2022-2023 Exit Interview Data

M.Ed. Programs

Note: At the end of their degree program, M.Ed. graduate candidates are asked to respond to four questions by ranking their responses via an ordinal scale: 1—poor to 5—excellent. The questions are listed below with the percentage for each program and a whole.

Questions 2022-2023 N=30	Scores: 5 Excellent, 4, 3, 2, 1 Poor
Did your educational experiences in the graduate program prepare you adequately for the pursuit of your future employment possibilities?	5 = 18 60% 4 = 6 20% 3 = 5 17% 2 = 1 3% 1 = 0 0%
Did your educational experience in the graduate program stimulate academic growth (accumulation of additional skills and knowledge)?	5 = 23 77% 4 = 6 20% 3 = 1 3% 2 = 0 0% 1 = 0 0%
Did your educational experiences in the graduate program stimulate intellectual development of higher-level thinking skills?	5 = 22 74% 4 = 4 13% 3 = 4 13% 2 = 0 0% 1 = 0 0%
Did your educational experiences in the graduate program promote professional growth (interest in professional organizations, improved focus on professional goals, application of learning?	5 = 22 74% 4 = 2 6% 3 = 6 20% 2 = 0 0% 1 = 0 0%

Exit Interviews

Curriculum and Instruction

Questions 2022-2023 N=3	Scores: 5 Excellent, 4, 3, 2, 1 Poor
Did your educational experiences in the graduate program prepare you adequately for the pursuit of your future employment possibilities?	5 = 3 100% 4 = 0 0% 3 = 0 0% 2 = 0 0% 1 = 0 0%
Did your educational experience in the graduate program stimulate academic growth (accumulation of additional skills and knowledge)?	5 = 3 100% 4 = 0 0% 3 = 0 0% 2 = 0 0% 1 = 0 0%

Did your educational experiences in the graduate program stimulate intellectual development of higher-level thinking skills?	5 = 3 100% 4 = 0 0% 3 = 0 0% 2 = 0 0% 1 = 0 0%
Did your educational experiences in the graduate program promote professional growth (interest in professional organizations, improved focus on professional goals, application of learning?	5 = 3 100% 4 = 0 0% 3 = 0 0% 2 = 0 0% 1 = 0 0%

Exit Interviews

Educational Leadership

Questions 2022-2023 N=15	Scores: 5 Excellent, 4, 3, 2, 1 Poor
Did your educational experiences in the graduate program prepare you adequately for the pursuit of your future employment possibilities?	5 = 10 67% 4 = 2 13% 3 = 2 13% 2 = 1 7% 1 = 0 0%
Did your educational experience in the graduate program stimulate academic growth (accumulation of additional skills and knowledge)?	5 = 12 80% 4 = 2 13% 3 = 1 7% 2 = 0 0% 1 = 0 0%
Did your educational experiences in the graduate program stimulate intellectual development of higher level thinking skills?	5 = 12 80% 4 = 0 0% 3 = 3 20% 2 = 0 0% 1 = 0 0%
Did your educational experiences in the graduate program promote professional growth (interest in professional organizations, improved focus on professional goals, application of learning?	5 = 11 73% 4 = 0 0% 3 = 4 27% 2 = 0 0% 1 = 0 0%

Exit Interviews

Reading Specialist

Questions 2022-2023 N=2	Scores: 5 Excellent, 4, 3, 2, 1 Poor
Did your educational experiences in the graduate program prepare you adequately for the pursuit of your future employment possibilities?	5 = 2 100% 4 = 0 0% 3 = 0 0% 2 = 0 0% 1 = 0 0%

Did your educational experience in the graduate program stimulate academic growth (accumulation of additional skills and knowledge)?	5 = 2 100% 4 = 0 0% 3 = 0 0% 2 = 0 0% 1 = 0 0%
Did your educational experiences in the graduate program stimulate intellectual development of higher level thinking skills?	5 = 2 100% 4 = 0 0% 3 = 0 0% 2 = 0 0% 1 = 0 0%
Did your educational experiences in the graduate program promote professional growth (interest in professional organizations, improved focus on professional goals, application of learning?	5 = 2 100% 4 = 0 0% 3 = 0 0% 2 = 0 0% 1 = 0 0%

Exit Interviews

School Counseling

Questions 2022-2023 N=10	Scores: 5 Excellent, 4, 3, 2, 1 Poor
Did your educational experiences in the graduate program prepare you adequately for the pursuit of your future employment possibilities?	5 = 3 30% 4 = 4 40% 3 = 3 30% 2 = 0 0% 1 = 0 0%
Did your educational experience in the graduate program stimulate academic growth (accumulation of additional skills and knowledge)?	5 = 6 60% 4 = 4 40% 3 = 0 0% 2 = 0 0% 1 = 0 0%
Did your educational experiences in the graduate program stimulate intellectual development of higher level thinking skills?	5 = 5 50% 4 = 4 40% 3 = 1 10% 2 = 0 0% 1 = 0 0%
Did your educational experiences in the graduate program promote professional growth (interest in professional organizations, improved focus on professional goals, application of learning?	5 = 6 60% 4 = 2 20% 3 = 2 20% 2 = 0 0% 1 = 0 0%

Note: At the end of their degree program, M.Ed. graduate candidates are also asked to respond to three open-ended questions. The highlights from these comments/concerns are documented here by program option:

Question 1: What do you perceive as the strengths in the degree program you are completing?

