Overview

The mission statement of the School of Leadership and Education Sciences (SOLES) is the guiding light which illuminates the paths chosen to prepare students for their professional careers. Data collected via the SOLES Exit Survey, the SOLES Alumni Survey, the SOLES Internationalization Surveys, and SOLES Course Evaluations for the 2012-2013 academic year are summarized in this report and address faculty, courses, programs, internationalization experiences, and alumni employment and commitment to professionalism.

Faculty

Faculty in the School of Leadership and Education Sciences are dedicated to teaching and scholarly practice. Graduate students look for their professors to be excellent teachers, outstanding academic scholars, globally minded educators, and active community collaborators. Students provide feedback about faculty through Course Evaluations which are administered at the end of each semester and the SOLES Exit Survey which is administered to graduating students each year. Students highly rate USD-SOLES faculty, as evidenced by the SOLES Exit Survey mean rating of faculty (4.5, using a 5 point scale) and the Course Evaluation mean ratings of faculty relationships with students (6.5, using a 7 point scale) and faculty teaching of course material (6.2, using a 7 point scale). Collectively these data serve as evidence for the high regard students have for USD-SOLES faculty (see Figure 1). For more details, please see the SOLES Exit Survey Report for 2013 and the SOLES Course Evaluations Report for the 2012-2013 academic year.

How do Students Rate USD-SOLES Faculty?

Figure 1: Rating of Faculty Qualities from the Exit Survey and Rating of Faculty Relationships with Students from the Course Evaluations

SOLES MISSION STATEMENT

It is our responsibility to prepare students with the professional knowledge, skills, and ethical perspectives they will need for effective leadership and practice in a diverse society. We seek to become, and encourage our students to become, life-long learners engaged in scholarly inquiry, research, and professional development. We value professional and community service and encourage such service by our students.

To implement our mission, the faculty enriches all programs and course offerings with the values, concepts, and themes that we believe will help students become ethical, civic-minded and committed leaders in their chosen fields.
Courses and Programs

Faculty, staff, and administrators in the School of Leadership and Education Sciences are committed to providing students with quality courses and programs. Graduate students expect courses and programs which will prepare them with the professional knowledge, skills, and ethical perspectives they will need to practice in their field. Students provide feedback about their courses and programs through Course Evaluations which are administered at the end of each semester and the SOLES Exit Survey which is administered to graduating students each year. Students highly rate USD-SOLES programs and courses, as evidenced by the SOLES Exit Survey mean rating of overall program satisfaction (4.5, using a 5 point scale) and the Course Evaluation mean ratings of course requirements/student evaluations (6.2, using a 7 point scale) and overall course mean rating (6.3, using a 7 point scale). Collectively these data serve as evidence for high levels of student satisfaction of USD-SOLES programs and courses (see Figure 2). For more details, please see the SOLES Exit Survey Report for 2013 and the SOLES Course Evaluations Report for the 2012-2013 academic year.

How do Students Rate USD-SOLES Courses and Programs?

Figure 2: Overall Student Course Rating from Course Evaluations and Overall Program Satisfaction Rating from SOLES Exit Survey
Internationalization Experiences

The School of Leadership and Education Sciences (SOLES) at the University of San Diego places value in understanding multiple perspectives and its impact on global transformation, thereby requiring all SOLES degree-seeking students to participate in an international experience as part of their graduation requirement. Degree-seeking students select from a variety of opportunities to learn about and interact with people from various cultures and to understand the educational and practical implications of cultural diversity and globalization issues. Students provide feedback about their international experiences using the SOLES Internationalization Surveys. Figure 3 shows that during the 2012-2013 academic year, students reported fulfilling their Internationalization Requirement by taking a course abroad (50%), doing an international project/paper (17%), participating in a conference abroad (11%), by taking a course that contained an international component (8.5%), or by participating in some other pre-approved international activity (8.5%). Students fulfilled these international experiences in various regions around the world (see Figure 4), in places such as New Zealand, Ghana, Kenya, South Africa, Mexico, and Sri Lanka. As shown in Figure 5, 48% of the students rated a change in ex post facto cultural competence level when taking a course abroad, as compared to 2% of them rating no change in their ex post facto cultural competence level if they took a course abroad. Similarly, 11% and 6% respectively for the international project and paper, 10% and 1% respectively for the conference abroad, and 7% and 1.5% respectively for the course with international content. For more details, please see the Report on SOLES International Experience Requirement dated 7/8/13.

Which International Experiences are Chosen the most by USD-SOLES Students?

![Figure 3: Percent Distribution of International Experiences](image)
Where Have USD-SOLES Students Satisfied Their International Requirement?

Figure 4: Regions used by Students to Fulfill Their Internationalization Requirement

Which International Experiences did Students Perceive as Increasing Their Cultural Competence Levels?

Figure 5: Comparison of Students’ Internationalization Experience and Perceived Change in Cultural Competence Level
Alumni Employment and Commitment to Professionalism

Because part of the mission of SOLES is to prepare students for professional and community service, as well as to become life-long learners and seekers of professional development, we gather data from graduates via the SOLES Alumni Survey to determine in what capacity they have chosen to serve their profession and community. We also ask in the Exit Survey to which professional organizations students belong. SOLES Alumni report providing services at a variety of universities, hospitals, state and federal government agencies, foundations, institutes, schools, charities, and nonprofit organizations (see Figure 6). SOLES Alumni serve in various community and professional positions, such as: Director of Development, Associate Director of Alumni Relations, Business Consultant, Teacher, Executive Director, Program Manager, Chief Executive Officer, Psychosocial Rehabilitation Specialist, Associate Professor Business, Mental Health Therapist, Counselor, Dean of Students, Assistant Professor, and Assistant Principal (see Figure 7). SOLES Alumni are involved in various professional organizations ranging from the California Teachers Association to the International Leadership Association (see Figure 8). Eighty-Two percent of Alumni indicated they were hired in a new position at a new organization, experienced a promotion and/or received a pay increase. Ninety percent of Alumni indicated use of their newly acquired professional knowledge and skills at least twice a week on the job. Alumni also placed high value on theory courses, practicums/internships, and their study abroad courses. For more details, please see the 2012-2013 Alumni Survey Report.

Conclusion

Data collected via the SOLES Exit Survey, the SOLES Alumni Survey, the SOLES Internationalization Surveys, and SOLES Course Evaluations for the 2012-2013 academic year provide evidence that the School of Leadership and Education Sciences at the University of San Diego is providing students with a high quality education. Students have highly rated their faculty, courses, programs, and internationalization experiences. Furthermore, Alumni have shared positive gains relating to their employment and demonstrated their commitment to professionalism through the various professional association to which they belong.
Where are USD-SOLES’ Alumni Working?

Figure 6: Alumni Places of Employment
What are some of the Job Titles of USD-SOLES Alumni?

Figure 7: Alumni Job Titles
To Which Professional Organizations do USD-SOLES Alumni Belong?

Figure 8: Alumni Professional Association Memberships