

CAEP Annual Measure 3 Satisfaction of Employers and Employment Milestones (Component 43A.41) Initial and Advanced Levels

Initial Level:

Employer Satisfaction Definition For completers employed in both parochial and public schools, we have used results from an employer survey to measure Employer Satisfaction. As a result of our CAEP site visit in November 2019, one Area for Improvement (AFI) was the creation of new Employer Satisfaction Survey to align with specific standards and their related data needs for CAEP, InTASC, and the MDE. The Employer Satisfaction Survey consists of the following sections: (1) demographics, (2) evaluation of the graduate's preparation as a teacher; (3) the graduate's performance as a teacher; and (4) rating of the graduate's overall effectiveness as a teacher. Within each of these sections are targeted questions which align with specific CAEP, InTASC, and MDE standards.

Addressing the AFI Related to the Employer Satisfaction Survey (Component 43). At the time of writing this report, the field test of the new Employer Satisfaction Survey was underway.

The survey uses a 5 point Likert scale (1=Not at All, 2=Somewhat, 3=Satisfactory, 4 Very Well, and 5=Excellent) corresponding to the five levels used by the Andrews University School of Education in its many rubrics

Data from the cycle 2019-2020 had a 100% response rate (2 out of 2). Employees were also given the opportunity to comment in writing about their perceptions of the preparation that the employee received from the EDAL program at AU.

Two employees responded to the survey evaluating two different AUMA in Educational Leadership completers from 2019 to 2020. The work experience of the completers being assessed ranged from 4-7 years (1) to 8+ years (1) in school leadership. Both completers are currently employed within the Seventh Day Adventist Educational system.

Findings:

Of the 12 questions aligned to the ELCC standards, 12 out of the 12 had a Very Well or Excellent score (100%). The employees reported that EDAL completers are making an impact (Very Well or Excellent) as educational leaders. Completers are performing Very Well or at the Excellent level in their schools in the following areas of:

Promoting continual and sustainable school improvement (ELCC 1.3; av.=4.5)

School progress and revises school plans supported by school stakeholders (ELCC 1.4; av.=4.0)

Sustains a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students (ELCC 2.1; av.=5.0)

Creates and evaluates a comprehensive, rigorous, and coherent curricular and instructional school program (ELCC 2.2; av.=4.0)

Develops and supervises the instructional and leadership capacity of school staff (ELCC 2.3; av.=4.5)

Promotes the most effective and appropriate technologies to support teaching and learning in a school environment (ELCC 2.4; av.=5.0).

Promotes the school-based policies and procedures that protect the welfare and safety of students and staff within the school (ELCC 3.3; av.=4.5)

Ensures teacher and organizational time focuses on supporting high quality school instruction and student learning (ELCC 3.5; av.=4.0)

Acts with integrity and fairness to ensure a school system of accountability for every student's academic and social success (ELCC 5.1; av.=5.0)

Promotes social justice within the school to ensure that individual student needs in all aspects of schooling (ELCC 5.5; av.=4.5)

Advocates for school students, families, and caregivers (ELCC 6.1; av.=4.0)

Acts to influence local, district, state, and national decisions affecting student learning in a school environment (ELCC 6.2; av.=5)

School Psychology

Employees were asked to rate Andrews University school psychology graduates in all 10 NASP domains. Ratings range from 1 - Not training in this area to 5 Training Excellent in this area. Survey results suggest that employes are very satisfied with the training provided by the Andrews University school psychology program. Candidates received mean ratings of 4 and above in all domains except for Domain 6 (Services to Promote Safe and Supportive Schools) which received a mean rating of 3.5. Employes rated the quality of the AU school psychology program as "very good" to "excellent" (mean rating of 4.67).