

M.S. IN READING
Advanced Programs Survey - Completer Respondents (Survey Year: All | Years Since Started: Both)
2020 – 1 Respondents (25%); 2021 - 3 Respondents (75%)

**All responses combined due to small number of completers*

EMPLOYER SURVEY QUESTIONS	Strongly Satisfied	Satisfied	Dissatisfied	Strongly Dissatisfied
1. Collect, manage, evaluate, and apply data in a critical manner. (CAEP A1.1)	2 (50.00%)	2 (50.00%)	0 (0%)	0 (0%)
2. Use research and understand qualitative, quantitative, and/or mixed methods research methodologies (CAEP A1.1)	2 (50.00%)	2 (50.00%)	0 (0%)	0 (0%)
3. Employ data analysis and evidence to develop supportive school environments. (CAEP A1.1)	2 (50.00%)	2 (50.00%)	0 (0%)	0 (0%)
4. Lead and/or participate in collaborative activities with others such as peer, colleagues, teachers, administrators, community, and parents. (CAEP A1.1)	4 (100.00%)	0 (0%)	0 (0%)	0 (0%)
5. Use appropriate applications of technology for my field of specialization. (CAEP A1.1)	3 (75.00%)	1 (25.00%)	0 (0%)	0 (0%)
6. Apply professional dispositions, laws and policies, codes of ethics and professional standards appropriate for my field of specialization. (CAEP A1.1)	2 (50.00%)	2 (50.00%)	0 (0%)	0 (0%)
7. Promote instructional practice that is consistent with learning development, effective pedagogy, and the needs of each child. (CAEP A2.2)	3 (75.00%)	1 (25.00%)	0 (0%)	0 (0%)

<i>EMPLOYER SURVEY QUESTIONS</i>	<i>Strongly Satisfied</i>	<i>Satisfied</i>	<i>Dissatisfied</i>	<i>Strongly Dissatisfied</i>
8. Use data-driven instruction and research strategies to foster student engagement and maintain high expectations for the success of all students. (CAEP A 2.2)	3 (75.00%)	1 (25.00%)	0 (0%)	0 (0%)
9. Relevancy of the coursework to the responsibilities confronted on the job (CAEP A.4)	3 (75.00%)	1 (25.00%)	0 (0%)	0 (0%)
10. Overall Effectiveness of program preparation (CAEP A.4)	3 (75.00%)	1 (25.00%)	0 (0%)	0 (0%)
11. Completion of the program enabled employment milestones, such as promotion and retention, to be reached (CAEP A 4.1)	2 (50.00%)	2 (50.00%)	0 (0%)	0 (0%)

EDUCATIONAL LEADERSHIP
Advanced Programs Survey - Completer Respondents (Survey Year: All | Years Since Started: Both)
2021 - 5 Respondents (71.43%); 2020 - 2 Respondents (28.57%)

EDUCATIONAL LEADERSHIP SURVEY QUESTIONS	<i>Strongly Satisfied</i>	<i>Satisfied</i>	<i>Dissatisfied</i>	<i>Strongly Dissatisfied</i>
1. Collect, manage, evaluate, and apply data in a critical manner. (CAEP A1.1)	4 (57.14%)	3 (42.86%)	0 (0%)	0 (0%)
2. Use research and understand qualitative, quantitative, and/or mixed methods research methodologies (CAEP A1.1)	2 (28.57%)	5 (71.43%)	0 (0%)	0 (0%)
3. Employ data analysis and evidence to develop supportive school environments. (CAEP A1.1)	4 (57.14%)	3 (42.86%)	0 (0%)	0 (0%)
4. Lead and/or participate in collaborative activities with others such as peer, colleagues, teachers, administrators, community, and parents. (CAEP A1.1)	6 (85.71%)	1 (14.29%)	0 (0%)	0 (0%)
5. Use appropriate applications of technology for my field of specialization. (CAEP A1.1)	5 (71.43%)	2 (28.57%)	0 (0%)	0 (0%)
6. Apply professional dispositions, laws and policies, codes of ethics and professional standards appropriate for my field of specialization. (CAEP A1.1)	3 (42.86%)	4 (57.14%)	0 (0%)	0 (0%)
7. Promote instructional practice that is consistent with learning development, effective pedagogy, and the needs of each child. (CAEP A2.2)	4 (57.14%)	3 (42.86%)	0 (0%)	0 (0%)

