

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

**Initial Level-Candidate competency at completion:** All eight candidates (8/8) successfully passed their academic courses and clinical experiences and met the graduation requirement of a 2.5 GPA. All eight candidates (8/8) were above the targeted GPA. All the above candidates successfully passed the MTTC exam in their major area (elementary) and six of the eight (6/8) completed and successfully passed the MTTC exam in their additional major or minor area. The areas for certification at the elementary level included Elementary Education (major), Science and Language Arts (minor). The secondary areas included Integrated Science, Music, and Math Education.

Table R3.3.a

*Candidate Completion Majors and Minors*

Elementary Ed (Major)-5	Secondary Ed.-3
<b>Majors and Minors Certified</b>	Majors Certified
Integrated Science-1 (Major)	Integrated Science-1
Math-1 (Minor)	Music-1
Math Ed.-2 (Minor)	Math Ed-1
Spanish-1 (Major)	
<b>Major Not Certified</b>	
Integrated Science-1	
Language Arts-1	

**RA3.3 Advanced Level**

**Educational Leadership:**

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

- Alumni Survey (RA.3.3a)
- Candidate Disposition Evaluation (Annually) (RA.4.1d)
- Course Surveys at the conclusion of a course (RA.3.3b)
- LiveText Program Portfolio Completion and presentation demonstrating mastery of knowledge, skills, and practical experiences in school leadership (RA.3.3c).

## **Alumni Survey Results (2021-2022):**

### **Analysis:**

The Alumni Survey enables the EDAL faculty to gain invaluable insight into the perceptions of our completers regarding the program. The faculty can identify potential areas of improvement to help shape future curriculum, courses, and clinical experiences.

The survey consisted of 27 questions measuring their 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).

7 out of 9 (78%) completers submitted the survey. The survey results provided rich information in the following areas related to the EDAL program:

- Knowledge and Skills (av.= 4.5)
- Spirituality and Ethics (av.= 4.2)
- Research (av.= 4.1)
- Communication and Technology (av.= 4.2)
- Diversity (av.= 4.3)

The strength of the EDAL program in the CEIS at AU is that 100% of our completers who completed the survey perceive the program as relevant and are very satisfied with it. Of the 27 items listed on the Alumni Survey, 18% were listed as Satisfactory, 56% as Very Good, and 26% as Excellent.

As noted by the data, when it comes to 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 acquired the necessary content knowledge as school leaders and can integrate their worldview into their practice. EDAL completers perceive that they have attained the necessary skills to effectively fulfill their duties in their profession. They felt the preparation they received in the EDAL program enabled them to create positive school environments that foster learning and development.

As a Seventh-day 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 deepens their faith and prepare them to effectively lead as Spiritual Leaders.

EDAL completers perceive that the preparation to understand and interpret research in the program is 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. Completers are able to 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 indicated 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 acquired 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.=4.3).

Completers are satisfied and perceive that 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 experiences (av.=4.3).

From the comments provided, EDAL students reported the strengths of the program as:

- The Faculty: caring, committed, and understanding professors who promoted collaboration amongst peers.
- Exceptional Advising: Academic advising provided with organized, clear and direct communication.
- Building Leadership Capacity: the EDAL program equipped them with the necessary tools and foundation to assess school/learning needs, to plan, lead, and promote learning effectively.
- Growth & Learning Opportunities: EDAL completers demonstrated growth and knowledge in the areas of research, supervision/evaluation, instruction, and human resources.
- Embracing Calling: the purpose and calling of being spiritual educational leaders, was re-established and deepened through the spiritual emphases and discussions surrounding worldview within courses.
- The Rich Internship Experience: EDAL completers found great value in the 225 hour internship experience. In which students were able to integrate their knowledge and skills into practical leadership opportunities in a school setting.

EDAL students indicated the following as opportunities for growth in the program:

- Syllabi: A more systematic approach to syllabi construction with organized, clear, concise expectations.
- School Leader Tensions: Completers recommended that there be a more intentional approach to delivering courses and assignments that takes into account the workload of busy educational leaders in the field.
- Hybrid approach to Online Courses: Completers requested that more consideration be given to include additional hybrid opportunities to current online and face-to-face courses.

### **RA3.3 School Psychology**

To determine candidate readiness for licensure, the ETS School Psychology Praxis exam (RA3.3a) and Field supervisor ratings on the Field-Based Supervisor Evaluation form (RA3.3b) covering the 10 NASP Domains were used. Praxis results indicate that 86% of candidates (6 of 7) met or exceeded the cutoff score of 147 on the Praxis on the first attempt (Professional License Pass Rate, RA3.3a). Ratings on field supervisor evaluations range from 1 - unsatisfactory to 5 - exceptional. Together, completers received a mean score of 4.62 indicating performance that is proficient to exceptional in all skill areas. (RA3.3b)