

4. Satisfaction of Completers (4.4 / A.4.2)

Alumni survey. Alumni surveys provided both quantitative and qualitative data for programs at the initial level. Items were scaled along a 5-point scale (1-strongly disagree to 5-strongly agree or 1-Poor to 5-Excellent). The overall mean for Effective Preparation is 3.91 with average rating for each item ranging from 3.50 to 4.42 indicating high levels of completer satisfaction. For job responsibilities, the overall mean was 3.72 with ratings for each item ranging from 3.41 to 4.11 indicating high levels of preparation for job responsibilities.

Written responses had a pattern of positive feedback and fell into four categories: (1) Professors and Modeling, (2) Procedural Skills and Training, (3) Knowledge, and (4) field experience. With professors and modeling, one-third of the students reported personal relationships and rapport developed between professors and students as a strength. However, three areas of weaknesses were cited in the comments: (1) Knowledge, (2) Class Instruction, and (3) Field Experience. Four students commented on the need for stronger expert inputs during field experiences. Completers rated their preparation for technology at 3.89 (on a scale of 1-5), indicating high quality preparation. In terms of satisfaction with their ability to work fairly and effectively with diverse students and those with special needs and their belief that all individuals can learn regardless of background or experience, completers rated their preparation at 3.95 which, indicates high satisfaction with diversity preparation.

At the advanced level (SP), a total of 12 surveys were sent out and 8 responses were obtained (67% response rate). Surveys contained 20 items that were relevant to addressing completers' satisfaction; 8 items were related to the effectiveness of the preparation and 12 items were related to relevance of the preparation to their job responsibilities. Items were ranked on a 5-point Likert scale from 1- Strongly Disagree to 5- Strongly Agree. For the sample of 8 respondents, the mean ratings for the 8 items related to Effective Preparation ranged from 3.25 to 3.63 indicating better than "neutral" but below "agree." The mean ratings for the 12 items related to Job Responsibilities ranged from 3.13 to 3.88 indicating better than "neutral" but below "agree."

Alumni survey were sent to EDAL program completers. Results of the analysis of the data from the 9 completers in the EDAL program are as follows: Knowledge and Skills (overall Mean=4.3); Spirituality and ethics (overall mean=4.3); research (overall mean=3.9); communication and technology (overall mean=4.1); and diversity (overall mean=4.2). Details of these summary statistics are reported in the EDAL Alumni Survey Descriptive Analysis artifact (see Advance Standard 4). The strength of the EDAL program in the SED at AU is that 96% of our completers perceive the program as relevant and are satisfied with it. (See Advanced Standard 4).

As noted by the data, when it comes to the knowledge and skills, our EDAL completers perceive their preparation as relevant to the responsibilities they confront on the job and believe the program was effective because they have the necessary content knowledge as school leaders and are able to integrate their worldview into their practice. They perceive that they attained the necessary skills to effectively apply their skills into their profession. Completers felt the preparation they received in the EDAL program enabled them to create positive school

environments that foster learning and development in school settings (Composite 2015-2018 mean 4.3).