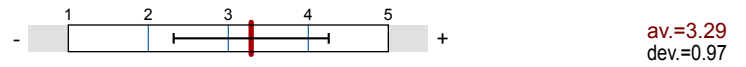
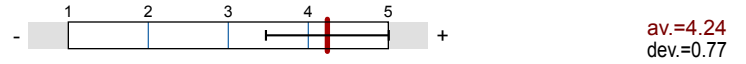


Overall indicators

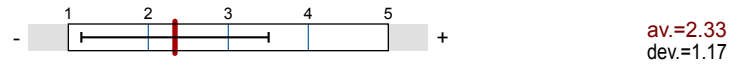
Global Index



2. Preparation

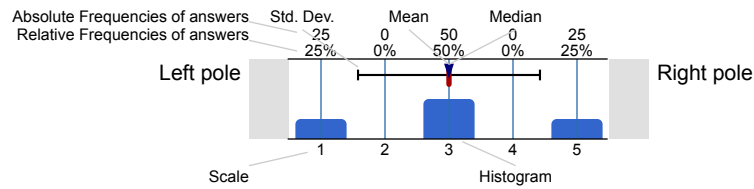


3. Spirituality



Legend

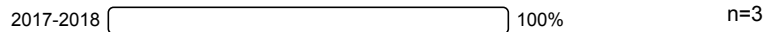
Question text



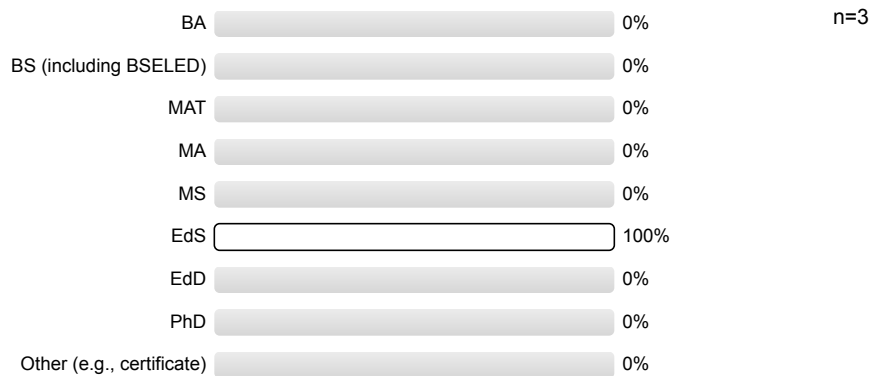
n=No. of responses  
av.=Mean  
md=Median  
dev.=Std. Dev.  
ab.=Abstention

1. Degree

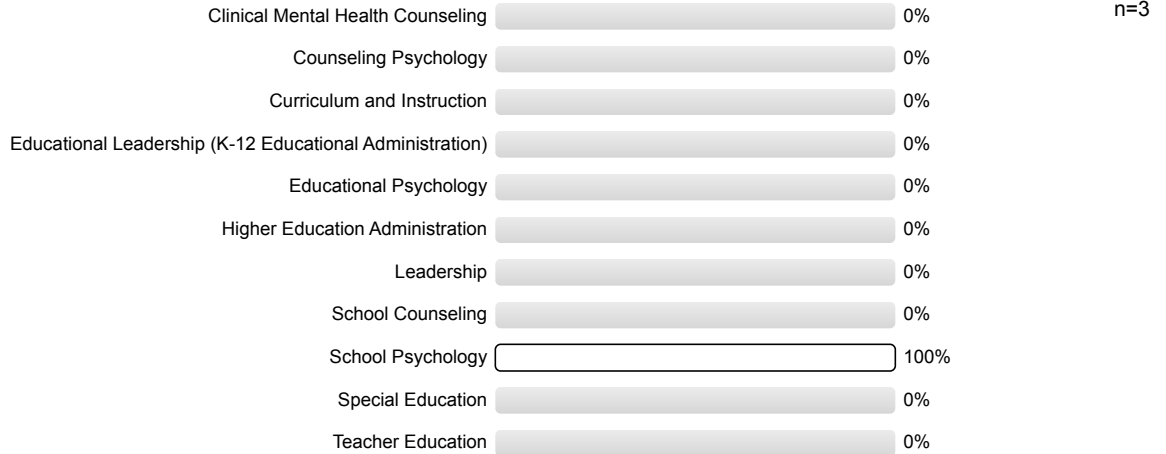
1.1) In which academic year did you complete your most recent degree from Andrews University School of Education?



