

Measure 2 (Initial and Advanced): Satisfaction of employers and stakeholder involvement. (R4.2|R5.3| RA4.1)

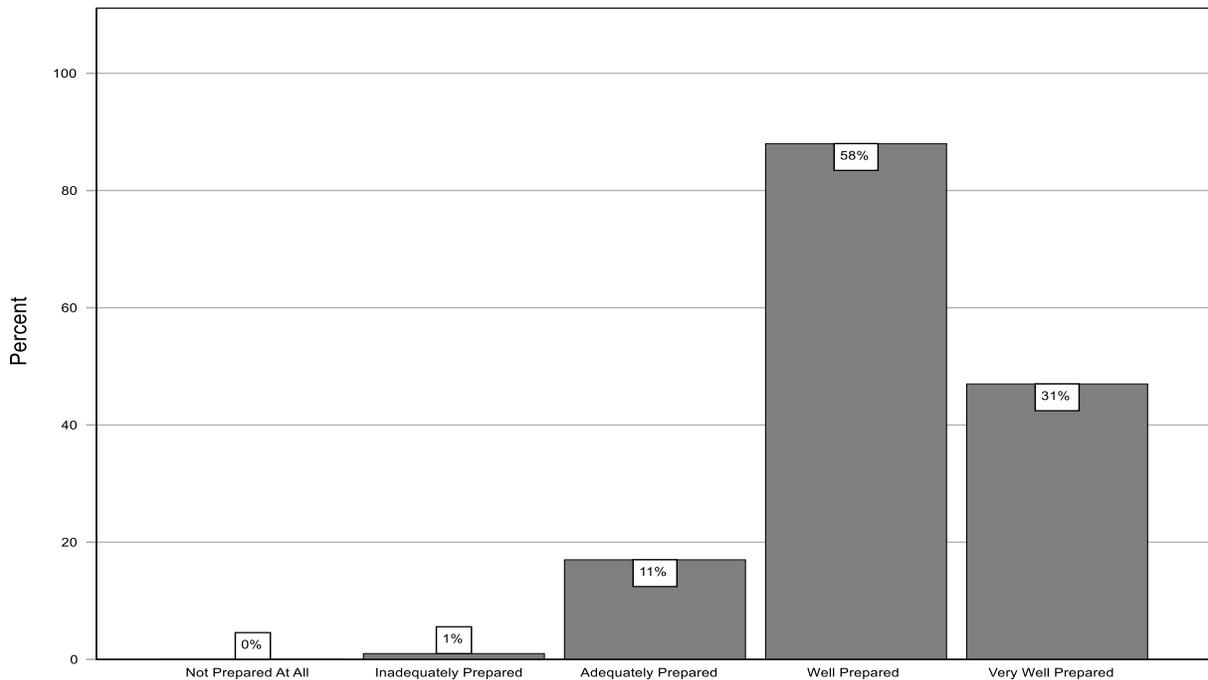
R4.2 Satisfaction of Employers with Initial Program Completers

The TPP measured employer satisfaction with initial program completers by employers' rating of completer preparedness in a TPP-designed survey using closed-ended question items aligned to 14 initial program areas (Appendix A). The survey was emailed to employers of completers who completed the TPP initial program within the years 2018-2022. Employers (n=11) reported high satisfaction with completers. The vast majority, 89% of ratings, were either well prepared (58%) or very well prepared (31%).

Figure R4.2a

Employer Ratings of Completer Preparedness

Employer ratings of completer preparedness across 14 standards-aligned initial program areas (n=11)



Only one area (1/14 areas), instructional planning skills, was rated inadequately prepared by one employer (n=11). All other ratings for that completer were adequate or above, including a rating of “very well prepared” ability to positively influence students’ learning. A key course in the new PK-6 initial program that started in Fall 2021, is EDTE 210 - Instructional Planning that will further strengthen preparation in that area.

RA.4.1 Satisfaction of Employers with Advanced Level Program Completers

Educational Leadership

EDAL Employer Survey: The EDAL Employer Survey is aligned to the 2011 ELCC Standards. The purpose of the survey is to determine how satisfied the employers of our EDAL completers are with our program. Most importantly, how they perceive the preparation, readiness, and competency of their employees in the areas of content knowledge and skills. The data cycle for these results were administered in fall and spring 2021/2022. 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 College of Education and International Services in its many rubrics.

