

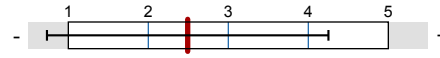
Overall indicators

Global Index



av.=2.12
dev.=1.53

2. Preparation



av.=2.49
dev.=1.76

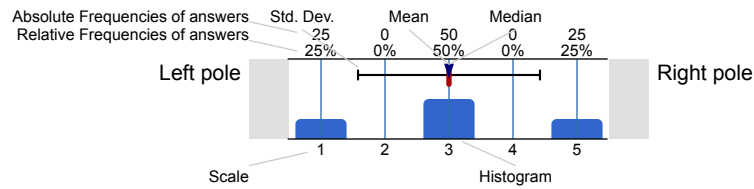
3. Spirituality



av.=1.75
dev.=1.3

Legend

Question text



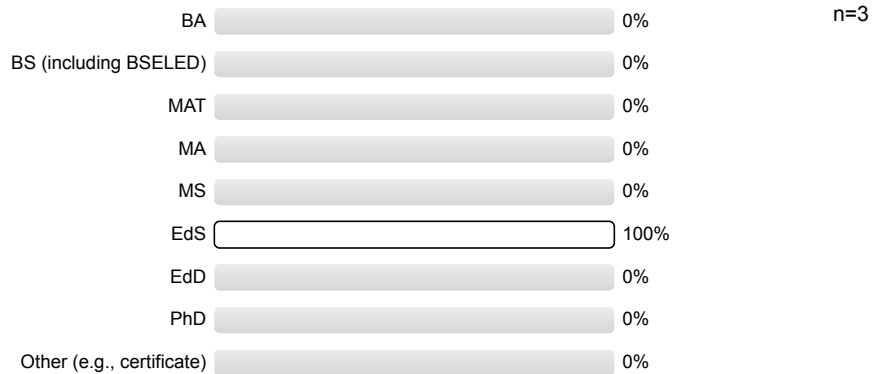
n=No. of responses
av.=Mean
md=Median
dev.=Std. Dev.
ab.=Abstention

1. Degree

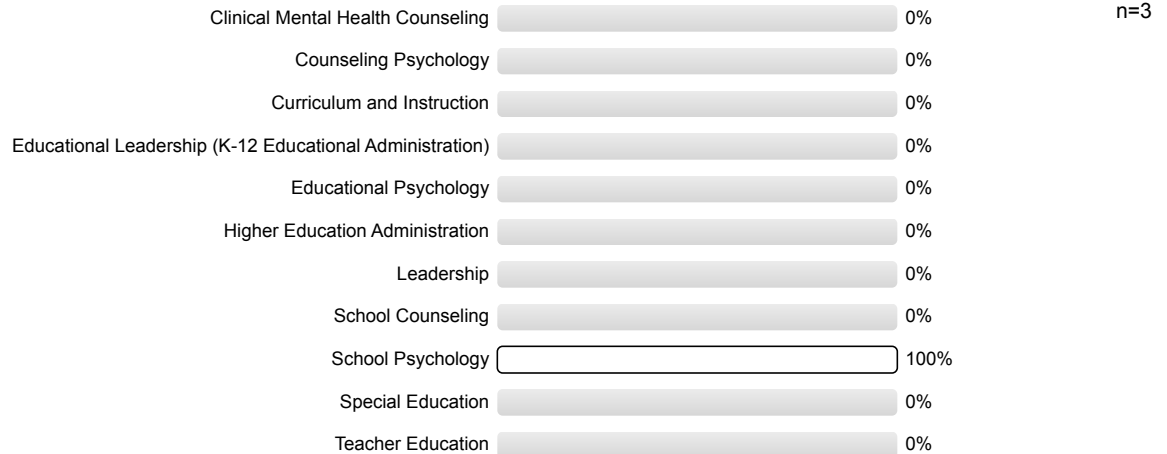
1.1) In which academic year did you complete your most recent degree from Andrews University School of Education?