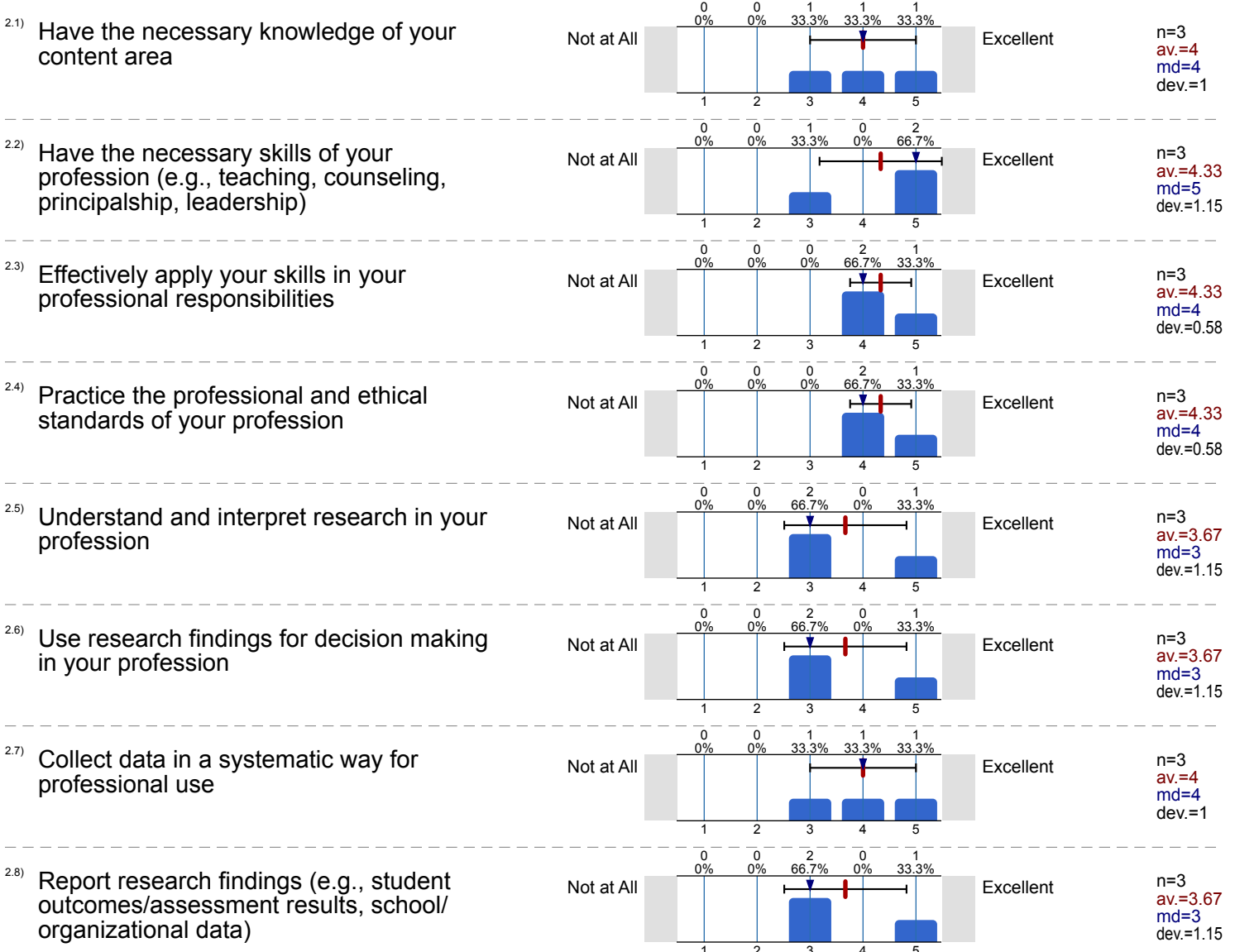
1.3) What *degree* did you complete in that year?

