CSE Exit Survey for MA Educational Leadership Graduates 2019

Respondent Data

- 5 respondents out of ___ respondents asked
- 2 teachers, 1 supervisor, 1 educator, and 1 ESL teacher K-5
- 80% female, 20% male
- Race: 66.7% of respondents indicated “White”, and 33.3% indicated “Black or African American”

Educational Leadership Program Competencies

Respondents felt the Educational leadership program highly prepared them in the following areas, as indicated by marking each area with a 4/5 or higher:

- Collaboration in decision-making
- Communicate mission, vision, and all core values
- Apply current educational policy in decision making
- Develop strategies to achieve school goals
- Integrate organizational theory and development
- Pursue continuous educational growth
- Integrate theory and research into practice
- Develop effective instructional programs
- Supervise instruction
- Develop staff
- Manage human resources
- Mobilize school resources
- Promote equity and cultural awareness
- Respect diversity in community relationships
- Collaborate with school community
- Model reflective practice
- Promote ethical school culture
- Understand current educational politics when making decisions

Some respondents felt the following areas could use some work, as indicated by a percentage of them marking 3/5:

- Apply principles of school law (20% marked 3/5, 40% marked 4/5, and 40% marked 5/5)
- Apply principles of school finance (20% marked 3/5, 40% marked 4/5, and 40% marked 5/5)
- Analyze data (20% marked 3/5, 40% marked 4/5, and 40% marked 5/5)
Educational leadership Program Satisfaction

Respondents felt the Educational leadership program highly prepared them in the following areas, as indicated by marking each area with a 4/5 or higher:

- The field internship provides significant opportunities for candidates to develop the knowledge and practice the skills identified in Standards 1-10 PSEL.
- Faculty provided adequate preparation to meet the demands of being a school leader.
- The Educational Leadership Department was characterized by mutual respect between students and professors.
- I would recommend the College of Saint Elizabeth M.A. in Educational Leadership Program to other possible candidates.

Some respondents felt the following areas could use some work, as indicated by a percentage of them marking 3/5:

- The Educational Leadership Department assisted me in seeking appropriate leadership positions if requested.

When asked if they were pursuing post-graduate studies in the field of Educational Leadership, 60% of respondents replied “no”, while 40% of respondents replied “yes”

Narrative Responses

When asked about the strengths of CSE’s graduate program in Educational Leadership, respondents answered:

- “Professors that are willing to help and guide”
- “The experience of the professors, the small class sizes, books/texts chosen were helpful and are great resources even after the program is completed”.
- “The leadership staff is very supportive”.

When asked how the CSE’s graduate program in Educational Leadership could be improved upon, respondents answered:

- “School law”
- “I feel the college is providing excellent service”
- “More about school ethics situations as opposed to general ethics classes”

When asked for any additional comments, respondents offered the following:

- “I feel the college is providing excellent service.”
- “Dr. Ciccone and Dr. Neigel are amazing, helpful professors with endless knowledge about the profession/field!”
- “Exceptional”