

Educational Leadership Completer Satisfaction Survey Analysis

Data:

This feedback survey data originates from completers of four CAEP-eligible programs (EdD Educational Leadership – K-12 Administration; MEd Educational Leadership – Principal PreK-12; GCert Superintendent; GCert Principal). The results of completer satisfaction survey forms a crucial component of the Professional Education Programs' (PEP) ongoing endeavors towards enhancing educational leadership programs and collecting data that is relevant, verifiable, representative, cumulative, and actionable.

The survey was distributed to 140 NAU IR-holding completers who applied for administrative licensure through the Arizona Department of Education. The survey was sent to program completers from a three-year window of IR issuances (2020-2023). The contact list of these IR-holding completers was provided to PEP by the ADE. The response rate was 36.4% ($n = 51$).

The survey's primary objective is to glean insights into graduates' readiness for their professional roles, as well as the obstacles they encountered, and the valuable lessons garnered from their college experiences. The findings aim to pinpoint key areas necessitating improvement within the educational leadership programs.

Analysis:

There were three questions which were the highlights of the survey –

Question 1: *After completing your EDL program, to what extent did you feel prepared to meet the challenges of your work?*

Among the respondents to the survey, 47% indicated that they felt "very prepared," while 45% stated they were "somewhat prepared." Only 8% of respondents reported feeling "somewhat unprepared" (Figure 1).

Figure 1 : Preparedness distribution.

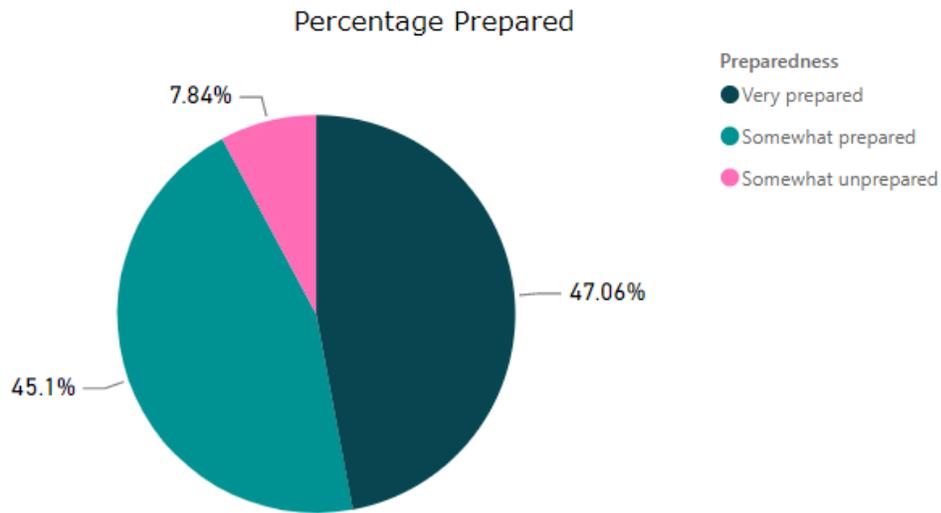
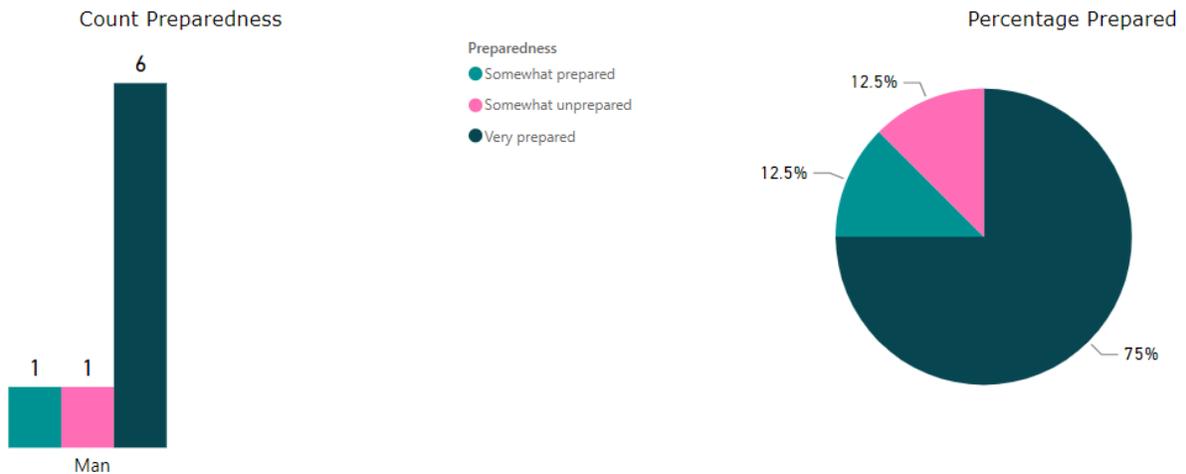
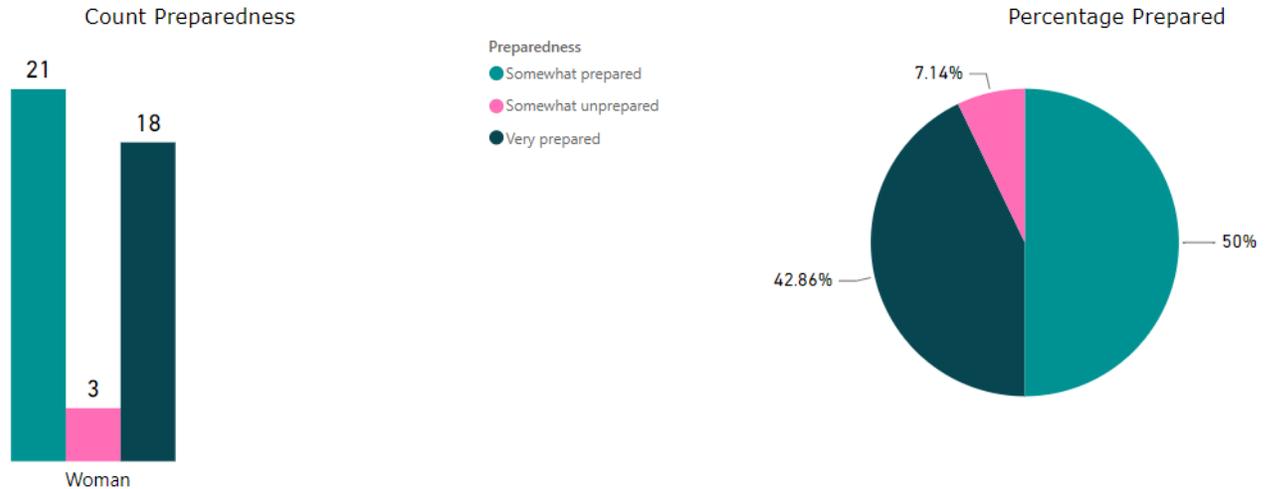


