

## **CAEP Annual Measure 4: Satisfaction of Completers (Component 4.4/A.4.2)**

**Initial Programs: Information related to Measure 4 for the academic year 2018-2019 will be available to the public on this Website by mid-Summer 2021.**

Indicators of Completer Satisfaction Definition.

For completers employed in both parochial and public schools, we have used results from a completer survey to measure Completer Satisfaction.

Completer Satisfaction Results.

As a result of our CAEP site visit in November 2019, a second AFI suggested by the visiting team, and agreed upon by the TPP faculty, was the need to revise the Completer Surveys to align with specific standards and their related data needs for CAEP, InTASC, and the MDE. The process of creating new Completer 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. This committee will also create a survey for current Candidate Satisfaction.

Interpretation of Completer Satisfaction Results.

Data to be collected in Fall 2020.

### **Advanced:**

The EDAL program is able to demonstrate through our Alumni Surveys that our completers perceive their preparation as relevant to the responsibilities they confront in their jobs as school leaders.

Our completers are tracked through a very meticulous and systematic process that enables us to remain in contact with our graduates within the first-year post graduation. This system includes communication between alumni, the Graduate Secretary, our Leadership Department, and their employing organization. Each summer preceding commencement services at AU, Alumni Surveys are sent through Class Climate to all graduates in the fall immediately graduation.

Class Climate, an online survey, was used because the software is able to provide fast and accurate processing within a single system. As such, the faculty were able to gain invaluable insight into the perceptions of our completers. Because of the ability to send automatic in-progress reminders while the survey is active, there was an immediate increase response rate of our completers. Class Climate is also set up so that completers engaged in the survey are able to send instant feedback to the CEIS. In this instance, the Office of Effectiveness at AU. The Alumni Survey was able to help the EDAL faculty identify potential areas for improvement and that will help shape future curriculum, courses, and seminars, all within the automated threshold-based features within the Class Climate software. Most importantly, the EDAL faculty are able to measure learning outcomes as they relate to the completer's perception of the program

The Alumni survey were sent to all ten program completers, although only nine responded and distributed as follows: 2015-2016 (N=5), 2016-2017 (N=3), and 2017-2018 (N=1), a 90% response rate. The survey consisted of 25 items designed to assess completer's satisfaction of the EDAL program: 6 items related to knowledge and skills, 5 items on Spirituality and ethics, 7 about research, 3 on communication and technology, and 4 about diversity. The survey items were scaled using the 5-point Likert scale (Not at all = 1 to Excellent = 5). Descriptive statistics analysis was used to interpret the data of the three cycles.

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; 4.4 for 2015-2016; 4.0 for 2016-2017 and 4.8 for 2017-2018); Spirituality and ethics (overall mean=4.3; 4.3 for 2015-2016; 4.5 for 2016-2017; and 3.6 for 2017-2018); research (overall mean=3.9; 3.8 for 2015-2016, 3.8 for 2016-2017, and 4.1 for 2017-2018); communication and technology (overall mean=4.1; 4.2 for 2015-2016, 3.9 for 2016-2017, and 4.7 for 2017-2018); and diversity (overall mean=4.2; 4.5 for 2015-2016, 4.0 for 2016-2017, and 3.5 for 2017-2018).

The strength of the EDAL program in the CEIS at AU is that 96% of our completers perceive the program as relevant and are satisfied with it. Of the 25 items listed on the Alumni Survey, 17% of them were listed as Satisfactory, 39% were listed as Very Well, and 40% were listed as Excellent.

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.

As an SDA institution, Spirituality and ethics are key components of the EDAL program. Completers perceive the ethical standards they acquired while in the program are easily transferable as school leaders. They indicated that they value service as it relates to their community, church and civil responsibilities. Completers perceive they were able to grow spiritually and understand what it means to be a school leader from a Christian perspective. Most importantly, our candidates perceive that our EDAL program deepen their faith and are prepared to effectively become Spiritual Leaders.

The category of research is the area that our EDAL completers rated as somewhat lower than the rest (Composite 2015-2018 mean 3.9) while still meeting the higher end of the satisfactory target. EDAL completers perceived the preparation to understand and interpret research in the program as satisfactory. They believe that as school leaders they are satisfactorily able to use research findings for decision making based upon their preparation of the program. The completers are able to collect data in systematic ways within the school buildings they serve. In addition, they are able to report research findings in terms of student outcomes, assessment results, school and organizational data. Most importantly, EDAL candidates perceive that they are able to appropriately apply current theories and best practice in school settings.

EDAL completers perceive they are very satisfied (Composite 2015-2018 mean 4.1) with their preparation in the area of communication and technology. They believe that as a result of completing the program, they are able to use relevant technology in their profession as school leaders. They also able to orally and in writing use effective communication in their school communities because of the academic and practical experiences they have attain in the program. In the category of diversity EDAL completers believe that the program prepares them to use data to accommodate for all student learning and psychological interventions.

Completers are satisfied and perceive they are able to relate effectively with individuals of diverse populations in terms of culture, ethnicity, and socio-economic status. EDAL completers also believe that the program prepares them to relate effectively with individuals with special needs or disabilities. Most importantly, our EDAL completers believe that all individuals can learn regardless of their background or experience (Composite 2015-2018 mean 4.3).

#### School Psychology:

Completers are interviewed to help identify program strengths and areas for improvement in the program. 100% of completers reported adequate preparation and training for the field, but made suggestions for changes as well. They suggested a restructuring to the sequence and timing of certain courses. At issue was the semester of practicum which was perceived as being a very challenging semester due to the number of required activities.