Educational Leadership Development Academy (ELDA)

Aspiring Leaders Program

with the Preliminary Administrative Services Credential (PAS)

within the School of Leadership and Education Sciences

at the University of San Diego

2014 Exit Survey Results

This report was prepared by the USD-SOLES Office of Assessment on September 23, 2014.
Program: Preliminary Administrative Services Credential  
Institution: University of San Diego – School of Leadership and Education Sciences  

Executive Summary

Exit Survey Overview

The School of Leadership and Education Sciences (SOLES) - Office of Assessment administers the Exit Survey to graduating and credential completing students at the University of San Diego (USD) annually. The Exit Survey affords students the opportunity to reflect on their program experiences and to provide valuable feedback utilized for program review. This report is specific to the results for the Educational Leadership Development Academy (ELDA) - Aspiring Leaders Program with the Preliminary Administrative Services Credential (PAS) for the years 2014, 2013, and 2012. General survey items address candidates’ satisfaction with courses, faculty, advisors, intellectual climate, support services, and communication. Candidates are also provided with program specific survey items relating to knowledge, skills, and the internship.

Rating Scale

A five-point rating scale was used in this survey. The goal is to have response ratings in the four to five range for each item, where Strongly Agree is 5 and Agree is 4.

Response Rate

Table 1 shows the percent of candidates who responded to the Exit Survey over the last three years. Three of the nine candidates responded to the 2014 Exit Survey (33%), four of the nine candidates responded to the 2013 Exit Survey (44%), and four of the fifteen candidates responded to the 2012 Exit Survey (27%). Because of the small sample sizes, data are analyzed for the combined number of respondents (11 out of 33), yielding a combined response rate of 33%.

Table 1

<table>
<thead>
<tr>
<th>Completion Years</th>
<th>Total Number of ELDA Graduates</th>
<th>Total Number of ELDA Respondents</th>
<th>Exit Survey Response Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td>9</td>
<td>3</td>
<td>33%</td>
</tr>
<tr>
<td>2013</td>
<td>9</td>
<td>4</td>
<td>44%</td>
</tr>
<tr>
<td>2012</td>
<td>15</td>
<td>4</td>
<td>27%</td>
</tr>
<tr>
<td>Combined</td>
<td>33</td>
<td>11</td>
<td>33%</td>
</tr>
</tbody>
</table>
Summary of Findings

Candidates were asked to rate aspects of the Aspiring Leaders Program in nine areas: faculty; advisors; intellectual climate; program support and communication; university support; career preparation; enhanced knowledge and skills; satisfaction with elements of the internship; and the overall program. Five of the nine mean ratings were in the desired four to five range (using a 5 point scale). All Cronbach’s alpha values were in the .65 to .95 range, suggesting moderately high to relatively high internal consistency of survey item responses. (Note that a reliability coefficient of .70 or higher is considered “acceptable” in most social science research situations.) Figure 1 shows the combined mean ratings for 2014, 2013, and 2012. These ratings indicate moderately high levels of student satisfaction with the Educational Leadership Development Academy - Aspiring Leaders Program at the University of San Diego.

![Figure 1. Combined 2014, 2013, 2012 Candidates’ Exit Survey Ratings of the Preliminary Administrative Services Credential (ELDA) Program (n=11)](image-url)
Factors Most Important to Overall Satisfaction with the Preliminary Administrative Services Credential (ELDA) Program

When 2014, 2013, and 2012 candidates were asked which factors were most important to their overall satisfaction with the Preliminary Administrative Services Credential (ELDA) Program, they cited faculty; advisors; staff; coursework; commitment to (graduate) student engagement; and reflection on practice, knowledge, and understanding of organizational dynamics as contributing to their overall satisfaction. A sample of candidates’ comments regarding overall satisfaction is shown in Table 2 and in Table A10 in the Appendix of the full report.

Candidate Suggestions for Improving the Preliminary Administrative Services Credential (ELDA) Program

When 2012, 2013 and 2014 candidates were asked for suggestions for improving the Preliminary Administrative Services Credential (ELDA) Program, they listed: more one on one time with mentor principal, spreading out the work, more consistent information on program requirements, full-time practicum experience throughout the school year, embed ethics course into program, better accommodation for individuals who work. A sample of candidates’ comments regarding suggestions for improving the program is shown in Table 3 and in Table A11 in the Appendix of the full report.

Fulfillment of Program Goals

Exit survey data from Preliminary Administrative Services Credential (ELDA) Program candidates serve as evidence of program goal fulfillment.

- Prepare exceptional teachers and school counselors for leadership roles in today's public and private schools.
- Transform professional educators into outstanding principals and school leaders, with a focus on instructional leadership and project-based learning.
- Provide candidates with cohort-based learning opportunities comprised of university coursework, relevant fieldwork, professional development, and an internship.
Table 2

Sample of Candidates’ Comments Relating to Factors Most Important to Overall Satisfaction with the Preliminary Administrative Services Credential (ELDA) Program

Relevant professional readings & literature followed by discussions; Realistic class assignments/experiences that prepared me for an administrative assignment;

The continued support of staff throughout our learning.

Building my understanding of group dynamics and the responsibilities of leaders to navigate the boundaries of the individual versus the group.

Reflection on practice, knowledge and understanding of organizational dynamics, focus on students being change agents, and the deep content knowledge and commitment to student engagement of the instructional team at USD.

My advisor was amazing and helped me out often. The level of intelligence of the faculty was fantastic and created a stimulating classroom environment. The work was tough but worthwhile. Overall, ELDA is a perfect program to prepare teachers to become principals.

[Staff member] was an invaluable resource - the most helpful out of everyone I met in the program. I learned a lot about my own leadership style and how to frame issues to better manage them. [Faculty] was another wonderfully supportive faculty member who truly cared about her students and what they learned.

Table 3

Sample of Candidates’ Suggestions for Improving the Preliminary Administrative Services Credential (ELDA) Program

Spread the work out more; I found end of the semester to be extremely stressful with teaching and completing big projects in the courses.

More of one on one time with mentor principal; perhaps a 2 week furlough agreement with school districts to accommodate an extended full-time practicum experience.

Provide time throughout the school year for full-time practicum experience, perhaps release time from school site to shadow mentor principal and opportunity to take on some of the leadership responsibilities/duties.

Embed the Ethics course into the ELDA program. Preferable in the first year. The information, ideas, and theories that we discuss and think about are essential to the development of a leader's personal life mission and purpose.