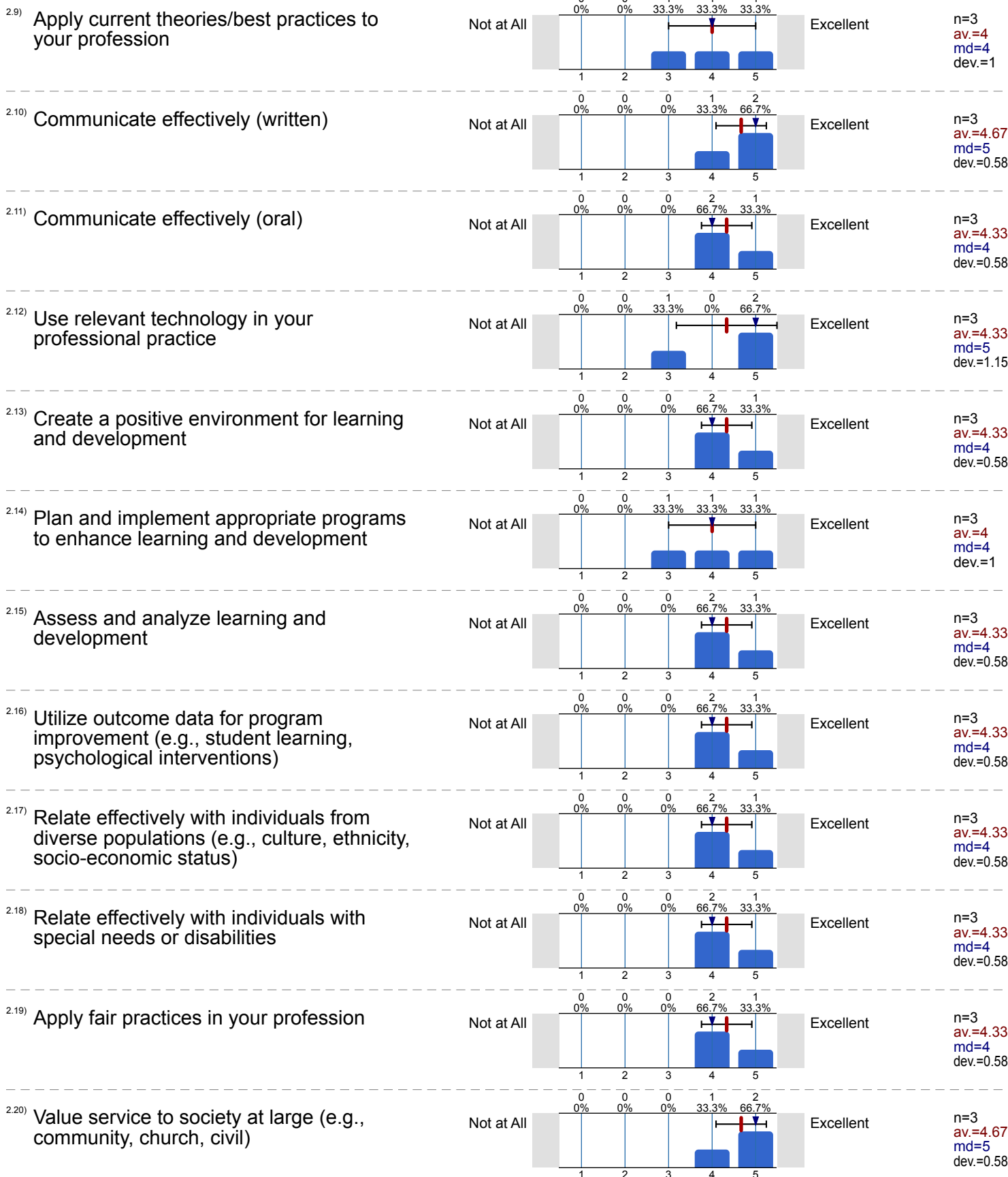


1.4) What School of Education *program* did you complete in that year? (select the answer that best fits your program)