Data from the cycle 2021-2022 had a 78% response rate (7 out of 9). The work experience of the completers being assessed all consisted of 8+ years (7) in school leadership. All completers are 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 very well or excellent score (83%) and 2 had a rating of satisfactory (17%). Employers reported that EDAL completers are making impact (satisfactory, very well or above level) as educational leaders. Completers are performing satisfactorily, very well, or above level in their schools in the following areas of:

- Promoting continual and sustainable school improvement (ELCC 1.3; av.= 4.0)
- 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.=4.7)
- Creates and evaluates a comprehensive, rigorous, and coherent curricular and instructional school program (ELCC 2.2; av.=4.6)
- Develops and supervises the instructional and leadership capacity of school staff (ELCC 2.3; av. = 3.8)
- Promotes the most effective and appropriate technologies to support teaching and learning in a school environment (ELCC 2.4; av.= 4.0).
- Promotes the school-based policies and procedures that protect the welfare and safety of students and staff within the school (ELCC 3.3; av.=4.7)
- Ensures teacher and organizational time focuses on supporting high quality school instruction and student learning (ELCC 3.5; av.=4.9)
- Acts with integrity and fairness to ensure a school system of accountability for every student's academic and social success (ELCC 5.1; av.=4.3)
- Promotes social justice within the school to ensure that individual student needs inform all aspects of schooling (ELCC 5.5.; av.=4.6)
- Advocates for school students, families, and caregivers (ELCC 6.1; av.=4.6)

- Acts to influence local, district, state, and national decisions affecting student learning in a school environment (ELCC 6.2; av.=3.9)

Stakeholder Involvement:

The EDAL program engages stakeholder involvement in the following ways:

- **Employer Surveys** (RA.4.1a): Information is sought from employers and upon review and reflection, substantive feedback is used to improve candidate preparation and course offerings.
- **Internship Mentor & Evaluations:** EDAL mentors are surveyed throughout the internship experience to solicit feedback on our candidates. The following forms/measures are used:
 - Mentor’s Assessment of Internship Form (RA.4.1b)
 - Supervision/Mentor Evaluation Educational Leadership (RA.4.1c)
 - Candidate Disposition Evaluation (RA.4.1d)

At the conclusion of each internship experience, the forms are reviewed to determine strengths, weaknesses, and suggestions for how to best prepare our candidates in the future.

- **Partners:** Currently we have several Adventist who financially sponsor candidates from their respective districts and regions. Twice a year (Fall and Spring), we meet at the Association of College Deans in Education with our partners to understand how we may best continue to collaborate. Most importantly, how best to meet the needs of the candidates they sponsor (RA.4.1e).

RA.4.1

School Psychology

Stakeholder involvement and feedback is critical to the program’s improvement goals. Within our program stakeholder involvement includes but is not limited to:

- Employer surveys
- Alumni surveys
- Annual candidate disposition forms and evaluation of field experiences
- Regular (weekly and monthly) faculty meetings
- Field supervisor meetings and exit interviews.

In the 2021-2022 data set, 6 of 7 completers were employed. Thus, 6 employer surveys were sent out. 3 employers completed the survey. Employers were asked to rate the effectiveness of the Andrews University school psychology graduate training in all 10 NASP domains. Ratings range from 1 - No training in this area to 5- Training Excellent in this area. The survey results suggest that employers are very satisfied with the training provided by the Andrews University school psychology program (mean = 4.93). Employers also rated the quality of the AU school psychology program as Excellent (mean = 5).

In addition, raters indicated that compared to graduates from other school psychology programs, the AU school psychology candidate was “just as prepared” (rating of 3.67). These results are

consistent with previous employer feedback and suggest that the school psychology program continues to provide the quality of training that meets or exceeds the needs of employers in the field.

Program data are frequently shared with and discussed among core faculty at monthly meetings and with additional faculty at weekly meetings. The frequency of such meetings allows for constant reflection and immediate changes when necessary. To that end, Alumni and Employer survey results are regularly shared and discussed with faculty. Survey results also serve as affirmations of how strong the program currently is. Some measures, such as the annual candidate disposition evaluations, are shared with students, and they are invited to provide suggestions for program improvement or respond to disposition ratings. At the end of the internship, interns are also invited to evaluate their field experiences. During the final internship meeting, field supervisors are given the opportunity to provide feedback about the internship experience and make recommendations for future partnerships.

Additional data such as the rate at which completers are hired and employer satisfaction are shared with current students and potential students who apply or interview for acceptance into the program.