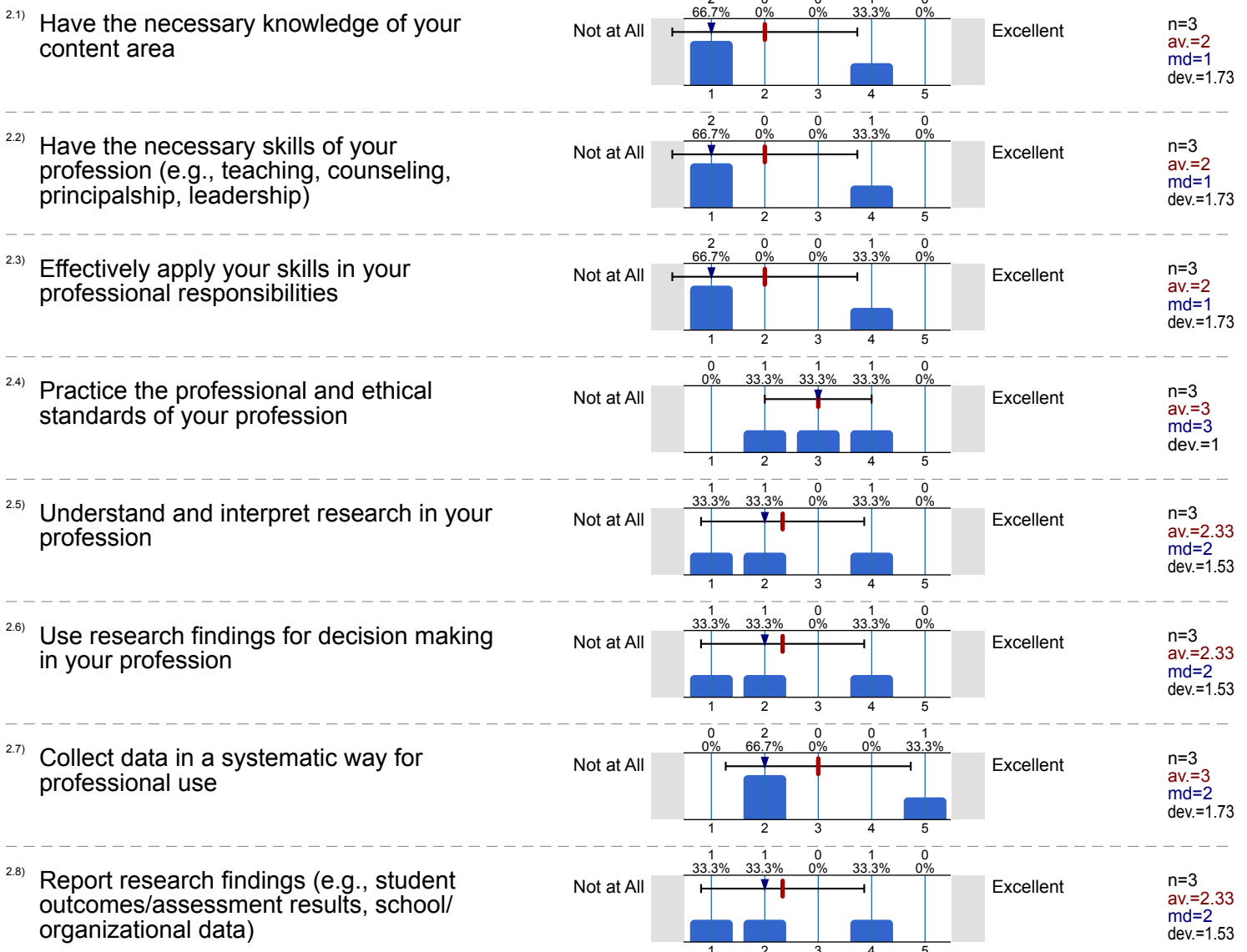
1.3) What *degree* did you complete in that year?

