

The MSU Unit of Education Leadership conducts a yearly exit survey of all master’s level graduates who will be gaining principal licensure along with their master’s degrees. The survey asks questions in 4 primary areas: Recruitment and Selection (why students chose the MSU program); Faculty and Instruction; Relevancy of Coursework to Practice and Clinical Field Experience (Internship). The 34-item survey uses a 9 point scale where participants rank the effectiveness of each element in MSU’s Education Leadership Program. Participants are also able to include comments about program specifics at the end of the survey.

Our faculty reviews these data and uses them to improve our program, and ultimately students’ experiences. For example, this year, we learned that not all students felt they had enough practice in delivering professional development to teachers, or in making informational presentations to community groups. As a result, we have changed one of the Field Experience requirements to include more deliberate practice in providing professional development about data literacy; and then, sharing data with school boards and other community groups

Data from the 2016 principal licensure cohort (n=24) indicates that participants view our program very favorably. Here is a sampling of survey questions with means and Standard Deviations.

Question	Mean	S.D.
Faculty possessed recent administrative experience, relevant knowledge and practices to coursework.	7.85	1.02
Faculty created learning communities encouraging collegial relationships and learning from one another.		
Faculty emphasized instructional leadership in every course.		
Program included coursework and learning experiences that helped me gain practice in dealing with diverse environments and different socio-economic groups		
Program included coursework and experiences that helped me gain practice in observing and evaluating staff.		
Program included coursework and experiences that helped me gain practice in designing professional development to strengthen teachers knowledge and use of data.		
Field experiences prepared me for the role of principal by implementing policies and procedures to build positive school climate.		
Field experience prepared me for the role of principal by providing opportunities to communicate with other social and economic systems and agencies.		

**Sampling of Student Comments...**

“The faculty was outstanding – when I had questions someone was quick to answer them was and always very helpful.”

“The addition of the Special Education Administration course was fantastic – even as a special education teacher, I still learned so much!”

“The faculty in the program is top-notch.”

“I thoroughly enjoyed everything about this program.”

A hallmark of our program is in the year-long Field Experience that enables students to “gain genuine and authentic practice” in all the tasks and responsibilities that are required of an efficacious, ethical, and effective instructional leader.