Measure 2 (Initial and Advanced): Satisfaction of employers and stakeholder involvement. (R4.2|R5.3| RA4.1)

Initial Level:

R4.2 Satisfaction of Employers with Initial Program Completers

The TPP measured employer satisfaction with initial program completers in a TPP-designed survey using closed-ended question items (Appendix A-Initial Program Impact Surveys). The survey was emailed to 27 employers of completers who completed the TPP initial program within the years 2018-2020. Fourteen employers (52%) responded to the survey.

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 CEIS at AU in its many rubrics. Seven employers evaluated seven different AU MA in EDAL completers from 2020 to 2021 (a 100% response rate, 7 out of 7). The work experience of the completers being assessed ranged from 4-7 years (5) to 8+ years (2) in school leadership. All completers are employed within the Seventh-day Adventist system of Education.

Findings:

Of the 12 questions aligned to the ELCC standards, 12 out of the 12 had a very well or excellent score (100%). Employers reported that EDAL completers are making a marked impact (very well or above) as educational leaders. Completers are performing very well or above level in their schools in the following areas of:

Promoting continual and sustainable school improvement (ELCC 1.3; av.=4.1)
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.=4.1)
Creates and evaluates a comprehensive, rigorous, and coherent curricular and instructional school program (ELCC 2.2; av.=4.4)
Develops and supervises the instructional and leadership capacity of school staff (ELCC 2.3; av.=3.57)
Promotes the most effective and appropriate technologies to support teaching and learning in a school environment (ELCC 2.4; av.=4.4).
Promotes the school-based policies and procedures that protect the welfare and safety of students and staff within the school (ELCC 3.3; av.=4.29)
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.=4.4)
Promotes social justice within the school to ensure that individual student needs inform all aspects of schooling (ELCC 5.5.; av.=4.7)
Advocates for school students, families, and caregivers (ELCC 6.1; av.=4.4)
Acts to influence local, district, state, and national decisions affecting student learning in a school environment (ELCC 6.2; av.=4.0)

Stakeholder Involvement:

EDAL faculty engage stakeholder involvement in the following ways:

Employer Surveys: Information is sought from employers and upon review and reflection, substantive feedback is used to improve candidate preparation and course offerings.
Internship Mentor & Evaluations: EDAL mentors are surveyed throughout the internship experience to solicit feedback on our candidates. The following forms are used:

- Mentor's Assessment of Internship Form (RA.4.1b)
- Supervision/Mentor Evaluation Educational Leadership (RA.4.1c)
- Candidate Disposition Evaluation (RA.4.1d)

At the conclusion of each internship experience, the forms are reviewed to determine strengths, weaknesses, and suggestions for how to best prepare our candidates in the future. Partners: We currently have several Adventist church school systems who financially sponsor candidates from their respective districts and regions. Twice a year (Fall and Spring), we meet with our partners to understand how we may best meet their needs and the needs of the candidates they sponsor.

RA.4.1 School Psychology

Stakeholder involvement and feedback are critical to the School Psychology's program improvement goals. Within our program stakeholder involvement includes but is not limited to:

Employer surveys

Alumni surveys

Annual candidate disposition forms and evaluation of field experiences

Regular (weekly and monthly) faculty meetings

Field supervisor meetings and exit interviews

In the 2020-2021 survey (RA.4.1 School Psychology Employer Survey 2020-2021), 2 of 2 completers were employed. Thus, two employer surveys were sent out. One employer completed the survey (50%). Employers were asked to rate the effectiveness of the AU School Psychology graduate training in all 10 NASP domains. Ratings range from 1, No Training in this area; to 5, Training Excellent in this area.

The survey results suggest that the employer is very satisfied with the training provided by the AU School Psychology program (4.95). This employer also rated the quality of the AU School Psychology program as Excellent (5.0). In addition, the rater indicated that compared to graduates from other School Psychology programs, the AU School Psychology candidate was "just as prepared" (3.0). These results are 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 experience and make recommendations for future partnerships. In addition, data such as the rate at which completers are hired and employer satisfaction are solicited to inform faculty, future and current students.