Curriculum & Instruction:

- Assisting me with growing as an educator
- Strengthening my knowledge of curriculum and best practices
- Knowledgeable professors
- The research we were asked to do
- Supportive faculty

Educational Leadership:

- Great advisors & great professors who show much care throughout the program.
- The professors
- Dr. Hawkins is amazing! He is a good teacher and cares for his students.
- Enjoyed the coursework.
- The texts chosen were fantastic
- Being able to do it from home or locally. (Really all should be from home or school.)
- The leadership program has enabled me to thoughtfully consider every angle related to work as a principal, especially special education, finances, law, public relations, and curriculum and instruction.
- All of my instructors/advisors were professional and knowledgeable. They really helped me view leadership through a new lens.
- All courses were very thought-provoking.
- Taking courses on-line via Zoom
- Instructors' willingness to help
- Community: built a solid bond with other members in my classes

Reading Specialist

- Connection to other students, even in an on-line class
- Assignments and requirements that connect with my real classroom
- I found the Action Research Project process to be something that really strengthened the quality of instruction.
- Professors were always reachable and supportive
- The work assigned had validity and contributed to the knowledge needed in degree the area.

School Counseling

- Communication and availability of professors
- Hybrid courses
- Flexible course offerings

- Relatable professors
- Psychology dept. actually taught via Zoom
- Making classes available that are conducive to someone working full time.
- Kind, helpful staff
- I liked the hybrid classes where we get practice.
- I gained knowledge of questioning techniques that can transfer over to education.
- Professors and flexibility; NWOSU is the <u>best</u>!
- Incredible professors (2)
- Practicing the skills needed as a counselor
- Patient, encouraging, and knowledgeable instructors.

Question 2: What do you perceive as the weaknesses in the degree program you are completing?

Curriculum & Instruction

- Online courses do not allow for as much discussion or collaboration as a face-to-face class.
- I would have liked to have more engagement with my peers.
- None

Educational Leadership

- The Research class. I have heard there have been some improvements to this class since the Spring of 2020. I did not think this class was geared towards education.
- The research class due to COVID
- The research class is a weakness of the program. I do not feel I received the guidance and the feedback required to complete the action research project.
- The scheduling of classes/structure of the program. I currently work with four others working on administration/master's degrees and none of them are using NWOSU because of the program structure. All are enrolled online or by zoom in 8-week class rotations, one class at a time. They are also enrolled in four other schools in Oklahoma—SEOSU, SWOSE, East Central, and NEOSU. I recommend looking at these programs to see what changes need to be made. I felt discriminated against by making us attend the UC because of where we lived and paying higher tuition for some classes. Other students in all classes zoomed from home! Also, programs should be evaluated to meet student needs.
- The finance class was a little lacking.
- I would prefer to answer the question in person sometime.
- Course rotation problems and being limited as to when classes were offered.
- Make instruction through blackboard uniform in every class since some instructors were more well-versed than others.

Reading Specialist

- I can see that some requirements (especially field experience-related) would be very difficult to complete if a student is not currently working in a K-12 setting. I'm grateful that I was able to use my classroom (even with restrictions) to complete so much.
- "I was not fully aware if the Reading Specialist OSAT was required for completion. I took it but was unaware I had needed to send results to NWOSU."

School Counseling

- On-line program needed! Nontraditional students and people working full time can't sit in a classroom.
- Not much differentiation for counselors who hope to work in schools and not private practice—support in deeper 504/testing experience could be helpful.
- Lack of teacher-student teaching. Too much work just assigned but never taught.
- Trying to meet the required practicum hours and conduct research while holding down a full-time job.
- There are a lot of psychology classes, but the information learned did not always apply. Even if the courses could be separated from the psychology students that would help.
- The practicum experience does not include middle school for school counseling. Incorporating elementary, middle school, and high school would enlighten practicum students on the diverse climates and capabilities of each age group.
- Professors need to answer questions and emails in a timely manner. It is horribly frustrating to need a question answered and not hearing back for weeks.
- More classes need to be geared toward school counseling and not clinical counseling. They are different.

Question 3: What are your future educational goals?

Curriculum & Instruction

- Continue learning every day to be the best teacher for my students. I may also consider returning for my school counseling certification.
- Possibly pursue a doctorate
- To teach in the fall and start my doctorate in 1-2 years

Educational Leadership

- Continue learning.
- I want to be a principal or work in the technology center in Ponca City.
- I would be very interested in taking a course on counseling/psychology.
- None at this time. I am currently at a Master's plus approximately 50 hours and will probably stop here!
- I would like to get a doctorate.
- I do not plan to pursue any other degrees.
- Stay in education as a teacher.

- I was hired to work as an assistant principal at Enid High School next year!

Reading Specialist

- I will be stopping at the completion of my masters. I hope to fulfill a reading specialist position.

School Counseling

- Considering continuing with a Masters in Administration
- School counselor of perhaps school psychology. . .
- To stay in the same field
- Only continuing education on skills updates presently. Maybe a doctorate down the road.
- Perhaps a doctorate. "For now, want to focus on learning and developing as a school counselor."
- Considering continuing with a Masters in Administration
- School counselor or perhaps school psychology. . .
- To continue to learn but hopefully not be back at school/college
- Will continue to learn but will not earn any more degrees.
- I am done!
- This is my third degree so I plan on being done.
- I plan to work as a school counselor to improve the educational experiences of the students, faculty, and parents alike. I look forward to implementing services and employing strategies that I learned throughout this program.