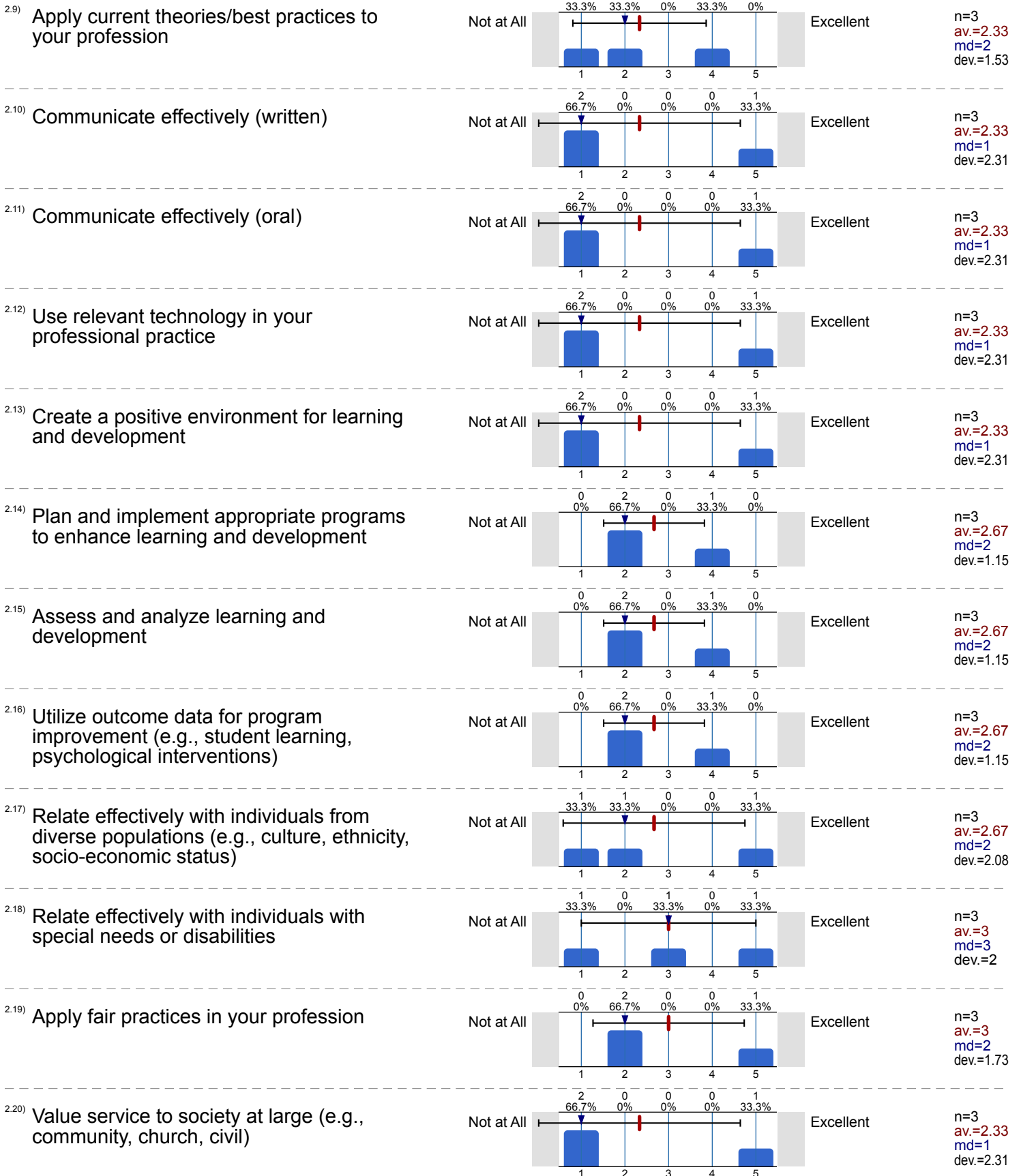


1.4) What School of Education *program* did you complete in that year? (select the answer that best fits your program)