Figure 2, below, illustrates the distribution of completers based on their level of preparedness. It reveals that a significant portion of male completers, totaling 75% ($n = 6$), felt "very prepared." Conversely, among female completers, 50% ($n = 18$) expressed feeling "very prepared" while 42.86% ($n = 21$) indicated they were "somewhat prepared."

Figure 2 : Distribution based on Gender.





For the remaining two questions, which were open-ended, graduates were encouraged to offer detailed feedback based on their personal experiences and perspectives. To analyze these responses, we utilized Natural Language Processing (NLP) techniques to gain insights into the sentiments and topics expressed by completers. Topic-modeling algorithms were then applied to identify and highlight key themes and areas of concern or improvement.

By leveraging these insights generated from the topic-modeling algorithm, we were able to categorize specific words and phrases used by candidates, providing us with a better understanding of the focal points within their responses.

Question 2: *As you reflect back on your program, what was most useful and relevant for preparing you for your current work?*

For above questions key highlights were –

- ✚ Their regular classes, learning educational aspects, engaging online, NAU.
- ✚ Part time experience gives holistic idea/ felt holistic, Internships.
- ✚ What professors are teaching, discussions about real experience, educational leadership, Job connections (Professors),
- ✚ Leadership networking in educational area, Leadership conversations
- ✚ Law classes/ learning educational laws.
- ✚ Interview instructors, student professor interaction, amazing & authentic experiences

Question 3: *In what ways could your program have prepared you better for the challenges of your work?*

For above questions key highlights were –

- ✚ Special course/test preparation for Superintendentcy
- ✚ Interview Opportunities, more interview practice
- ✚ Information dealing with school administrators, laws, policies - HR & Finance, staff.

- ✦ Nervous conversation with students, suspending students, classroom diversity.
- ✦ challenges in first year as principal - preparedness
- ✦ learning experience, Internships