alumni Salary Ranges – Learning and Teaching Department

When Learning and Teaching alumni were asked to indicate their *current salary range*, 44% of alumni selected between \$30,001 and \$50,000. The remaining alumni reported the following salary ranges: less than \$30,000 (12%), between \$50,001 and \$80,000 (42%), between \$80,001 and \$100,000 (0%), or over \$100,001 (2%). Figure 6 shows the alumni salary ranges for the entire Learning and Teaching department and Figures 6A through 6D 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

FIGURE 6A. ALUMNI SALARY RANGES FOR TEACHING CREDENTIAL ONLY ALUMNI (N=16)

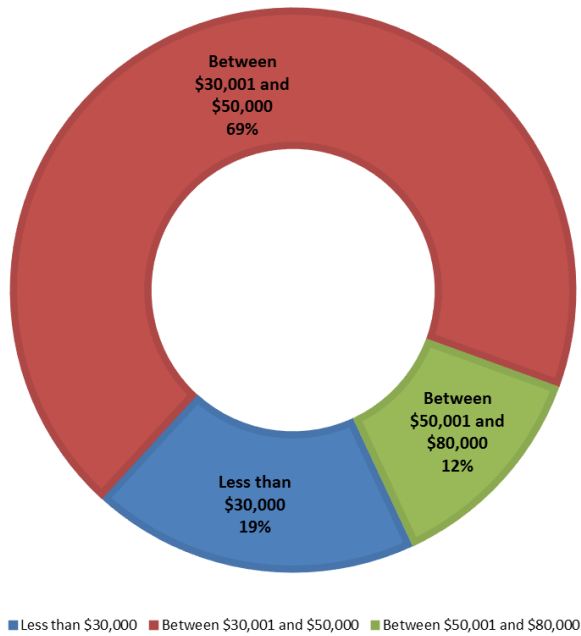


FIGURE 6B. ALUMNI SALARY RANGES FOR M.ED. CURRICULUM & INSTRUCTION ALUMNI (N=10)

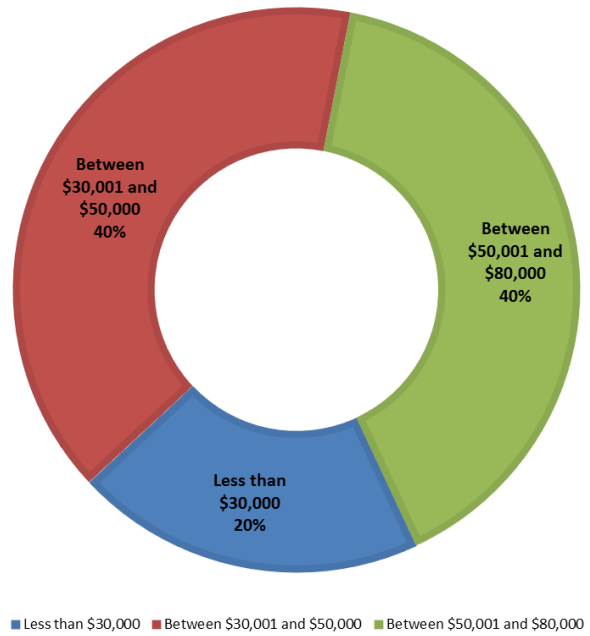


FIGURE 6C. ALUMNI SALARY RANGES FOR M.ED. SPECIAL EDUCATION ALUMNI (N=12)

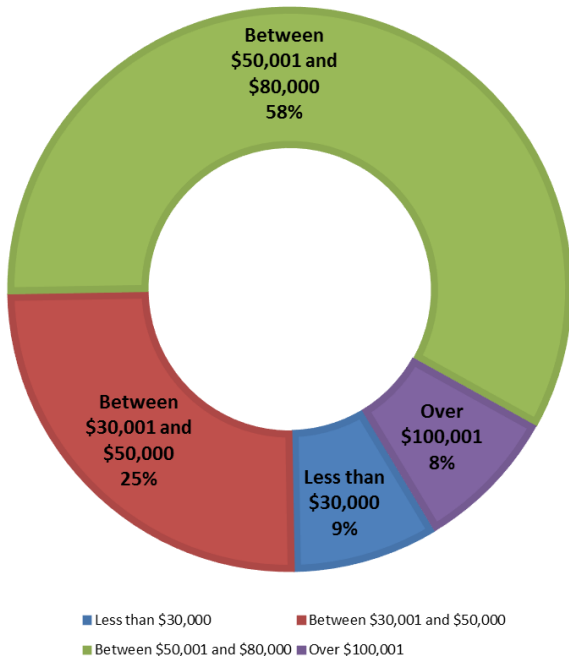
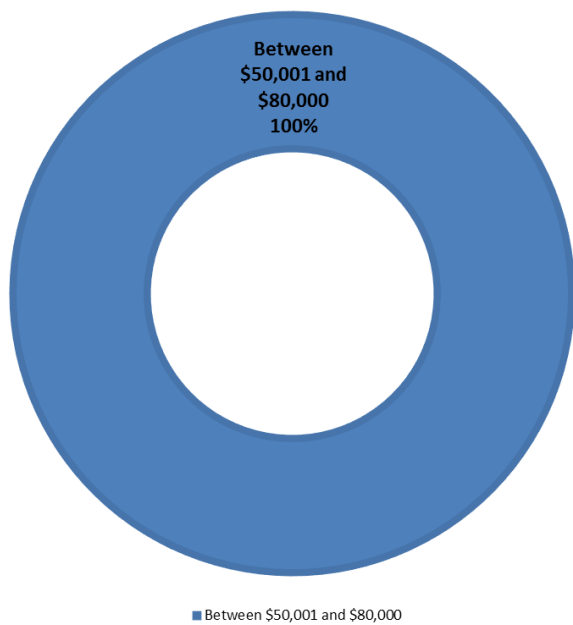


FIGURE 6D. ALUMNI SALARY RANGES FOR M.ED. TESOL, LITERACY, & CULTURE ALUMNI (N=3)



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, 71% reported teaching in urban areas, 19% in suburban areas, and 10% teach internationally (see Figure 7). Alumni were also asked the type of schools they taught in for their initial employment and current employment. For initial employment, 50% worked in public schools, 23% in private, 9% in charter, 5% in magnet, and 14% in other types of schools (see Figure 8). For current employment, 43% are working in public, 24% in private, 14% in charter, 5% in magnet, and 14% in other types of schools (see Figure 9). Eighty-three percent of alumni reported staying in their initial place of employment beyond the first year.