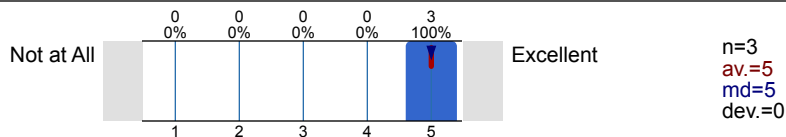


**2. Preparation**



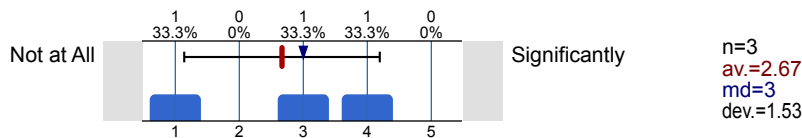


2.21) Believe that all individuals can learn, regardless of their background or experience

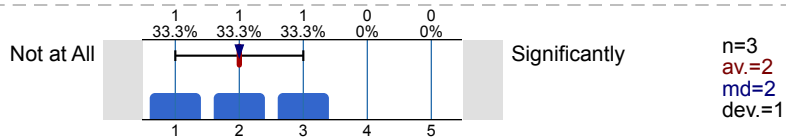


**3. Spirituality**

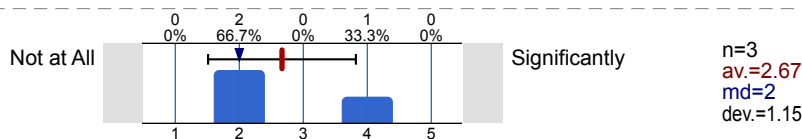
3.1) Grow spiritually



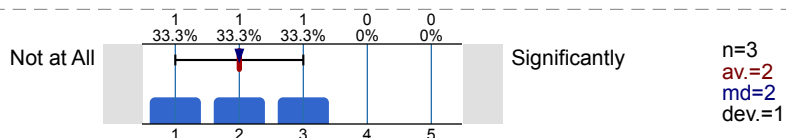
3.2) Understand your profession from a Christian perspective



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?

- Cognitive assessment - assessment protocol, administration, and interpretation, ( Dr. Coffen class). Clinical Mental Health Counseling mandated hours. Collaborative Consultation. Integrating Ms. Ed Pysch with an emphasis on Instruction courses with the school psych courses. All of Dr. Coffen intervention courses. Cognitive psychology and biopsychology courses. Knowledge of Math Disabilities. integrating research courses into the program.
- The cognitive psychology and biopsychology courses were very strong and provided an important foundation for a deeper understanding of the brain and various processes. The intervention classes were also helpful in developing knowledge in specific areas of assessment and intervention. The practicums for school psychology and counseling were both very helpful.
- The counseling aspect of the program.

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

- Certain faculty and leadership of the program were very degrading to students. When honest feedback and concern was expressed, it was discounted. Many things were blown off and not addressed. They also did not know how to relate with people and lacked compassion.
- Shanter Alexander
- integrative writing. Interpretative language that is parent-friendly writing. The biggest weakness of this program is the lack of support from core school psychology faculty and feelings of inadequacy.

