This report was prepared by the USD-SOLES Office of Assessment on October 7, 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 the TESOL, Literacy, and Culture, MEd Program (referred to as TESOL) for 2014, with 2012/2013 data provided for comparison purposes. General survey items address students’ satisfaction with courses, faculty, advisors, intellectual climate, support services, and communication. Graduating students 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 USD-TESOL graduating students who responded to the Exit Survey in 2014, with 2012/2013 combined data provided for comparison purposes. The sample size for 2013 was less than five, therefore 2013 data have been combined with 2012 data. Five of the seven USD-TESOL graduating students responded to the 2014 Exit Survey and thirteen of the fifteen graduating students responded in to the Exit Surveys in 2012 and 2013; yielding response rates of 71% and 87% respectively.

Table 1

<table>
<thead>
<tr>
<th>Program Completion Year</th>
<th>Total Number of TESOL Graduates*</th>
<th>Total Number of TESOL Respondents</th>
<th>Exit Survey Response Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td>7</td>
<td>5</td>
<td>71%</td>
</tr>
<tr>
<td>2012/2013</td>
<td>15</td>
<td>13</td>
<td>87%</td>
</tr>
</tbody>
</table>

*Note: Refers to the number of graduates for which correct email addresses were obtained.
Program: MEd in TESOL, Literacy, and Culture  
Institution: University of San Diego – School of Leadership and Education Sciences  

Summary of Findings

Graduating students were asked to rate aspects of the TESOL, Literacy, and Culture, MEd Program in nine areas: faculty; advisors; intellectual climate; program support and communication; university support; program course content; enhanced knowledge, skills, and counseling standards; practicum experience; and the overall program. All but one of the 2014 mean ratings were in the desired four to five range (using a 5 point scale). All 2014 Cronbach’s alpha values were in the .82 to .94 range, suggesting 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 comparison of 2014 means with 2012/2013 means. These ratings indicate high levels of student satisfaction with the TESOL, Literacy, and Culture, MEd program at the University of San Diego.

Figure 1. 2014 and 2012/2013 Graduating Students’ Exit Survey Ratings of the TESOL, Literacy, and Culture, MEd Program (N=13 in 2012/2013 and N=5 in 2014)

*Survey items added to the 2014 Exit Survey, so no comparison data available.

<table>
<thead>
<tr>
<th></th>
<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 *</th>
<th>Mean Rating of Enhanced Knowledge and Skills*</th>
<th>Mean Rating of Technology Skills Developed *</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td>4.5</td>
<td>4.4</td>
<td>4.5</td>
<td>4.1</td>
<td>4.1</td>
<td>4.4</td>
<td>4.0</td>
<td>4.7</td>
<td>3.7</td>
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<tr>
<td>2012/2013</td>
<td>4.3</td>
<td>3.9</td>
<td>4.4</td>
<td>4.1</td>
<td>4.2</td>
<td>4.2</td>
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</tbody>
</table>
Factors Most Important to Overall Satisfaction with the TESOL, Literacy, and Culture, MEd Program

When TESOL graduates were asked which factors were most important in their overall satisfaction with the TESOL Program, they cited the practicum teaching experience, supportive advisors and faculty, and readily access to instructors as contributing to their overall satisfaction. Students’ comments regarding overall satisfaction are shown in Table A10 in the Appendix of the full report.

Student Suggestions for Improving the TESOL, Literacy, and Culture, MEd Program

When TESOL graduates were asked for suggestions for improving the TESOL, Literacy, and Culture, MEd Program, they listed: additional time and preparation for the action research project, and more classes offered in the evening. Students’ suggestions for improvement are shown in Table A11 in the Appendix of the full report.

Fulfillment of Program Goals

Exit survey data from TESOL graduates serve as evidence of program goal fulfillment.

- Candidates are prepared to be reflective practitioners who can successfully engage and ensure the academic success of students from diverse cultural, linguistic and socioeconomic backgrounds.
- Candidates create critical understanding of theory and practice.
- Candidates develop research-based and culturally responsive teaching practices that can create progress toward closing the achievement gap and systems that perpetuate educational inequity.
- Candidates are provide with opportunities for development as change agents and teacher-scholars at local, national and/or international levels.