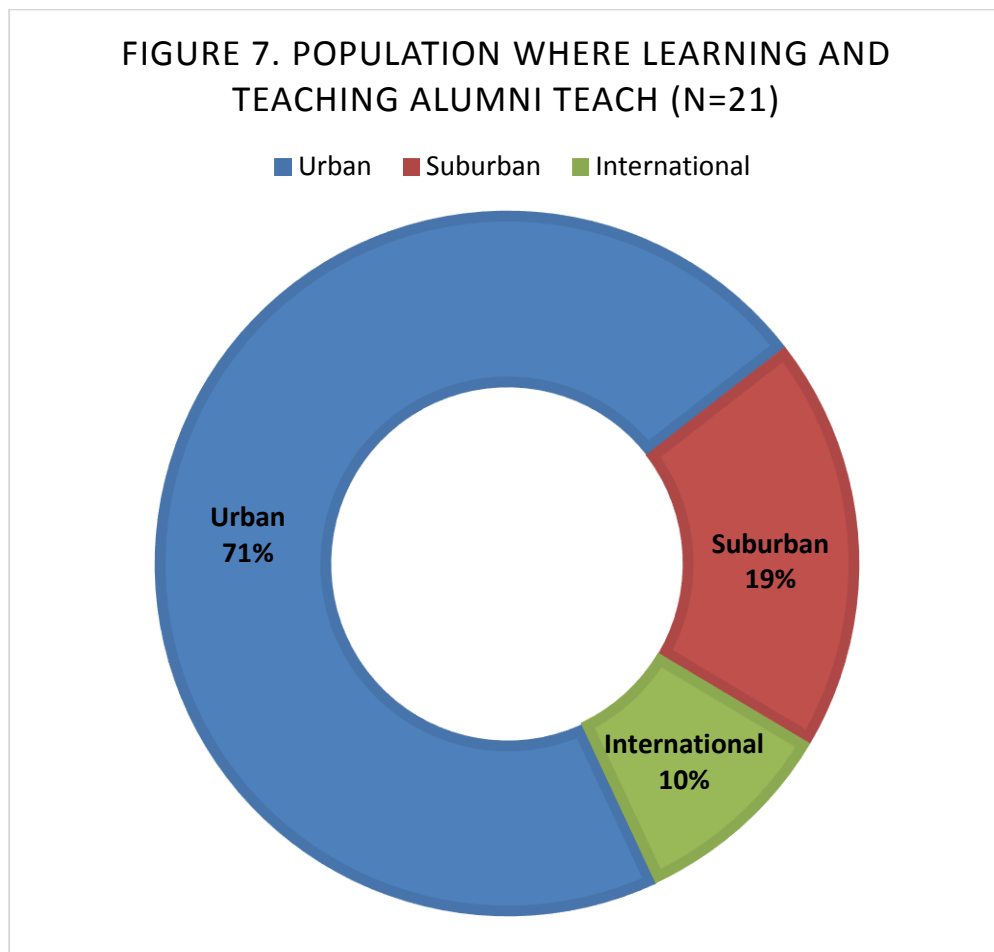


Figure 8. Organizations of Initial Employment of Learning and Teaching Department Alumni (N=22)

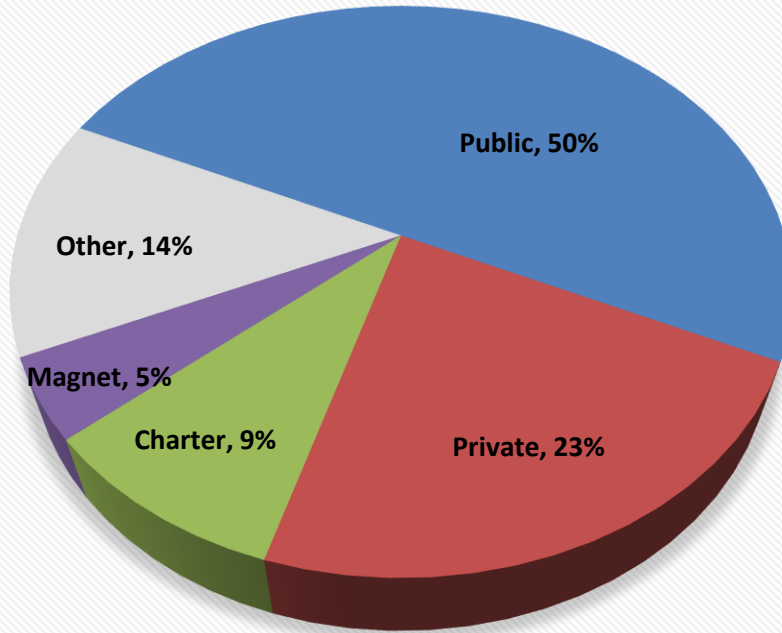
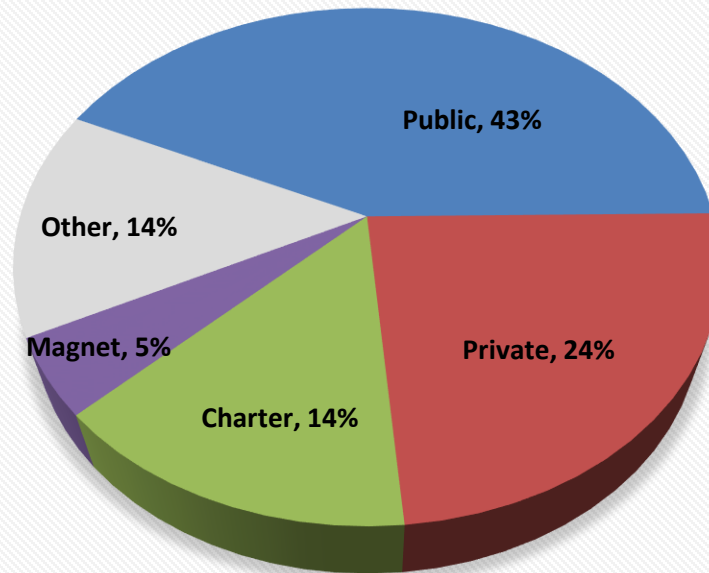


Figure 9. Organizations of Current Employment of Learning and Teaching Department Alumni (N=21)



Alumni Professional Activities – Learning and Teaching Department

Figure 10 shows the various professional activities alumni have engaged in since graduation. When alumni were asked about their engagement in professional conferences, 67% of alumni reported attending professional conferences, with 19% having presented at professional conferences. Two percent of alumni reported publishing articles or books since graduation. Thirty-six percent of respondents reported belonging to one or more professional associations (see Table 4).