EDUCATIONAL LEADERSHIP SURVEY QUESTIONS	<i>Strongly Satisfied</i>	<i>Satisfied</i>	<i>Dissatisfied</i>	<i>Strongly Dissatisfied</i>
8. Use data-driven instruction and research strategies to foster student engagement and maintain high expectations for the success of all students. (CAEP A 2.2)	4 (57.14%)	3 (42.86%)	0 (0%)	0 (0%)
9. Relevancy of the coursework to the responsibilities confronted on the job (CAEP A.4)	4 (57.14%)	3 (42.86%)	0 (0%)	0 (0%)
10. Overall Effectiveness of program preparation (CAEP A.4)	5 (71.43%)	2 (28.57%)	0 (0%)	0 (0%)
11. Completion of the program enabled employment milestones, such as promotion and retention, to be reached (CAEP A 4.1)	4 (57.14%)	3 (42.86%)	0 (0%)	0 (0%)

Advanced Programs Survey Report contains survey data obtained from the employers of the graduates of an Educator Preparation Program in Mississippi at Jackson State University over two years, 2020 and 2021. Two separate reports were assembled based on the Advanced EPP type, such as M.S. in Reading and Educational Leadership. There are 11 employers that have responded in total: 4 in M.S. in Reading and 7 in Educational Leadership. The surveys contained 11 questions that covered CAEP Standards for Advanced-Level Preparation Programs.

M.S. in Reading Program

Absolutely 100% of the respondents were either satisfied or strongly satisfied with the M.S. in Reading EPP completers' abilities to collect, manage, evaluate, and apply data in a critical manner. Similarly, 100% of the employers were either satisfied or strongly satisfied with the M.S. in Reading EPP completers' abilities to use research and understand qualitative, quantitative, and/or mixed methods research methodologies and employ data analysis and evidence to develop supportive school environments. Amazingly, 100% of

the respondents were strongly satisfied with the M.S. in Reading EPP completers' skills to lead and/or participate in collaborative activities with others such as peer, colleagues, teachers, administrators, community, and parents. Also, 100% of the respondents were either satisfied or strongly satisfied with the M.S. in Reading EPP completers' abilities to use appropriate applications of technology and apply professional dispositions, laws and policies, codes of ethics and professional standards appropriate for their field of specialization. The same 100% of the employers were either satisfied or strongly satisfied with the M.S. in Reading EPP completers' skills to promote instructional practice that is consistent with learning development, effective pedagogy, and the needs of each child and use data-driven instruction and research strategies to foster student engagement and maintain high expectations for the success of all students. Evenly, 100% of the respondents were either satisfied or strongly satisfied with the M.S. in Reading EPP completers' relevancy of the coursework to the responsibilities confronted on the job. Overall effectiveness of the M.S. in Reading program preparation was rated highly by the employers. Finally, all of the employers agreed that the completion of the program enabled employment milestones, such as promotion and retention, to be reached. None of 11 questions were answered as "dissatisfied" or "strongly dissatisfied" by any of the respondents, which proves a high level of satisfaction by completers with the M.S. in Reading program.

M.S. in Educational Leadership

Absolutely 100% of the respondents were either satisfied or strongly satisfied with the Educational Leadership Advanced EPP completers' abilities to collect, manage, evaluate, and apply data in a critical manner. Similarly, 100% of the employers were either satisfied or strongly satisfied with the Educational Leadership Advanced EPP completers' abilities to use research and understand qualitative, quantitative, and/or mixed methods research methodologies and employ data analysis and evidence to develop supportive school environments. Almost 100% of the respondents were strongly satisfied with the Educational Leadership Advanced EPP completers' skills to lead and/or participate in collaborative activities with others such as peer, colleagues, teachers, administrators, community, and parents, except for 1 employer that was simply satisfied with the skill. Also, 100% of the respondents were either satisfied or strongly satisfied with the Educational Leadership Advanced EPP completers' abilities to use appropriate applications of technology and apply professional dispositions, laws and policies, codes of ethics and professional standards appropriate for their field of specialization. The same 100% of the employers were either satisfied or strongly satisfied with the Educational Leadership Advanced EPP completers' skills to promote instructional practice that is consistent with learning development, effective pedagogy, and the needs of each child and use data-driven instruction and research strategies to foster student engagement and maintain high expectations for the success of all students. Evenly, 100% of the respondents were either satisfied or strongly satisfied with the Educational Leadership Advanced EPP completers' relevancy of the coursework to the responsibilities confronted on the job. Overall effectiveness of the Educational Leadership Advanced program preparation was rated highly by

the employers. Finally, all of the employers agreed that the completion of the program enabled employment milestones, such as promotion and retention, to be reached. None of 11 questions were answered as “dissatisfied” or “strongly dissatisfied” by any of the respondents, which proves a high level of satisfaction by employers Educational Leadership completers.