

CAEP Annual Report 2024

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

R4.2 Satisfaction of Employers with Initial Program Completers

The TPP measured employer satisfaction with initial program completers by employers rating of completer preparedness in a TPP designed survey using closed question items aligned to 14 initial program areas (Appendix A). The survey was emailed to employers of completers who completed the TPP initial program within the years 2020-2023. Employers (n=14) reported high satisfaction with completers. A strong majority, 92% of ratings, were adequately prepared or above.

Figure R4.2a

Employer Ratings of Completer Preparedness



Satisfaction of Employers with Advanced Level Program Completers (RA4.1)

Educational Leadership

EDAL Employer Survey: For the last time, the EDA Employer Survey is aligned to the 2011 ELCC Standards. In the 2022-2023 reporting year, the revised Employer Survey will measure the newly adopted and aligned NELP standards of all courses.

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 competency of their employees in the areas of content knowledge and skills. The data cycle for these results were administered in fall and spring 2022/2023. Class Climate, an ~~annual~~ 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 School of

Acts to influence local, district, state, and national decisions affecting student learning in a school environment (ELCC 6.2; av.=4.5)

Analysis

Stakeholder Involvement

The EDAL program engages 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:

- o Mentor's Assessment of Internship Form
- o Supervision/Mentor Evaluation Educational Leadership
- o Candidate Disposition Evaluation

At the conclusion of each internship experience, the forms are reviewed to determine strengths, weaknesses, and suggestions for how best to prepare our candidates in the future.

Partners: Currently we have several Seventh-day Adventist (SDA) Conferences (Districts) who financially sponsor candidates from their respective districts and regions. Twice a year (Fall and Spring), we meet at the Association of College Deans in Education (ACDE) with our partners to understand how we may best continue to collaborate. Most importantly, how best to meet the needs of the candidates they sponsor.

School Psychology

Stakeholder involvement and feedback is critical to the program's 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 2022-2023 data set, 3 of 3 (100%) completers were employed. Thus, three employer surveys were sent out. Two employers completed the survey. Employers were asked to rate the effectiveness of the Andrews University 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 employers are very satisfied with the training provided by the Andrews University School Psychology program (mean = 5.0). Employers also rated the quality of the AU school psychology program as Excellent (mean = 4.5). In addition, raters indicated that compared to graduates from other School Psychology programs, the AU School Psychology candidate was "just as prepared" (rating of 3.5). These results are consistent with previous employer feedback and suggest that the school psychology program continues to provide the quality of training that meet or exceed 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, an 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. Additional data such as the rate at which completers are hired and employer satisfaction are shared with current students and potential students who apply or interview for acceptance into the program.