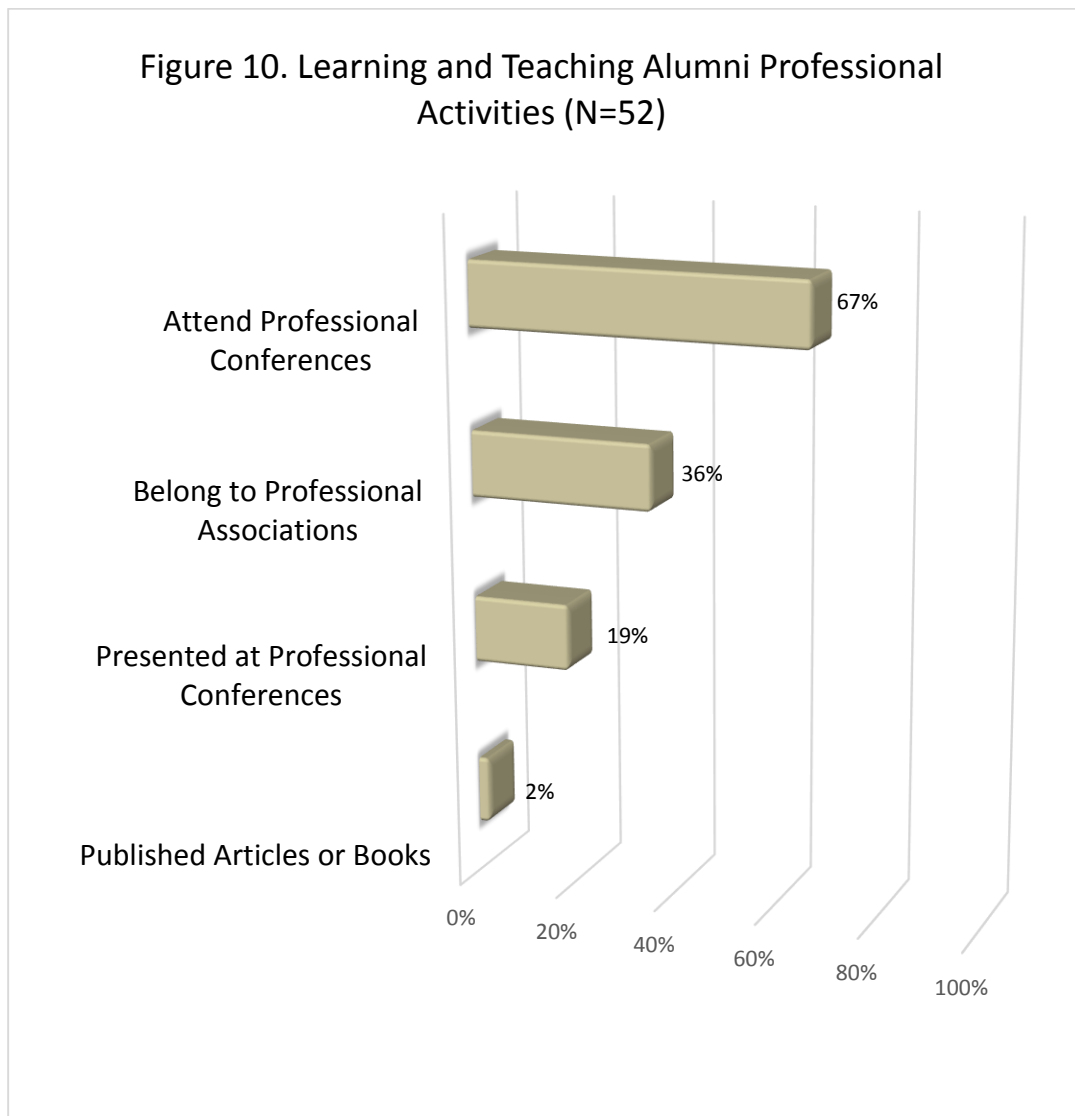


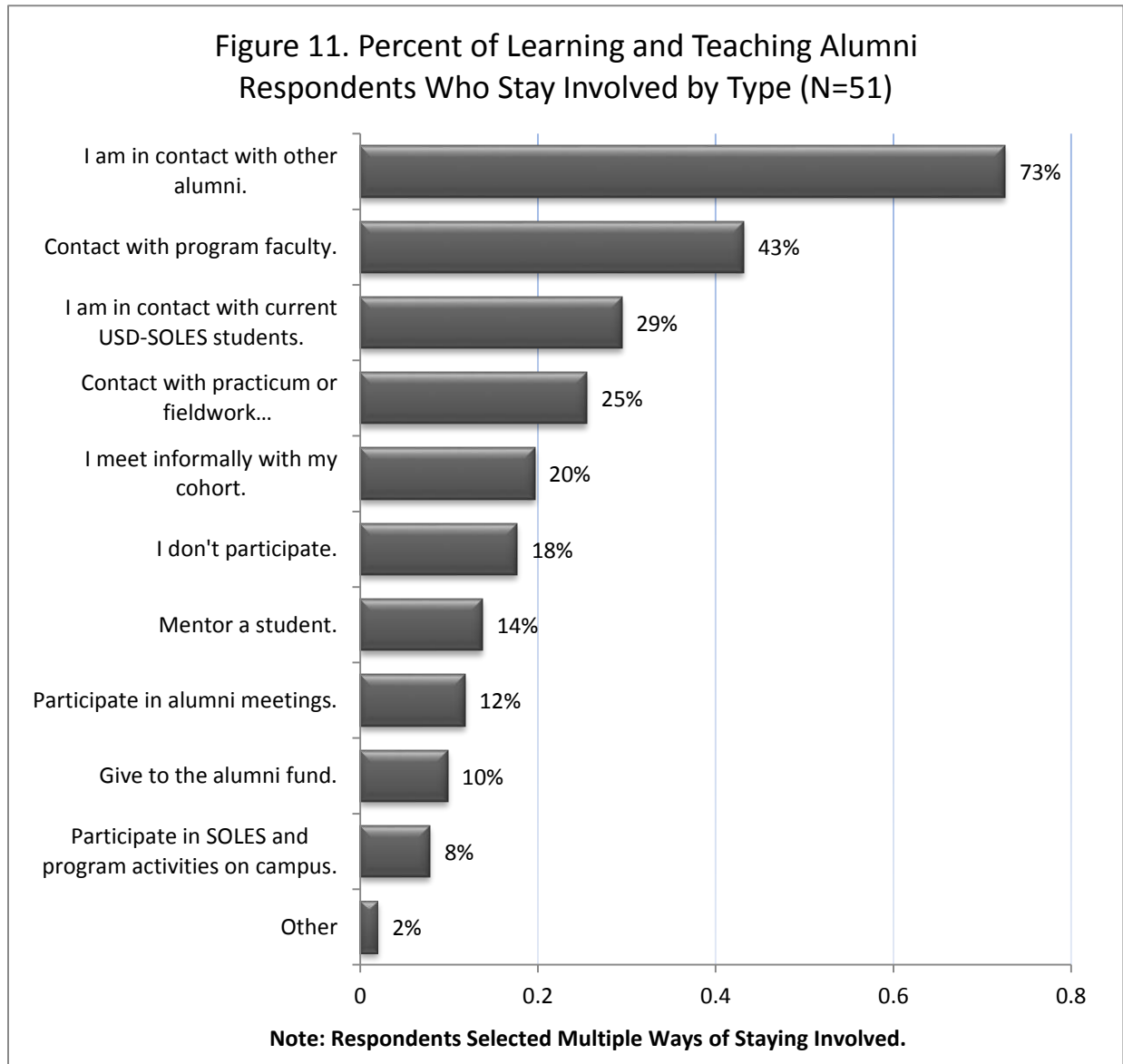
Table 4

Sample of Learning and Teaching Alumni Membership with Professional Associations

AG Bell Association	Grossmont Education Association
American Educational Research Association	Lifetime member of American Montessori Society
American Political Science Association	Missouri State Teacher's Association
ASCD (formerly the Association for Supervision & Curriculum Development)	National Association for the Education of Young Children
Association for Behavior Analysis International	National Council of Teachers of Mathematics
Association Montessori Internationale	National Educators Association
California Association for Behavior Analysis	Omega Psi Phi Fraternity Incorporated
California Language Teachers' Association	Phi Delta Kappa
California Math Council	San Marcos Educator's Association
California Teachers Association	Southern California Association for the Education of Young Children
California Teachers of English to Speakers of Other Languages	Teachers of English to Speakers of Other Languages
Credential Counselors and Analysts of California	The Association of Catechesis of Good Shepherd
Foreign Language Association of Greater Sacramento	University of San Diego Alumni

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, mentoring students, donating to the alumni fund, etc. Figure 11 shows the various ways the Learning and Teaching alumni stay involved with USD-SOLES.



Quality of Faculty Advising and Mentoring in Learning and Teaching Department

When Learning and Teaching alumni were asked to *describe the quality of faculty advising and mentoring they received*, respondents cited positive experiences with faculty in terms of support, accessibility, knowledgeable, mentoring, and advising (see Table 5). A full list of respondents’ comments by program can be found in Appendix A.

Table 5	
<i>Distribution of Responses Regarding the Quality of Faculty Advising and Mentoring (N=36)</i>	
Percent of Responses	Themes Identified Within Responses Regarding Faculty Advising and Mentoring
