

## CAEP Annual Report 2024

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

**Initial Level-Candidate competency at completion:** All three candidates (3/3) successfully passed their academic courses and clinical experiences and met the graduation requirement of a 2.5 GPA. All three candidates (3/3) were above the targeted GPA. All candidates successfully passed the Michigan Test for Teacher Certification (MTTC) in their major. The areas for certification included Elementary Education for elementary education and English for secondary education.

Table R3.3.a

*Candidate Completion Majors*

Elementary Education (Major)	Secondary Education (Major)
Elementary Education - 2	English - 1

### RA3.3 Advanced Level

#### Educational Leadership:

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

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

#### Alumni Survey Results (2022-2023):

##### 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).

2 out of 2 (100%) completers completed the survey. The survey results provided rich information in the following areas relating to the EDAL program:

- Knowledge and Skills (av.=4.8)
- Spirituality and Ethics (av.=4.6)
- Research (av.=4.5)
- Communication and Technology (av.=4.8)
- Diversity (av.=4.8)

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, 52% were reported as Very Good, and 48% as Excellent.

As noted by the data, when it comes to the knowledge and skills (4.8), our EDAL completers perceive their preparation as extremely relevant to the responsibilities they confront on the job and believe the program is effective because they have acquired 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 a Seventh-day Adventist institution, Spirituality, and ethics (4.6) 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 are prepared to effectively lead as Spiritual Leaders.

EDAL completers perceived the preparation to understand and interpret research in the program as very good (4.5). They believe that as school leaders they well prepared 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.= 4.8) with their preparation in communication and technology. They believe that because 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 in a very good way (av.=4.8).

Completers are very 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.=4.8).

There are two important trends that have emerged as a result of the great perceptions our completers have about the preparation they receive 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 small enrollment numbers in EDAL. However, in the fall of 2023 our EDAL enrollment was 99 students. Secondly, because of the earned reputation of our EDAL program and the quality of our completers, in the spring semester of every academic year, program faculty continue to receive inquiries about available upcoming graduates for immediate employment.

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

- Skilled, caring, encouraging, committed, and understanding professors who promoted collaboration amongst peers.
- Academic advising with organized, clear and direct communication. program equipped me with the necessary tools and foundation to assess school/learning
- Equipped them with the necessary tools and foundation to assess school/learning needs, to plan, lead, and promote learning effectively.
- Growth in and knowledge in the area of research, supervision/evaluation, instruction, and human resources.
- Their purpose and calling as spiritual educational leaders, was re-established and deepened through the spiritual emphases and discussions surrounding worldview within courses.
- Modern and authentic resources that tie directly to the profession in practical ways.
- Easy to access and navigate in an online environment.

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

- Required courses that were not directly relevant to the principal profession or educational leadership. There were some general courses that didn't align with the flow, culture, or practical application of the program.
- Sometimes the volume of work, whilst perhaps necessary, was quite overwhelming. To be fair, my employee workload was probably high then as well.

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

To determine candidate readiness for licensure, the ETS [School Psychology Praxis exam](#) and [Field supervisor ratings](#) on the Field-Based Supervisor Evaluation form covering the 10 NASP Domains were used. Praxis results indicate that 100% of candidates (3 or 3) met or exceeded the cutoff score of 147 on the Praxis on the first attempt. (see artifact-1 Professional License Pass Rate) Ratings on field supervisor evaluations range from 1 - unsatisfactory to 5 - exceptional. Together, completers received a mean score of 4.37 indicating performance that is proficient to exceptional. (see artifact-2 Internship Evaluation)