



: The EDAL Employer Survey is aligned to the 2011 ELCC Standards. The purpose of the survey is to determine how satisfied the employers of our EDAL completers are with our program. Most importantly, how they perceive the preparation, readiness, and competency of their employees in the areas of content knowledge and skills. The data cycle for these results were administered in fall and spring 2021/2022. Class Climate, an Internet-based survey tool that is used by many entities across Andrews University, was used to gather the data. 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 College of Education and International Services in its many rubrics.

Data from the cycle 2021-2022 had a 78% response rate (7 out of 9). The work experience of the completers being assessed all consisted of 8+ years (7) in school leadership. All completers are employed within the Seventh-day Adventist system of Education.

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Of the 12 questions aligned to the ELCC standards, 10 out of the 12 had a very well or excellent score (83%) and 2 had a rating of satisfactory (17%). Employers reported that EDAL completers are making impact (satisfactory, very well or above level ) as educational leaders. Completers are performing satisfactorily, very well, or above level in their schools in the following areas of:

Promoting continual and sustainable school improvement (ELCC 1.3; av.= 4.0)

School progress and revises school plans supported by school stake holders (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.=4.7)

Creates and evaluates a comprehensive, rigorous, and coherent curricular and instructional school program (ELCC 2.2; av.=4.6)

Develops and supervises the instructional and leadership capacity of school staff (ELCC 2.3; av. = 3.8)

Promotes the most effective and appropriate technologies to support teaching and learning in a school environment (ELCC 2.4; av.= 4.0).

Promotes the school-based policies and procedures that protect the welfare and safety of students and staff within the school (ELCC 3.3; av.=4.7)

Ensures teacher and organizational time focuses on supporting high quality school instruction and student learning (ELCC 3.5; av.=4.9)

Acts with integrity and fairness to ensure a school system of accountability for every student's academic and social success (ELCC 5.1; av.=4.3)

Promotes social justice within the school to ensure that individual student needs inform all aspects of schooling (ELCC 5.5.; av.=4.6)

Advocates for school students, families, and caregivers (ELCC 6.1; av.=4.6)



consistent with previous employer feedback and suggest that the school psychology program continues to provide the quality of training that meets or exceeds the needs of employers in the field.

Program data are frequently shared with and discussed among core faculty at monthly meetings and with additional faculty at weekly meetings. The frequency of such meetings allows for constant reflection and immediate changes when necessary. To that end, Alumni and Employer survey results are regularly shared and discussed with faculty. Survey results also serve as affirmations of how strong the program currently is. Some measures, such as the annual candidate disposition evaluations, are shared with students, and they are invited to provide suggestions for program improvement or respond to disposition ratings. At the end of the internship, interns are also invited to evaluate their field experiences. During the final internship meeting, field supervisors are given the opportunity to provide feedback about the internship