89%	<p>Excellent</p> <ul style="list-style-type: none"> • Mentoring and Advising by Faculty • Faculty Support, Encouragement, and Caring • Availability and Accessibility of Faculty • Helpful, Passionate, Professional, and Knowledgeable Faculty • Attentive Faculty, Invested in Students • Good Connections to Community • Excellent Class Instruction
6%	<p>Satisfactory</p> <ul style="list-style-type: none"> • Mentoring and Advising by Faculty was “OK” • Some Good Class Instruction, Others Poor
6%	<p>Unsatisfactory</p> <ul style="list-style-type: none"> • Lack Career Development Support • Dissatisfied with Supervisor from Student Teaching

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 seen in Table 6. In addition, alumni were asked to identify one course and/or experience in the program that benefitted them the most. A full list of respondents’ comments by program can be found in Appendix B and Appendix C.

Table 6	
<i>Distribution of Responses Regarding Suggested Skills, Areas, or Topics for Inclusion in Learning and Teaching Programs (N=20)</i>	
Percent of Responses	Themes Identified Within Responses Regarding Suggested Skills, Areas, or Topics for Programs
75%	Curriculum Suggestions <ul style="list-style-type: none"> • A Variety of Specific Topics • Problem/Project Based Learning
15%	Additional Practice / Application <ul style="list-style-type: none"> • How to Manage Difficulties in Teaching • More Practice / How to Teach • More on Technology
10%	Career Planning & Development <ul style="list-style-type: none"> • More Employment Assistance • How to Obtain Supplementary Credentials

Enjoyable Aspects and Suggestions Regarding Learning and Teaching Programs

Learning and Teaching alumni were asked to share enjoyable aspects of the program and to offer suggestions for program improvement. Alumni shared positive feedback regarding the overall program experience, individual aspects of Learning and Teaching programs, faculty, etc. (see Table 7). Some suggestions include: employment assistance, more on campus classes, inexperienced peers, professors who are actively teaching, bring back the moderate/severe credential, and additional preparation in teaching with Newcomer English Learners. A full list of respondents’ comments by program can be found in Appendix D and Appendix E.

