

**CAEP Annual Report 2025
Academic Year
2023-2024**

**CAEP Annual Accountability Measures
2025 Report (2023-2024 Cycle)**

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

Initial Level-Candidate competency at completion:

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 candidates successfully passed the Michigan Test for Teacher Certification (MTTC) in their major. The areas for certification included Elementary Education for elementary education and at the secondary level included Music and Social Studies.

Table R3.3.a
Candidate Completion Majors

Elementary Education (Major)	Secondary Education (Major)
Elementary Education-4	Music-3
	Social Studies-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
- Mahara & LiveText Program Portfolio Completion and presentation demonstrating mastery of knowledge, skills, and practical experiences in school leadership.
- Alumni Survey

Alumni Survey Results (2023-2024):

Analysis:

The Alumni Survey enables 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).

9 out of 9 (100%) completers completed the survey. The survey results provided rich information in the following areas relating to the EDAL program:

- Knowledge and Skills (av.=4.7)
- Spirituality and Ethics (av.=4.7)
- Research (av.=4.4)
- 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 who completed the survey perceive the program as relevant and are very satisfied with it. Of the 27 items listed on the Alumni Survey, 17% were listed as Satisfactory, and 83% as Very Good and 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 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 Andrews University is 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 prepares them to effectively lead as Spiritual Leaders.

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, and 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 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 masterfully prepares them to promote equitable learning opportunities and success to all in the school communities they serve (av.=4.9).

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 strongly that all individuals can learn regardless of their background or experience (av.=4.9).

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 94 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:

- Caring advisors and faculty who are experienced and skilled in school leadership.
- Practical learning experiences provided with immediate application in school leadership built into all EDAL courses.
- Spiritual emphasis placed in all aspects of the program grounded in values driven exploration.
- Collaborative learning environment conducive to learning and growing by networking with engaged peers.
- Program rigor by training for professional excellence resulting in students feeling well prepared and qualified for their profession in school leadership.
- Connections made through the cohort model that provide opportunities to really dive deep into the content and support for each other.
- Connections made with professors resulting in learning from their experiential knowledge and support.
- Flexibility for working professionals engaged in course work while also serving in the field.
- Preparation for legal and financial matters in school leadership.
- The discussion dialogue model espoused between peers and instructors.
- Practical assignments that apply knowledge to real-life school experiences.
- Being exposed to a philosophy of school leadership that is life changing and transformative.
- Professors who are excellent at demonstrating care for the learner and helping them succeed while balancing school, family and professional life.
- The program is strong in having a diverse student body. Learning alongside people that come from all over the world, who also have served or are serving in different capacities in Adventist education makes the educational experience that much more enriching.
- Acquiring significant knowledge about requirements and opportunities in educational leadership through experiences encountered in the program.

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

- Provides students with stronger connections to more internship opportunities.
- Continue to include (preferably increase) hands-on on practice and relevant discussions with experienced individuals as some students may not have this readily available in their current, respective situations.
- Provide more instructors that bring different perspectives in educational leadership.
- Provide a different track for those pursuing different career options (i.e. separate counseling and school leadership, not requiring thesis preparation for portfolio-based competency defense).
- Reducing discussion posts in LearningHub.
- Offer mental health and wellness resources for school leaders.
- Allowing for more tangible and practical experiences within courses to build stronger synthesis between knowledge to practice.

RA3.3 School Psychology:

Data provided should relate to measures the EPP is using to determine if candidates are meeting program expectations and are ready to be recommended for licensure. (E.g.: EPP's Title II report, data that reflect the ability of EPP candidates to meet licensing and state requirements or other measures the EPP uses to determine candidate competency at completion.)

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 (1 of 1) met or exceeded the cutoff score of 155 on the Praxis on the first attempt (see Artifact 2025SP2 Praxis Pass Rate). Ratings on field supervisor evaluations range from 1 - unsatisfactory to 5 - exceptional. Overall, the student received a mean score of 4.27, reflecting a performance that is proficient to exceptional (see Artifact 2025SP3 Internship Evaluation).