



Completer Survey: 2017 – 2018
Advanced Program – Educational Specialist in Education
(concentration in School Administration)

Executive Summary

Purpose: The purpose of the *Graduates of Advanced Programs Completer Survey* is to evaluate the satisfaction of graduates who completed the Master of Science in Educational Leadership with a concentration in School Administration, or the Educational Specialist in Education with a concentration in School Administration, both offered by the Department of Educational Leadership within the College of Education at Mississippi State University. Graduates were separated by the program of completion (Master of Science and Educational Specialist) and their year of completion (2017-2018). The survey was designed to capture completers' assessments of the preparation they received from the School Administration program. This survey serves as a component of the College of Education's overall plan to assess institutional effectiveness and compliance for the Council for the Accreditation of Educator Preparation (CAEP) Standard A.4. Program Impact (A.4.2. -Satisfaction of Completers).

Methodology: A pre-existing survey first piloted by a sister Mississippi institution was utilized to assess the preparation of completers. Some of the survey items were amended to best align with CAEP standards A.1.1. and/or A.2.2 and A.4.

The *Graduates of Advanced Programs Completer Survey* consists of ten statements, each designed to measure completers' perceptions of the preparation they received in either the Master of Science or the Educational Specialist degrees with concentrations offered in School Administration. Each statement is accompanied by a response set of Strongly Satisfied (4), Satisfied (3), Dissatisfied (2), and Strongly Dissatisfied (1). The 2016-2017 Master of Science Completer results were used to calculate the reliability and internal consistency of the completer survey.

Dr. Katie Oswalt, Instructor/Coordinator in the Department of Educational Leadership at Mississippi State University provided reliability and validity evidence of the survey. Cronbach's alpha was used to measure the reliability and provide evidence that the items were related to each other. Cronbach's alpha reliability coefficient ranges between 0 and 1; as the coefficient nears 1.0, it signals greater internal consistency of items. Cronbach's alpha values of over .9 are considered to be excellent (George and Mallery, 2003). Cronbach's alpha for the reliability of the ten items included in the *Completers of Advanced Programs Survey* equated to .952, while the reliability of the eleven items included in the *Employers of Graduates of Advanced Programs Survey* equated to .972. Both reliability coefficients signal that the internal consistency of the surveys is excellent.

The degree awarded files of the 2017-2018 *Completers of the Educational Specialist program* (n=10) were provided by the Office of Institutional Research and Effectiveness. A public records request was submitted to the Mississippi Department of Education to confirm the schools in which these advanced program completers were employed. The

survey was deployed utilizing Qualtrics software. Of the 10 unduplicated completers, 5 completed the web survey for an overall response rate of 50.00%.

Overall Survey Results:

Primary Role

Two of five respondents (40%) marked that they were secondary teachers at the time of program admission. One respondent of five (20%) marked that he/she was an instructional coordinator/supervisor and one (20%) noted that he/she was a special education teacher at the time of program admission. Two participants (40%) claimed that their primary role changed to that of administrator, with one of the two participants claiming that he/she also took on an additional role of student support services staff after they completed the program.

Satisfaction with Program and Preparation

The survey contained 10 statements grouped into two different topics:

- 1) Level of satisfaction with preparation received – “My program prepared me to...” – 8 statements
- 2) Level of satisfaction with program – 2 statements

Each statement had a response set of Strongly Satisfied (4), Satisfied (3), Dissatisfied (2), and Strongly Dissatisfied (1). Data will be presented for each statement and will include the mean, and the percentage of ratings for strongly satisfied, satisfied, dissatisfied, and strongly dissatisfied.