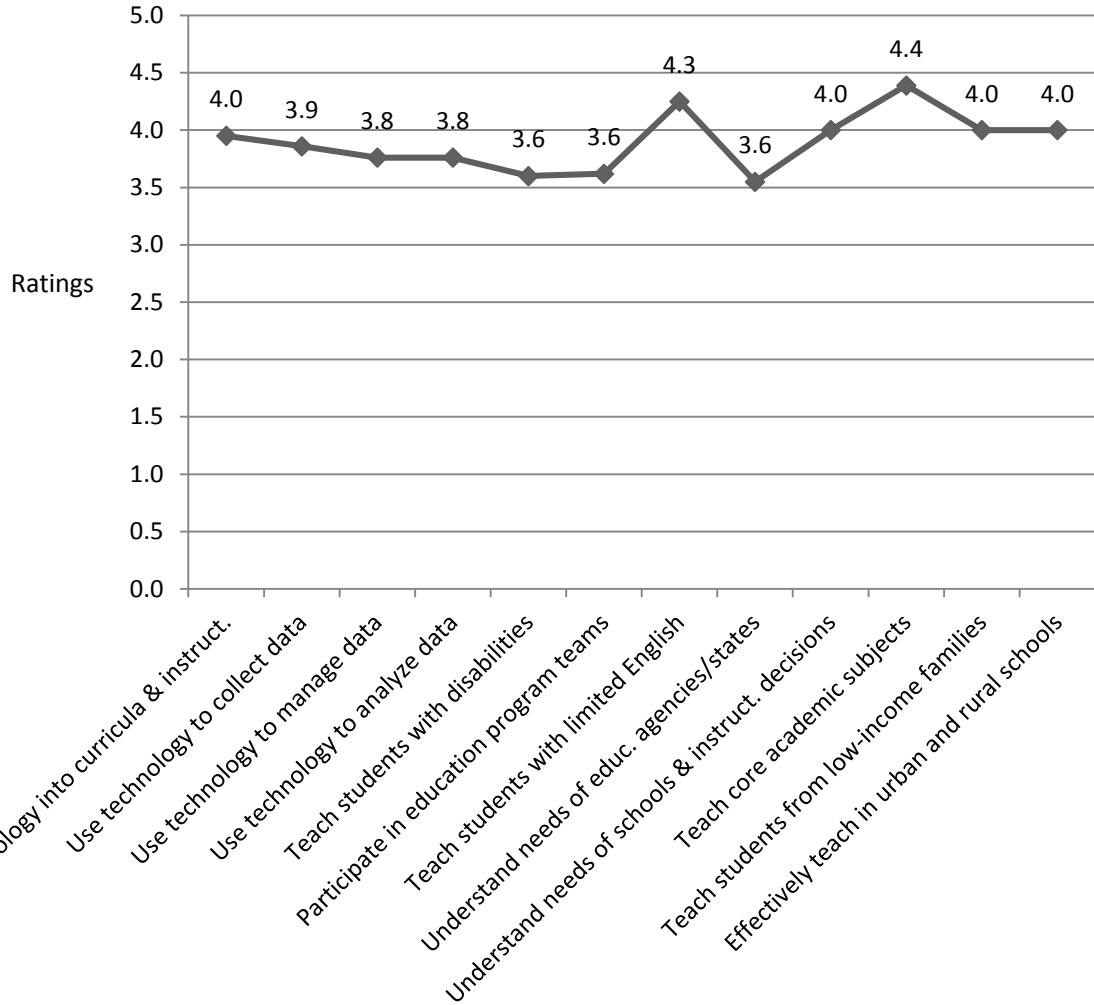
Table 7	
<i>Distribution of Responses Regarding Enjoyable Aspects of Learning and Teaching Programs (N=13)</i>	
Percent of Responses	Themes Identified Within Responses Regarding Enjoyable Aspects of USD-SOLES and Programs
36.5%	Overall Program Experience
36.5%	Faculty <ul style="list-style-type: none"> • Overall Great • Supportive • Mentoring and Advising
18%	Individual Aspects of USD-SOLES Programs <ul style="list-style-type: none"> • Small Classroom Size • Supervision (Student Teaching)
9%	Environment of USD-SOLES and Programs <ul style="list-style-type: none"> • Great Cohort Community • High Expectations

Ways Alumni’s Learning and Teaching Program of Study 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, knowledge, professional identity, skills, and relationships (see Table 8). When alumni were asked: *how often do you apply the knowledge and skills that you gained in the program to your professional work*, 93% of the alumni indicated daily or weekly usage. A full list of respondents’ comments by program can be found in the Appendix F. Figure 12 displays the Learning and Teaching alumni ratings on how well their programs prepared them for their careers in education.

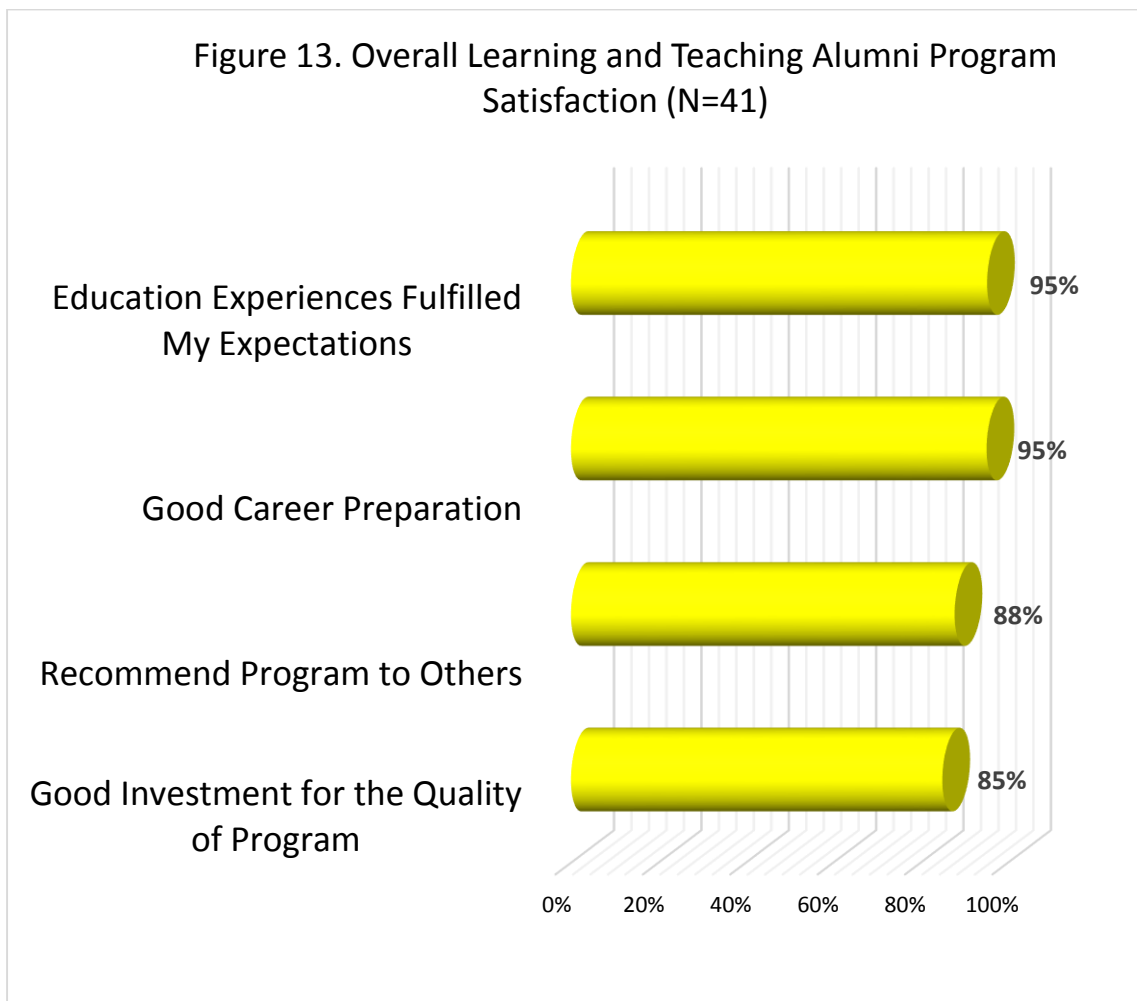
Table 8	
<i>Distribution of Responses Regarding Ways Alumni’s Learning & Teaching Program of Study Enhanced Their Effectiveness in the Workplace (N=29)</i>	
Percent of Responses	Themes Identified Within Responses Regarding Ways Alumni’s Program of Study Enhanced Their Effectiveness in the Workplace
38%	Career Preparation <ul style="list-style-type: none"> • To Become a Teacher • To Obtain Jobs Opportunities • To Obtain Credential/Certification • Teaching Experience (Working in Classrooms, Working with Students)
24%	Skills <ul style="list-style-type: none"> • Specific to Program Areas (Teaching Pedagogy, Organization, etc.) • Writing and Communication Skills
14%	Professional Identity <ul style="list-style-type: none"> • Awareness of Self • Confidence / Self-efficacy • Personal & Professional Development
7%	Knowledge <ul style="list-style-type: none"> • Educational Laws • Charter School Model
4%	Enhanced Professional Practice <ul style="list-style-type: none"> • Overall work performance • Ability to apply learning at work • Increased cultural competency
3%	Relationships <ul style="list-style-type: none"> • Awareness of Students’ Experiences

