

A.4.2.1.ADD Completer Satisfaction

Description

The three cycles of data represented below come from 3 different program evaluations of the building leadership program. The survey itself was designed by the Center for Research and Reform in Education (CRRE) at Johns Hopkins University and administered as part of their 2013 evaluation of the program. Since then, the survey has been administered as part of two other evaluations in 2015 and 2020.

The satisfaction elements of the survey include statements requesting satisfaction levels related to Quality of Faculty and Instruction, and Fellow Candidates. Participants chose a response from a Likert scale ranging from “Very Dissatisfied” to “Extremely Satisfied” on the various items related to the two areas of faculty and fellow students. The tables provide each of the three cycles as well as an aggregated table with the overall percentages and number of responses for each level of the scale.

Table 1 below provides the raw data from the three cycles of data. Table 2 provides the aggregated raw data over the three cycles of data. And Table 3 provides a comparison of the percentage of responses that were “Very Dissatisfied” or “Dissatisfied” to the responses that were “Satisfied” or “Extremely Satisfied.”

Satisfaction with Faculty and Instruction

Table 1. RAW DATA	Cycle 1					Cycle 2					Cycle 3				
	Very dissatisfied	Dissatisfied	Neither satisfied nor dissatisfied	Satisfied	Extremely satisfied	Very dissatisfied	Dissatisfied	Neither satisfied nor dissatisfied	Satisfied	Extremely satisfied	Very dissatisfied	Dissatisfied	Neither satisfied nor dissatisfied	Satisfied	Extremely satisfied
Instructors' knowledge of the key concepts	1	3	7	38	10	1	3	7	45	12	0	2	2	15	8
Instructors' ability to relate concepts to the real world	2	2	8	25	22	2	3	9	30	25	1	2	0	14	10
Instructors' ability to explain the material in an engaging way	1	6	10	30	12	1	6	10	38	13	0	2	4	10	11
Feedback on assignments (other than grades) received from instructors	4	15	18	16	5	4	17	22	18	6	1	1	4	11	10
Ability to meet and communicate with instructors outside of Fellowship training	1	6	11	28	12	1	6	13	31	16	0	2	3	6	16
Opportunities to pursue work-related projects in program	1	9	9	20	17	2	9	11	23	20	1	3	3	10	10
Improving my interpersonal skills through teamwork	2	1	6	31	18	2	1	7	34	23	1	1	2	11	12
Relevance of course material in preparing effective principals	3	5	7	26	17	3	5	8	30	20	2	1	3	13	8
Totals	15	47	76	214	113	16	50	87	249	135	6	14	21	90	85
Percentage	3.23%	10.11%	16.34%	46.02%	24.30%	2.98%	9.31%	16.20%	46.37%	25.14%	2.78%	6.48%	9.72%	41.67%	39.35%

Satisfaction with Fellow Candidates

	Cycle 1					Cycle 2					Cycle 3				
	Very dissatisfied	Dissatisfied	Neither satisfied nor dissatisfied	Satisfied	Extremely satisfied	Very dissatisfied	Dissatisfied	Neither satisfied nor dissatisfied	Satisfied	Extremely satisfied	Very dissatisfied	Dissatisfied	Neither satisfied nor dissatisfied	Satisfied	Extremely satisfied
Diversity of individual perspectives	0	1	8	27	18	0	1	8	32	22	0	0	0	18	9
Collaborative mentality	0	0	5	28	20	0	0	5	31	26	0	1	2	14	10
Diversity of individual experience	0	2	7	25	20	0	2	7	31	23	0	1	6	14	6
Ability to work in teams	0	1	8	35	15	0	1	8	39	20	1	1	3	13	9
Totals	0	4	28	115	73	0	4	28	133	91	1	3	11	59	34
Percentage	0.00%	1.82%	12.73%	52.27%	33.18%	0.00%	1.56%	10.94%	51.95%	35.55%	0.93%	2.78%	10.19%	54.63%	31.48%

Satisfaction with Faculty and Instruction

Table 2. RAW DATA	3 Cycle Aggregate				
	Very dissatisfied	Dissatisfied	Neither satisfied nor dissatisfied	Satisfied	Extremely satisfied
Instructors' knowledge of the key concepts	2	8	16	98	30
Instructors' ability to relate concepts to the real world	5	7	17	69	57
Instructors' ability to explain the material in an engaging way	2	14	24	78	36
Feedback on assignments (other than grades) received from instructors	9	33	44	45	21
Ability to meet and communicate with instructors outside of Fellowship training	2	14	27	65	44
Opportunities to pursue work-related projects in program	4	21	23	53	47
Improving my interpersonal skills through teamwork	5	3	15	76	53
Relevance of course material in preparing effective principals	8	11	18	69	45
Totals	37	111	184	553	333
Percentage	3.04%	9.11%	15.11%	45.40%	27.34%

Satisfaction with Fellow Candidates

	Aggregate				
	Very dissatisfied	Dissatisfied	Neither satisfied nor dissatisfied	Satisfied	Extremely satisfied
Diversity of individual perspectives	0	2	16	77	49
Collaborative mentality	0	1	12	73	56
Diversity of individual experience	0	5	20	70	49
Ability to work in teams	1	3	19	87	44
Totals	1	11	67	307	198
Percentage	0.17%	1.88%	11.47%	52.57%	33.90%