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

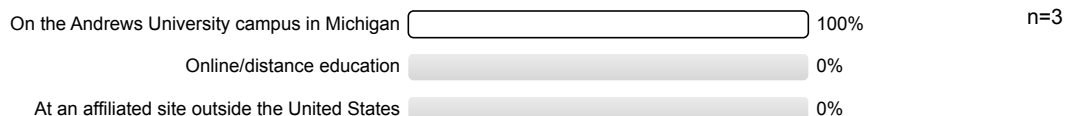
- Have the program transition to faculty that genuinely care about the success of their students, such as Professor Renette Prentice.
- Practice what you preach. Treat the graduate students by your example, what a good school psychologist looks

like. Support your students and believe in them ( and yes they will know because your actions would demonstrate the way you think about them). Teach courses like PREPaRE it is a NASP recommended model and is on the PRAXIS exam! In addition to Federal law. Place emphasis on the State Law of student's preferred placement. That way the class will benefit from the different interpretation of Federal law and be more competent in their placement. Review assessment other than the WISC, WAIS, and WIAT for example, review cognitive and academic assessments by other assessment makers. Treat your students with respect and dignity. Be the school psychologist you would want your students to be. Be kind to your students. Do not belittle your students. Build Self-efficacy rather than tear it down. Be the first to write a recommendation for your students ( this is a good way to show them that you believe in them). Your students are a reflection of your delivery of the program. My testimony is the program itself is strong, some may agree very strong. The delivery from the core School Psychologist staff ONLY is poor, very poor. Fix staff attitude towards students and the way the core school psychology faculty deliver the program and you will have a gold standard program as is, without changing or adding courses.

■ Stronger faculty leaders.

5. Demographics

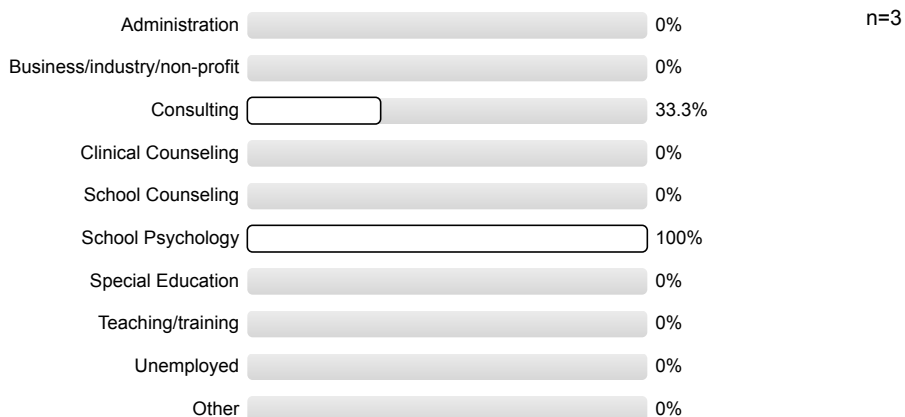
5.1) Where did you complete most of your Andrews University degree?



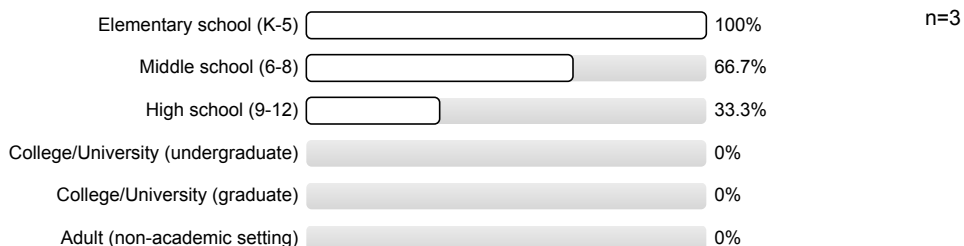
5.2) Are you currently employed in the major field of the last degree you completed in the School of Education?