Figure 12. Learning and Teaching Alumni Ratings on Career Preparation
 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% felt their educational experience fulfilled their expectations and provided good career preparation, 88% would recommend their program to prospective students, and 85% felt that the investment in the program compared favorably with the quality of the experience. Figure 13 shows the overall satisfaction ratings for the entire Learning and Teaching department and Figures 13A through 13D 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 13A. Overall Program Satisfaction of Credential Only Alumni (N=11)

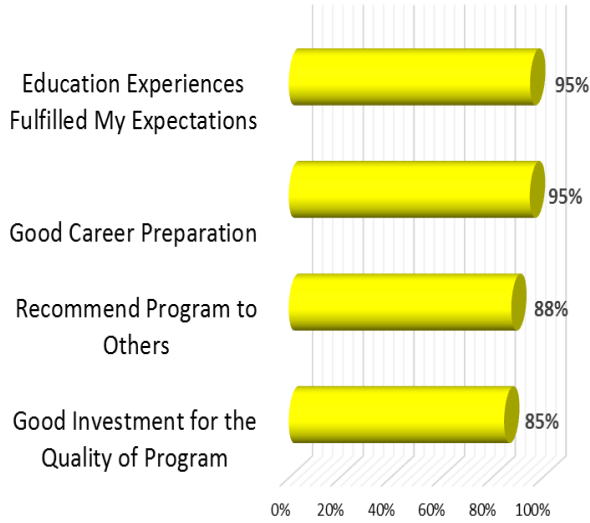


Figure 13B. Overall Program Satisfaction of M.Ed. Curriculum & Instruction Alumni (N=9)

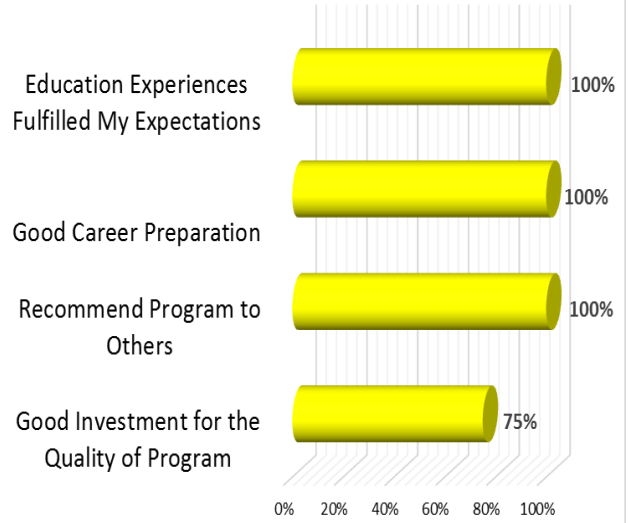


Figure 13C. Overall Program Satisfaction of M.Ed. Special Education Alumni (N=10)

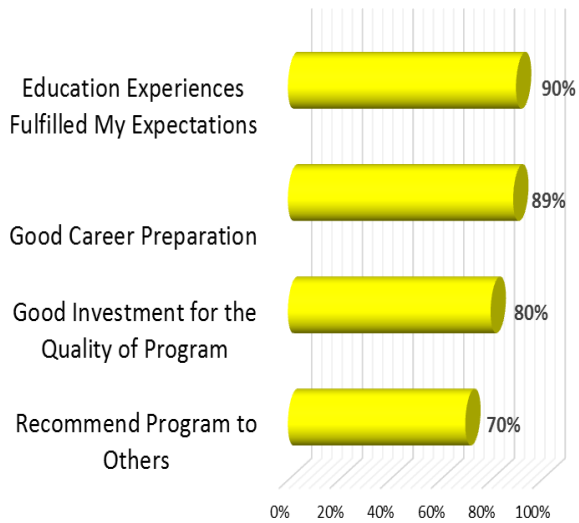
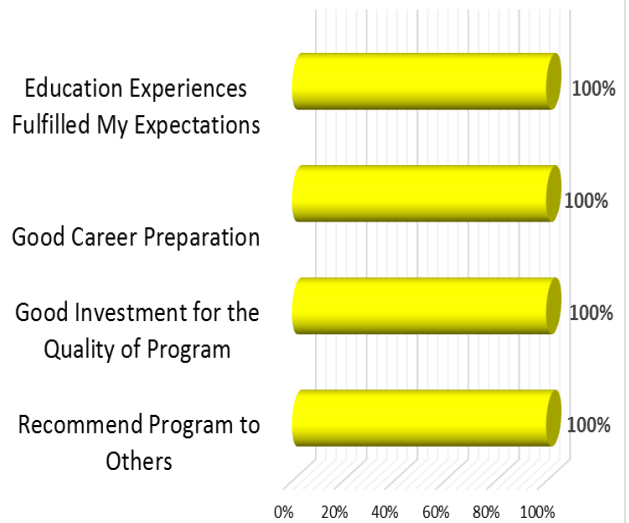


Figure 13D. Overall Program Satisfaction of M.Ed. TESOL, Literacy & Culture Alumni (N=4)



Appendices - List of Tables

<i>Teaching Credential (ONLY)</i>	
Table	Content
A-1	<i>Quality of Faculty Advising and Mentoring</i>
B-1	<i>Suggested Skills, Areas, or Topics for Inclusion</i>
C-1	<i>Course and/or Experience That Benefitted the Most</i>
D-1	<i>Enjoyable Aspects of Program</i>
E-1	<i>Suggestions for Improvement</i>
F-1	<i>Ways Program Enhanced Effectiveness in the Workplace</i>

