Survey of Master of Arts Program Graduates

In 2013, the Avila University School of Education revised the survey distributed annually to Master of Arts program graduates. This survey is distributed to the Master of Arts Program graduate approximately one year following the completion of his/her program. Due to low response rates for this survey the timing of this survey is being adjusted. The last administration occurred in October 2017. The next administration will occur in Spring 2019 and will include graduates from Fall 2017 through Fall 2018.

The data provided below is a graphical summary of the mean score by question for the for the most recent five administrations (2013-2017) of the Master of Arts Graduate survey. The bar graph shows the responses disaggregated by program. All questions utilize the following four-point scale: Strongly Agree (4); Agree (4); Neutral (3); Disagree (2); Strongly Disagree (1).

Teaching & Learning Concentration Graduates

**Skills:** All questions follow the stem of “My experiences in the (completed Master’s program), enhanced my ability to...”

S1: communicate and collaborate successfully with colleagues and students.
S2: be a reflective teacher.
S3: evaluate and critique research.
S4: interpret formal and informal assessment data and implement appropriate changes.
S5: assume leadership responsibilities.
S6: design, deliver and adapt instruction to meet the individual needs of diverse learners.
S7: guide students in setting learning goals and evaluating growth.
S8: establish a classroom environment that encourages collaborative learning, peer respect, and student engagement.
S9: align curriculum with standards and anticipate skill gaps.
S10: value differing educational perspectives.

**Knowledge:** All questions follow the stem of “My experiences in the (completed Master’s program), deepened my knowledge in the following areas...”

K1: depth and breadth of educational research.
K2: major philosophical principles of education in the United States.
K3: instructional design and curricular plans based on theoretical concepts of learning and motivation.
K4: current research in the design and implementation of curricular plans.
K5: measurement of group and individual learning.
Teaching English as a Second Language Concentration & English Language Learners Advanced Certification Graduates

**Skills:** All questions follow the stem of “My experiences in the (completed Master’s program), enhanced my ability to…”

S1: analyze and critique past practices and current trends in second language learning and evaluation.
S2: work with students in a multicultural environment.
S3: assess student learning to measure growth on learning goals.
S4: manage classroom dynamics to create a nurturing and respectful classroom environment.
S5: serve my community as a professional educator focused on continual growth and student success.
S6: design, deliver and adapt instruction to meet the individual needs of diverse learners.
S7: align curriculum with standards and anticipate skill gaps.

**Knowledge:** All questions follow the stem of “My experiences in the (completed Master’s program), deepened my knowledge in the following areas…”

K1: The nature of language and language learning.
K2: The structure and use of English in different contexts.
K3: Culture and the role it plays in learning a second language.
K4: The evolving nature of second language learning and teaching.
K5: The use of multiple theories and techniques for teaching a second language.
Overall Experiences: All Master of Arts Program Graduates

Master of Arts graduates were asked to rate their experiences at Avila in reference to the following specific aspects of the preparation program. All questions utilize the following four-point scale: Strongly Agree (4); Agree (4); Neutral (3); Disagree (2); Strongly Disagree (1).

Q1: My skills for working with diverse populations in a variety of settings were strengthened through my coursework and/or field experiences.
Q2: The Avila faculty enhanced my professional growth by modeling strong pedagogical skills and a passion for the profession.
Q3: My interactions with faculty and peers at Avila provided opportunity for personal reflection to deepen my respect for the profession and its role in the greater community.
Q4: I have been able to apply my experiences to my work.
Q5: The knowledge and skills I attained have helped me reach my professional goals.

Respondents were further asked to rate their experiences with other Master’s prepared colleagues. The data provided below is a graphical summary of the percent of response by item for the for the most recent five administrations (2013-2017) of the Master of Arts Graduate survey. All surveys are scored on the following four-point scale:

- I feel that I was BETTER PREPARED for my professional goals. (4)
- I feel that I was EQUALLY as WELL PREPARED for my professional goals. (3)
- I feel that I was LESS PREPARED for my professional goals. (2)
- I feel that I was SIGNIFICANTLY LESS PREPARED for my professional goals. (1)