

Measure 3 (Initial and Advanced): Candidate competency at completion. (R3.3)

Initial Level

Candidate competency at completion: All nine completers (9/9) successfully passed their academic courses and clinical experiences and met the graduation requirement of a 2.5 GPA. All nine completers (9/9) were above the targeted GPA (2.91 to 3.99). All completers successfully passed the MTTC exam in their major area and eight of the nine (8/9) completed and successfully passed the MTTC exam in their minor area. The areas for certification at the elementary level included Elementary Education (major), Science and Language Arts (minor). The secondary areas included French, ESL, Social Studies, Integrated Science, English, Spanish and Math.

Elementary Ed (Major) 4 Completors	Secondary Ed. 5 Completors
Minors Certified	Majors and Minors Certified
Integrated Science-1	French-1
Language Arts-1	ESL-2
	English-1
	Social Studies-1
Minors Not Certified	Integrated Science-1
Math-1	Spanish-1
	Math-1

RA3.4 Advanced Level

Educational Leadership:

EDAL Candidate Competency at completion is measured in the following ways:

- Annual Disposition Evaluation
- Course Surveys at the conclusion of a class
- LiveText Program Portfolio completion and presentation demonstrating mastery of knowledge, skills, and practical experiences in school leadership.
- **Alumni Survey**

The EDAL program demonstrates through our Alumni Surveys ([RA3.4 Educational Leadership Alumni Survey 2020-2021](#)) that our completers perceive their preparation and competency at completion as relevant to the responsibilities they confront on 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. The semester after commencement services at AU, Alumni Surveys are sent through Class Climate to all graduates in the fall immediately graduation.

Class Climate is used as it provides fast and accurate processing within a single system. 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 may instantly provide feedback to the CEIS.

The Alumni Survey is then able to help the EDAL faculty identify potential areas for improvement that will help shape future curriculum, courses, and seminars, in school leadership. Most importantly, the EDAL faculty are able to 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 8 completers in the EDAL program are as follows:

- Knowledge and Skills (av.=4.7)
- Spirituality and Ethics (av.=4.6)
- Research (av.=4.6)
- Communication and Technology (av.=4.8)
- Diversity (av.=4.7)

The strength of the EDAL program in the CEIS at AU is that 100% of our completers (8/8) perceive the program as relevant and are very satisfied with it. Of the 27 items listed on the Alumni Survey, 0% were listed as Satisfactory, 11% as Very Good, and 89% 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 was highly effective because they have the necessary content knowledge as school leaders and are able to integrate their worldview into their practice. Completers perceive they attained the necessary skills to effectively apply their skills into their profession. They felt the preparation they received in the EDAL program enabled them to create positive school environments that foster learning and development in school settings.

The lowest rated category in preparedness was the ability to engage special needs students and abilities. The rating 4.0 however, is still in the effectiveness level. The faculty attributed this to mean that School Leaders need to be aware and informed of the special needs and abilities of students with exceptionalities. Yet they may not be directly involved with Special Education programming; as many schools and districts have their own team of Special Education Personnel for their students. Even at an effective rating (4.0), the EDAL Faculty recommended implementing a course in Special Education into the EDAL program for future EDAL Students.

As a Seventh-day Adventist institution, spirituality and ethics are key components of the EDAL program. This was the highest rated category in the survey (4.8). 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 also rated Spirituality (4.6) as highly effective. They believe 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 as spiritual leaders.

The category of research is the area that our EDAL completers rated higher than in previous years (4.6) indicating that the areas of growth implemented by the faculty are working. EDAL completers perceived the preparation to understand and interpret research in the program as effective. They believe that as school leaders they are effectively 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 (4.7) with their preparation in communication and technology. They believe that because of completing the program, they can use relevant technology in their profession as school leaders. They are also able to communicate effectively orally and in writing with their school communities because of the academic and practical experiences they have attained in the program. In the category of diversity, EDAL completers believe the program prepares them to promote equitable learning opportunities and success to all in the school communities they serve (4.8).

Completers are highly 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 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 (4.8).

Strengths, Opportunities for Growth & Trends: that emerged about the competency and preparation of the EDAL program are:

Strengths:

- Friendly and supportive faculty and staff
- Integration of faith and learning into all aspects of the program
- The 225 hour Internship Clinical experience

Opportunities for growth:

- Engagement and learning opportunities regarding students with special needs.
- Consideration of hiring additional EDAL experienced and knowledgeable faculty to meet the needs of ongoing and growing enrollment.
- Integration of a LiveText assignment into each course taught in EDAL in fulfilling the program portfolio requirement.
- Opportunity to provide an additional course on the delivery of online/distance learning as a result of our most recent global pandemic.

Trends:

- Enrollment Increase: Since 2011, there has been an increased enrollment in all EDAL programs. In the fall of 2011, there were small enrollment numbers in EDAL. However, in the fall of 2019 our EDAL enrollment was 53 students. Currently, there are 92 students enrolled in EDAL.
- Highly Employable: Because of the earned reputation of our EDAL program, our partnerships, and the quality of our completers, in the spring semester of every academic year, program faculty continue to receive inquiries of about available upcoming graduates for immediate employment. Finally, 90% of all completers in the 2020-21 survey were employed as school leaders prior to graduation.

RA3.4 School Psychology

To determine candidate readiness for licensure, the School Psychology program uses the ETS School Psychology Praxis exam ([RA3.4a ETS School Psych Praxis Exam](#)) and Field supervisor ratings on the Field-Based Supervisor Evaluation form covering the 10 NASP Domains. The praxis results indicate that 100% of candidates (2 of 2) met or exceeded the cutoff score of 147 (158+) on the Praxis on the first attempt. Ratings on Internship Field Supervisor Evaluations ([RA3.4b Internship Field Supervisor Evaluations](#)) range from 1, unsatisfactory to 5, exceptional. Completers received a mean score of 4.66 indicating performance that is proficient to above average in all School Psychology skill areas.