**Measure 4: Satisfaction of completers**

**Initial Level**

Data associated with completer satisfaction is tied to findings from the NeXT Exit Surveys administered to student teachers during fall 2019 and spring 2020. The Exit Survey collects information on student teachers’ perceptions of and satisfaction with their teacher education programs and student teaching experiences as well as their backgrounds and future plans. Select items from the survey provide insight into candidate satisfaction.

The EPP has formulated a plan to assess completer satisfaction, as well as other factors associated with data collection requirements outline in CAEP Standard 4. At present, the EPP is piloting case study work with a limited number of alumni, with plans to expand scope of the research to include all completers willing to participate. Additionally, select data is available via the TTS survey which is collected by the HEPC. However, the return rate for this instrument is low and provides limited insight into completer perceptions and other items of interest to the EPP.

A full reporting of all items from the NeXT Survey is available on the WVSU Education Department website.

Information below has been extracted from the NeXT Survey results for Fall 2019-Spring 2020. These select points highlight items associated with overall programmatic completer satisfaction with the EPP:

Teacher Education Program Satisfaction: Program Structure/Quality. How satisfied were you with the following aspects of your teacher preparation program?

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Total Respondents** | **Very Dissatisfied** | | **Dissatisfied** | | **Satisfied** | | **Very Satisfied** | |
| **n** | **#** | **Percent** | **#** | **Percent** | **#** | **Percent** | **#** | **Percent** |
| **Advising on professional education program requirements.** | 19 | 0 | 0.00 | 0 | 0.00 | 9 | 47.37 | 10 | 52.63 |
| **Advising on content course requirements.** | 19 | 0 | 0.00 | 1 | 5.26 | 9 | 47.37 | 9 | 47.37 |
| **Quality of instruction in your teacher preparation courses.** | 19 | 0 | 0.00 | 1 | 5.26 | 8 | 42.11 | 10 | 52.63 |
| **Balance between theory and practice in your teacher preparation courses.** | 19 | 0 | 0.00 | 1 | 5.26 | 8 | 42.11 | 10 | 52.63 |
| **Integration of technology throughout your teacher preparation program.** | 19 | 0 | 0.00 | 0 | 0.00 | 11 | 57.89 | 8 | 42.11 |
| **Coherence between your coursework and field experiences prior to student teaching.** | 19 | 0 | 0.00 | 0 | 0.00 | 9 | 47.37 | 10 | 52.63 |
| **Quality of field experiences prior to student teaching.** | 19 | 0 | 0.00 | 1 | 5.26 | 6 | 31.58 | 12 | 63.16 |
| **Your student teaching placement site.** | 19 | 0 | 0.00 | 1 | 5.26 | 2 | 10.53 | 16 | 84.21 |

Completer concerns related to advising have been taken into consideration. The EPP has revisited advising policies and procedures to ensure candidates receive the information necessary to successfully navigate program requirements.

Teacher Education Program Satisfaction: Program Structure/Quality. How satisfied were you with the following aspects of your teacher preparation program?

|  |  |  |  |
| --- | --- | --- | --- |
|  | **#** | **Mean** | **SD** |
| **Advising on professional education program requirements.** | 19 | 3.53 | 0.50 |
| **Advising on content course requirements.** | 19 | 3.42 | 0.59 |
| **Quality of instruction in your teacher preparation courses.** | 19 | 3.47 | 0.60 |
| **Balance between theory and practice in your teacher preparation courses.** | 19 | 3.47 | 0.60 |
| **Integration of technology throughout your teacher preparation program.** | 19 | 3.42 | 0.49 |
| **Coherence between your coursework and field experiences prior to student teaching.** | 19 | 3.53 | 0.50 |
| **Quality of field experiences prior to student teaching.** | 19 | 3.58 | 0.59 |
| **Your student teaching placement site.** | 19 | 3.79 | 0.52 |

Would you recommend your teacher education program to other prospective teachers?

|  |  |  |
| --- | --- | --- |
|  | **n = 19** | |
| **#** | **Percent** |
| **Definitely yes** | 14 | 73.68 |
| **Probably yes** | 4 | 21.05 |
| **Probably no** | 1 | 5.26 |
| **Definitely no** | 0 | 0.00 |

Again, advising concerns have prompted changes to ensure candidates receive quality experiences while within the program. Advising handbooks have been updated, as well as all faculty members participating in training to ensure equitable experiences for all advisees. The EPP has also engaged in a full scale self-study to examine many of the items associated with the survey. Improvements to advising, the department website, and other support measures are underway to improve the overall quality of the offerings to our candidates.

