

# Educational Leadership Employer Satisfaction Survey of 2022-2023 Program Completers

The FLDOE identified 82 emails associated with the employers of 135 of our 2022-2023 Educational Leadership program completers. An email was sent on February 17, 2025, to all 82 of those identified, and eight were returned for various reasons (incorrect email address, administrator on leave, supervisor no longer employed in that district, etc.). A follow-up email was sent on March 4, 2025, as a reminder to complete the employer satisfaction survey. Of the 74 emails sent, 12 employers started the questionnaire in Qualtrics with a total response rate of 16%. Although there were 12 employers included in the analyses, not all of them completed 100% of the items on the questionnaire. A summary of their feedback is provided below.

## In what Florida county is your school located?

Escambia – 50% (n = 6)  
 Santa Rosa – 8% (n = 1)  
 Okaloosa – 17% (n = 2)  
 Other Florida County - 25% (n = 3)

**Table 1**

*Responses to Effectiveness on the Florida Principal Leadership Standards*

Item Description	# of Responses to Item	% Highly Effective	% Effective	Mean Effectiveness Score (SD)
Achieving results on the school's student learning goals.	7	29%	71%	3.29 (0.49)
Demonstrating that student learning is their top priority through leadership actions that build and support a learning organization focused on student success.	7	14%	86%	3.14 (0.38)
Working collaboratively to develop and implement an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs and assessments.	7	43%	57%	3.43 (0.53)
Recruiting, retaining and developing an effective and diverse faculty and staff.	5	40%	60%	3.40 (0.55)
Structuring and monitoring a school learning environment that improves learning for all of Florida's diverse student population.	6	33%	67%	3.33 (0.52)

Item Description	# of Responses to Item	% Highly Effective	% Effective	Mean Effectiveness Score (SD)
Employing and monitoring a decision-making process that is based on vision, mission and improvement priorities using facts and data.	5	40%	60%	3.40 (0.55)
Cultivating, supporting, and developing other leaders within the organization.	5	60%	40%	3.60 (0.55)
Managing the organization, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment.	6	33%	67%	3.33 (0.52)
Practicing two-way communications and using appropriate oral, written, and electronic communication and collaboration skills to accomplish school and system goals by building and maintaining relationships with students, faculty, parents, and community.	7	57%	43%	3.57 (0.53)
Demonstrating personal and professional behaviors consistent with quality practices in education and as a community leader.	7	57%	43%	3.57 (0.53)

Figure 1 illustrates the percentage per category of employers' rating of UWF graduates' overall effectiveness as an educational leader.

**Figure 1**

*Overall Effectiveness as an Educational Leader*

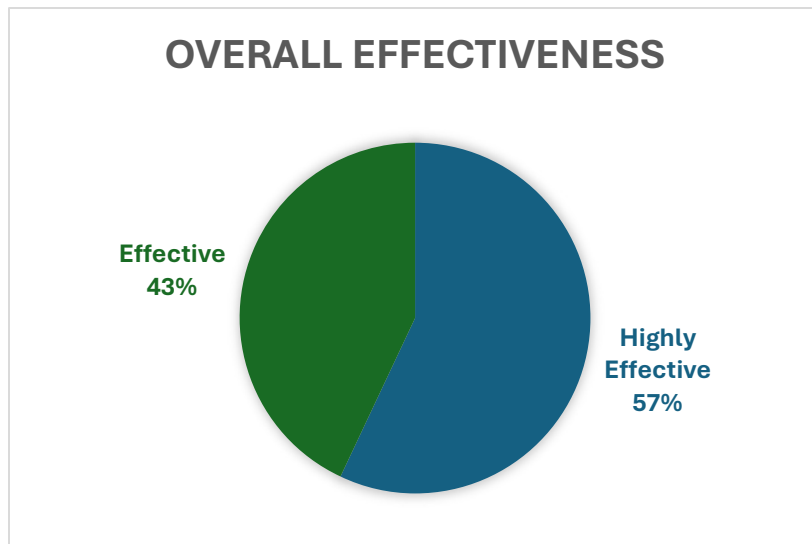


Table 2 illustrates the overall ratings from employers regarding UWF's Educational Leadership program graduates in several key areas. The ratings are on a scale from 1 to 10, with the mean and standard deviation (SD) provided for each item.

**Table 2**

*Overall Ratings for Most/All UWF Graduates*

<b>Item</b>	<b>Mean (SD)</b>
Overall Satisfaction with most/all UWF graduates	8.71 (1.38)
Responsiveness of UWF's Ed. Leadership Program to District Needs	9.29 (0.76)
Likelihood to Recommend the UWF Ed. Leadership Program	9.57 (0.53)
Rehirability of Most/All UWF Graduates	9.00 (1.41)
Promotability of Most/All UWF Graduates	8.57 (1.40)

Table 3 summarizes how employers perceive the preparedness of UWF teacher preparation program graduates compared to beginning administrators from other Educational Leadership programs, based on a four-point Likert scale ranging from More Prepared, On Par, Slightly Less Prepared, and Less Prepared.

**Table 3**

*Preparedness of Graduates*

<b>Item Description</b>	<b>MEAN (SD)</b>	<b>More Prepared</b>	<b>Slightly More Prepared</b>	<b>On Par</b>	<b>Slightly Less Prepared</b>	<b>Less Prepared</b>
Achieving results on student learning goals.	3.83 (0.75)	1	3	2	0	0
Acting with professionalism and ethical judgement.	4.00 (0.89)	2	2	2	0	0
Collaborating to align and implement curriculum with best practice and state standards.	4.00 (0.89)	2	2	2	0	0
Communicating in a professional manner.	4.17 (0.98)	3	1	2	0	0
Cultivating and developing leadership.	3.80 (1.30)	2	1	1	1	0

Item Description	MEAN (SD)	More Prepared	Slightly More Prepared	On Par	Slightly Less Prepared	Less Prepared
Effectively and efficiently managing resources.	4.00 (0.89)	2	2	2	0	0
Employing an evidence-based decision-making process.	3.67 (1.21)	2	1	2	1	0
Prioritizing student learning and success.	4.00 (0.89)	2	2	2	0	0
Recruiting and retaining high-quality faculty and staff.	4.00 (1.00)	2	1	2	0	0
Structuring and monitoring the learning environment.	3.83 (1.17)	2	2	1	1	0
<b>OVERALL JUDGMENT OF PREPAREDNESS</b>	<b>4.00 (0.89)</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>0</b>

**Please provide any comments regarding your impression of graduates from the...**

- Many leaders in our district have gone through the UWF Ed Leadership program. My overall impression is that leaders are well prepared.

**Please provide any comments regarding any general suggestions, concerns, or issues in the space provided below.**

- Students lack classroom management