Master's Credential Cohort Program:
Multiple Subject and Single Subject Credential with
An MEd in Curriculum and Instruction
School of Leadership and Education Sciences
University of San Diego
2014 Exit Survey Results

This report was prepared by the USD-SOLES Office of Assessment on September 8, 2014.
Executive Summary

Exit Survey Overview

The School of Leadership and Education Sciences (SOLES) - Office of Assessment administers the Exit Survey to graduating 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 Multiple Subject and Single Subject Credential completers in the Master’s Credential Cohort Program (referred to as MCC) with an MEd in Curriculum and Instruction for the years 2013 and 2014. These program completers will be referred to as candidates throughout the report. 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 skills and knowledge.

Rating Scale

Two different five-point rating scales were used in this survey. The goal is to have response ratings in the four to five range for each item, where 5 is Strongly Agree and 4 is Agree and 5 is Extremely Well and 4 is Fairly Well.

Response Rate

Table 1 shows the percent of MCC Program candidates who responded to the Exit Survey for the last two years. Eleven of the fifteen candidates responded in 2013 and twenty-two of the forty-four candidates responded in 2014; yielding response rates of 73% and 50% respectively.

Table 1

<table>
<thead>
<tr>
<th>Program Completion Year</th>
<th>Total Number of Candidates*</th>
<th>Total Number of Candidate Respondents</th>
<th>Exit Survey Response Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>15</td>
<td>11</td>
<td>73%</td>
</tr>
<tr>
<td>2014</td>
<td>44</td>
<td>22</td>
<td>50%</td>
</tr>
</tbody>
</table>

*Note: Refers to the number of graduates for which correct email addresses were obtained.
**Summary of Findings**

Candidates were asked to rate aspects of the Master’s Credential Cohort Program in nine areas: faculty; advisors; intellectual climate; program support and communication; university support; career preparation; enhanced ability through coursework; preparation in technology; and the overall program. Three sets of survey items were added to the 2014 Exit Survey. All of the 2014 and 2013 mean ratings were in the desired four to five range (using a 5 point scale), with the exception of one area in 2014 which had a mean rating of 3.9. All but one of the Cronbach’s alpha values were in the desired range above .70, suggesting relatively high internal consistency of survey item responses for all but one rated area. (Note that a reliability coefficient of .70 or higher is considered “acceptable” in most social science research situations.) Figure 1 shows the comparison of means for 2013 and 2014. These ratings indicate high levels of candidates’ satisfaction with the Master’s Credential Cohort Program at the University of San Diego.

![Figure 1. 2013 and 2014 Candidates’ Exit Survey Ratings of the Master’s Credential Cohort Program (N=11 in 2013 and N=22 in 2014)](chart.png)

<table>
<thead>
<tr>
<th>Mean Faculty Rating</th>
<th>Mean Advisor Rating</th>
<th>Mean Intellectual Climate Rating</th>
<th>Mean Program Support and Communication Rating</th>
<th>Mean University Support Rating</th>
<th>Mean Satisfaction of Overall Program</th>
<th>Mean Rating of Career Preparation in Education*</th>
<th>Mean Rating of Enhanced Ability Through Coursework*</th>
<th>Mean Rating of Preparation in Technology*</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>4.2</td>
<td>4.6</td>
<td>4.2</td>
<td>4.6</td>
<td>4.0</td>
<td>4.2</td>
<td>4.1</td>
<td>4.4</td>
</tr>
<tr>
<td>2014</td>
<td>4.3</td>
<td>4.4</td>
<td>4.0</td>
<td>4.1</td>
<td>4.0</td>
<td>4.2</td>
<td>4.1</td>
<td>4.4</td>
</tr>
</tbody>
</table>

*Note: Survey items added in 2014 based on Federal, State, and Accreditor Program Expectations*
Factors Most Important to Overall Satisfaction with the MCC Program

When candidates were asked which factors were most important in their overall satisfaction with the MCC program, they cited experienced, caring and supportive faculty and staff, educational opportunities, quality and effectiveness of courses, diversity of courses, student teaching placements, nurturing atmosphere, peers, and practicum teaching experiences as contributing to their overall satisfaction. A sample of candidates’ comments regarding overall satisfaction is shown in Table 2 and in Table A11 in the full report.

Suggestions for Improving the MCC Program

When candidates were asked for suggestions for improving the MCC program, they listed: more training in storytelling, emotional resiliency, social and emotional learning for students, classroom management, better communication and notification of requirements and changes in events/courses, interacting with teachers from other countries, consistent and transparent action research assessment, consistency in expectations, balance of workload across semesters, more elective classes, a separate class on math instruction, more student choice in student teaching placement, length of program, etc. A sample of candidates’ comments is shown in Table 3 and in Table A12 in the full report.

When candidates were asked to share what particular skills, areas or topics not covered but should be in the MCC program, they listed: classroom management strategies, root of different disabilities, technology class geared for advanced learners, education law, international education course, stronger communication for teaching and assessing language arts, integrating technology into curriculum, reading assessments, and secondary math instruction.

Fulfillment of Program Mission

Exit survey data from candidates serve as evidence of program mission fulfillment.

- The Master’s Credential Cohort Program is designed to prepare effective teachers through coursework and field experiences.
- The program emphasizes the connection between theory and practice, weaving together university-based coursework and thoughtfully designed field experiences.
- Candidates in the program develop the knowledge, skills and strategies needed to flourish in their own classrooms, as well as the critical habits of mind and reflective practice that will allow them to grow as educators throughout their careers.
Table 2

Sample of 2014 Candidates' Comments Relating to Factors Most Important to Overall Satisfaction with the MCC Program

- Relationships with the professors and student teaching placements.
- My Action Research Adviser was really great.
- Information I learned about educational opportunities and how to prepare myself to become a teacher.
- Knowledge and experience shared by some professors. Being able to contextualize theory.
- The full-time faculty members are amazing!
- Understanding, compassionate, caring professors.
- Engagement with professors, a nurturing atmosphere, and the chance to demonstrate my learning in a classroom at every stage of the process.
- I believe the overall support of the staff and peers gave me satisfaction with the program. Specifically, the majority of the professors I had were professional and encouraging, as well as insightful and full of valuable information to help me further my learning.
- Teacher professors who had extensive experience in teaching and understood the realities of the classroom. Professors who had the time and resources to provide necessary support. Designing lessons as part of classes. Student teaching. Collaborating with other students. Action research.

Table 3

Sample of 2014 Candidates' Suggestions for Improving the MCC Program

- Making sure action research assessment is consistent and transparent.
- A separate class on math instruction and/or classroom management.
- If possible, combine some of the ELL, disability [and] diverse learners’ classes.
- My recommendations for improving the program are to give teachers more training in story-telling, using dramatic effect and tone while delivering lessons, emotional resiliency, social and emotional learning for students, classroom management, and how to always remain calm and assertive.
- Also, perhaps part of a class could be devoted to contact with a program from another country that is training people to become teachers. We could skype, email, blog etc. with teachers from another country and discuss differences/commonalities. This would add an excellent global element to the program, which USD seems to value.
- I think it might be helpful to get an overview of AR before getting into the AR seminar. I felt like I was trying to wrap my head around the general process while implementing it at the same time. I think it would have been a more fruitful experience for me (especially in terms of planning and assessment design) to learn some of the basics ahead of time and really understand each portion of AR.