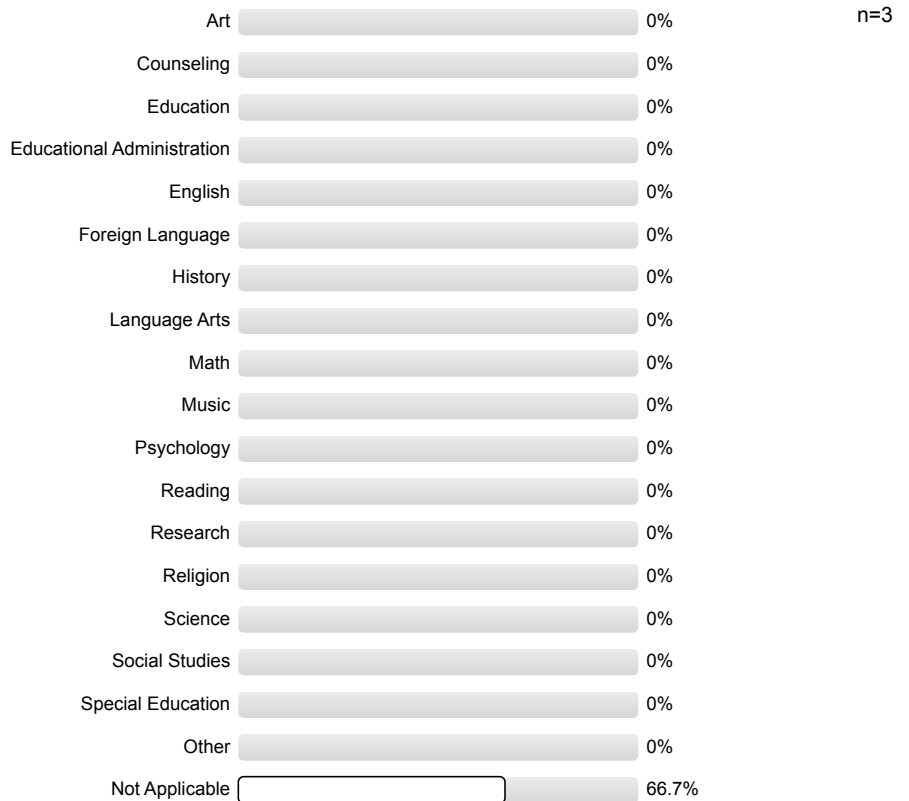
5.3) Which best describes your current job? (mark all that apply)



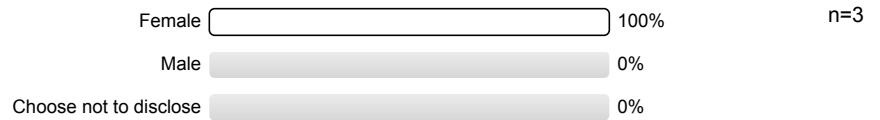
5.5) What age range/level are you currently working with? (mark all that apply)



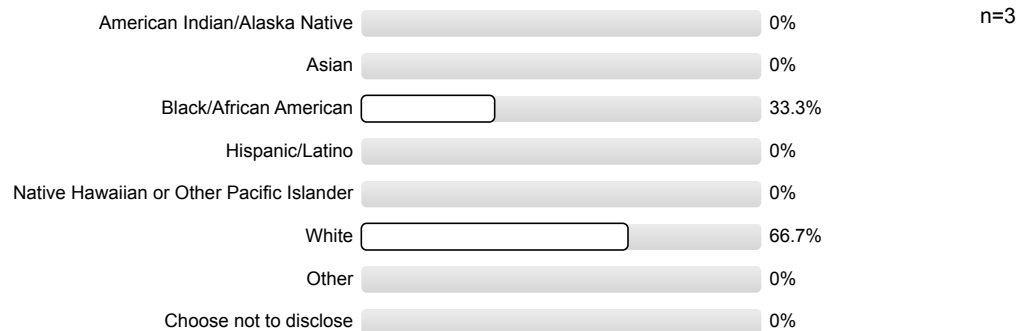
5.6) If you teach, what subject area(s) do you currently teach? (mark all that apply) If you do not teach, mark "Not Applicable."



5.8) What is your gender?



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



# Profile

Compilation: School Psychology Alumni Survey 2017-18

Values used in the profile line: Mean



3.4) Deepen your faith commitment



n=3

av.=2.00

md=2.00

dev.=1.00