**Measure 4: Satisfaction of completers**

**Advanced Level**

The MEIL Assessment Committee continued to explore options to collect data despite the obstacles encountered due to Covid19. During the Summer 2020 semester, a member of the committee, teaching EDUC 645: Action Research in Educational Leadership I and EDUC 655: Action Research in Educational Leadership II in the capacity of a summer adjunct, devised a plan for a faculty/student led project to obtain completer and employer satisfaction data. The committee approved the plan given the dire need for begin the review of work related to CAEP Advanced Level Standard 4. The group established the purpose of this study to be an examination of the effectiveness of West Virginia State University's Master of Education in Instructional Leadership Program from its inception in 2017 through 2020.  Researchers (faculty, instructors and students) conducted surveys with program graduates, certificate completers, and their supervisors.  Researchers also conducted surveys with administrators of other programs in order to gather ideas to strengthen and enhance the program.  Seventy-seven 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 were highly pleased with West Virginia State University's program.

This action research used three distinct surveys and surveyed 77 participants in three subcategories.  Forty-six of the respondents have completed the certification program or graduated from the Master of Education Program at West Virginia State University from between 2017-2020. Additionally, separate surveys also assessed performance from the graduates' or certificate holders' supervisors.  Twelve supervisor responses were received.  A third survey assessing other leadership programs was used for comparative purposes.  Nineteen respondents participated in the survey who were graduates or certificate holders from other leadership programs.  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:  sixteen males, thirty females; all participants were over 25 years of age; with 74% of students being in the 25-44 age range; all respondents self-identified as non-Hispanic or Latino and white;  twenty-seven respondents received master's degrees through the program;  and nineteen were non-degree, certificate completers.  Of those 46 respondents, 39 had completed the documentation and testing required to fully receive their state licensure administrative certifications.  Twenty-six are currently teachers.  Twenty participants are in other educational roles.  Seventeen are in currently employed in administrative positions.  Work locations were described at 23 rural, 13 urban, and 10 suburban.  Seventy-four percent of the respondents signified interest in mentoring other candidates in the program.

Ninety-eight percent of respondents believe WVSU's program prepared them to be an effective educational leader, and that the program uses real life examples and current events in instruction. They believe the program is welcoming to male and female candidates.  Ninety-three percent found the program to be user-friendly; 96% saying technology is used to help candidates learn and achieve. Ninety-six percent of surveyors felt WVSU made changes to its program as new information/situations arose. Ninety-three percent felt that professors showed support and flexibility when needed. In-person leadership seminars were cited as beneficial by 83% of survey takers.  Leadership skills were also acknowledged by survey participants.  Ninety-three percent felt WVSU's program was on par with other programs around the nation. Ninety-eight percent of students said they felt the program prepared them to be able to develop a strong mission, influence others to follow that mission, and be equipped to help guide educators and manage their performance.

The demographics of the supervisors who participated were:  six males, six females; all participants were over 25 years of age; and all with over nine years of educational experience.  The majority of respondents were between the ages of 35-54 with an average of 22.5 years in education.  Ten participants self-identified as white, two native Hawaiian or Pacific Islander.  All respondents were non-Hispanic or Latino.  They presented a variety of settings, 3 rural, 6 urban, and 3 suburban.

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.  Twelve respondents submitted electronic consent and participated in the survey.

One hundred percent of respondents agreed or strongly agreed with the following statements:

The leadership program prepared the candidate to be an effective administrator/leader.

The candidate is prepared in the area of curriculum and planning.

The candidate is prepared in the area of the learner and the learning environment, including preparedness to work with students with special needs.

The candidate is prepared to support the needs of teachers and address instruction.

The candidate is prepared to support the needs of the school, community, and stakeholders.

The candidate is prepared to deal with professional responsibilities for self-renewal.

The candidate is able to adequately integrate technology.

The candidate is able to understand and apply 21st century learning skills.

The program prepared the candidate to be able to develop a strong mission and influence others to follow that mission.

The candidate is equipped to work with educators in helping to guide and manage their performance.

When asked about additional supports that would be beneficial to the candidates, seventy-five percent had no additional support recommendations.  Others recommended a course or portion of a course dedicated to WVEIS (West Virginia Educational Information System) and more communication between the university and the receiving school.

These results, coupled with the high retention rate of the program indicate that candidates are highly satisfied with the program effectiveness.  Comparison results of the WVSU MEIL program with that of other leadership programs will not be highlighted since it is not directly applicable to CAEP Advanced Standard 4

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