

### **CAEP Annual Measure 3: Satisfaction of Employers and Employment Milestones (Component 4.3/A.4.1)**

**Initial Programs: Information related to Measure 3 for the academic year 2018-2019 will be available to the public on this Website by mid-Summer 2021.**

Employer Satisfaction Definition.

For completers employed in both parochial and public schools, we have used results from an employer survey to measure Employer Satisfaction.

Employer Satisfaction Results.

As a result of our CAEP site visit in November 2019, one AFI suggested by the visiting team, and agreed upon by the TPP faculty, was the need to revise the Employer Surveys to align with specific standards and their related data needs for CAEP, InTASC, and the MDE. The process of creating new Employer Surveys was begun during Spring Semester 2020 but promptly stopped by the COVID-19 pandemic. When the health situation settles down and P-12 schools are able to resume normal functioning for Fall Semester 2020, then we will contact our P-12 partners who have been recommended for membership on the Survey Creation Committee.

#### **Advanced Programs:**

Educational Leadership (EDAL)

EDAL faculty use the EDAL Employer Survey to demonstrate employer's satisfaction with our completers. The purpose of the survey is to determine how employers perceive the readiness and competency of their employees in the areas of content knowledge and skills embodied in the ELCC Standards. The data cycle for these results were administered in Summer of 2019. Class Climate, an Internet-based survey tool that is used by many entities across Andrews University, was used to gather the data.

The survey uses a 5-point Likert scale (1=Not at All, 2=Somewhat, 3=Satisfactory, 4=Very Well, and 5=Excellent) corresponding to the five levels used by the Andrews University School of Education in its many rubrics.

This new survey was revised in spring of 2018 to align with the 2011 ELCC Standards targeting specifically those standards that have to do with the program completer's ability to support student learning and development. The new survey is also more succinct (only 12 questions vs 27 in the original), yet it is more robust than the previous survey in that it clearly indicates performance criteria for each indicator rather than simply asking respondents to mark a number on a Likert scale. This new survey has increased validity because it: a) was built upon and aligns to the 2011 ELCC Standards, b) triangulated by the faculty (peer discussed and voted), and c) incorporated feedback from internship mentors.

Completer employment addresses were tracked and updated in our system. For the first two data cycles, a hardcopy survey was sent to employers. For the third cycle, an email link to Class Climate was sent to employers.

Data from the Summer 2019 had a 100% response rate (4 out of 4). Employers were also given the opportunity to comment in writing about their perceptions of the preparation that the employee received from the EDAL program at AU.

Four employers responded to the survey evaluating four different AU MA in Educational Leadership completers from 2018 to 2019. The work experience of the completers being assessed ranged from 1-3 years (3) to 4-7 years (1) in school leadership. All completers were employed within the Seventh-day Adventist system of Education.

#### Findings:

Of the 12 questions aligned to the ELCC standards, 10 out of the 12 had a satisfactory or above score (83%). Only two had less than satisfactory and they were in question 5, *Develops and supervises the instructional capacity of school staff* (av.=3), and question 12, *Acts to influence local district state and national decisions affecting student learning in a school environment* (av.=3.3) (One employer reported “somewhat”).

The employers reported that EDAL completers are making impact (satisfactorily or above) as educational leaders. Even the two employers that reported less than satisfactory performance in questions 5 and 12 were still within the satisfactory range. Completers are performing at satisfactory or above level in their schools in the following areas of:

- Promoting continual and sustainable school improvement (ELCC 1.3; av.=3.5)
- School progress and revises school plans supported by school stake holders (ELCC 1.4; av.=3.25)
- Sustains a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students (ELCC 2.1; av.=3.5)
- Creates and evaluates a comprehensive, rigorous and coherent curricular and instructional school program (ELCC 2.2; av.=3.5)
- Promotes the most effective and appropriate technologies to support teaching and learning in a school environment (ELCC 2.4; av.=3.5).
- Promotes the school-based policies and procedures that protect the welfare and safety of students and staff within the school (ELCC 3.3; av.=4.33)
- Ensures teacher and organizational time focuses on supporting high quality school instruction and student learning (ELCC 3.5; av.=3.5)
- Acts with integrity and fairness to ensure a school system of accountability for every student's academic and social success (ELCC 5.1; av.=4)
- Promotes social justice within the school to ensure that individual student needs inform all aspects of schooling (ELCC 5.5.; av.=4)
- Advocates for school students, families, and caregivers (ELCC 6.1; av.=3.75)

#### School Psychology:

Both completers during this evaluation period were evaluated by their supervisors at the end of their first year of employment. They received a mean score of 4.7 on a scale from 1 to 5, indicating proficient to exceptional performance.