Q5 - Please rate your level of satisfaction with the preparation you received from Mississippi State University. All statements below align with the Council for the Accreditation of Educator Preparation (CAEP) Standards A.1.1 and/or A.2.2. My program prepared me to:

| Statement | Mean | Strongly satisfied | # | Satisfied | # | Dissatisfied | # | Strongly dissatisfied | # | Total |
|---|------|--------------------|---|-----------|---|--------------|---|-----------------------|---|-------|
| 1. Collect, manage, evaluate, and apply data in a critical manner (CAEP A.1.1). | 3.80 | 80.00% | 4 | 20.00% | 1 | 0.00% | 0 | 0.00% | 0 | 5 |
| 2. Use research and understand qualitative, quantitative, and/or mixed methods research methodologies (CAEP A.1.1). | 3.80 | 80.00% | 4 | 20.00% | 1 | 0.00% | 0 | 0.00% | 0 | 5 |
| 3. Employ data analysis and evidence to develop supportive school environments (CAEP A.1.1). | 3.80 | 80.00% | 4 | 20.00% | 1 | 0.00% | 0 | 0.00% | 0 | 5 |
| Use appropriate applications of 4. technology for my field of specialization (CAEP A.1.1). | 3.80 | 80.00% | 4 | 20.00% | 1 | 0.00% | 0 | 0.00% | 0 | 5 |

| | | | | | | | | | | |
|---|------|--------|---|--------|---|-------|---|-------|---|---|
| 5. Lead and/or participate in collaborative activities with others such as peers, colleagues, teachers, administrators, members of the community, and parents (CAEP A.1.1). | 3.80 | 80.00% | 4 | 20.00% | 1 | 0.00% | 0 | 0.00% | 0 | 5 |
| 6. Apply professional dispositions, laws and policies, codes of ethics, and professional standards appropriate for my field of specialization (CAEP A.1.1). | 3.60 | 60.00% | 3 | 40.00% | 2 | 0.00% | 0 | 0.00% | 0 | 5 |
| 7. Use data-driven instruction and research strategies to foster student engagement and maintain high expectations for the success of all students (CAEP A.2.2). | 3.80 | 80.00% | 4 | 20.00% | 1 | 0.00% | 0 | 0.00% | 0 | 5 |
| 8. Promote clinical practice that is consistent with learning development, effective pedagogy, and the needs of each child (CAEP A.2.2). | 3.60 | 60.00% | 3 | 40.00% | 2 | 0.00% | 0 | 0.00% | 0 | 5 |

Q10 - How satisfied were you with the following:

| Statement 1 | Mean | Strongly Satisfied | # | Satisfied | # | Dissatisfied | # | Strongly Dissatisfied | # | Total |
|---|------|--------------------|---|-----------|---|--------------|---|-----------------------|---|-------|
| A) Effectiveness of program preparation (CAEP A.4) | 3.80 | 80.00% | 4 | 20.00% | 1 | 0.00% | 0 | 0.00% | 0 | 5 |
| B) Relevancy of the coursework to the responsibilities confronted on the job (CAEP A.4) | 3.80 | 80.00% | 4 | 20.00% | 1 | 0.00% | 0 | 0.00% | 0 | 5 |

Additional comments

Participants were invited to leave comments concerning the program but were not required to do so. Comments received follow.

Q6 - Comments: In which areas does the program excel?

Knowledge of content

Communication

The program is a well-rounded course of study in educational leadership. I was completely prepared to pass the SLLA on the first attempt.

Collaboration and real world applications

Q11 - Comments: In which areas could the program improve?

Better preparation for the SLLA

Job placement

If at all possible, the addition of a job fair where superintendents or H.R. representatives from across the state come to interview the ed. leadership students would be of great help to prepare the candidates for future interviews.

Data related to the accountability model

Overall Summary: Of all 10 statements evaluated, there was a 100% satisfaction rate of Satisfied/Strongly Satisfied by the 2017-2018 completers of the Educational Specialist program. Each statement included a response set of Strongly Satisfied (4), Satisfied (3), Dissatisfied (2), and Strongly Dissatisfied (1). Overall, the means of each statement were at or above 3.60/4.00, with each carrying a standard deviation of 0.40 (for means of 3.80) or 0.49 (for means of 3.60).