Satisfaction with Faculty and Instruction

Table 3. Percent Dissatisfied and Satisfied	Cycle 1		Cycle 2		Cycle 3		Aggregate	
	% Dissatisfied or Very Dissatisfied	% Satisfied or Extremely Satisfied	% Dissatisfied or Very Dissatisfied	% Satisfied or Extremely Satisfied	% Dissatisfied or Very Dissatisfied	% Satisfied or Extremely Satisfied	% Dissatisfied or Very Dissatisfied	% Satisfied or Extremely Satisfied
Statement								
Instructors' knowledge of the key concepts	6.78%	81.36%	5.88%	83.82%	7.41%	85.19%	6.49%	83.12%
Instructors' ability to relate concepts to the real world	6.78%	79.66%	7.25%	79.71%	11.11%	88.89%	7.74%	81.29%
Instructors' ability to explain the material in an engaging way	11.86%	71.19%	10.29%	75.00%	7.41%	77.78%	10.39%	74.03%
Feedback on assignments (other than grades) received from instructors	32.76%	36.21%	31.34%	35.82%	7.41%	77.78%	27.63%	43.42%
Ability to meet and communicate with instructors outside of Fellowship training	12.07%	68.97%	10.45%	70.15%	7.41%	81.48%	10.53%	71.71%
Opportunities to pursue work-related projects in program	17.86%	66.07%	16.92%	66.15%	14.81%	74.07%	16.89%	67.57%
Improving my interpersonal skills through teamwork	5.17%	84.48%	4.48%	85.07%	7.41%	85.19%	5.26%	84.87%
Relevance of course material in preparing effective principals	13.79%	74.14%	12.12%	75.76%	11.11%	77.78%	12.58%	75.50%
Totals	13.33%	70.32%	12.29%	71.51%	9.26%	81.02%	12.15%	72.74%

Satisfaction with Fellow Candidates

Statement	% Dissatisfied or Very Dissatisfied	% Satisfied or Extremely Satisfied	% Dissatisfied or Very Dissatisfied	% Satisfied or Extremely Satisfied	% Dissatisfied or Very Dissatisfied	% Satisfied or Extremely Satisfied	% Dissatisfied or Very Dissatisfied	% Satisfied or Extremely Satisfied
	Diversity of individual perspectives	1.85%	83.33%	1.59%	85.71%	0.00%	100.00%	1.39%
Collaborative mentality	0.00%	90.57%	0.00%	91.94%	3.70%	88.89%	0.70%	90.85%
Diversity of individual experience	3.70%	83.33%	3.17%	85.71%	3.70%	74.07%	3.47%	82.64%
Ability to work in teams	1.69%	84.75%	1.47%	86.76%	7.41%	81.48%	2.60%	85.06%
Totals	1.82%	85.45%	1.56%	87.50%	3.70%	86.11%	2.05%	86.47%

Analysis

- Overall satisfaction with fellow candidates was very high (85% or higher) across all cycles
- Satisfaction with each of the four statements across all cycles was high except for Cycle 3 and the statement regarding diversity of the candidates
- Across all three cycles, respondents appeared satisfied with the following statements:
 - o Instructors' knowledge of the key concepts
 - o Instructors' ability to relate concepts to the real world
 - o Improving my interpersonal skills through teamwork
- For the above statements, the lowest percent choosing either "Satisfied" or "Extremely Satisfied" was 79.66% in Cycle 1 for the statement, "Instructors' ability to relate concepts to the real world"
- The statement across the cycles that respondents were least satisfied with was, "Feedback on assignments (other than grades) received from instructors"
 - o The percentage of respondents choosing "Very Dissatisfied" and "Dissatisfied" decreased over the three cycles from 32.76% to 7.41%
- Similarly, the percent of respondents choosing "Very Dissatisfied" and "Dissatisfied" for the statement, "Relevance of course material in preparing effective principals" also decreased over the three cycles from 13.79% to 11.11%

Interpretation

The overall satisfaction of respondents regarding their fellow candidates and completers is encouraging and suggests that the recruitment and admissions processes are seeing some success. If the program wasn't doing a good job of recruiting a diverse and quality cohort group, you would expect the responses to show evidence of that. The satisfaction with faculty and instruction had a couple areas to be considered for improvement, but the trend on those items seemed to be going in the right direction over the three cycles with the percentage of dissatisfaction responses decreasing. Likewise, in looking at the three-cycle aggregate of satisfaction with faculty and instruction, respondents selected "Satisfied" or "Extremely Satisfied" 72.74% of the time. This suggests that while there were certainly some opportunities for growth, the overall satisfaction was still high, especially considering that overall, "Very Dissatisfied" and "Dissatisfied" were only selected 12.15% of the time.

Action

Over the cycles of data the program has been deliberate in creating assignments that candidates can use to engage in real-world applications. The Adaptive Leadership course is a good example of this in that candidates are taught how to diagnose a system and then go into their schools and practice that process on any challenge their school is facing. Two areas where the program continues to look to make improvement is in creating opportunities for candidates to use course assignments for real-world practice and being more deliberate and specific in the feedback that is provided. The program does use a lot of self-reflection and assignments use an iterative revise/feedback cycle. In some classes candidates are allowed to revise and receive feedback as many times as they want until final grades are due. However, this model may be altered a bit if assignments are more deliberately loosened to create opportunities for real-world application.