Measure 2 (Advanced): Satisfaction of employers and stakeholder involvement.

Researchers (faculty, instructors and students) conducted surveys with program graduates, certificate completers, and their supervisors. Thirty participants provided consent and responded to the surveys which asked about a variety of program components such as curriculum, leadership skills, functionality, and programmatic support. Researchers concluded the majority of students felt that West Virginia State University’s MEIL program gives students a rigorous education that prepares them for an administration position upon graduation.

This action research used three surveys and surveyed 32 participants. Twenty-nine of the respondents have completed the certification program or graduated from the Master of Education Program at West Virginia State University. Additionally, separate surveys also assessed performance from the graduates' or certificate holders' supervisors. Three supervisor responses were received. The participants responded to the survey questions by answering questions using a Likert rating scale as well as open-ended questions. The obtained data has been qualified and quantified to assess the effectiveness of the MEIL program.

The demographics of the students who participated as WVSU MEIL graduates/certificate completers were as follows: 23 females, 6 males; 28% of completers being in the 20-29 age range, 17% in the 30-39 age range, 31% being in the 40-49 age range, and 24% in the 50+ age range; twenty-one respondents received master's degrees through the program; and eight were non-degree, certificate completers. Of those 27 respondents, 16 had completed the documentation and testing required to fully receive their state licensure administrative certifications. Nineteen are currently teachers. Eight participants are in administrative or other leadership roles. Three of those in administrative positions gained their positions in less than a year, and two gained their positions within two years of getting their certification. One completer was already in an administrative role. Work locations were described at 52% rural, 17% urban, and 18% suburban. Seven percent of the respondents indicated that they are currently stay-at-home moms.

Twenty-five respondents felt that the program prepared them for a leadership position at an above-average level. Ninety-three percent found the MEIL program to be challenging. The program being offered online and the cost were the top two reasons these completers chose the WVSU MEIL program. One hundred percent of the respondents felt supported by the staff and professors of the program at an above-average level. Almost all participants felt that the program prepared them for a leadership position at the above-average level, with two scoring the program as average. Ninety-seven percent of respondents felt that the program prepared them for licensure requirements. Completers most frequently cited the internship and course/work experiences as the most valuable part of the program. Regarding suggestions for improvement, one-third stated that they would not change anything; following that response, the two highest suggestions dealt with the timing of the courses and internship issues.

The demographics of the supervisors who participated were: three females; all participants were over 50 years of age; and all had ten or more years of educational experience. Two participants were located in rural settings and one in an urban setting.

MEIL graduates/certificate completers were asked to email their supervisors the request to participate in the survey, as researchers did not have direct access to names or contact information. Three respondents submitted electronic consent and participated in the survey.

Respondents answered questions regarding the preparation and understanding it provided completer(s) they supervised. When asked how prepared they felt the completer(s) was to support the needs of the school, community, and stakeholders, the program ranked very high, with 100% of participants rating it a four out of five. The MEIL program also ranked fairly high, with 67% of respondents rating the program a four out of five and 33% rating it a three out of five when asked how prepared the candidate(s) was to be an effective administrator or leader. When asked how prepared the completer(s) was to develop a strong mission and influence others to follow that mission, 100% of participants gave a rating of four out of five. Regarding the completer(s)’ ability to understand and apply 21st-century learning skills, respondents rated the MEIL program very high, with 67% rating that category as five out of five and 33% rating it a four out of five. The final supervisor question asked how prepared completer(s) was in the area of the learner and the learning environment, including preparedness to work with students with special needs. For this category, the MEIL program ranked fairly high, with 67% rating it a four out of five and 33% rating it a three out of five.

These results, coupled with the high retention rate of the program indicate that candidates are highly satisfied with the program effectiveness.