

Measure 2: Satisfaction of Employers & Stakeholder Involvement (Advanced)

The tables below present Mississippi State University results from the 2024 Satisfaction of Employers survey for advanced programs. Results reflect employer perceptions of program completers at the master’s and specialist levels.

Table: Satisfaction of Employers – Educational Leadership (Master’s) – 2024

Survey Area	Number of Respondents	Strongly Dissatisfied (%)	Dissatisfied (%)	Satisfied (%)	Strongly Satisfied (%)	No Response (%)
1. Collect, manage, evaluate, and apply data in a critical manner	4	0.00	0.00	25.00	75.00	0.00
2. Use research and understand qualitative, quantitative, and/or mixed methods	4	0.00	0.00	50.00	50.00	0.00
3. Employ data analysis to develop supportive school environments	4	0.00	0.00	50.00	50.00	0.00
4. Participate in collaborative activities with stakeholders	4	0.00	0.00	50.00	50.00	0.00
5. Use appropriate applications of technology	4	0.00	0.00	50.00	50.00	0.00

Survey Area	Number of Respondents	Strongly Dissatisfied (%)	Dissatisfied (%)	Satisfied (%)	Strongly Satisfied (%)	No Response (%)
6. Apply professional dispositions, laws, and ethical standards	4	0.00	0.00	25.00	75.00	0.00
7. Promote instructional practices aligned with learning development	4	0.00	0.00	25.00	75.00	0.00
8. Use data-driven instruction to foster student engagement	4	0.00	0.00	50.00	50.00	0.00
9. Relevancy of coursework to job responsibilities	4	0.00	0.00	50.00	50.00	0.00
10. Overall effectiveness of program preparation	4	0.00	0.00	50.00	50.00	0.00
11. Program enabled employment milestones (promotion/retention)	4	0.00	0.00	50.00	50.00	0.00

Analysis of Results – Master’s Program

Employers of Mississippi State University Educational Leadership master’s program completers reported uniformly positive perceptions across all survey areas in 2024. For each domain, 100 percent of respondents indicated that they were either satisfied or strongly satisfied with completer performance, with no reports of dissatisfaction. These results suggest that employers view master’s-level completers as being well prepared to apply data analysis, instructional leadership, collaboration, and professional standards in school settings. The consistency of positive feedback across domains indicates strong

alignment between program preparation and professional expectations for entry-level and mid-level educational leadership roles.

Table: Satisfaction of Employers – Educational Leadership (Specialist) – 2024

Survey Area	Number of Respondents	Strongly Dissatisfied (%)	Dissatisfied (%)	Satisfied (%)	Strongly Satisfied (%)	No Response (%)
1. Collect, manage, evaluate, and apply data in a critical manner	6	0	0	16.67	83.33	0
2. Use research and understand qualitative, quantitative, and/or mixed methods	6	0	0	16.67	83.33	0
3. Employ data analysis to develop supportive school environments	6	0	0	16.67	83.33	0
4. Participate in collaborative activities with stakeholders	6	0	0	33.33	66.67	0
5. Use appropriate applications of technology	6	0	0	33.33	66.67	0
6. Apply professional dispositions, laws, and ethical standards	6	0	0	16.67	83.33	0
7. Promote instructional practices aligned with learning development	6	0	0	33.33	66.67	0

Survey Area	Number of Respondents	Strongly Dissatisfied (%)	Dissatisfied (%)	Satisfied (%)	Strongly Satisfied (%)	No Response (%)
8. Use data-driven instruction to foster student engagement	6	0	0	16.67	83.33	0
9. Relevancy of coursework to job responsibilities	6	0	0	16.67	83.33	0
10. Overall effectiveness of program preparation	6	0	0	16.67	83.33	0
11. Program enabled employment milestones (promotion/retention)	6	0	0	16.67	83.33	0

Analysis of Results – Specialist Program

Employers of Educational Leadership specialist program completers expressed very strong satisfaction with graduate performance across all survey areas in 2024. In each domain, all respondents indicated satisfaction or strong satisfaction, with the majority reporting strong satisfaction. These findings suggest that specialist-level completers are well prepared for advanced leadership responsibilities, particularly in data-informed decision making, instructional leadership, and professional practice. The consistently high ratings across domains indicate that the specialist program effectively supports preparation for complex and high-level leadership roles within P–12 school systems.