<i>M.Ed. Curriculum and Instruction Program</i>	
Table	Content
A-2	<i>Quality of Faculty Advising and Mentoring</i>
B-2	<i>Suggested Skills, Areas, or Topics for Inclusion</i>
C-2	<i>Course and/or Experience That Benefitted the Most</i>
D-2	<i>Enjoyable Aspects of Program</i>
E-2	<i>Suggestions for Improvement</i>
F-2	<i>Ways Program Enhanced Effectiveness in the Workplace</i>

<i>M.Ed. Special Education Program</i>	
Table	Content
A-3	<i>Quality of Faculty Advising and Mentoring</i>
B-3	<i>Suggested Skills, Areas, or Topics for Inclusion</i>
C-3	<i>Course and/or Experience That Benefitted the Most</i>
D-3	<i>Enjoyable Aspects of Program</i>
E-3	<i>Suggestions for Improvement</i>
F-3	<i>Ways Program Enhanced Effectiveness in the Workplace</i>

<i>M.Ed. TESOL, Literacy and Culture Program</i>	
Table	Content
A-4	<i>Quality of Faculty Advising and Mentoring</i>
B-4	<i>Suggested Skills, Areas, or Topics for Inclusion</i>
C-4	<i>Course and/or Experience That Benefitted the Most</i>
D-4	<i>Enjoyable Aspects of Program</i>
E-4	<i>Suggestions for Improvement</i>
F-4	<i>Ways Program Enhanced Effectiveness in the Workplace</i>

Appendix A

Table A-1

Sample of Graduates' Comments Regarding the Quality of Faculty Advising and Mentoring Received from the Teaching Credential (Only) Program.

Comments

The teachers at USD were AMAZING I loved going to class and learning but there was lack of guidance for obtaining a teaching job and next steps.

The professors were wonderful!

My professors were great resources, as were my supervisors and Master Teachers. Without their guidance, I would not be in the position I am today. Their support was, and still is, incalculable. I learned so much from them, not only in how to become an effective 21st Century educator, but how to best be a role-model and mentor for my students, as well.

It was great to work so closely with the faculty. They really cared!

The connections the faculty have with the surrounding districts is what got me my initial job interview to become an intern!

Excellent.

Table A-2

Sample of Graduates' Comments Regarding the Quality of Faculty Advising and Mentoring Received from the M.Ed. Curriculum and Instruction Program.

Comments

Outstanding! 120%!! Please see my prior answer also.

I had the best advisors and professors. Every one of them was caring and available to our needs and concerns.

About 75% of the faculty were amazing and I couldn't have asked for better. The remaining 25% were not quite as amazing as the [others].

GREAT Mentoring and Advising through The John Tracy Program.

[My advisor] is amazing.

Table A-3

Sample of Graduates' Comments Regarding the Quality of Faculty Advising and Mentoring Received from the M.Ed. Special Education Program.

Comments

Excellent. I had passionate and extremely intelligent faculty and advisors.

Very attentive and there to help. I transferred a lot of credits and they were super helpful in making sure I knew what courses I needed to graduate and how I should arrange my schedule.

[My advisor] was instrumental in ensuring that we were well prepared to apply for our credentials.

Table A-4

Sample of Graduates' Comments Regarding the Quality of Faculty Advising and Mentoring Received from the M.Ed. TESOL, Literacy and Culture Program.

Comments

[My advisor] is stellar. [Another professor] is inspirational.

The quality was wonderful, especially all of the support I consistently received from my professor and mentor.

WAY ABOVE and beyond my greatest expectations. I loved almost all my professors and they really committed to my learning experience. We are still frequently in touch. They are FANTASTIC!

Appendix B

Table B-1

Sample of Graduates' Comments Regarding Suggested Skills, Areas, or Topics for Inclusion in the Teaching Credential (Only).

Comments

The first days of school preparation.

Anything and everything related to Problem/Project-Based Learning!!!! Not only does the school that I work at design its curriculum exclusively upon creating and supporting a PBL environment, but trends in education and the workforce suggest that this will become the predominant system to utilize if we, as educators, wish to guarantee future success for our students.

I would have liked help with obtaining supplementary credentials based on my undergraduate courses.

As described earlier...employment and employment opportunities.

I was one of the last people to get a mod/severe credential at USD, and so several of the classes weren't really being offered anymore. I had to take the mild/mod equivalent and then adapt it to fit my needs. It would have been nice to have more classes tailored for mod/severe.

How to deal with PARENTS!!!

We talked about stuff in theory but we didn't really get into the nitty gritty every day details of how to teach. I wish we could have had more practice in class instead of relying on field experiences.

Table B-2

Sample of Graduates' Comments Regarding Suggested Skills, Areas, or Topics for Inclusion in the M.Ed. Curriculum and Instruction Program.

Comments

Education Law and Policy, Education Leadership and Management, Education Consulting, mentors for classroom practitioners and lifelong researchers.

I wish I had more opportunities to learn about the real-world difficulties of teaching from professors. It's one thing to have to deal with them in a student teaching setting, but I don't like experiencing everything as a trial-by-fire.

ENVoY - classroom management strategies that work.

Table B-3

Sample of Graduates' Comments Regarding Suggested Skills, Areas, or Topics for Inclusion in the M.Ed. Special Education Program.

Comments

The Behavior Analysis Certification Coursework

More courses that focus directly on student needs – i.e., how to deal with a behaviorally challenged student or how to help a student assimilate back into school after coming out of the Juvenile Detention program (or other high security programs)

Prepare Special Ed teachers for secondary education if you are giving them k-12 credentials. I felt that there was a bias towards elementary and less emphasis on secondary Ed. Please, give more support on lesson planning and presentations by having at least monthly lesson plans (before practicing and student teaching) because that's what we do as teachers all day.

MORE on technology, it was crammed into a 4 or 5 week session split with a speech class. I got far more out of the technology portion than the speech portion.

More information on how to manage Instructional Assistants may have been beneficial.

Table B-4

Sample of Graduates' Comments Regarding Suggested Skills, Areas, or Topics for Inclusion in the M.Ed. TESOL, Literacy and Culture Program.

Comments

Perhaps more topics on Psychology, especially for adult learners.

I think it would be beneficial to have a class or seminar on the current practices, developments, or needs in educational policy and law.

Appendix C

Table C-1

Sample of Graduates' Comments Regarding One Course and/or Experience in the Teaching Credential (ONLY) Program That Benefitted Them the Most.

Comments

Student teaching and psychology classes.

The practicum courses.

The best experience for me was having frank and open discussions, not only about course content, but about our experiences in and out of the classroom with my fellow peers, as well as my professors.

[The] foundational course, I think it was called Multicultural something.

Methods of teaching students with moderate/severe disabilities

Student Teaching Experience

Table C-2

Sample of Graduates' Comments Regarding One Course and/or Experience in the M.Ed. Curriculum and Instruction Program That Benefitted Them the Most.