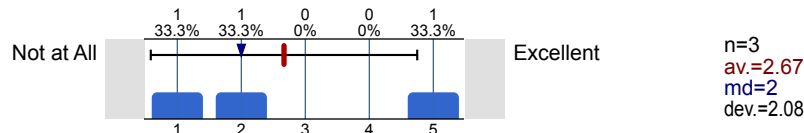


2. Preparation



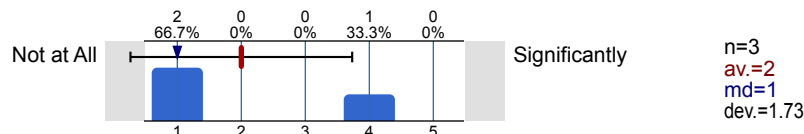


- 2.21) Believe that all individuals can learn, regardless of their background or experience

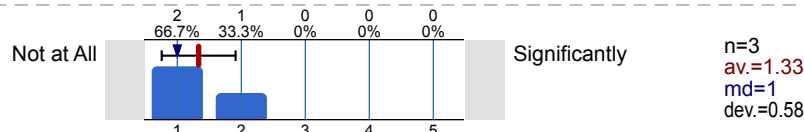


3. Spirituality

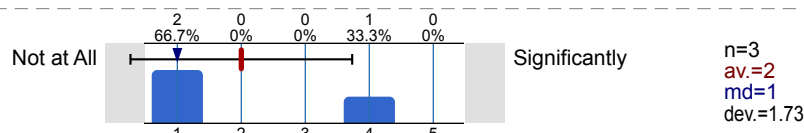
- 3.1) Grow spiritually



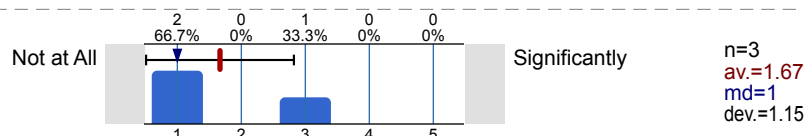
- 3.2) Understand your profession from a Christian perspective



- 3.3) Integrate your worldview with your profession



- 3.4) Deepen your faith commitment



4. Strengths, Weaknesses, and Suggestions

- 4.1) What do you feel were the strongest aspects of your program at Andrews' School of Education?

- Fantastic educators in the school psychology program. The school psychology building is very current, and facilities are up-to-date. Lots of practice with administering and scoring assessments. Good practicum and internship experiences
- I felt that individual professors were extremely knowledgeable and dedicated to helping me learn.
- The strongest aspects were several professors: Dr. Greulich, Dr. Nosworthy, and Dr. Hinman. I loved their classes and felt like I really learned from them. We also had several adjunct professors at the university that I loved.

- 4.2) What do you feel were the weakest aspects of your program at Andrews' School of Education?

- Completely disorganized. I never was able to get my refund check on time, we never knew what classes we were taking because they were always changing them, etc. My cohort was called a "guinea pig" cohort, so they were always changing how practicum looked or internship classes. They were a month late on finding me a practicum site (which was their responsibility). I also felt like there was some very weak professors. Shanter Alexander was a PHD student when she taught an assessment class and she was very unprepared. She took 2 weeks to grade our assignments, did not provide helpful feedback and openly would call students out on their writing skills. Advisers were super unhelpful and gone half of the time. I would not recommend anyone to attend this university. Technology was also always on the fritz, especially when trying to have the sister universities from Trinidad skype in. This would make our already late classes run even later.
- Program is very condensed, which can also be a good thing. However, the pace was a little fast for me and in turn I needed a 2nd year of practicum.
- The program as a whole seemed to lack in leadership and organization.

- 4.3) How might Andrews' School of Education improve this program?

