Satisfaction of Completers for Advanced Level Licensure Program – MED and EDD

The following charts/graphs provide information on satisfaction of completers (2019 – 2020) on program quality. The data for the 2019 – 2020 academic year is a combined average of completers in the MED and EDD program. There were 12 respondents in total. The data is from the INSPIRE Graduate Survey and focuses on areas of program quality that include the following categories: rigor and relevance, faculty quality, peer relationship, program accessibility, curriculum, candidate assessment, and internship quality. All of the responses to these questions are 5 point Likert scales.

Program Rigor and Relevance

Completers were asked the following:

To what extent do you agree or disagree with the following statements about your educational leadership preparation program?

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Program Rigor and Relevance

<table>
<thead>
<tr>
<th>Rigor and Relevance</th>
<th>Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>The program gave me a strong orientation to educational leadership as a career</td>
<td>4.9</td>
</tr>
<tr>
<td>The program integrated theory and practice</td>
<td>4.7</td>
</tr>
<tr>
<td>I was asked to reflect on practice and analyze how to improve it</td>
<td>4.8</td>
</tr>
<tr>
<td>The course work was challenging and intellectually stimulating</td>
<td>4.7</td>
</tr>
<tr>
<td>The course work provided a coherent learning experience</td>
<td>4.8</td>
</tr>
<tr>
<td>Instructional strategies were varied and appropriately engaging.</td>
<td>4.8</td>
</tr>
</tbody>
</table>

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Completers were asked the following:
To what extent do you agree or disagree with the following statements about your educational leadership preparation program?

- The faculty/instructors valued and supported me.
- The faculty/instructors were respectful of diversity
- The faculty/instructors were responsive to students
- The faculty/instructors were competent
- The faculty/instructors were knowledgeable

Bar chart showing responses:
- The faculty/instructors valued and supported me: 4.8
- The faculty/instructors were respectful of diversity: 5.0
- The faculty/instructors were responsive to students: 4.8
- The faculty/instructors were competent: 4.75
- The faculty/instructors were knowledgeable: 4.75
Measure 4 Satisfaction of Completers Advanced Level Program

Peer Relationships

Completers were asked the following:
To what extent do you agree or disagree with the following statements about your educational leadership preparation program?

1. My interactions with fellow students have had a positive influence on my personal growth.
2. My interactions with fellow students have had a positive influence on my professional growth.
3. I developed close relationships with other leadership students in the program.

Bar chart showing the extent of agreement with the statements on a scale from 4.1 to 4.8.
Program Accessibility

Completers were asked the following:
To what extent do you agree or disagree with the following statements about your educational leadership preparation program?

- Admission requirements were reasonable.
- Costs incurred by me were affordable (e.g., tuition, fees, books, or other).
- Online courses and activities enhanced the program convenience.
- The program locations were convenient.
- Program classes and activities were offered at convenient times and days.
Completers were asked the following:

To what extent do you agree or disagree with the following statements about your educational leadership preparation program? "The program prepared me well in the following areas..."
Candidate Assessment

Completers were asked the following:

To what extent do you agree or disagree with the following statements about your educational leadership preparation program?

"The following strategies were effective for reviewing and making decisions about my knowledge and/or skill development throughout the program..."

A final summative assessment (e.g. portfolio review, capstone project, final comprehensive exam, thesis/research paper, or state/national assessment) was an effective assessment to make a fair decision about my program completion (e.g. ...)

Mid-program review offered an opportunity to provide performance feedback and to evaluate my learning and development in the program.

Within course or other routine formative assessments offered relevant feedback to enhance my learning.
Completers were asked the following:
To what extent do you agree or disagree with the following statements about your internship experience?

### Internship Quality

<table>
<thead>
<tr>
<th>Statement</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>My internship experience gave me the opportunity to synthesize and apply program content...</td>
<td>4.3</td>
</tr>
<tr>
<td>I worked in one or more schools that serve students with a variety of socioeconomic backgrounds</td>
<td>4.7</td>
</tr>
<tr>
<td>My internship/residency achievements were regularly evaluated by program faculty or staff</td>
<td>4.5</td>
</tr>
<tr>
<td>I was supervised by knowledgeable school leaders</td>
<td>4.6</td>
</tr>
<tr>
<td>I had responsibilities for leading, facilitating, and making decisions typical of an educational leader</td>
<td>4.1</td>
</tr>
<tr>
<td>My internship/residency enabled me to develop the practice of engaging peers and colleagues in shared problem solving and collaboration</td>
<td>4.3</td>
</tr>
<tr>
<td>I was able to develop an educational leader’s perspective on school improvement</td>
<td>4.4</td>
</tr>
<tr>
<td>My internship/residency experience was an excellent learning experience for becoming an educational leader</td>
<td>4.5</td>
</tr>
</tbody>
</table>