

## **Completer Survey Data**

**April, 2023**

The MA in Educational Leadership Completer Survey is a self-assessment tool that measures completer's program satisfaction and evaluation of the knowledge, skills and dispositions acquired upon completion of the TESU Master of Arts in Educational Leadership program. Respondents rate their satisfaction on a 4-point Likert Scale: Strongly Satisfied, Satisfied, Dissatisfied, Strongly Dissatisfied.

This survey is administered annually to graduates who completed the program within the prior three years. As one of several measures, this survey provides the University with valuable information regarding its effectiveness in preparing students to become educational leaders.

Results from the survey include overall student satisfaction ratings of the program and evaluation of the degree to which the acquired knowledge, skills, and dispositions prepared graduates for positions as educational leaders. The survey also includes items that assess the impact of the degree program on students' achievement of their personal, professional, and educational objectives.

Below are several findings from the 2023 Completer Survey related to 1) the MA in Educational Leadership graduates' satisfaction with their preparation for positions in educational leadership and 2) the attainment of professional milestones. Of the respondents, 73% were 2021 graduates and 27% were 2020 graduates. One survey respondent did not respond to survey questions #8-15.

### **Data Summary**

The survey results indicate that 91% of respondents who completed the Master of Arts in Educational Leadership were satisfied or strongly satisfied with the program's coursework, and 100% were satisfied or strongly satisfied with their preparation for employment as an educational leader. The data reveal two specific areas of strength where more than 60% of respondents were strongly satisfied with their preparation for a position in educational administration:

- Lead and/or participate in collaborative activities with others such as peers, colleagues, teachers, administrators, community, and parents. (CAEP A1.1)
- Support instructional practice that is consistent with learning, development, effective pedagogy, and the needs of diverse P-12 students and their families. (CAEP A2.2)

The data also indicate that 90% of the program completers who responded to question #12 have already attained employment milestones, such as promotion (CAEP A 4.1).

## Survey Questions

### Evaluation of Knowledge, Skills, and Dispositions

1. Completion of the program prepared me to effectively: Collect, manage, evaluate, and apply data in a critical manner. (CAEP A1.1)

45% Satisfied	55% Strongly Satisfied
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2. Use research and understand qualitative, quantitative, and/or mixed methods research methodologies (CAEP A1.1)

54% Satisfied	36% Strongly Satisfied
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3. Employ data analysis and evidence to develop supportive school environments. (CAEP A1.1)

54% Satisfied	36% Strongly Satisfied
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4. Lead and/or participate in collaborative activities with others such as peers, colleagues, teachers, administrators, community, and parents. (CAEP A1.1)

18% Satisfied	82% Strongly Satisfied
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5. Use appropriate applications of technology appropriate for the field of Educational Leadership. (CAEP A1.1)

45% Satisfied	55% Strongly Satisfied
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6. Apply professional dispositions, laws and policies, codes of ethics and professional standards appropriate for the field of Educational Leadership. (CAEP A1.1)

45% Satisfied	55% Strongly Satisfied
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7. Support instructional practice that is consistent with learning, development, effective pedagogy, and the needs of diverse P-12 students and their families. (CAEP A2.2)

36% Satisfied	64% Strongly Satisfied
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8. Evaluate teachers' instructional practice in diverse P-12 settings. (CAEP A2.2)

10% Dissatisfied	40% Satisfied	50% Strongly Satisfied
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9. Use data, research, and feedback to foster student engagement and maintain high expectations for the success of all P-12 students. (CAEP A 2.2)

60% Satisfied	40% Strongly Satisfied
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### **Evaluation of Coursework and Program**

10. My coursework was relevant to the responsibilities confronted on the job (CAEP A.4)

40% Satisfied	60% Strongly Satisfied
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11. I am satisfied with my preparation in the field of Educational Leadership (CAEP A.4)

50% Satisfied	50% Strongly Satisfied
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12. Completion of the program has already enabled employment milestones, such as promotion and retention, to be reached (CAEP A 4.1)

10% No	90% Yes
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13. What professional awards or recognitions have you received while in or since completion of the program (if applicable)

- Promotion included becoming a subject area supervisor or instructional leader.
- One respondent was named "Educator of the Year" in their district.
- 2022-2023 Educational Support Professional of the Year in their district

14. What are some of the programs' strengths?

- User-friendly course management, reliable tech support, useful feedback, and extremely convenient!
- Data gathering and using data to make decisions.
- Effectively demonstrated understanding of Leadership Standards.
- Mentors/professors - they were amazing with relevant experience. High coursework expectations with strong guidance from mentors with relevant experience. Strong utilization of time devoted to coursework and assignments.
- Textbook materials and assignment flexibility.