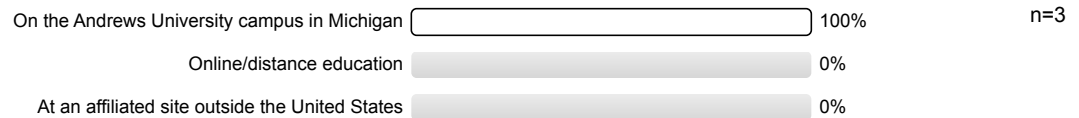
- I believe the program may benefit from supervision and guidance from leaders of other programs who have been successful. I believe it would also be helpful if the leadership within the program would be amendable to self-

reflection and self-improvement. At times, it felt like the leadership within my program were not willing to listen to the logistical challenges the students in the program had and were very unwilling to listen to, let alone make changes, the issues that were at hand. The program as a whole did NOT run smoothly and I experienced many extraneous barriers to my learning that went unaddressed. I believe the program would also benefit from employing more professors whom are truly knowledgeable of the field and can tailor classroom instruction to skills that will actually be used in the field. I do believe the program would benefit from a complete re-model and restructured in a way that would allow students to actually focus on learning relevant information/skills and NOT using precious time and resource to sort through logistical mishaps.

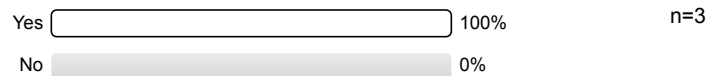
- The university needs to increase organization, find professors who actually work in the field, and listen more to their students. I felt like we were always told we were being lazy when it really was the structure of the program that was running us all ragged.

5. Demographics

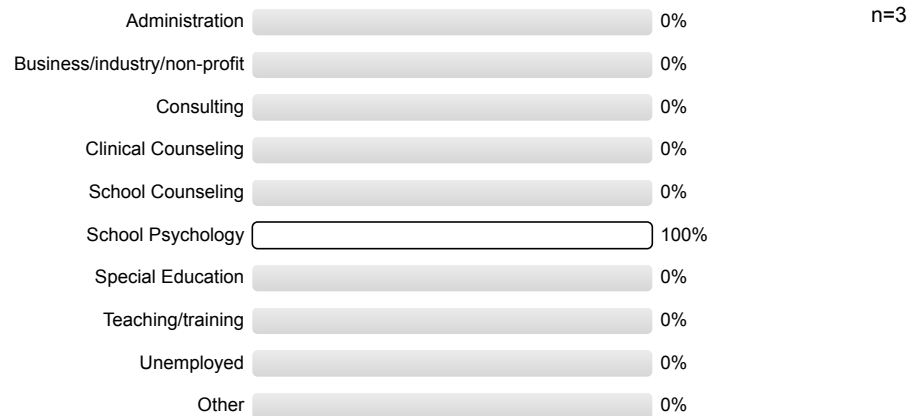
- 5.1) Where did you complete most of your Andrews University degree?



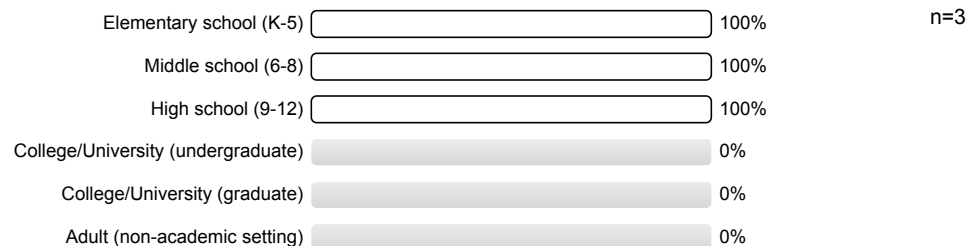
- 5.2) Are you currently employed in the major field of the last degree you completed in the School of Education?



