

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

Initial Level:

**Indicators of Completer Satisfaction Definition.** As a result of our CAEP site visit in November 2019, one AFI identified the creation of new institution-specific Completer Satisfaction Surveys to align with specific standards and their related data needs for CAEP, InTASC, and the MDE. This new Completer Satisfaction Survey has now been developed. It consists of the following sections: (1) demographics, (2) degree completion information, (3) certification area(s) studied, (4) perceptions of preparation for teaching, (5) perceptions of quality of their preparation program, (6) current certifications held, (7) current employment information, and (8) information about professional learning and leadership opportunities, including employment milestones. Within each of these sections are targeted questions which align with specific CAEP, InTASC, and MDE standards.

**Addressing the AFI Related to the Completer Satisfaction Survey (Component 4.4).** Data from the field test of the new Completer Satisfaction Survey will be analyzed and interpreted during summer and fall 2021. The Results and Interpretation of Results for this Impact Factor will be posted to the College of Education and International Services website during Fall Semester 2021.

**Interpretation of Completer Satisfaction Results.** The data from the Completer 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

EDAL

The EDAL program demonstrates 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, at the mid-point, final year, and post-graduation. This system includes communication between alumni, the Graduate Secretary, our Leadership Department, and their employing organizations. The semester after commencement services at AU, Alumni Surveys are sent through *Class Climate* to all graduates in the fall immediately after graduation. However, due to the Global pandemic, the surveys were sent out later in the fall when classes resumed.

*Class Climate* is used as it provides fast and accurate processing information. As such, the faculty are 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 can send instantly give feedback to the CEIS. In this instance, the Office of Effectiveness at AU.

The Alumni Survey consequently able to help the EDAL faculty identify potential areas for improvement. This helps shape future curriculum, courses, and seminars, all within the automated threshold-based features within the *Class Climate* software. Most importantly, the EDAL faculty can measure learning outcomes as they relate to the completer's perception of the program.

The survey consisted of 27 items designed to assess completer's satisfaction of the EDAL program: 6 items related to knowledge and skills, 7 items on Spirituality and ethics, 6 about research, 3 on communication and technology, and 5 on diversity. The survey items were scaled using the 5-point Likert scale (Not at all = 1 to Excellent = 5).

Results of the analysis of the data from the 2 completers in the EDAL program are as follows:

- Knowledge and Skills (av.=4.1)
- Spirituality and Ethics (av.=4.1)
- Research (av.=3.6)
- Communication and Technology (av.=4.2)
- Diversity (av.=4.5)

The strength of the EDAL program in the CEIS at AU is that 100% of our completers perceive the program as relevant and are very satisfied with it. Of the 27 items listed on the Alumni Survey, 22% were listed as Satisfactory, 70% as Very Good, and 8% 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. They believe the program is effective because they have the necessary content knowledge as school leaders and can 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 Adventist 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 (av.=3.6). 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 can collect data in systematic ways within the school buildings they serve. In addition, they can report research findings in terms of student outcomes, assessment results, school and organizational data. Most importantly, EDAL candidates perceive that they can appropriately apply current theories and best practice in school settings.

EDAL completers perceive they are very satisfied (av.= 4.2) with their preparation in 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 are also able to orally and in written form use effective communication in their school communities because of the academic and practical experiences they have attained in the program. In the category of diversity, EDAL completers believe that the program prepares them to promote equitable learning opportunities and success to all in the school communities they serve (av.=4.5).

Completers are satisfied and perceive they can 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 (av.=4.5).

There are two important trends that have emerged as a result of the great perceptions our completers have about the preparation they received in the EDAL program in the CEIS at AU. First, since 2011, there has been an increased enrollment in all EDAL programs. In the fall of 2011, there were under 10 students enrolled in EDAL. However, in the fall of 2019 our EDAL enrollment was 53 students. Secondly, because of the earned reputation of our EDAL program and the quality of our completers, every spring semester, program faculty continue to receive inquiries of about available upcoming graduates for immediate employment.

## School Psychology

Completers were asked to rate their Andrews University training in all 10 NASP domains. Ratings range from 1 - I received no training in the area to 5 - My training was excellent in this area. Overall, completers expressed their training to be adequate in all NASP domains (mean ratings of 3 and above), except Domain 5 (School-wide Practices to Promote Learning) which received a mean rating of 2.75. The following item from this domain received a rating of 2.5: How well were you trained to apply knowledge of school systems in team meeting. The domains with the strongest ratings include domains 8 (Equitable Practices for Diverse Populations; mean - 4.83) and domain 10 (Legal, Ethical & Professional Practice; mean - 4.67). Candidates' mean rating across all domains was 3.89 indicating that candidates considered their training at Andrews University to be adequate to above average. With an overall mean rating of 4.5, it is also clear that completers were satisfied with the overall quality of the Andrews University School psychology program.