

CAEP Annual Measure 3: Satisfaction of Employers and Employment Milestones (Component 4.3/A.4.1) Initial and Advanced Levels

Initial Level:

Employer Satisfaction Definition. For completers employed in both parochial and public schools, we have used results from an employer survey to measure Employer Satisfaction. As a result of our CAEP site visit in November 2019, one Area for Improvement (AFI) was the creation of new Employer Satisfaction Survey to align with specific standards and their related data needs for CAEP, InTASC, and the MDE. The Employer Satisfaction Survey consists of the following sections: (1) demographics, (2) evaluation of the graduate's preparation as a teacher, (3) the graduate's performance as a teacher, and (4) rating of the graduate's overall effectiveness as a teacher. Within each of these sections are targeted questions which align with specific CAEP, InTASC, and MDE standards.

Addressing the AFI Related to the Employer Satisfaction Survey (Component 4.3). At the time of writing this report, the field test of the new Employer Satisfaction Survey was underway. The process of creating new Employer Satisfaction Surveys was begun during Spring Semester 2020 but promptly stopped by the COVID-19 pandemic. As a result of the pandemic, we altered our approach to developing both the Employer Satisfaction and Completer Satisfaction Surveys. Rather than ask for participation from our PK-12 partners, who were overwhelmed by the pandemic, the faculty in the Department of Teaching, Learning, and Curriculum, with the assistance of the university's Office of Institutional Effectiveness, decided to develop and field test the survey themselves. We completed survey development in late winter 2021 and launched the new Employer Satisfaction Survey in April 2021.

Interpretation Employer Satisfaction Results. The data from the Employer Satisfaction Survey field test will be analyzed during the Summer Semester 2021. The results and their interpretation will be posted alongside this report during Fall Semester 2021. That supplemental report will include information related to our graduates from 2017-2018, 2018-2019, and 2019-2020. If workloads of our PK-12 partners allow during Fall Semester 2021, we will bring the questionnaire and the results of the field test to a partnership meeting or by individual consultations. In those forums we will seek to receive their feedback for revisions and improvements. Any suggested revisions will be included in the 2021-2022 annual survey.

Advanced Levels:

Educational Leadership (EDAL):

EDAL Employer Survey: EDAL faculty use the revised 2018 EDAL Employer Survey aligned to the 2011 ELCC Standards 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. The data cycle for these results were administered in fall of 2020. *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.

Data from the cycle 2019-2020 had a 100% response rate (2 out of 2). 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.

Two employers responded to the survey evaluating two different AU MA in Educational Leadership completers from 2019 to 2020. The work experience of the completers being assessed ranged from 4-7 years (1) to 8+ years (1) in school leadership. Both completers are currently employed within the Seventh-day Adventist Educational system.

Findings:

Of the 12 questions aligned to the ELCC standards, 12 out of the 12 had a Very Well or Excellent score (100%). The employers reported that EDAL completers are making impact (Very Well or Excellent) as educational leaders. Completers are performing Very Well or at the Excellent level in their schools in the following areas of:

- Promoting continual and sustainable school improvement (ELCC 1.3; av.=4.5)
- School progress and revises school plans supported by school stake holders (ELCC 1.4; av.=4.0)
- 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.=5.0)
- Creates and evaluates a comprehensive, rigorous, and coherent curricular and instructional school program (ELCC 2.2; av.=4.0)
- Develops and supervises the instructional and leadership capacity of school staff (ELCC 2.3; av. 4.5)
- Promotes the most effective and appropriate technologies to support teaching and learning in a school environment (ELCC 2.4; av.=5.0).
- Promotes the school-based policies and procedures that protect the welfare and safety of students and staff within the school (ELCC 3.3; av.=4.5)
- Ensures teacher and organizational time focuses on supporting high quality school instruction and student learning (ELCC 3.5; av.=4.0)
- Acts with integrity and fairness to ensure a school system of accountability for every student's academic and social success (ELCC 5.1; av.=5.0)
- Promotes social justice within the school to ensure that individual student needs inform all aspects of schooling (ELCC 5.5.; av.=4.5)
- Advocates for school students, families, and caregivers (ELCC 6.1; av.=4.0)
- Acts to influence local, district, state, and national decisions affecting student learning in a school environment (ELCC 6.2; av.=5)

School Psychology

Employers were asked to rate Andrews University school psychology graduates in all 10 NASP domains. Ratings range from 1 - No training in this area to 5- Training Excellent in this area. Survey results suggest that employers are very satisfied with the training provided by the Andrews University school psychology program. Candidates received mean ratings of 4 and above in all domains except for Domain 6 (Services to Promote Safe and Supportive Schools) which received a mean rating of 3.5. Employers rated the quality of the AU school psychology program as “very good” to “excellent” (mean rating of 4.67).