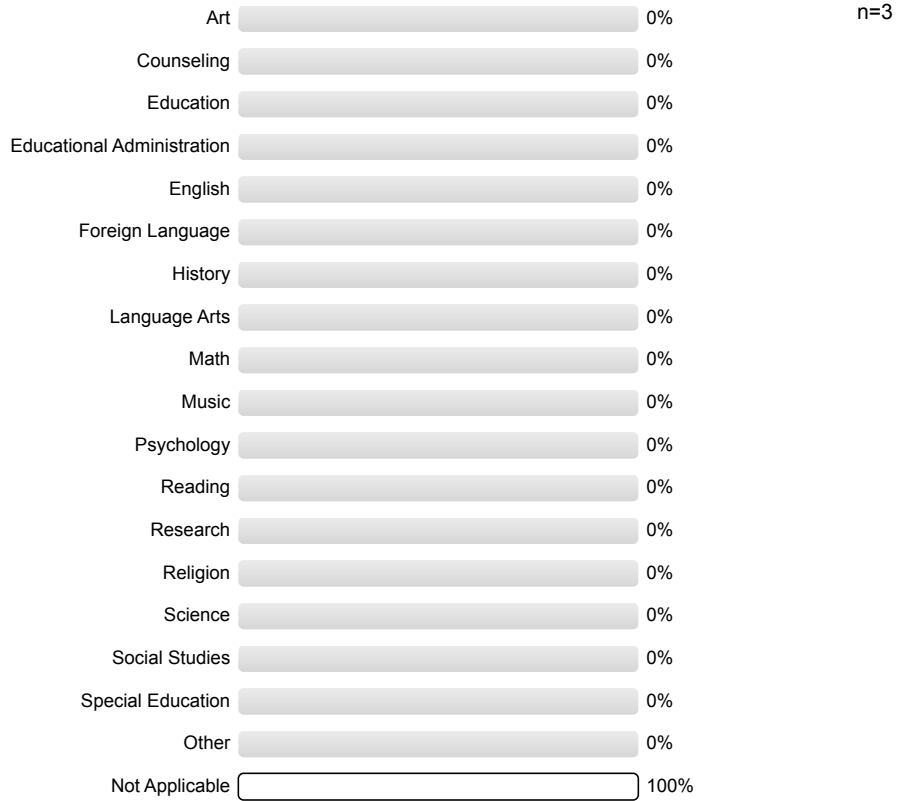
- 5.3) Which best describes your current job? (mark all that apply)



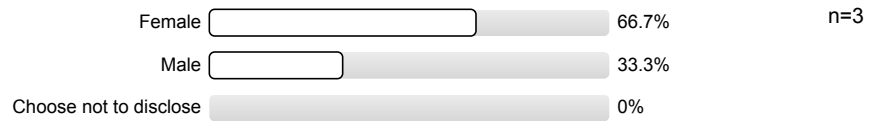
- 5.5) What age range/level are you currently working with? (mark all that apply)



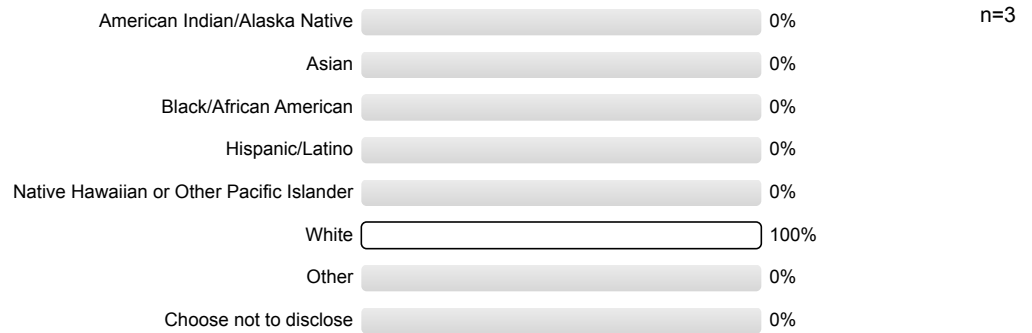
5.6) If you teach, what subject area(s) do you currently teach? (mark all that apply) If you do not teach, mark "Not Applicable."



5.8) What is your gender?



5.9) What is your ethnicity? (mark all that apply)



Profile

Compilation: School Psychology Alumni Survey 2016-17

Values used in the profile line: Mean



3.4) Deepen your faith commitment



n=3

av.=1.67

md=1.00

dev.=1.15