Comments

Action Research Methodology class. This was a totally new area and method of research for me. He has strong technical and overall strong combined traditional and AR research background that helped bridge my learning. After having attended 10 universities for 2 bachelors and 2 Masters and various professional development/career changes and continuing education, it was refreshing to have the nurturing research rich environment to study with the AR gurus at USD with all the faculty! Thank you!! Also all the Montessori lecture classes from the joint MISD program.

The small class sizes that allowed us to interact with one another and the professors.

The Social Studies methods course was the most useful and applicable experience, I cannot say enough good things about [the professor's] teaching and support.

Student Teaching because it gave me the classroom experience I needed and my co-operating teachers were awesome.

The Preschool Experience with the children and their parents I took at The John Tracy Clinic.

Table C-3

Sample of Graduates' Comments Regarding One Course and/or Experience in the M.Ed. Special Education Program That Benefitted Them the Most.

Comments

Behavioral Management

Student teaching was the most beneficial, but the international requirement was actually really interesting. It seemed annoying at the time, trying to get that experience on top of all the other things we have to do, but it took me out of my comfort zone and allowed me to observe at a Japanese school one Saturday. It was really interesting to see this school and how they taught very differently, so close to home.

Student teaching.

Table C-4

Sample of Graduates' Comments Regarding One Course and/or Experience in the M.Ed. TESOL, Literacy and Culture Program That Benefitted Them the Most.

Comments

Action research. It prepared me for my teaching assignments and led to presentation opportunities.

My course in Second Language Acquisition was highly beneficial as I felt I thoroughly understood all the processes behind acquiring a foreign language. Also my course in Multiple Literacies was very unique and insightful well-developed.

Adolescent and Children's Literature.

Appendix D

Table D-1

Sample of Graduates' Comments Regarding Enjoyable Aspects of the Teaching Credential (ONLY) Program.

Comments

I truly believe that graduates from SOLES will become 21st Century changemakers. By this I mean that SOLES bestows upon its graduates the knowledge and wisdom they need in order to make a difference in the lives of others. We, as educators, have the distinct ability, and responsibility, to help our students become the best that they can be. I am just beginning my career in education, but I have no doubt that USD and SOLES truly prepared me to become the teacher I, and my students, want me to be.

As described earlier...employment and employment opportunities could be emphasized more. I enjoyed the preparation for teacher aspect of the program.

I understand the numbers weren't there to continue the mod/severe program, but it is my understanding that it only takes a couple extra classes to get both mild/mod and mod/severe. It would be great to offer a program that helps students work toward both credentials. This greatly widens the employment opportunities, and sometimes the lines between mild, mod, and severe are not always clear.

Table D-2

Sample of Graduates' Comments Regarding Enjoyable Aspects of the M.Ed. Curriculum and Instruction Program.

Comments

I loved my experiences with professors who were either still teaching at the high school or middle school level, or had a lot of experience teaching at those levels.

Table D-3

Sample of Graduates' Comments Regarding Enjoyable Aspects of the M.Ed. Special Education Program.

Comments

I loved small classrooms and that the expectations were very high.

I really enjoyed my experience with USD. I left well prepared and confident.

Table D-4

Sample of Graduates' Comments Regarding Enjoyable Aspects of the M.Ed. TESOL, Literacy and Culture Program.

Comments

It was the most rewarding experience for my career at the time.

I thoroughly enjoyed the faculty, including my amazing program mentor/adviser. I loved all the other students I completed my program with. I loved the support and motivation I got to complete my action research project.

Appendix E

Table E-1

Sample of Graduates' Comments Regarding Suggestions for Improvement in the Teaching Credential (ONLY) Program.

Comments

My first teaching job was in San Francisco working with Newcomer ELs, and I was not prepared for that at SOLES. We were only taught about English Learners in San Diego (in elementary school), which are much different from Newcomers in high school.

Table E-2

Sample of Graduates' Comments Regarding Suggestions for Improvement in the M.Ed. Curriculum and Instruction Program.

Comments

There are some courses that really could use some curriculum updates, in particular courses that had little or no applicability to actually teaching.

IF a couple of on campus classes could be added.

Table E-3

Sample of Graduates' Comments Regarding Suggestions for Improvement in the M.Ed. Special Education Program.

Comments

None provided.

Table E-4

Sample of Graduates' Comments Regarding Suggestions for Improvement in the M.Ed. TESOL, Literacy and Culture Program.

Comments

None provided.

Appendix F

Table F-1

Sample of Graduates' Comments Regarding Ways the Teaching Credential (ONLY) Program Enhanced Their Effectiveness in the Workplace.

Comments

I love teaching and being with youth, USD provided me with that. But after graduation I felt little support and guidance. I am more organized due to USD program.

Lots of in-classroom practice.

The course content of the credentialing program benefits me greatly as a teacher. I utilize the skills and knowledge I learned and received, respectively, from SOLES each and every day in order to provide the best education I can for my students.

I was able to get a credential.

Got me a job!

Table F-2

Sample of Graduates' Comments Regarding Ways the M.Ed. Curriculum and Instruction Program Enhanced Their Effectiveness in the Workplace.

Comments

The USD/MISD MEd & AMI teacher certifications for 0-3 and 3-6 age groups will provide solid foundation for my professional and personal and even spiritual development given USD's strong Campus Ministry, Immaculata church on campus, and Catholic heritage in general. Also see earlier answers in this survey of full manifestation of my USD education at SOLES.

My level of awareness in how and what I teach my students.

The MCC program prepared me for the classroom. Being able to student teach at the middle and high school levels in two different locations allowed me to experience unique learning environments.

Well, it got me a teaching credential which is required to be a teacher. It also exposed me to the charter school model which I was previously unaware of and currently reflect on quite a bit in my current position.

I am helping the community of students who are Deaf and Hard of Hearing.

Table F-3

Sample of Graduates' Comments Regarding Ways the M.Ed. Special Education Program Enhanced Their Effectiveness in the Workplace.

Comments

I was able to immediately be effective in a new job upon graduation.

Learned great and applicable information. Use strategies taught daily.

I received training beyond what many of my current colleagues have received. Most notably, my student teaching experience was far superior to those offered by many programs.

Table F-4

Sample of Graduates' Comments Regarding Ways the M.Ed. TESOL, Literacy and Culture Program Enhanced Their Effectiveness in the Workplace.

Comments

It made me much more aware of the multiple variables with student learning and in the classroom at any given time and the importance of connecting all lessons to students' current background knowledge and experience.

I have a greater level of technological skill and a fantastic bag of tricks and understanding of appropriate techniques for teaching.